



**An evaluation of the Safe Drive Stay Alive road  
safety presentation for pre-drivers.  
Haverling, 2006.**

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This report has been prepared for Transport for London. The views expressed are those of the author(s) and not necessarily those of Transport for London.

## Executive Summary

The Safe Drive Stay Alive (SDSA) presentation was developed to increase awareness amongst young people of their vulnerability on the roads and the potential consequences of their driving.

The SDSA presentation was a live show featuring video interspersed with testimonials. The event was a collaboration between the London Borough of Havering, the Metropolitan Police Service, the Fire and Rescue Service, the London Ambulance Service and the London Road Safety Unit (LRSU).

The presentation was designed to effect change in school students' attitudes to driving and road safety as they approach the start of their driving experience. This report evaluated both the impact of the SDSA event (the emotional reaction of students to the presentation), and the effectiveness of the SDSA event (the effect of the SDSA in improving students attitudes to road safety).

Evaluation of the SDSA was two-fold. The first assessment was the impact of the presentation on students, exploring their experience of the event and their emotional response to the issues using mini-group discussions and self-report questionnaires. The second assessment was the effectiveness of the SDSA presentation in changing students' attitudes to road safety using psychometric data.

### **Impact of the SDSA**

Overall the Safe Drive Stay Alive event was received well by the majority of students. The format of the show was not something the attendees were expecting and this helped catch and hold their attention.

The raw emotion presented in the testimonies heightened levels of engagement amongst students. This was particularly the case for the accounts given by the bereaved parent and the Fire Brigade Officer.

The show's content was deemed as being appropriate for the target audience and the local angle to communications helped increased the relevance of messages.

Female students were generally more receptive to the event than their male counterparts.

Moving forward in terms of future event development, it is important to ensure the cause and effect message is clearly communicated and is relevant to young people.

### **Effectiveness of the SDSA**

There is little controversy that the issue of pre-driver education merits attention. However, there is controversy as to whether successful interventions are readily available and indeed whether some schemes may be counterproductive. In this context the Transport for London approach has been to introduce a pilot scheme for evaluation. The Safe Drive Stay Alive road safety presentation was evaluated on the quantitative data gathered on school students' attitudes to road safety.

Students reported a small short term improvement in their intentions to observe road traffic laws and speed limits, as well as an increased belief that they could control their driving behaviour even under pressure from others, immediately after attending the Safe Drive Stay Alive presentations. These effects were equivalent for both males and females, but improvements disappeared by five months.

There was not an opportunity to test whether the observed small improvement in intentions and perceived behavioural control immediately after the SDSA presentation were a genuine effect, an impression management effect (students providing answers that they judge are expected), or a combination of the two, as this was predicated on there being an effect still present at the five months after stage. With any improvements at the immediately after stage being wiped out by five months there was no possibility of comparing improvement to control groups.

Attending the SDSA presentation had no immediate effect on students' perception of social pressure to conform to road traffic laws, and no change in attitudes to exceeding speed limits, as well as no effect on reported seatbelt wearing rates.

Examination of individual items revealed that five months after the presentation students' intention to conform to road traffic laws and the Highway Code

deteriorated to such a degree that they were significantly *worse* than the pre-SDSA level. This is of obvious concern given the higher vulnerability of young drivers in the early stages of their driving experience. The cause of this unexpected finding is not clear, although it is potentially an effect of younger people resisting messages from older, authoritarian presenters.

Overall, there was a sex difference such that females generally gave higher ratings than males both before and after the presentations for almost all issues, demonstrating a more positive attitude to driving and road safety.

### **General conclusion**

The results of the qualitative analysis suggest that the SDSA event had some emotional impact on students during the presentation. However the quantitative analysis demonstrates that there was little or no enduring effect in improving students' attitudes to road safety.

## Acknowledgements

The authors would like to acknowledge and thank Transport *for* London for enabling this project and evaluation to be undertaken, as well as providing valuable support and discussion throughout.

Thanks must also go to the London Borough of Havering and London Road Safety Unit (LRSU) for organising, managing and presenting the event, as well as the Metropolitan Police Service, the Fire and Rescue Service, the London Ambulance Service, and the bereaved parents and collision survivors who dedicated their time and experience to the SDSA event.

Particular thanks are also due to Dr Bill Carcary for providing the SDSA questionnaire.

Finally, we would like to thank all the schools and students who attended the Safe Drive Stay Alive presentation and participated in the evaluation.

# 1. Introduction

## 1.1. Young drivers

It is well known that young drivers are overrepresented in road traffic fatalities and collisions (Evans, 1991). Globally road traffic collisions are the primary cause of death for people aged 10-24yrs old (Toroyan & Peden, 2007). While a large proportion of casualties are in low- and middle-income countries, collision fatalities rates for drivers under 25 are nearly double that of older drivers in industrial countries (OECD, 2006), with young male drivers particularly at risk (McKenna et al, 1998). In Great Britain road traffic collisions are the leading cause of death and disability in the under 40s in the UK (Roadpeace, 2004). Only 7% of British drivers are aged 17-21yrs, but this age group are involved in 13% of collisions resulting in injury (Achara et al, 2001). In London in 2006, 6% of the driving population were aged 17-21yrs, but this group were involved in 11% of all collisions, and this age group accounted for 18% of the 1106 killed and seriously injured (KSI) casualties. These figures illustrate the extent to which young drivers are overrepresented in both casualties and collisions in London.

Of particular pertinence to this research is that young people display many of the attitudes associated with risky driving well before they reach the age they can learn to drive (Waylen & McKenna, 2002). The authors note that their results imply that young people start their driving career with attitudes that are already well engrained, and that traditional driver education starting at 17 years could be too late to influence safe attitudes to driving.

## 1.2 Road Safety Education

In the area of pre-driver education it would be fair to say that there is clearer consensus in the identification of the problem rather than in identifying solutions. Indeed there are a number of authors who having reviewed the evidence have come to the conclusion that there is no support for the proposal that pre-driver education reduces collision involvement (Roberts et al, 2001; Vernick, et al. 1999). Both reports, in addition, point to the danger that pre-driver education may increase early licensure and could even produce an increase in collisions. Williams and Ferguson



(2004) have noted that despite the absence of evidence in support of pre-driver education it retains "tremendous popular appeal as a means to improve driver safety." In an examination of driver attitudes Carcary et al (2001) investigated the effects of classroom-based interventions and found no evidence to support the efficacy of pre-driver training, although there was limited support for the use of driver education with young drivers within five months of passing their driving test through the reduction of self-perceived skill levels and reduced feelings of safety.

A number of reasons for the ineffectiveness of pre-driver education have been offered. For example, it has been proposed that these courses are of too short a duration to offer much prospect of having an impact (Williams & Ferguson, 2004). A related point is that any safety message communicated may be swamped by the influence of parents, peers, and other personality and social influences that shape driver behaviour. It has been found that the violation history of the parent is predictive of the violations of the children (Hartos et al, 2000). The presence of male passengers has been shown to be associated with faster driving (McKenna et al 1998) and those with greater sensation seeking tendencies have been shown to drive in a more risky fashion (Jonah, 1997). In essence the small impact of the driver education may be competing with more enduring effects. It has also been proposed that teenagers may be unmotivated by safety concerns but are more motivated by obtaining the license early (Williams & Ferguson, 2004). It has already been noted that by focusing attention on the issue of driving education courses may encourage early licensure.

Authorities are presented with a dilemma. The public appetite for pre-driver education is not supported by much evidence, and plausible barriers to effectiveness exist. The clear presence of a problem prompts action but the clear absence of a solution prompts caution. In these circumstances pilot studies with evaluation offer a way forward.

### 1.3 Safe Drive Stay Alive

The SDSA intervention was developed to increase awareness amongst young people of their vulnerability on the roads and the potential consequences of their driving. The SDSA intervention had previously been trialled in Aberdeen, Swindon, West Sussex and Surrey. The scheme was most recently trialled in the London Borough of

Havering with the intention of assessing its impact and effectiveness and the potential for the scheme to be offered more widely in the future.

The Safe Drive Stay Alive (SDSA) presentation was a collaboration between the London Borough of Havering, the Metropolitan Police Service, the Fire and Rescue Service, the London Ambulance Service and the London Road Safety Unit (LRSU). The format was a live show featuring video interspersed with testimonials. The presentations took place between 13<sup>th</sup> and 17<sup>th</sup> November, 2006, at the Queen's Theatre, Hornchurch and was attended by students in Year 11 (aged 15-16 years) from all schools in the borough.

The presentation was designed to effect change in school students' attitudes to driving and road safety as they approach the start of their driving experience. This report addresses two issues, the impact of the SDSA event (the emotional reaction of students to the presentation), and the effectiveness of the SDSA event (the effect of the SDSA in improving students attitudes to road safety).

#### **1.4 SDSA impact**

The first objective of the evaluation was to assess the impact of the Safe Drive Stay Alive event. More specifically, the research aims to meet the following objectives:

- a) Gauging students reaction to the event
  - Which elements were liked or worked particularly well
  - Which, if any, elements detracted from the events aims
- b) Providing direction and insight into how the Safe Drive Stay Alive could be improved in the future

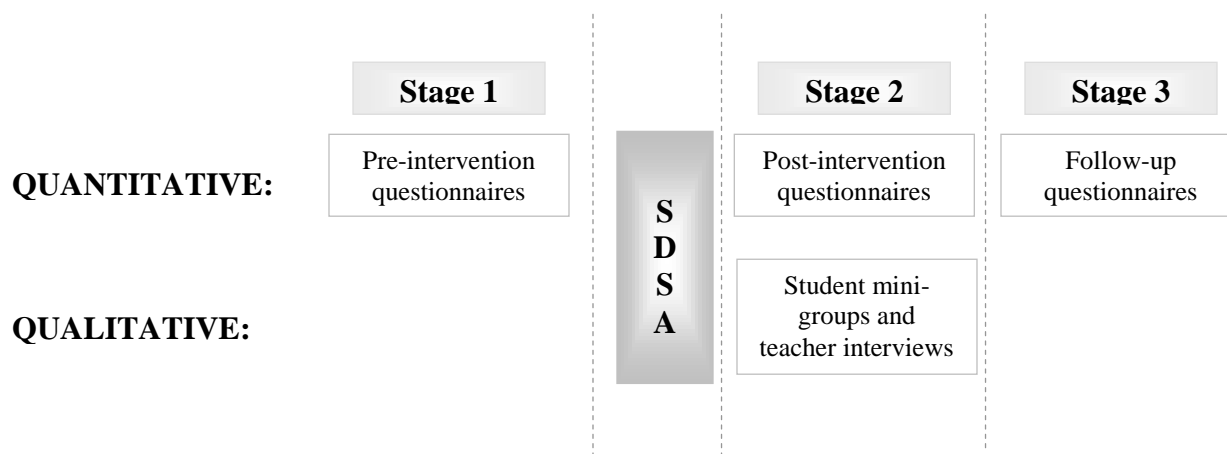
##### 1.4.1 Analysis

A combination of quantitative and qualitative research approaches were employed to best meet the overall research objectives:

*Qualitative research:* Mini-group discussions with students were used to obtain a base level understanding of student's reaction to the Safe Drive Stay Alive event.

*Quantitative research:* Self-report questionnaires were used to further explore such reactions and in particular to understand how effective the students found the individual elements of the event (i.e. video reconstruction, real life testimonies etc).

The diagram below illustrates the programme of research that has been undertaken.



The qualitative research will discuss the findings from stage 2 of the research programme focussing on event reaction.

### **1.5 SDSA effectiveness**

The second objective of the evaluation was measuring how effective the SDSA event was in improving student attitudes to road safety. With regards to the effectiveness of the SDSA, one problem for evaluation is as follows. In constructing the materials for the intervention there is a lack of clarity on the specific attitudes that are the goal of the intervention. In other words, it is difficult to evaluate the effectiveness of an educational message when the message itself is not clear.

#### 1.5.1 Theory of Planned Behaviour

One approach to measuring attitude change has been described in the Theory of Planned Behaviour (TPB). According to this theory participants intentions are a function of three factors; attitude, subjective norm and perceived behavioural

control. Attitude refers to the participants' evaluation of the behaviour. The subjective norm refers to the perceived social pressure associated with the behaviour and perceived control refers to participants' confidence that they can perform the behaviour under investigation.

The aim of the present analysis was to evaluate the effect of the SDSA presentation on those attitudes that could be subsumed under the Theory of Planned Behaviour.

### 1.5.2 Analysis

Two separate analyses were conducted. First, analysis was conducted on data from students who were repeatedly tested over time, before, after and five months after the SDSA presentations (matched students). For all results the statistical significance will be reported using *p*-values. Values less than .05 indicate a significant effect, with values over .05 representing a non-significant difference. Effect sizes will also be reported using partial eta squared ( $\eta_p^2$ ) with .1379 representing a large effect, .0588 a medium effect and .0099 a small effect. Primary analysis was conducted using Multivariate Analysis of Variance (MANOVA), with paired t-tests employed for post-hoc analysis of specific individual comparisons.

## 2. Methodology

### **2.1 SDSA impact**

#### 2.1.1 Qualitative methodology

##### *Mini-group discussions with students*

Six mini-group discussions comprising 5-6 students and lasting approximately one hour were conducted with students who had recently attended the SDSA event. Students were selected by a teacher (usually the Head of Year 11). Teachers were requested to select an equal number of boys and girls from varying backgrounds and levels of behaviour, all who had attended the SDSA event.

Participating schools were recruited by telephone using the list of schools in the London Borough of Havering provided by the Road Safety Unit. Research was conducted between 20<sup>th</sup> November and 7<sup>th</sup> December 2006.

##### *Depth interviews with teachers*

Five depth interviews lasting approximately one hour were conducted with teachers who attended the SDSA event. The aim of these interviews was to add depth to the findings by providing the perspective of teaching professionals on the event and gaining insight into any discussions that took place amongst students and staff formally or informally following the event.

#### 2.1.2 Quantitative methodology

As detailed previously, the quantitative research programme is made up of two stages and this section of the report is to provide feedback on the immediate reaction to the Safe Drive Stay Alive event.

A third phase took place in Spring 2007 with the aim of investigating whether the Safe Drive Stay Alive event has had an impact on students' attitudes towards driving in the longer term. Longitudinal analysis of the effect of the SDSA event on students was conducted by the University of Reading, and can be found in the section on attitude change.

##### *Sample definition*

The target audience for this part of the research programme was Year 11 students who attend secondary schools in the London Borough of Havering.

Year 11 students are generally aged between 15 and 16 years old and will therefore be in a position to learn to drive in the next year or two, should they chose to do so.

### *Research Process*

Synovate were provided with a list of all the Secondary Schools in the London Borough of Havering that had been invited to attend the Safe Drive Stay Alive event. Schools were contacted initially by mail to inform them of the research programme that was being undertaken and follow up telephone calls were made to the Heads of Year 11 in order to confirm the schools willingness to participate. A total of 6 secondary schools agreed to take part in the programme.

Appointments were made for Synovate interviewing supervisors to visit each of the schools 1-2 weeks prior to the event (pre-intervention) and then 1-2 weeks after the event (post intervention).

Students taking part in the survey were entered into a Prize Draw. One winning entry was selected at random for each school (intervention and control) and that individual was presented with a £25 WH Smith voucher as a token of thanks.

### *Pre Intervention*

All students in Year 11 were asked to fill in a 10 minute self-repot questionnaire prior to attending the event. The questionnaires were administered in class in the presence of a teacher. Pre intervention fieldwork took place between 30<sup>th</sup> October 2006 and 10<sup>th</sup> November 2006. A total of 791 students completed questionnaires at the pre intervention stage.

### *Post Intervention*

Shortly after attending the SDSA event day, all students from Year 11 in the above six schools were asked to complete a questionnaire again. On this occasion the questionnaire was largely similar to that used previously although it also included an event evaluation section. Fieldwork was conducted between the 20<sup>th</sup> November and 7<sup>th</sup> December 2006. A total of 598 students completed questionnaires at the post intervention stage

### *Removing Non Attendees & Matching the Sample*

Given the objectives behind the research programme, it was important to ensure that all students included in the analysis had attended the Safe Drive Stay Alive event, and thus their opinions on the event were valid. All students who had not attended the event were excluded from the research.

In addition to this, a key requirement of part of the research was to investigate how attitudes had changed over time and the most reliable way of doing this was to analyse the same group of students over time, in essence creating a 'panel'.

Investigations were undertaken to ensure that the final sample size was sufficiently robust when the above two criteria had been taken into account. A total of 422 students completed questionnaires at both the pre and post intervention stages.

All results for the analysis of the impact of the SDSA presentation are based on this final matched sample of 422 respondents.

### *Index of Multiple Deprivation*

As part of the data processing, each individual student was assessed and allocated an IMD score (Index of Multiple Deprivation) using the postcode information they provided. It was not possible to allocate a score to students who had not provided us with this information. There were 33 students who did not have a postcode, and therefore there is no IMD score for them. The index of deprivation measures the level of poverty in a particular geographical area based on a number of measures including income, employment, health and disability, education skills and training, barriers to housing and services, living conditions and crime. The score attributed to each student represents the percentage of households in that output area that are classified as deprived, with a score of 1 representing the most well off, through to 56 representing the least well off. Subsequently, students were categorised into one of four IMD classification groups, IMD score 1-9, 10-13, 14-20, and 21-56.

### Matched Sample Profile

Finally, survey data can be broken down by the following demographic groups:

	<b>Unweighted Base</b>
Total Sample	422
Male	252
Female	170
Deprivation 1-9	112
Deprivation 10-13	99
Deprivation 14-20	95
Deprivation 21-56	83
White	345
Mixed race	17
Black, Asian, Minority, Ethnic	45

### 2.2 SDSA effectiveness

A total of 791 students from six participating schools completed the pre-intervention questionnaires, 422 completed post-intervention questionnaires, and 258 completed follow-up questionnaires five months after the presentation. A matched-participants design was employed with the same students answering questions at the pre-intervention, post-intervention and five month follow-up stage of the evaluation. A total of 258 students attended the presentations and completed all three questionnaires. After excluding missing values, final analysis was conducted on a total of 199 students ( $M$  age = 15.61yrs,  $SD$  = 0.53yrs), including 128 males ( $M$  age = 15.60yrs,  $SD$  = 0.52yrs), and 71 females ( $M$  age = 15.63yrs,  $SD$  = 0.55yrs). Data from 199 students in a matched-participants design provides a large enough sample size to be able to detect a change in attitudes across the three time points in the study. Due to an imbalance in the distribution of ethnicity in the final sample, there were not enough mixed race and BAME (Black, Asian, Minority, Ethnic) participants to test for any differences in attitude across different ethnic backgrounds.

Pre-intervention questionnaires (supplied and validated by Bill Carcary) were completed by students 1-2 weeks prior to attending the SDSA presentation. Post-intervention questionnaires were completed 1-2 weeks after attending the SDSA



presentation. Follow-up questionnaires were completed five months after attending the presentation. All questionnaires were administered in class under the supervision of a teacher.

This analysis is concerned with 13 questionnaire items based on the Theory of Planned Behaviour (TPB), specifically items relating to future intentions (4 items), perceived behavioural control (3 items), attitudes (3 items), and subjective norms (3 items). The items for each of these four categories are listed in Appendix A, along with an indication of the two attitude items, one subjective norm item, and one future intentions item that were reversed scored (see Appendix A).

Further analysis is conducted on three items relating to seatbelts, specifically asking whether they would/do use a seatbelt when driving, when as a passenger in the front seat, and when as a passenger in the rear seats. These items are also detailed in Appendix A.

## 3. Results of SDSA impact

*Data analysis and report conducted by Synovate*

### 3.1 Qualitative analysis

#### **3.1.1 Students' appraisal of SDSA**

The students interviewed in this research supported the SDSA event and could see the rationale behind holding such an event. Whilst students were already familiar with safe driving guidelines to some extent, the emotional impact the event had on them and the collision details described to them, brought home the importance of safe driving and ensured they took notice during the event.

Students understood the necessity to educate young people about the risks on the road but some felt that the timing of the event was a little premature. The event took place in November during students' Year 11 when students were aged 15-16 years. For many, any thoughts about driving were too distant to be relevant at this point in time. Holding the event during Year 11 ensured all young people in the borough were exposed to the event before leaving school for various colleges, apprenticeships and employment, however, some suggested that holding the event later in the school year when students are closer to approaching driving age would be more relevant.

Students and teachers were all in support of the SDSA event being repeated in future years for successive students.

#### **3.1.2 Teachers' appraisal of SDSA**

Although some teachers were a little perturbed that students were being taken out of school for half a day during the run up to their mock GCSE's, having witnessed the event for themselves firsthand, most felt the event was a worthwhile justification for this. Indeed some teachers also felt the event was a valid reminder to teaching staff and other adults who attended to drive safely.

Despite some initial concerns about bringing together students from different schools, some teachers were pleasantly surprised how the event transfixed the attention of these young people.

*"I was dreading it – thinking oh two other schools; we're going to have lots of hassle, but it was amazing, the whole auditorium was completely silent, engrossed in it."*

As with students, some teachers also suggested that the event would be more relevant if the students were closer to the driving age, perhaps later in the school year provided it does not disrupt students' GCSE preparation.

### **3.1.3 Core messages taken from the event**

A number of core messages were taken away by the pupils from the SDSA event, many of which underpinned the Safe Drive Stay Alive theme. Of these, some related to "traditional" road safety messages they were aware of, others were a new realisation to many. These included:

- Obey the rules of the road
- Don't speed and don't drink
- Always wear a safety belt
- Your actions (whilst driving) have consequences (on others)
- You should try to resist negative peer pressure encouraging you to behave in an unsafe way whilst driving
- Need to stay focussed at all times

Other messages/ attitudes unrelated to safe driving per se also came through, and in the case of some students, these had the greater impact:

- Appreciate and love your family, and show it
- There are crazy drivers on the roads
- A growing respect for emergency service personal and the work they do
- A realisation that these figures in authority care about you and your wellbeing

*"They go through a lot, you don't think about it before do you, you think, that's their job they must do it."*

*"The most powerful bit was the people trying to hold back their emotions, their tears. It showed you that they actually care about us!"*

The number and range of messages students took out from the event were greatly due to which parts of the event touched them the most. However to note, those that had the greatest impact did not necessarily reinforce the messages that underpin the Safe Drive Stay Alive principle. More on this will be discussed in the following sections.

### **3.1.4 Elements that worked well**

Whilst overall the event was perceived by both students and teachers as impactful, certain individual elements had greater impact in putting the SDSA message across and provide a useful guide when planning future events.

Such elements which provided impact and aided clear communication of the SDSA messages were:

#### Heartfelt commentary from respected sources

The recalling of (painful) past experiences and description of long term emotional impact, from sources which have in the eyes of the students the right to talk about such things (as had experienced them first hand), was if anything, the main contributor to the successful reception of the event.

*"If they can tell that story and still be upset by it, because they go to hundreds of call outs a week, you know they are really bad stories."*

#### Dramatic and graphic descriptions

For many students such descriptions brought the truth and reality of what was being talked about home. Road safety messages were no longer about advice (as in most other talks/ events) but about real happenings grounded in real suffering. At the same time as highlighting the realism and embodying SDSA messages, the graphic realism also contributed to the general emotional impact of the event, reportedly helping to anchor it in students' minds.

*"I think the graphic side of it; everyone listened to the fireman more than anyone else because he had interesting stories."*

### Respectful (adult to adult) interaction

Students responded positively (and claimed were more likely to take onboard the messages) to the many components of the SDSA event that treated them as mature adults and that didn't talk down to them as children. Such overt acknowledgement of their maturity derived from the tone of some of the speakers (not patronising or lecturing) and the content that was shared with them (the sharing of shocking graphical details of pain and suffering that normally might be censored for children).

*"We weren't talked down to, we were talked to so it was more like they were trying to help us rather than they were being teachers and telling us what to do. A lot more people listened to that."*

### Rawness of emotions

The rawness of the emotions portrayed by the testimonies commanded the students' respect and attention. Many later claimed to have been deeply touched and impressed by the courage of the emergency staff and bereaved parents, the courage to go up their in front of a hall full of people and relive their traumatic experience, and the courage to show their emotions.

*"You could tell that they were so genuine in what they were saying. They weren't putting it on at all. Their emotions were taking over what they were trying to say."*

Testimonies which were perceived as slightly too polished (reading line for line from paper) or unemotional (especially in the case of recounting a traumatic event) were viewed with some suspicion and the message contained was more likely to be dismissed.

### Going beyond just sheer impact

The components of the event that had the most impact and success in communicating the SDSA messages were the ones that went beyond purely an emotional impact and that managed to explain how the traumatic situation came about. Here the emotion was used to powerful effect in bringing the core message home, and not just for sheer shock value.

### Good voice projection and intonation

A certain degree of stage presence and voice projection aided to the general success of a testimony. Whilst most coped very well, a few could have benefited with some extra training when faced with such a large audience and setting.

*"He should have been a bit more interesting, his voice was really, really dull and boring."*

### Participation and engagement of the audience

Components which engaged the audience through active participation were successful in gaining students' attention and involvement. Inviting them to participate was also seen as another aspect of how the SDSA event deviated positively from the more traditional lecturing style.

Other elements present in some of the SDSA components were felt to lessen the degree of impact and detract from the messages conveyed, in particular the confusion about core messages:

### Slightly off-target messages

Some of the components of the event, although very emotionally charged, conveyed off-target messages which led to rejection and confusion amongst the students. Examples included bereaved mothers who had lost their child through a car collision unrelated to the general SDSA messages (i.e.: MOT failure) or ambulance personal talking about a person in their mid 20s who died due to the fault of another adult driver. This depicted such speakers as victims and implied young drivers are powerless to prevent this happening to them rather than providing a message empowering students to act upon. This must remain the main criticism of the event as it lead to a certain element of confusion as to what the messages communicated were and their relevance to this age group of students.

## **3.1.5 The context of safe driving**

### Attitudes towards driving

The great majority of students reported wanting to take their test at 17. Most were excited at the prospect; a few had some concerns over whether they would master

the mechanics of driving (changing gears, using the clutch). These tended to be students who had older siblings/cousins who could drive, and so had a more detailed idea of what driving would entail.

For all, driving was about freedom and independence, going where you want to go, when you want and being free from having to rely on parents or older sibling for lifts. Fear and the need to be a careful and safe driver had not been a top of mind association with driving at that point in time.

#### Experiences as drivers/passengers

Most students' personal experience of driving was fairly limited (still illegal at their age); although some had had previous driving experiences on private land (a local hippodrome) and others had practiced with go-karts on specialised tracks.

With regards to being a passenger, there were many accounts of the driver (friends, family) being imprudent or driving dangerously, and even a few personal experiences of being involved in collisions. Such dangerous driving behaviours would range from talking on phone, not wearing seatbelt to swerving on the road, driving too fast or under the influence (mainly alcohol). Some students reported having previously encouraged such behaviour, urging the driver to go faster, turn up the music or would actively distract the driver. Mostly, even though this behaviour in the driver might cause worry and concern, students did not feel that they were able to say anything. In fact, if the offending driver was one of their parents, then the offences undertaken were more likely seen to be acceptable. In only a small minority of cases, students felt that they were able to tell the driver and ask them to stop their behaviour.

*"I don't mind if my mum or dad are on the phone in a car, but if I got in someone else's car and their mum was on the phone I'd be, tell them to get off of it. With your mum and dad you feel safe."*

*"My cousin goes down the road like crazy speed, swerving all across the road to try and have a laugh."*

*"Sometimes when my dad drives really fast it like scares me but I'm kind of alright about it."*

A small number of the students interviewed had personal experience of being involved in a road collision, however, these were usually minor bumps and although unnerving at the time, had not had a dramatic effect on these young people. Those who had known friends or relatives who had been involved in a serious or fatal collision had been more profoundly impacted and the 'safe drive, stay alive' message and the consequences of collisions resonated more with this audience.

### **3.1.6 What this means in relation to the SDSA event**

The previously cavalier attitude towards safe driving expressed by a proportion of students along with the experiences students had of being a passenger in potentially unsafe situations – sometimes encouraging hazardous behaviour confirms there is a naivety amongst young people about the dangers they face. In fact, several students remarked that they had not given it much thought previously and claimed that the SDSA intervention had opened their eyes to the potential consequences of unsafe driving.

*"I didn't think about it, just get in a car and drive, you didn't register I could get hit, could get killed in a car."*

*"It sort of shocks you."*

Students' self-reported 'awakening' about the consequences of unsafe driving seen in the context of their previous attitudes and behaviour around safe driving further validates the necessity for an intervention such as SDSA.

### **3.1.7 Expectations of the SDSA (pre-event)**

#### Students

Students had been made aware by their teachers that it was a "road safety talk", and expected a lecture and a road safety video at the Queen's Theatre (in line with previous road safety initiatives and other similar educational initiatives held at their school). They expected a classic teacher-pupil interaction scenario, with the students being asked to sit and listen attentively to the information that would be passed onto them from a teacher/ person in authority. Many were excited due to being outside of school and having the possibility to spend time with their friends, however relating to



the event itself, all thought that it would be boring and un-engaging and that they would be lectured at but not learn anything from it.

*"I thought it would be one of those things where a policeman stands there and says things like you'd better do up your seat belt, like from Year 4."*

Their limited expectations about the event reinforce the fact that the SDSA presentation was both surprising and enlightening, challenging their preconceptions about such events.

### Teachers

The teachers too claimed not to have known what to expect from the event. Many had not received any detailed communications, only an email stating time and place of the event as well as a couple of posters to be hung up at school. With hindsight of how the event turned out, and the emotional impact upon the pupils, most teachers stated they would have benefited from more detailed information in order to be able to better manage students' reaction post-event.

*"I thought it would be more about being safe on the road, as pedestrian, cyclist, rather than a car driver, because most of them are 2 years away from that."*

*"Because we didn't really know what to expect, it was hard to make prediction in advance what they are going to come out with."*

It would appear this information was explained in sufficient depth to the main point of contact at each school however, this information may not have filtered down to individual teachers as effectively it could have been.

### **3.1.8 Initial reactions (post-event)**

Students' immediate reaction was total shock. This was mixture of being deeply upset, but also moved and stunned at the same time. A number of girls were crying, some still on the bus back, and many boys tried not to show their emotions but the silence on the bus (compared to the noise and laughter on the journey there) displayed how deeply the event had touched them.

*"The boys found it emotional but they didn't show it. I reckon the message still got to them."*

Several students reported talking about what they had heard/seen at the event with their friends, during the course of the rest of the afternoon and the following days. Many teachers had informal discussions with the students when they got back to school, unfortunately time was not scheduled in for this and so teachers felt they could not do what was required to deal with the reactions caused (as they had not expected such an extreme set of reactions from the event). Most pupils talked about the event and people's reaction to their parents/siblings that same evening.

These initial reactions were translated over the days following the event into numerous informal discussions at school between students, staff room discussions amongst teachers and calls to the school from parents praising the event. Different teachers had different thoughts on the most suitable timing for the event within the school day. Some felt it was beneficial to attend during the morning in order to devote some time in the afternoon to debrief students on their feelings post the event. Others felt the emotional impact of the event had a disrupting effect on students' attention that day.

*"After, they were a bit shell shocked really. I was the same, I felt as if I had been to a funeral because it really was just so, too powerful, everyone at the theatre at the end was wailing, really upset, crying. Some people when they came back to school were not in the mood to do any work. They were so shocked by it all."*

The above quotation also highlights how the event was perceived to be overly powerful and dramatic in tone by some attendees. The appropriate tone will be discussed in more depth later on.

### **3.1.9 Evaluation of individual elements of the SDSA event**

There were several different strands to the event. It included fun and lively audience participation, video reconstruction of a road collision, music videos and testimonies by emergency service personnel and collision survivors. This amalgamation of different elements generally worked well to sustain the audience's attention and interest. The following sections will discuss the strengths and weaknesses of

different elements with a view to understanding how each part might have affected attitudes and perceptions of the Safe Drive, Stay Alive event.

### The DJ

The section of the show featuring the local radio DJ was widely appreciated for delivering a light-hearted, fun element to the show. This was particularly pleasing to the students who had been anticipating a dry, lecture style presentation. Students and teachers alike also felt that the concept of raising students' spirits before hitting them with the dramatic facts, images and descriptions was an effective way to command attention.

*"The way that they brought on the radio man at the beginning, it got everyone's attention."*

This said, the majority of teachers and students felt that the DJ section was too long and the DJ perhaps went a bit too far in mocking certain students. It was also deemed by some to take students on too much of a rollercoaster journey of emotions.

*"It was quite shocking because at the beginning everyone was really happy and then at the end everyone was really upset."*

Overall the DJ section was felt to be worthwhile for inclusion to help engage students but if the SDSA event is to be repeated in future years it is recommended that this section be reviewed and perhaps shortened and toned down slightly to prevent students from becoming overly excitable. It would also be recommended to ensure a more gradual transition to the next speaker, both in terms of lightness of tone and level of dynamism.

### The Kanye West Music Video

Several students remarked that they had not previously been aware that this music video to 'Through the Wire' was based on Kanye West's experience of a near fatal car collision. As a popular artist amongst this audience, featuring this music video during the show helped to make the event feel relevant to students of this age. However, this part of the show followed the DJ's section in which students became

particularly high-spirited. Consequently some students felt that the message in Kanye West's song was lost on a proportion of the audience who sang along and danced in the aisles.

The video presentation began with a series of phrases summarising the experience of Kanye West and prefacing the message contained in the lyrics and video. Whilst some students picked up on this messaging, there was a feeling that this part could be strengthened, helping to better prepare students and make them potentially more receptive to the messages to come

### The Video Montage

The video montage featured still images of a group of young people; the entrance signs to schools in the borough; and newspaper clippings of local road collisions. This was commented on as a part of the show which had a significant impact on the audience. The photograph of each individual school captured students' attention and strengthened their upbeat mood coinciding with the fast paced soundtrack. The newspaper cuttings of fatal road collisions that followed in quick succession in time to the dramatic beat of the music was felt to deliver the required element of shock. This was a key moment in the show that students spontaneously recalled.

*"I think it impacts more because they sort of remember how happy they were five minutes ago."*

The use of local newspaper cuttings was perceived as an effective device to keep the messages localized and relevant to the audience. However, it should be noted that a teacher at one particular school reported that one of his students had been upset by the fact that one of the newspaper cuttings chosen was reporting a fatal collision involving a relative. Whilst this is an unusual and unpredictable occurrence, it was felt that steps could have been taken to prevent causing potential distress to students in this way. Providing teachers with a rundown of the event, detailing references to collisions in the area and therefore allowing teachers to anticipate any potential issues was suggested.

### London Road Safety Unit

This section of the show featuring road safety officers for the borough of Havering and for London was viewed as an important inclusion. The presentation of key facts and statistics on road traffic collisions involving young people in the borough and in London set the show in context. The use of statistics relating to the borough was seen as particularly useful, especially by teachers, as it enabled students to relate more to the facts being presented. The coloured card device involved the audience and gave them a visual representation of the extent of road collisions involving young people.

Whilst the information on road collisions was useful and relevant, it would appear this section of the show did not command the same respect as many of the talks made by the emergency service personnel. In some respects, the emergency service personnel were seen to have 'earned the right' to talk to young people about road safety because the distressing nature of their jobs meant they could speak from personal experience, and the relationship adopted was of adults talking frankly about their experiences to other adults. Unfortunately any speaker who was not seen to have personally suffered in this way was not viewed in the same light. The speeches by road safety officers were therefore liable to being perceived as a bit like a lecture with the audience/ presenter relationship being more of a teacher talking to students.

This section occurred following the DJ's section when students' mood was excitable, and before the testimonies of emergency service personnel and survivors, where students became more subdued and engaged with the message. The timing within the event was discussed with students and teachers and it was suggested that repositioning this part of the show may improve levels of engagement in terms attention retention with this section.

*"You know when that song came up at the end, I reckon if they put them up on the screen with pictures, people would take more notice of it, remember it more."*

### The Video Reconstruction

On the whole, all attendees interviewed felt the video reconstruction of a road collision was a valid part of the presentation. It enabled students to engage with the

collision scenario being depicted. The footage of those involved before the collision helped students to connect with the lives of the characters and imagine themselves in the situation. Furthermore, the depiction of the lives of the collision survivors in the months after the collision reinforced the message that the young people involved will have to live all their lives with the consequences of the collision.

Some students also remarked that the video reconstruction was a useful element providing a break from the serious and harrowing nature of the testimonies. Had the testimonies been delivered consecutively, this may have proven to be too heart rendering for those listening. Although serious in tone, the video reconstruction allowed students to engage with the story and absorb the message without becoming persistently overwhelmed with sadness for the speakers. Students also related to each of the emergency service personnel's role in dealing with the aftermath of a collision as their introductions tended to relate their role in such circumstances.

However some students commented that the repeated pauses in the film for the speakers' testimonies was a little disrupting, preventing some audience members from following the story being presented, as each time the film resumed, students had to remember what was occurring before the last break. This was not a widely reported problem and so the majority of students and teachers felt the flow of the video interspersed with testimonies was treated appropriately.

There were remarks about some of the actors' performances being somewhat amateur and at times comic in result. For these students, this was felt to seriously detract from the general impact and seriousness of the reconstruction.

*"It was so poorly acted; a lot of people lost interest and lost focus because of the poor acting."*

There was also some debate over whether the use of local students to play the characters was effective. Whilst this enabled students to relate to the characters of their age and from their local area, for some at the school where some of the scenes were shot and from where some of the actors were sourced, this led to them being distracted by identifying their peers and school grounds. However, all students and teachers unanimously agreed that using actors of a similar age and situating the

reconstruction in the Havering area was appropriate and effective in encouraging students to relate to the story unfolding.

*"They were our age and basically it makes you think that you're in their position because at the end of the day when you're older you're going to get in a car drunk and you're going to do all these things and you just think about it."*

As a side note, the reconstruction could benefit from the inclusion of girls in the role of having caused the collision. Comments from some female students who perceived that the fault of the collision lay with the boys (and boys are generally felt to be less safe drivers) suggest that the impact of the SDSA messages may have been more geared towards boys than girls, with the effect of girls possibly not feeling the messages were as particularly relevant to them.

#### Mock ITV News

Interspersed in between the video, the mock ITV news report on the collision was perceived by students as very believable (many in fact questioned if it was not real footage) and they were impressed that such a high profile programme and news presenter had endorsed the SDSA event. Although rarely mentioned spontaneously by students, this part was claimed to galvanise their attention, and add an element of realism to the video reconstruction.

#### Metropolitan Police Service

The entrance of police officers on stage towards the beginning of the presentation meant that students were generally still in a state of high energy and inattention. However, once the impact of the testimony took effect, the students mood started to shift towards one of subdued engagement.

*"When the policeman came on in his big long sort of jacket thing and when he started telling his story everyone shut up and listened."*

On the whole, students found the police officers' stories to be relevant and engaging, being particularly touched that they had to face the families of the deceased and break the news to them. However their positioning at the beginning of the testimonies did mean that their potential impact was undermined for many of the

students (who in the majority claimed to recall very little of this testimony compared to others that followed).

#### Fire and Rescue Service

A large number of students claimed that the speeches made by the fire officers were the speeches that had the most impact upon them. This was attributed to several factors including the graphic scenes of the aftermath of collisions described; the personal effect it had on the fire officers; and the way certain officers delivered their testimony; heartfelt and dramatic.

*"The fireman said his mate was on call and he saw his nephew in the car. That really broke my heart. That was horrible."*

Some students recalled a fire officer demonstrating a fatal injury he encountered using his helmet. The use of this prop was seen to be a good way to capture students' attention and show the trauma of the collision encountered.

*"The fireman, he had like a prop and it showed the helmet and he showed like where the helmet even broke with it. The policeman could have had a prop or something like that to show it as well."*

#### London Ambulance Service

Similarly, the testimonies by paramedics were listened to attentively. Students recalled the mental anguish described by a paramedic who had spent time holding the hand of an collision victim who later died, as highlighting the human side of dealing with the aftermath of a collision.

*"The man with the ambulance, it was like truly heartfelt because you could tell that he had just completely been sent haywire if you know what I mean, because he had been holding this pregnant woman's hand, and she died."*

#### Accident and Emergency Consultants

The accident and emergency consultants' testimonies, similar to those that came before them, commanded students' respect and attention. The graphic detail of the injuries, combined with the X-rays of injuries sustained, ensured that it would remain



a memorable testimony. Students were however less engaged (and felt distanced from) a particular consultant/nurse whom they felt did not show an appropriate level of emotion.

*"The pictures that she showed were quite bad to look at but she seemed like she had to be there (at the SDSA event) for a job, just another job to do."*

This only served to highlight the huge importance of emotion, in creating and engaging, an attitude influencing testimony.

### Collision Survivors

The testimonies of the collision survivors were among the most poignant, and memorable. Students were touched by the bravery of these people, and the reality of the consequences of collisions (missing limbs, disfiguration etc...) was brought home. As mentioned previously, their ability to draw on personal experiences meant that students afforded them greater respect, and possibly, even greater respect than the emergency service personnel who were there in a professional capacity as witnesses rather than survivors.

*"With the other stories – they experienced it, but they have to do that for a living. It's their profession."*

Students were interested in the collision survivors' stories as soon as they entered stage but also felt that their delivery was engaging and effective.

*"When he came on it seemed quite funny, humorous, he came on with little wheels flashing. You see he only has one leg and when he started talking about it, was a shock."*

*"I thought the young girl who had been in the accident was really effective, she was older than us but she wasn't too old, she wasn't an adult telling us about it, she was almost a teenager which I could relate more to."*

However impactful the individual testimonies were felt to be, the messages they carried were not always targeted or relevant to the SDSA theme, a fact that was

picked up by the students. In most circumstances, the collision survivor was powerless to prevent the collision. This suggests that although high in emotional content and impact, they were not always successful in being converted into potentially attitude influencing messages tied to the SDSA theme.

### Bereaved Parents

The bereaved parents were amongst the most talked about and admired testimonies. On the whole, they were met with absolute silence and respect from the students, who carefully attended to every word they said and reflected upon what was said.

*"The mum; it made everyone cry. You think about it; imagine your parents lost you, how would they feel. If you were a parent and lost your kid; how would you feel?"*

However, here too, despite the high emotional impact created, there was confusion over the take out messages. Many could not see the link between their testimony and the SDSA messages communicated throughout the event.

*"The car had failed an MOT. That's a fair point, but she didn't say the driver was being reckless or anything like that. I could feel for her but it wasn't about being dangerous and careless when there was just something wrong with the car."*

Such reactions highlighted the crucial importance of communicating the appropriate messages and not getting sidetracked by the emotionality value of the testimony. If attitude change (and subsequently behavioural change) is the paramount objective, then messaging must remain the core priority (reinforced by emotional impact) of all testimonies.

As a side note, some students also perceived some of the bereaved parents as coming across as bitter and emotionally distanced. Whilst they appreciated that losing a child in such an collision is a very traumatic experience and parents have different ways of coping with such grief, the lack of emotion shown in their voice slightly undermined the impact of the testimony.

*"She has to be strong but her emotions were a bit lifeless."*

This further emphasises how important it is for testimonies to show the “appropriate” level of emotionality (even if through their loss they have the attention and respect of the students).

#### The ‘Goody bag’

Students were given a bag during the SDSA event which contained branded key rings, CD holders, pens and leaflets. Whilst many students appreciated these items and found them practical and useful in school, on the whole students did not feel the goody bag was entirely necessary. Some reported students throwing the key rings around in the theatre and other students discarded their bag without using or reading any of what was contained inside. Therefore it is worth reviewing the best time to hand out such items, and even taking everything into consideration, whether it is worthwhile.

*“They shouldn’t give all that free stuff out though it’s just a waste of money, everyone was like throwing it around and stuff.”*

#### **3.1.10 Overview of timing, structure and flow of the event**

Using different media to portray the SDSA message was highly effective. Students’ attention was largely engaged throughout the event, and it helped to provide a lively and dramatic event. However, this being the case, such usage of differing media did mean that the linkage between various elements of the SDSA event was not as seamless or as gradual as might be desired. For example, the change from the noisy, lively and stimulating video montage to the comparatively passive and subdued speeches meant that students’ attention was not fully engaged. This was no reflection on the speakers themselves, but rather their unfortunate position within the event.

Teachers also commented on the fluctuating tone and ‘rollercoaster’ of emotions:

*“It started on a high, they all immediately thought it was going to be exiting, and it dipped, with the few speakers in between who came across more muted, and then the emotional wrench at the end. It didn’t necessarily spoil the message, but it didn’t get through as well as it could have.”*

On the whole, the duration of the event was felt to be appropriate. From students' perspective it was a good amount of time to be out of school but not too long so as to become bored and restless. From teachers' perspective, the event was well timed but nearing the limit of what they could afford to allow students to be out of school lessons for.

## 3.2 Quantitative analysis

The responses across sub groups have been tested for significance using a two tailed t-test. This test has only been applied to measures that relate to the students reaction to the event. If a score is significantly higher than a corresponding sub group score (at 95% confidence level) it is highlighted in bold.

### **3.2.1 Sample Status**

Prior to examining students' reaction to the Safe Drive Stay Alive event, it is important to understand the current driving status of the sample.

#### Learning to Drive

According to pre intervention wave data, the vast majority of students (85%) aim to learn to drive before they are 20 years old and a further 7% claim to be already learning to drive. Overall, 9 out of 10 students plan to be taught to drive by a qualified driving instructor, and 59% of these students also plan to supplement this by going out in the car with their parents.

The majority of students (59%) plan to share the cost of learning to drive between themselves and their parents. Following this, around a quarter expect their parents to solely fund the lessons (this is particularly the case amongst those who classify their family situation as being well off). Around 1 in 10 students plan to pay for their lessons wholly by themselves.

There is more of a mixed reaction amongst students when they are asked which car they intend to drive once they have passed their test. Overall, 4 out of 10 plan to buy or lease their own car. Around a quarter of students (26%) think that their parents will get them a car once they have passed their test. Interestingly, only

10% of students plan to share their parents or someone else's car, resulting in the majority of them claiming they will have access to their own vehicle.

Students intend to use their car for a whole host of purposes, the most popular of which are going out with friends (77%), going to friends places (76%), getting to work (72%) and getting to school (65%). Male students are significantly more likely to drive their cars 'just for fun' (52%) than their female counterparts (39%).

#### Driving Experience

Overall, 32% of students claim that they have experience of driving a car on the public roads. This figure is higher than one might expect, bearing in mind that the students in question are aged between 15 and 16 years old and therefore are not of the minimum driving age for the UK. It may be the case that some students have misunderstood the question and thought that the term 'ridden' relates to riding in a car (i.e. as a passenger), however if this is the case it seems that only a small proportion of the sample have made this mistake. Around 3 out of 10 students claim to have ridden on a powered bike (scooter, moped or motorbike) in the past. Male students are significantly more likely to have experienced riding a powered bike (37% versus 19% amongst females).

Overall, 35% of those taking in part had been involved in a car collision at some point in their lives. Again, males are significantly more likely to have experienced this, although this is not particularly unsurprising bearing in mind that they are more likely to have experience of driving on the road (be it in a car or another mode of transport).

Finally, students were asked if they had ever been in an illegal / undesirable driving situation. Encouragingly, the majority of students (58%) had not been involved in any suchlike situations. Those who had been involved broke down as follows:

<b>Situation</b>	<b>% involved (Base: 422)</b>
Been in a car that was stopped by police	20%
Been a passenger in a car driven by someone without a licence	16%
Felt pressurised to take a lift from someone who you thought might drive dangerously	14%
Driven a car without a licence	9%

Again, male students were significantly more like to have been in a car that was stopped by police (25%) and driven a car without a licence (13%).

### **3.2.2 Event Evaluation**

The following section of the report examines the students' initial reaction to the event. Results have been significance tested across sub groups.

#### Spontaneous Element Impact

When asked to spontaneously name the most impactful part of the SDSA event, student's responses were focussed on three main elements.

The first of which was the speech given by the parent about losing her son in a road collision. Overall, 4 in 10 students perceived this to be the most impactful part of the programme, reinforcing findings from the qualitative research. Following this, the speech given by the Fire Brigade officer and the testimonies given by collision survivors were both seen to be impactful by around a quarter of those who attended the event (26% and 22% respectively).

Whilst the accounts given by bereaved parents were perceived as being most impactful overall, this result is being driven by female students. This is also the case (although to a lesser extent) for the perceived impact of the stories by real survivors. Interestingly, male students viewed the fireman's speech as being most impactful overall.

## Q31. Spontaneous Recall of most impactful part of event

Weighted base: All	Total (422)	Male (252)	Female (170)
Parent Telling story of son's death	37%	27%	<b>54%</b>
Speech by Fire Brigade Officer	26%	28%	24%
Real Experiences by Survivors	22%	19%	<b>28%</b>

Female students were significantly more likely to recall an impactful part of the programme, the average number of mentions being 1.82 amongst this group compared to 1.55 amongst male students.

Furthermore, the parents talk is particularly top of mind amongst those living in areas of higher deprivation:

## Q31. Spontaneous Recall of most impactful part of event

Weighted base: All	IMD1-9 (112)	IMD10- 13 (99)	IMD14- 20 (95)	IMD21- 56 (83)
Parent Telling story of son's death	38%	27%	36%	55%

Prompted Element Effectiveness

A similar picture is seen when students were prompted with the various elements of SDSA event and asked to rate their impact on a scale of 1 to 7 (whereby 1 is not at all effective and 7 is very effective). As seen spontaneously, the speeches given by parents, the fire brigade officer and collision survivors received the highest scores overall.

However on a prompted level, the fire officer's speech is seen to be most impactful. Whilst females tend to be more positive about all of the aspects, male students have particularly resonated with this element.

Q27. Prompted impact of aspects (Top 3 mean scores)

Weighted base: All	Total (422)	Male (252)	Female (170)
<b>Speech by Fire Brigade Officer</b>			
Mean score	6.29	6.25	6.34
Standard deviation	1.16	1.24	1.05
<b>Parents story of son's death</b>			
Mean score	6.17	5.86	<b>6.63</b>
Standard deviation	1.39	1.58	0.88
<b>Real Experiences by Survivors</b>			
Mean score	6.16	6.00	<b>6.40</b>
Standard deviation	1.15	1.25	0.93

As noted by the qualitative research, the testimonials were received particularly well by the students and were seen as an effective way of highlighting the reality of what can happen out on the road. Therefore it is possibly unsurprising that the event aspects that receive lower scores for impact were not of this nature:

Q27. Prompted impact of aspects (Bottom 2 mean scores)

Weighted base: All	Total (422)	Male (252)	Female (170)
<b>Introduction (speech, music etc)</b>			
Mean score	5.36	5.33	5.39
Standard deviation	1.65	1.60	1.71
<b>Reconstruction film</b>			
Mean score	5.46	5.24	<b>5.79</b>
Standard deviation	1.57	1.69	1.30

### 3.2.3 Reaction to Event

Overall reactions to the event are very encouraging and the students are largely positive in their responses.



### Content

Students were most positive when asked about the content of the SDSA event, particularly in terms of perceiving it as being 'suitable for people their age' and 'informative'. This is encouraging, as indicates that the information provided was not perceived as being a revised visit to the 'same old' road safety talk they were exposed to as younger children.

Again, both of these reactions were more prevalent amongst female students (who tend to be more positive about most aspects relating to the event).

#### *Q28. Response to SDSA event elements*

Weighted base: All	Total (422)	Male (252)	Female (170)
<b>Was suitable for people my age</b>			
Mean score	6.14	6.01	<b>6.35</b>
Standard deviation	1.17	1.25	1.0
<b>Was informative</b>			
Mean score	6.01	5.88	<b>6.21</b>
Standard deviation	1.12	1.20	0.97

### Reaction

The event also received positive feedback in terms of the impact it had on the students, as perceived by them. Around 4 in 10 students strongly agreed that they would remember the event in the future and that it made them realise how dangerous driving a car can be.

In addition to this, over a third of students commented on how shocking the event was which ties in with comments made in the qualitative research.

*Q28. Response to SDSA event elements*

Weighted base: All	Total (422)	Total (422)	Total (422)
	<b>Will remember the event</b>	<b>Made me realise how dangerous driving is</b>	<b>I found it shocking</b>
Score 7 'strongly agree'	42%	36%	35%
Mean score	5.89	5.63	5.50
Standard deviation	1.31	1.45	1.65

Only 20% of students strongly agreed that the event was 'enjoyable', however this lower level of agreement (compared with other response statements) is not unexpected bearing in mind the tone of the event and the types of topics being covered. Negative reaction to the event was also minimal, with only 4% of students strongly agreeing that the event was 'boring'. However, it is worth noting that male students record a significantly higher mean score in this respect compared to their female counterparts.

*Q28. Response to SDSA event*

Weighted base: All	Total (422)	Male (252)	Female (170)
<b>Was boring</b>			
Mean score	2.25	<b>2.46</b>	1.93
Standard deviation	1.64	1.68	1.52

Claimed Impact on Future Behaviour

Encouragingly, a third of the sample strongly agreed that the event would have a positive impact on the way that they (and young people in general) drive in the future. Again, it is female students that are significantly more likely to hold these opinions.

## Q28. Response to SDSA event /Q29 Encouragement to drive safely

Weighted base: All	Total (422)	Male (252)	Female (170)
<b>I will use what I've learnt today when I drive</b>			
Score 7 'strongly agree'	34%	25%	<b>46%</b>
Mean score	5.64	5.34	<b>6.09</b>
Standard deviation	1.46	1.57	1.15
<b>It will encourage people to drive more safely</b>			
Score 7 'very likely'	33%	27%	<b>42%</b>
Mean score	5.74	5.51	<b>6.09</b>
Standard deviation	1.31	1.42	1.02

In addition to driving more sensibly, students also believe that they will become a more responsible passenger as a result of attending the event. A third of students agree strongly that they would now speak up more as a passenger in a car, and this figure rises to almost half amongst females.

## Q28. Response to SDSA event /Q29 Encouragement to drive safely

Weighted base: All	Total (422)	Male (252)	Female (170)
<b>It would make me speak up more</b>			
Score 7 'strongly agree'	33%	24%	<b>46%</b>
Mean score	5.59	5.32	<b>5.99</b>
Standard deviation	1.41	1.46	1.24
<b>Encouraged me to be a responsible passenger</b>			
Score 7 'very likely'	31%	26%	<b>39%</b>
Mean score	5.67	5.44	<b>6.02</b>
Standard deviation	1.30	1.41	1.03

### 3.2.4 Suggested Improvements

Students were asked if the SDSA event could have been improved in any way in order to inform future programme development. Overall, those pupils who had suggestions for improvements to the event mentioned an average of 1.26 improvements, 1.28 amongst males and 1.23 amongst females.

The main aspect highlighted as being in need of improvement is the acting used within the video reconstruction. This element also came through in the qualitative research, with students finding the acting efforts comical at times, and thus detracting from the seriousness of the message being communicated. The remainder of mentions were spread across a number of improvement suggestions, indicating that with the exception of the acting there are no other 'major issues' with the event.

#### *Q31. Spontaneous Suggestions for Improvement (Top 5) - Post SDSA event*

Weighted base: All	Total (422)	Male (252)	Female (170)
Have better acting	10%	10%	11%
Make less boring (more lively)	5%	5%	6%
More music / better music	4%	3%	6%
More footage of real collisions (more graphic)	5%	4%	6%
Less talking / more video clips	4%	3%	5%
Average mentions	1.26	1.28	1.23

Those students living in areas of higher deprivation were particularly keen on making the event more lively and incorporating additional footage of real car collisions.

#### *Q31. Spontaneous Suggestions for Improvement*

Weighted base: All	IMD 1-9 (112)	IMD 10-13 (99)	IMD 14-20 (95)	IMD 21-56 (83)
Make less boring – more lively	3%	5%	5%	11%
More footage of real collisions	3%	5%	3%	8%

## 4. Results of SDSA effectiveness

*Data analysis and report conducted by Perception & Performance*

The percentage of students who had experience of driving a car increased across the three stages of the evaluation, with 27.9% having driven a car before the SDSA presentation, 30.6% immediately after, and 34.9% five months after. Given that students who attended the presentation were approaching licensing age, and there was an increase in the percentage of drivers learning to drive before (7.5%), after (8.9%), and five months after (9.3%), this may be artefact of the repeated measures design.

Raw data for all TPB items are presented in Appendix B. Overall there was a small but significant change, both positive and negative, in students' responses across the three time points, a significant effect of gender, with females recording higher ratings overall compared to males, but no significant interaction between time and gender in that changes were equivalent for both males and females. Examination of individual effects is now conducted in greater detail within the different Theory of Planned Behaviour categories. A table of all  $p$ -values and effect sizes for TPB items can be found in Appendix C.

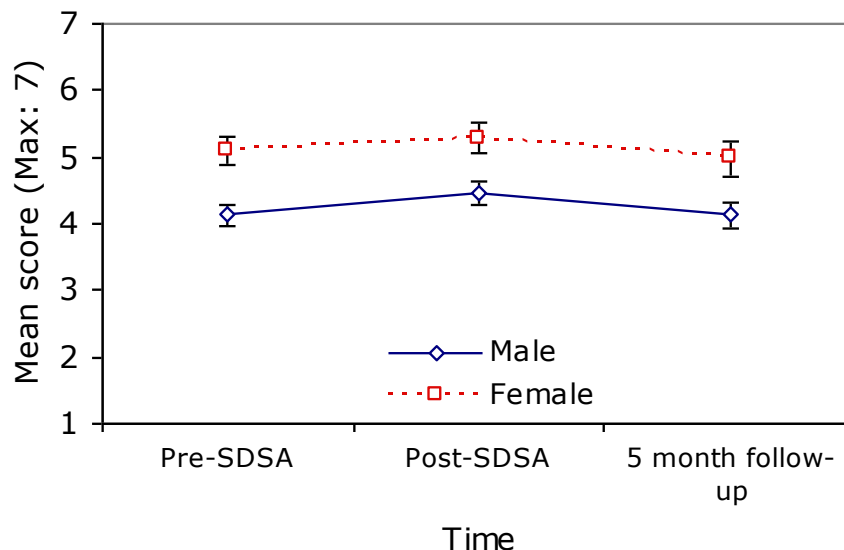
Analysis of the SDSA effectiveness was conducted on a final sample of 199 students who completed a questionnaire at all three stages of evaluation, namely the pre-intervention, post-intervention and five-month follow-up. Comparison was conducted between responses from male and female students across these stages. As mentioned earlier, there were insufficient numbers of participants from each ethnic group to conduct a valid and reliable comparison between responses from students from different ethnic backgrounds. Furthermore, initial analysis revealed that the IMD score had no significant impact on results, and therefore all subsequent analysis was conducted on the data without accounting for deprivation or ethnicity.

### **4.1 Intentions**

Intentions are an indication of people's readiness to perform a behaviour, and are viewed as an immediate precursor to actual behaviour (Ajzen, 2006). In this evaluation intentions were measured through four items measuring students' intention to conform with the Highway Code and road traffic laws, as well as two

items on intention to observe/exceed speed limits. Items were rated on a scale from 1 to 7, and an overall intention score was calculated by averaging ratings from the four intention items. A higher score indicated a better intention to conform to road traffic laws and limits.

Overall there was a significant change in students' future intentions across pre-intervention, post-intervention, and follow-up stages, with a small but significant improvement in future intentions from pre-SDSA to immediately after the presentation. However, this effect was temporary and disappeared five months later. Therefore, students' future intentions five months after the SDSA event were no different to their intentions prior to the event. There was also a significant large effect of gender, with females rating future intentions more safely than their male counterparts, but no significant interaction indicating that the change in future intentions across the three surveys was equivalent for males and females. Raw data is presented in Figure 1.



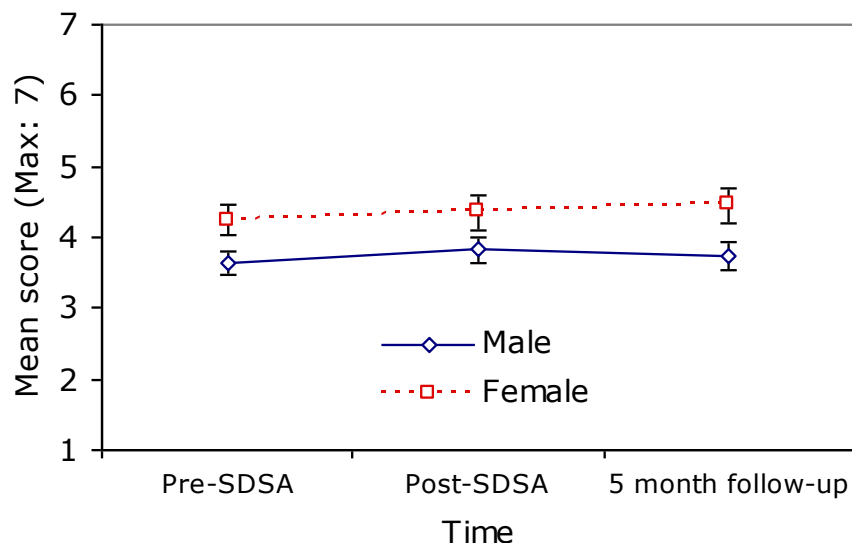
*Figure 1* Mean scores for male and female participants on future intention items before, after and five months after the SDSA presentation

#### 4.2 Attitudes

Attitude towards a behaviour is defined as the extent to which a person values a behaviour as positive or negative (Ajzen, 2006). Three items on attitudes were used

in the survey, asking the extent to which students felt exceeding the speed limit by more than 10mph on a country road outside a built up area was exciting/boring, safe/dangerous, pleasant/unpleasant. Items were rated on a scale from 1 to 7, and an overall attitude score was calculated by averaging ratings from the three attitude items. A higher score indicated a more positive attitude to exceeding speed limits.

For all items together there was no significant change in attitudes from before, to after, to five months after the SDSA presentations (data is presented in Figure 2). Attending the SDSA had no effect on students' attitudes regarding exceeding the speed limit by more than 10mph on a country road outside a built up area.



*Figure 2* Male and female scores for attitude items before, after, and five months after the SDSA presentation

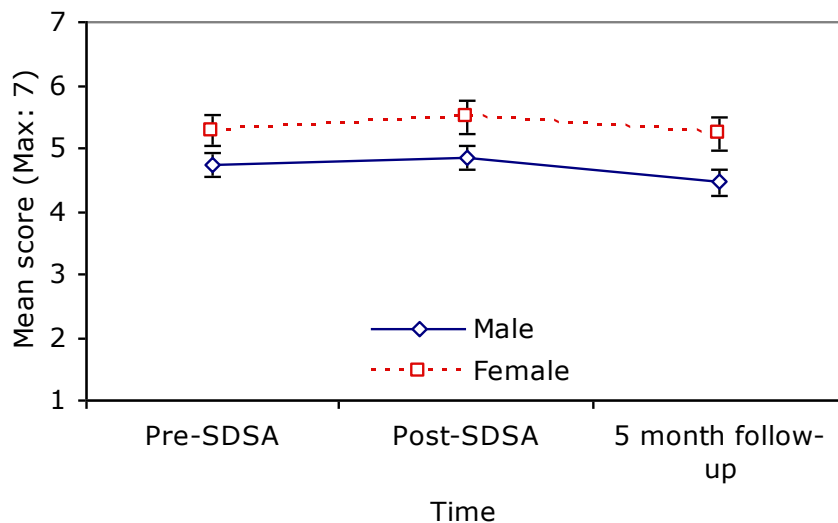
Females reported significantly better attitudes than males (i.e., that speeding on country roads was more unpleasant, more dangerous, and more boring), and this difference was the same at all three measurement points (before, after, and five months after).

### 4.3 Subjective Norm

Subjective norms are concerned with the degree to which a person perceives social pressure to perform or not perform a given behaviour (Ajzen, 2006). There were

three items on subjective norms measuring students' perceptions of parents', close friends' and partners' approval of safe driving behaviour. Items were rated on a scale from 1 to 7, and an average of the three subjective norm items was used as the overall subjective norm score. A higher score indicated a greater perceived social pressure to conform to speed limits.

Analysis of average subjective norm ratings revealed that there was no significant improvement from before to after the SDSA presentation. While post-test ratings were slightly higher than pre-test ratings (but not significantly), overall ratings of subjective norms five months after the SDSA event returned to the same level as prior to the event. There was also a moderate gender effect, with female students consistently perceiving a greater social pressure than their male counterparts, but no interaction between time and gender (data is presented in Figure 3).



*Figure 3* Male and female scores for overall subjective norm items before, after, and five months after the SDSA presentation

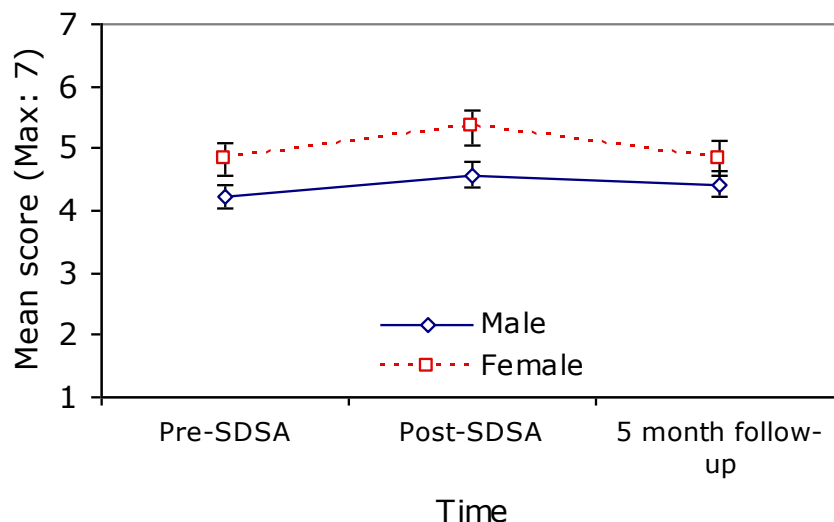
#### **4.4 Perceived Behavioural Control (PBC)**

Perceived behavioural control is the extent to which a person perceives their own ability to perform a behaviour (Ajzen, 2006). This evaluation included three items measuring the degree to which students felt their driving behaviour would be under their control and not influenced by peers or queuing traffic. Items were rated on a



scale from 1 to 7, and an overall perceived behavioural control score was calculated by averaging ratings from the three individual items. A higher score indicated a greater perceived control over future driving behaviour.

There was a significant change in overall perceived behavioural control across the three surveys. There was significant increase in PBC from before, to immediately after the SDSA presentation, but this effect disappeared five months later. There was also a moderate gender effect, with females reporting greater perceived behavioural control than males across all three surveys, but no interaction between time and gender (data is presented in Figure 4).



*Figure 4* Male and female ratings of perceived behavioural control before, after, and five months after the SDSA presentation

#### 4.5 Seatbelts

Overall there was no significant change in attitudes to seatbelt wearing before, after or five months after the SDSA presentations (summary statistics are detailed in Appendix D). Taking the three individual items, there was no change in the frequency with which participants reported they would wear a seatbelt when driving, when as a front seat passenger, and when as a rear seat passenger. There was only one significant difference between male and female ratings, with females rating themselves as wearing a seatbelt when they become a driver more frequently than males. However it should be noted that even before attending the SDSA both male

and female participants rated the frequency of wearing a seatbelt in any of the three specified seating positions greater than 4, 'most of the time', on a scale from 1, 'never', to 5, 'all of the time'. Therefore it is quite likely that a ceiling effect occurred, where rates of seatbelt wearing were so high before the intervention there was no opportunity to measure any potential improvement.

## 5. Conclusions

### 5.1 SDSA impact

Overall the Safe Drive Stay Alive event was received well by the majority of students. The format of the show was not something the attendees were expecting and this helped catch and hold their attention. Safe Drive Stay Alive used a different approach to that of other, more standardised, road safety talks and the students seemed to appreciate this.

The raw emotion presented in the testimonies, combined with the realism and detail of the stories told, heightened levels of engagement amongst students. This was particularly the case for the speeches given by the Fire Officer and the bereaved parent (the former working particularly well on male student who were generally less positive than females when rating all other aspects of the day).

Despite students' initial shock to the shows content, it was deemed as being appropriate for the target audience and the local angle to communications helped increased the relevance of messages.

A consistent theme that came across through the research was female students being more receptive to the event than their male counterparts.

Students were more receptive to messages deriving from a situation where the cause and effect was explicit. This involved highlighting what the driver had been doing wrong, what consequences this had, and how that behaviour affected him and those around. Such a relevant (to the safe driving theme) and direct causal effect was often lacking in the testimonies, where some of the collisions were caused by extraneous factors that had little to do with the drivers' behaviour/ misbehaviour. It may be worthwhile considering including scenarios where a driver was directly involved in causing a collision who can reflect on their actions and the long-term consequences in future events.

### 5.2 SDSA effectiveness

The overall effect of the SDSA presentation on students was minimal, with evidence of only a small improvement in their intentions and perceived behavioural control

regarding future driving behaviour immediately after the presentation, but this effect was short-lived and disappeared after five months. Females gave higher ratings than males both before, after and five months after the presentations, demonstrating a more positive approach to driving and road safety, but any change in intentions and perceived behavioural control was similar overall for both females and males.

More detailed analysis of each Theory of Planned Behaviour category supported the global finding. Attending the SDSA presentation led to some improvement in future intention to, and perceived ability to conform to road traffic laws. These improvements were small in magnitude and disappeared after five months. However, the SDSA presentation had no immediate effect on students' perceived social pressure to observe road traffic laws, or attitudes to excessive speed.

Unfortunately it was not possible to determine whether the positive effects were a genuine effect, an impression management effect, or a combination of the two (see penultimate paragraph of this section). An impression management effect is where respondents provide the answers that they think are expected from them. In this instance the London evaluation was conducted using a within-participants design where the same students were surveyed before and after the SDSA presentation. One potential drawback with a within-participants design is the potential for a social desirability effect. In the within-participants design the obvious question arises "Why am I doing this questionnaire a second time?" With a little thought the answer is that they have gone to a safety event in the intervening period. That raises the possibility that respondents are providing the answers that they think are expected (impression management). One method of investigating this issue would be to run the SDSA presentation with both a within-participant design and a between-participant design. If the immediate effect observed in London is due to a real change in attitude then both designs would show a significant improvement in attitude. If however, the difference between the two studies is due to a social desirability effect rather than a real change in attitude then the between-participants design would show no effect (repeating the Thames Valley result) and the within-participants design would show a significant effect. This comparison was planned on the basis that any positive improvements immediately after the SDSA were still evident at the five month after stage. Unfortunately overall improvements in future intentions and perceived

behavioural control had disappeared at five months and as such valid comparisons were not necessary.

Our proposal to test this was predicated on there being a positive effect still present at the five months after stage. As there was no effect at five months there was no theoretical argument for making a comparison between matched and unmatched students' ratings (there was no effect of the SDSA on matched students in order to compare with unmatched students). Furthermore any comparison that could be made between matched and unmatched students was compromised by an unbalanced male-to-female ratio between the matched and unmatched samples, and any comparison between matched and control students was compromised by a considerable difference in ethnic profile of the two samples.

A review of the individual item ratings revealed that for only 5 of the 13 Theory of Planned Behaviour questionnaire items was there a significant improvement in students' attitudes to speed and road safety immediately after the SDSA event (driving within the speed limit at all times, expectations of keeping within the speed limit, perceptions of partners/girlfriends/boyfriends disapproving of speeding, resisting peer persuasion to drive faster, sticking to the speed limit when holding traffic up). Five months after the presentation the improvement remained for only 1 of 13 Theory of Planned Behaviour questionnaire items (expectations of keeping within the speed limit). One interpretation of this is that the event has only been partially successful in improving attitudes among young people approaching driving age in the short-term, with improvements largely disappearing five months later. However, two items showed a significant deterioration in attitudes. Specifically, five months after attending the SDSA presentation students reported a significant decrease in the intention to drive within the Law as well as a significant decrease in the intention to keep within the advice of the Highway Code, and this is something that warrants further investigation given the disproportionate number of young drivers involved in collisions.

Summarising the effects using the Theory of Planned Behaviour model, attending the SDSA event had a small immediate effect on road safety attitudes in pre-drivers. The positive effect could not be confirmed as genuine or due to impression management, and either disappeared or got significantly worse than pre-SDSA levels five months

after the event. The findings of the study are in line with other safety literature in indicating that while there is an important problem at the pre-driver stage there is less certainty about solutions (e.g., Roberts et al, 2001; Vernick, et al. 1999).

For seatbelt items there was no change in attitudes to wearing a seatbelt when driving, or as a front or rear seat passenger either immediately after or five months after attending the SDSA presentation. However, this lack of effect is most likely due to high self-reported seatbelt wearing rates prior to the SDSA presentation which minimised any opportunity to measure potential improvements.

A similar SDSA presentation has been run in Thames Valley recently, in which no significant change in attitude was witnessed among students. There were two notable differences between the London and Thames Valley SDSA presentations. First, while the format of the presentations was essentially the same, the specific content differed both in the video reconstruction of the collision, and the live testimonies from the Road Safety team, Police service, Fire and Rescue services, Ambulance services, and individuals directly affected by fatal collisions. Second, the method of evaluation was different. The Thames Valley evaluation employed a between-participants design, with different students surveyed before and after the SDSA presentation, thus minimising opportunity for impression management. However, no effect of the SDSA was witnessed using this approach.

With the knowledge that young people display many of the attitudes associated with risky driving well before they reach the age they can learn to drive (Waylen & McKenna, 2002), it follows that young people can start their driving career with attitudes that are already well engrained. It is possible that earlier interventions designed to foster safety may be more effective in creating positive attitudes, as opposed to the potentially more difficult task of modifying existing attitudes.

Overall, there is a short-term change in attitudes immediately following the London SDSA presentation. Whether this is best interpreted as an impression management effect (students providing answers that they judge are expected) or a real effect is not possible to determine from the data available. By five months whatever effects were present have been eliminated. The results confirm the adopted strategy that in this particular field progress will only be made through caution and pilot studies.

### **5.3 General conclusion**

The results of the qualitative analysis suggest that the SDSA event had some emotional impact on students during the presentation. However the quantitative analysis demonstrate that there was little or no enduring effect in improving students' attitudes to road safety. The findings are in line with other studies that have found minimal effects of the SDSA presentation on students, as well as being consistent with the wider body of evidence from safety research that demonstrates the ineffectiveness of pre-driver education.

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## Appendix A: TPB/seatbelt questionnaire items

### Intentions

*After I pass my driving test I intend to keep to all the advice given in the Highway Code*

1: Definitely do not; 7: Definitely do

*I would like to ensure that I always drive within the law*

1: Definitely no; 7: Definitely yes

*I want to drive within the speed limits at all times*

1: Strongly disagree; 7: Strongly agree

*I expect that it is inevitable that I will drive over the speed limit sometimes (R)*

1: Untrue; 7: True

### Attitudes

*After passing my test, exceeding the speed limit by more than 10mph on a country road outside a built-up area would be:*

1: Unpleasant; 7: Pleasant (R)

1: Safe; 7: Dangerous

1: Boring; 7: Exciting (R)

### Subjective norm – Attitudes towards peer pressure

*My parents/people who are important to me think I should/shouldn't exceed speed limits*

1: Should; 7: Should not

*My close friends approve/disapprove of me keeping to the speed limit (R)*

1: Approve; 7: Disapprove

*My partner/boyfriend/girlfriend approves/disapproves of me driving too fast*

1: Approves; 7: Disapproves

### Perceived behavioural control

*With regard to your driving how much do you want to do what your friends think you should? (R)*

1: Not at all; 7: Very much

*Holding a long queue of traffic up, do you think you can still stick to the speed limit*

1: Definitely no; 7: Definitely yes

*Are you confident you can resist your friends' persuasion to drive faster*

1: Definitely no; 7: Definitely yes

### Seatbelts

*How often would you / do you wear a seatbelt in each of the following situations:*

- *When driving a car*
- *When I am a front seat passenger in a car*
- *When I am a rear seat passenger in a car*

1: Never; 5: All of the time

## Appendix B: Summary data for TPB/seatbelt items

Table 1: Mean (SD) pre- and post-test scores on Future Intention items for males, females and all participants.

Items	Male			Female			Total		
	Pre	Post	Follow	Pre	Post	Follow	Pre	Post	Follow
Highway Code	5.20 (1.4)	5.38 (1.4)	4.89 (1.4)	6.18 (1.0)	6.07 (1.0)	5.85 (1.0)	5.55 (1.4)	5.62 (1.3)	5.23 (1.4)
Law	5.49 (1.4)	5.38 (1.4)	5.08 (1.5)	6.27 (0.8)	6.31 (0.9)	5.90 (1.0)	5.77 (1.3)	5.71 (1.3)	5.37 (1.4)
Speed limit	4.14 (1.7)	4.90 (1.5)	4.32 (1.7)	5.41 (1.5)	5.83 (1.1)	5.37 (1.3)	4.59 (1.7)	5.23 (1.4)	4.69 (1.6)
Exceed limit	1.68 (1.0)	2.13 (1.4)	2.21 (1.6)	2.52 (1.6)	2.93 (1.8)	2.79 (1.7)	1.98 (1.3)	2.42 (1.6)	2.42 (1.7)
<b>TOTAL</b>	<b>4.13</b> <b>(1.0)</b>	<b>4.45</b> <b>(1.0)</b>	<b>4.13</b> <b>(1.2)</b>	<b>5.10</b> <b>(0.9)</b>	<b>5.29</b> <b>(0.9)</b>	<b>4.98</b> <b>(0.9)</b>	<b>4.47</b> <b>(1.1)</b>	<b>4.75</b> <b>(1.1)</b>	<b>4.43</b> <b>(1.2)</b>

Table 2: Mean (SD) pre- and post-test scores on Attitude items for males, females and all participants.

Items	Male			Female			Total		
	Pre	Post	Follow	Pre	Post	Follow	Pre	Post	Follow
Unpleasant/ pleasant	3.34 (1.4)	3.55 (1.5)	3.43 (1.5)	4.18 (1.2)	4.34 (1.6)	4.55 (1.5)	3.64 (1.4)	3.83 (1.6)	3.83 (1.6)
Dangerous/ safe	5.02 (1.6)	5.20 (1.4)	4.92 (1.5)	5.18 (1.7)	5.24 (1.7)	5.28 (1.5)	5.08 (1.6)	5.22 (1.5)	5.05 (1.5)
Boring/ exciting	2.59 (1.2)	2.73 (1.4)	2.86 (1.5)	3.37 (1.4)	3.49 (1.4)	3.52 (1.4)	2.87 (1.3)	3.00 (1.4)	3.10 (1.5)
<b>TOTAL</b>	<b>3.65</b> <b>(1.0)</b>	<b>3.83</b> <b>(0.9)</b>	<b>3.74</b> <b>(1.1)</b>	<b>4.24</b> <b>(1.0)</b>	<b>4.36</b> <b>(1.2)</b>	<b>4.45</b> <b>(1.0)</b>	<b>3.86</b> <b>(1.0)</b>	<b>4.02</b> <b>(1.1)</b>	<b>3.99</b> <b>(1.1)</b>

Table 3: Mean (SD) pre- and post-test scores on Subjective Norm items for males, females and all participants.

Items	Male			Female			Total		
	Pre	Post	Follow	Pre	Post	Follow	Pre	Post	Follow
Parents	5.38 (1.6)	5.48 (1.6)	5.16 (1.8)	5.75 (1.5)	5.80 (1.5)	5.63 (1.7)	5.51 (1.6)	5.59 (1.6)	5.33 (1.7)
Close friends	3.99 (1.6)	4.18 (1.5)	3.93 (1.7)	4.92 (1.6)	4.99 (1.7)	5.04 (1.6)	4.32 (1.7)	4.47 (1.6)	4.33 (1.7)
Partner	4.88 (1.5)	4.91 (1.5)	4.30 (1.7)	5.15 (1.5)	5.69 (1.2)	5.01 (1.7)	4.97 (1.5)	5.19 (1.5)	4.55 (1.7)
<b>TOTAL</b>	<b>4.75</b> <b>(1.1)</b>	<b>4.85</b> <b>(1.1)</b>	<b>4.46</b> <b>(1.2)</b>	<b>5.27</b> <b>(1.1)</b>	<b>5.49</b> <b>(1.0)</b>	<b>5.23</b> <b>(1.1)</b>	<b>4.93</b> <b>(1.1)</b>	<b>5.08</b> <b>(1.1)</b>	<b>4.74</b> <b>(1.2)</b>

Table 4: Mean (SD) pre- and post-test scores on the Perceived Behavioural Control items for males, females and all participants.

Items	Male			Female			Total		
	Pre	Post	Follow	Pre	Post	Follow	Pre	Post	Follow
Not do as	4.29	4.50	4.48	5.07	5.28	4.96	4.57	4.78	4.65
friends want	(1.5)	(1.6)	(1.4)	(1.5)	(1.5)	(1.7)	(1.6)	(1.6)	(1.5)
Hold traffic up	3.97	4.24	3.99	4.18	5.07	4.24	4.05	4.54	4.08
	(1.8)	(1.8)	(1.9)	(1.6)	(1.6)	(1.7)	(1.7)	(1.8)	(1.8)
Resist peer	4.43	4.98	4.80	5.17	5.69	5.32	4.69	5.23	4.98
pressure	(1.7)	(1.6)	(1.7)	(1.6)	(1.6)	(1.4)	(1.7)	(1.6)	(1.6)
<b>TOTAL</b>	<b>4.23</b>	<b>4.57</b>	<b>4.42</b>	<b>4.81</b>	<b>5.35</b>	<b>4.84</b>	<b>4.44</b>	<b>4.85</b>	<b>4.57</b>
	<b>(1.1)</b>	<b>(1.2)</b>	<b>(1.2)</b>	<b>(1.1)</b>	<b>(1.2)</b>	<b>(1.1)</b>	<b>(1.2)</b>	<b>(1.3)</b>	<b>(1.2)</b>

Table 5: Mean (SD) pre- and post-test scores on Seatbelt items for males, females and all participants.

Items	Male			Female			Total		
	Pre	Post	Follow	Pre	Post	Follow	Pre	Post	Follow
Driving	4.37	4.38	4.34	4.70	4.64	4.65	4.48	4.47	4.44
	(1.13)	(1.04)	(1.17)	(0.80)	(0.87)	(0.85)	(1.04)	(0.99)	(1.08)
Front	4.46	4.42	4.48	4.70	4.61	4.62	4.54	4.48	4.53
passenger	(0.95)	(0.99)	(0.90)	(0.74)	(0.84)	(0.76)	(0.89)	(0.94)	(0.85)
Rear	4.26	4.16	4.25	4.35	4.39	4.32	4.29	4.24	4.27
passenger	(1.08)	(1.15)	(1.04)	(1.07)	(1.01)	(1.11)	(1.08)	(1.10)	(1.06)
<b>TOTAL</b>	<b>4.36</b>	<b>4.32</b>	<b>4.35</b>	<b>4.58</b>	<b>4.55</b>	<b>4.53</b>	<b>4.44</b>	<b>4.40</b>	<b>4.41</b>
	<b>(0.9)</b>	<b>(1.0)</b>	<b>(0.9)</b>	<b>(0.8)</b>	<b>(0.8)</b>	<b>(0.8)</b>	<b>(0.9)</b>	<b>(0.9)</b>	<b>(0.9)</b>

## Appendix C: TPB statistics (matched participants)

### Overall measures

Collapsing scores for all items within each TPB category a repeated measures MANOVA, with Time (pre-SDSA, post-SDSA, 6 month post-SDSA) and Gender (male, female) as independent variables, was conducted. There was an overall significant effect of Time ( $p = .001$ ), a significant effect of Gender ( $p = .001$ ), and but no significant Time x Gender interaction ( $p = .11$ ).

Table 2:  $P$ -values (&  $\eta_p^2$  effect sizes) for TPB categories in the MANOVA

Items	Time	Gender	Time*Gender
Intentions	.001 (.046)	.001 (.208)	.65 (.002)
Attitudes	.16 (.009)	.001 (.130)	.56 (.003)
Subjective Norms	.001 (.034)	.001 (.109)	.38 (.005)
Perceived Behavioural Control	.001 (.064)	.001 (.083)	.13 (.010)

Total  $n = 199$ , Male  $n = 128$ , Female  $n = 71$

### Individual items

A two-way mixed MANOVA (Gender: male, female; Time: pre-test, post-test) was conducted, with repeated measures on the second factor. There was an overall significant effect of Time ( $p = .001$ ), a significant effect of Gender ( $p = .001$ ), but no significant Time x Gender interaction ( $p = .36$ ).

Table 1:  $P$ -values (&  $\eta_p^2$  effect sizes) for individual items in the MANOVA

Items	Time	Gender	Time x Gender
Intention			
Highway Code	.002 (.032)	.001 (.158)	.34 (.005)
Law	.001 (.047)	.001 (.139)	.73 (.002)
Speed limit	.001 (.071)	.001 (.156)	.35 (.005)
Speeding inevitable	.001 (.036)	.001 (.091)	.53 (.003)
Attitudes			
Unpleasant/pleasant	.16 (.009)	.001 (.140)	.36 (.005)
Safe/dangerous	.57 (.003)	.27 (.006)	.46 (.004)
Boring/exciting	.22 (.008)	.001 (.111)	.88 (.001)
Subjective Norms			
Parents	.15 (.010)	.04 (.021)	.83 (.001)
Close friends	.66 (.002)	.001 (.136)	.58 (.003)
Partner	.001 (.054)	.001 (.061)	.13 (.010)
Perceived Behavioural Control			
Do as friends want	.21 (.008)	.001 (.076)	.39 (.005)
Hold traffic up	.001 (.049)	.03 (.023)	.06 (.014)
Resisting peer pressure	.001 (.040)	.001 (.063)	.68 (.002)

Total  $n = 199$ , Male  $n = 128$ , Female  $n = 71$

## Appendix D: Seatbelt statistics

A repeated measures MANOVA with gender as independent variable was conducted. There was no overall significant effect of Time ( $p = .94$ ), no significant overall effect of Gender ( $p = .09$ ), and no significant Time x Gender interaction ( $p = .60$ ).

Table 2:  $P$ -values (&  $\eta_p^2$  effect sizes) for individual seatbelt items

Items	Time	Gender	Time*Gender
Seatbelt when driving	.89 (.001)	.02 (.029)	.88 (.001)
Seatbelt when front passenger	.58 (.003)	.10 (.014)	.76 (.001)
Seatbelt when rear passenger	.92 (.000)	.35 (.004)	.43 (.004)

Total  $n = 194$ , Male  $n = 128$ , Female  $n = 66$

## Appendix E: Discussion guide - student

### INTRODUCTIONS

Introduce research: explain that we want to talk about the 'Safe Drive, Stay Alive' event they have just attended, no right or wrong answers, not like school, don't have to put hands up, but try not to talk all at the same time

Reassure on confidentiality and MRS Code of Conduct, and explain need for honesty

Students to introduce themselves: name, age, who's at home, hobbies

### ATTITUDES/EXPERIENCES PRIOR TO ATTENDING THE SDSA EVENT

How they get around at the moment (parents' driving, friends' driving, siblings driving, bus, tube, walking, cycling etc)?

- And how they expect this to change in coming years?

Do they intend to take their driving test at 17?

How soon do they expect to be driving (their own car or parents')?

Thinking back to before the SDSA event, how did they feel about driving?

- What emotions were they feeling about driving? E.g. excitement/apprehension/ confidence
- Has this changed, if at all, since the event? How? Why?

Have they ever been behind the wheel of a car themselves? What were the circumstances? How did they feel?

Have they been a passenger in a car driven by friends? What were the circumstances? How did they feel?

Have they ever been a passenger in a car where the driver was driving too fast, under the influence of alcohol/drugs, messing about, on mobile phone etc? How did they feel?

Have they ever been involved in a road accident or know someone who has? What were the circumstances? (*only probe if students wish to share their experiences*) What impact has this had on them?

## EXPECTATIONS OF SDSA EVENT

What had they been told about the event? When were they told?

What were their expectations before they came?

- What did they think it was going to be about?
- What did they think they were going to learn?
- What types of things did they think they were going to see/hear?

How different was the experience in reality compared to their expectations about the event? *Probe as appropriate*

How did they feel immediately after the event?

- What thoughts and emotions were going through their mind?
- Did they talk to anyone else after the event? E.g. friend, parents

What did they say? How did the other person respond?

How do they feel now, a week or two after the event? *Probe as appropriate*

What message did they take from the event?

## BROAD OVERVIEW OF THE SDSA EVENT

What did they think about the event?

- Spontaneous thoughts
- Most interesting/engaging bits and why?
- Least interesting/engaging bits and why?
- What are key moments / facts that stick in their memory?

What is it about these bits that make them stick? (e.g. something they had never heard before, interesting facts, the way the info was presented, personal relevance etc)

- Did anything make them think differently? How? Why?

What is it about these aspects that makes these moments that made them impactful (e.g. probe on content, delivery, tone, visuals, audience participation etc)

How did it match up to their expectations?



How would they describe the tone of the event? Was it *too* shocking or upsetting? What do they perceive is the appropriate level to pitch it at?

What do they think of overall length of presentation? (E.g. too long/short?)

What do they think of the amount covered? (E.g. too much info/too little?)

What do they think of the way the information was delivered?

- By the speakers (e.g. tone, delivery, language used, manner, did they involve the audience enough?)
- Via other methods (e.g. use of multimedia presentation, individual visuals / sound, level of audience participation etc)
- Could this be improved? How? (E.g. additional materials, handouts to take away, more interaction etc?)

What do they think about the timing of the event? Would it be more suitable for a younger or older age? Why?

#### CONTENT OF THE SDSA EVENT

What did they think about the way the event was divided up? *I.e. DJ's quiz, Kanye West music video, introduction to the event, followed by reconstruction of an accident interspersed with testimonies of the emergency service personnel, accident survivor and bereaved mother*

What are the advantages and disadvantages of this approach?

Are there any parts that fitted less well than others? Why?

How real/authentic did it feel?

On balance, how effective was this approach overall?

- What would they change about the event and why?

What did they think of the reconstruction of the accident, including the depiction of the lives of those involved before and after the accident?

- What effect did this have on the event?

Thinking back to the testimonies, which testimonies had the most impact and why?

- Which ones had less of an impact? Why do they think that was?

Do you recall anything that any speaker said that had a particularly profound impact on you?

#### SUMMARY OF IMPACT OF THE EVENT

Overall response to SDSA event

How relevant did it feel to them?

How useful (informative) was it to them?

Were they left with any unanswered questions?

What impact did the event have on them overall?

What impact do they think the event will have on them over time (both as a driver and a passenger)?

Will they do anything differently when driving themselves in future?

Will they keep hold of the items in the goody bag and use them?

Why/why not? What do they think of receiving this to take with them?

Suggested improvements

#### RECOMMENDATIONS

Thinking about all other methods used to increase awareness of road safety (e.g. Don't Die before You've Lived adverts etc), how effective is the SDSA approach vs. other methods?

What approach would they use if *they* were a road safety officer?

Would they endorse the SDSA event taking place in subsequent years?

Why?

**Thank and close**

## Appendix F: Discussion Guide - teacher

### **DISCUSSION GUIDE**

#### **SDSA EVENT: TEACHERS**

##### INTRODUCTIONS

Introduce research: explain that TfL want to understand what teachers think about the SDSA Event, its impact on their students, and how it could be developed/improved in the future

Reassure on confidentiality and MRS Code of Conduct

Introduction: name, career history, hopes and fears for students they teach

##### STUDENTS' ATTITUDES TOWARDS DRIVING AND ROAD SAFETY

Is road safety something that has been brought up in school before, either formally or by students themselves? Probe as appropriate

What are the students' attitudes towards driving and road safety? Do they have any concerns for the students in this respect?

- Have they heard any anecdotal stories of students' experiences driving or being the passenger in a car with others driving unsafely? Probe as appropriate

##### EXPECTATIONS PRIOR TO ATTENDING THE SDSA EVENT

What were their expectations prior to attending the event? What had they been told?

What did they think was the objective of the SDSA event?

What had they told their students about it? How had they pitched it?

What did they expect the benefit to be for the students?

What did they think the students would learn?

How did they expect the students to respond to the event?

How useful was the information pack they received before the event?

How different was the experience in reality compared to their expectations about the event? *Probe as appropriate*

How did the students react immediately after the event? What was their mood like? (E.g. upset, moved, trivialising the event)

Were there any discussions about the event afterwards either formally or informally? I.e. within the classroom or amongst teachers. What was discussed?

What message did the students take from the event?

How did *they* personally feel after the event?

## BROAD OVERVIEW OF THE SDSA EVENT

As teachers, what did they think about the event?

- Spontaneous thoughts
- What did the students find most engaging and why?
- What did the students find least engaging and why?
- What are key moments / facts that stuck in the students' memory?

What is it about these bits that make them stick? (e.g. something the students had never heard before, interesting facts, the way the info was presented, personal relevance etc)

- Did anything make them think differently?

What is it about these aspects that makes these moments that made them impactful (e.g. probe on content, delivery, tone, visuals, audience participation etc)

How did the event match up to their expectations?

How would they describe the tone of the event? Was it *too* shocking or upsetting? What do they perceive is the appropriate level to pitch it at?

What do they think of overall length of presentation? (E.g. too long/short?)

What do they think of the amount covered? (E.g. too much info/too little?)

What do they think of the way the information was delivered?

- By the speakers (e.g. tone, delivery, language used, how approachable they were, did they involve the audience enough?)
- Via other methods (e.g. use of multimedia presentation, individual visuals / sound, level of audience participation etc)
- Could this be improved? How? (E.g. additional materials, handouts to take away, more interaction etc?)

#### CONTENT OF THE SDSA EVENT

What did they think about the way the event was divided up? *I.e. DJ's quiz, music video, introduction to the event, followed by reconstruction of an accident interspersed with testimonies of the emergency service personnel, accident survivor and bereaved mother*

What are the advantages and disadvantages of this approach?

Are there any parts that fitted less well than others? Why?

How real/authentic did it feel?

Are there any parts that fitted more/less well than others? Why?

On balance, how effective was this approach overall?

- What would they change about the event and why?

What did they think of the reconstruction of the accident, including the depiction of the lives of those involved before and after the accident?

- What effect did this have on the event?

Thinking back to the testimonies, which testimonies had the most impact and why?

- Which ones had less of an impact? Why do they think that was?

Do they recall anything that any speaker said that had a particularly profound impact on them?

#### SUMMARY OF IMPACT OF THE EVENT

Overall response to SDSA event

How relevant did it feel to their students' lives?

How useful (informative) was it?

Were the students left with any unanswered questions?

What impact did the event have on the students overall?

What impact do they think the event will have on young people over time? Can they envisage students modifying their behaviour at all? Why/why not?

Will they do anything differently when driving themselves in future?

#### RECOMMENDATIONS

Thinking about all other methods used to increase awareness of road safety (e.g. Don't Die before You've Lived adverts etc), how effective is the SDSA approach vs. other methods?

Would they endorse the SDSA event taking place in subsequent years? Why?

What would they say to a teacher at another school about the event?

Are there any messages they would like to pass on to the organisers?

Suggested improvements for the future (long-term development of the scheme)

**Thank and close**

## Appendix G: Pre-post test questionnaire

1.

There are lots of issues that affect young people today. Which, if any, of these do you ever worry about personally?

PLEASE PUT A CROSS IN EACH BOX THAT APPLIES

Arguments with parents	<input type="checkbox"/>	1 (14)
Drugs	<input type="checkbox"/>	2
Homework	<input type="checkbox"/>	3
Mobile phone theft	<input type="checkbox"/>	4
Money	<input type="checkbox"/>	5
Racism	<input type="checkbox"/>	6
Road safety	<input type="checkbox"/>	7
Teenage Pregnancy	<input type="checkbox"/>	8
Terrorism	<input type="checkbox"/>	9
Bullying	<input type="checkbox"/>	0
None of these	<input type="checkbox"/>	X
Don't know	<input type="checkbox"/>	V

What kind of driver do you think you will be? We all have expectations on how we will perform certain activities. Listed below are issues you will have to deal with as a driver. Please answer as truthfully as you can and do not spend too long on any question. **Please circle one number for each question.**

2.

After I pass my driving test, I intend to keep to all the advice given in the Highway Code.

Definitely do not

1

2

3

4

5

6

7

Definitely do

(15)

3.

I would like to ensure that I always drive within the Law.

Definitely no

1

2

3

4

5

6

7

Definitely yes

(16)

I want to drive within the speed limit at all times.

4.

Strongly disagree

1

2

3

4

5

6

7

Strongly agree

(17)

I expect that it is inevitable that I will drive over the speed limit sometimes.

5.

Untrue

1

2

3

4

5

6

7

True

(18)

6.

After passing my test, exceeding the speed limit by more than 10 mph on a country road outside a built up area would be: **circle one number in each row**

Unpleasant

1

2

3

4

5

6

7

Pleasant

(19)

Safe

1

2

3

4

5

6

7

Dangerous

(20)

Boring

1

2

3

4

5

6

7

Exciting

(21)

Please imagine that you have passed your driving test when answering the next few questions. **Please circle one number for each question.**

My parent(s)/people who are important to me think I ....

7.

Should

1

2

3

4

5

6

7

Should not

(22)

...exceed the speed limits.

8.

My close friends ....

Approve

1

2

3

4

5

6

7

Disapprove

(23)

...of me keeping to the speed limits.



My partner/girlfriend/boyfriend ....

9.

Approves

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Disapproves

(24)

....of me driving too fast.

10.

With regard to your driving, how much do you want to do what your friends think you should?

Not at all

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Very Much

(25)

11.

Imagine you have passed your test.

You are driving along a road where it is difficult to overtake. You are travelling at a speed that is just on the maximum speed allowed and there is a long queue of traffic behind you. You know that you are holding everybody up. Do you feel that you can still stick to the speed limit?

Definitely no

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Definitely yes

(26)

12.

After you have passed your test, you are out driving in your car with some friends, they want you to drive faster. Are you confident that you can resist their persuasion?

Definitely no

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Definitely yes

(27)

13.

For each of the following, would you agree or disagree that they INCREASE THE RISK of drivers being involved in a crash?

CIRCLE ONE NUMBER FOR EACH STATEMENT

**Strongly  
Disagree**

1	2	3	4	5	6	7
---	---	---	---	---	---	---

**Strongly  
Agree**

Driving over the speed limit

1	2	3	4	5	6	7
---	---	---	---	---	---	---

(28)

Driving a car which is in bad condition

1	2	3	4	5	6	7
---	---	---	---	---	---	---

(29)

Driving at night time

1	2	3	4	5	6	7
---	---	---	---	---	---	---

(30)

Being an over confident driver

1	2	3	4	5	6	7
---	---	---	---	---	---	---

(31)

Eating while driving

1	2	3	4	5	6	7
---	---	---	---	---	---	---

(32)

Being over the legal alcohol limit

1	2	3	4	5	6	7
---	---	---	---	---	---	---

(33)

Listening to loud music while driving

1	2	3	4	5	6	7
---	---	---	---	---	---	---

(34)

Being tired

1	2	3	4	5	6	7
---	---	---	---	---	---	---

(35)

Driving at an inappropriate speed for the conditions (i.e. in fog, heavy rain)

1	2	3	4	5	6	7
---	---	---	---	---	---	---

(36)

Talking on a mobile phone

1	2	3	4	5	6	7
---	---	---	---	---	---	---

(37)

Being under the influence Cannabis

1	2	3	4	5	6	7
---	---	---	---	---	---	---

(38)

Operating a car stereo while driving

1	2	3	4	5	6	7
---	---	---	---	---	---	---

(39)

Driving in bad weather conditions

1	2	3	4	5	6	7
---	---	---	---	---	---	---

(40)

Talking to other passengers while driving

1	2	3	4	5	6	7
---	---	---	---	---	---	---

(41)

Being an inexperienced driver

1	2	3	4	5	6	7
---	---	---	---	---	---	---

(42)

14. Have you ever driven or ridden any of the following on public roads?

PLEASE PUT A CROSS IN EACH BOX THAT APPLIES

Bicycle	<input type="checkbox"/>	1	(43)
Moped	<input type="checkbox"/>	2	
Scooter	<input type="checkbox"/>	3	
Motorbike	<input type="checkbox"/>	4	
Car	<input type="checkbox"/>	5	
None of the above	<input type="checkbox"/>	6	

15. Which one of these statements best describes you...?

PLEASE PUT A CROSS IN ONE BOX

I currently drive a car	<input type="checkbox"/>	1	(44)
I am learning to drive a car	<input type="checkbox"/>	2	
I will learn to drive a car before I am 20 years old	<input type="checkbox"/>	3	
I have no plans to learn to drive a car in next 5 years	<input type="checkbox"/>	4	
I do not want to learn to drive a car	<input type="checkbox"/>	5	

16. Who will help you learn how to drive ... ?

PLEASE PUT A CROSS IN EACH BOX THAT APPLIES

Qualified driving instructor	<input type="checkbox"/>	1	(45)
Parents	<input type="checkbox"/>	2	
Older brother or sister	<input type="checkbox"/>	3	
Older friends	<input type="checkbox"/>	4	
Someone else	<input type="checkbox"/>	5	
None of the above	<input type="checkbox"/>	6	

17.

Which of these statements best reflect what driving means to you?

PLEASE PUT A CROSS IN EACH BOX THAT APPLIES

Freedom / Independence	<input type="checkbox"/>	1	(46)
Convenience and flexibility	<input type="checkbox"/>	2	
Fear	<input type="checkbox"/>	3	
Adulthood	<input type="checkbox"/>	4	
Respect / Status	<input type="checkbox"/>	5	
Excitement	<input type="checkbox"/>	6	
Personal safety	<input type="checkbox"/>	7	
Danger	<input type="checkbox"/>	8	
None of the above	<input type="checkbox"/>	9	

18.

There are a number of costs associated with learning to drive and getting your licence (e.g. lessons and the driving test). Who will pay for these?

PLEASE PUT A CROSS IN ONE BOX

Myself	<input type="checkbox"/>	1	(47)
My parents	<input type="checkbox"/>	2	
Both myself and my parents	<input type="checkbox"/>	3	
Someone else	<input type="checkbox"/>	4	
None of the above	<input type="checkbox"/>	5	

19.

Which car will you drive once you have passed your test?

PLEASE PUT A CROSS IN ONE BOX

I will buy my own car	<input type="checkbox"/>	1	(48)
I will lease my own car	<input type="checkbox"/>	2	
I will use my parents' car	<input type="checkbox"/>	3	
My parents will get me a car	<input type="checkbox"/>	4	
I will use someone else's car	<input type="checkbox"/>	5	
Don't know	<input type="checkbox"/>	6	

20.

When you've learned to drive, what will you use the car for?

PLEASE PUT A CROSS IN EACH BOX THAT APPLIES

Getting to school / place of education	<input type="checkbox"/>	1	(49)
Getting to work	<input type="checkbox"/>	2	
Going to the shops	<input type="checkbox"/>	3	
Going to friends places	<input type="checkbox"/>	4	
Going out with friends	<input type="checkbox"/>	5	
Driving is needed as part of my job	<input type="checkbox"/>	6	
For holidays / travel	<input type="checkbox"/>	7	
Just for fun	<input type="checkbox"/>	8	
None of the above	<input type="checkbox"/>	9	

21.

How often would you / do you wear a seatbelt in each of the following situations...?

CIRCLE ONE NUMBER FOR EACH STATEMENT

	Never	Rarely	Sometimes	Most of the time	All the time	
When driving a car	1	2	3	4	5	(50)
When I am a front seat passenger in a car	1	2	3	4	5	(51)
When I am a back seat passenger in a car	1	2	3	4	5	(52)

22.

Which, if any, of the following have you ever done....?

PLEASE PUT A CROSS IN EACH BOX THAT APPLIES ☒

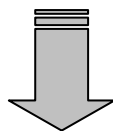
- |   |                          |   |      |
|---|--------------------------|---|------|
| Been a passenger in a car driven by someone who didn't have a licence                 | <input type="checkbox"/> | 1 | (53) |
| Felt pressured to take a lift from a young driver you thought might drive dangerously | <input type="checkbox"/> | 2 |      |
| Driven a car without a licence  | <input type="checkbox"/> | 3 |      |
| Driven a stolen car   | <input type="checkbox"/> | 4 |      |
| Been in a car that was stopped by the police  | <input type="checkbox"/> | 5 |      |
| Been a passenger in a stolen car  | <input type="checkbox"/> | 6 |      |
| None of the above   | <input type="checkbox"/> | 7 |      |

23a.

Have you ever been involved in a car crash? If so, how long ago did this happen?

PLEASE PUT A CROSS IN ONE BOX ☒

- |   |                          |   |      |
|---|--------------------------|---|------|
| Involved in a crash recently              | <input type="checkbox"/> | 1 | (54) |
| Involved in a crash a year or two ago     | <input type="checkbox"/> | 2 |      |
| Involved in a crash a long time ago       | <input type="checkbox"/> | 3 |      |
| I have never been involved in a car crash | <input type="checkbox"/> | 4 |      |



⇒ IF YOU HAVE BEEN INVOLVED IN A CAR CRASH, PLEASE ANSWER QUESTION 23b.  
IF NOT, PLEASE SKIP TO QUESTION 24.

23b.

Was anyone hurt/injured in this crash?

PLEASE PUT A CROSS IN ONE BOX 

- |  |                          |   |      |
|--|--------------------------|---|------|
| I was the only person hurt                       | <input type="checkbox"/> | 1 | (55) |
| I was ok but someone else was hurt / injured     | <input type="checkbox"/> | 2 |      |
| Both myself and someone else were hurt / injured | <input type="checkbox"/> | 3 |      |
| No one was hurt / injured                        | <input type="checkbox"/> | 4 |      |

24.

Are you...?

PLEASE PUT A CROSS IN ONE BOX 

- |        |                          |   |      |
|--------|--------------------------|---|------|
| Male   | <input type="checkbox"/> | 1 | (56) |
| Female | <input type="checkbox"/> | 2 |      |

25.

When were you born?

PLEASE WRITE IN (e.g. Month 11 for November)

Month

Year

--	--

 (57-58)

1	9		
---	---	--	--

 (59-62)

26.

Name of School

PLEASE WRITE IN BOX BELOW

--

(63)

27. How well off do you think your family is...?

PLEASE PUT A CROSS IN ONE BOX ☒

- |                     |                          |   |      |
|---------------------|--------------------------|---|------|
| Very well off       | <input type="checkbox"/> | 1 | (64) |
| Quite well off      | <input type="checkbox"/> | 2 |      |
| Average             | <input type="checkbox"/> | 3 |      |
| Not very well off   | <input type="checkbox"/> | 4 |      |
| Not at all well off | <input type="checkbox"/> | 5 |      |

28. Does your family own a car, van or truck?

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- |                    |                          |   |      |
|--------------------|--------------------------|---|------|
| No                 | <input type="checkbox"/> | 1 | (65) |
| Yes, one           | <input type="checkbox"/> | 2 |      |
| Yes, more than one | <input type="checkbox"/> | 3 |      |



29.

- To which of the following groups do you consider you belong?

PLEASE PUT A CROSS IN 1 BOX

**A: White**

British  1 (66)

Irish  2

Any other white background  3

**B: Mixed**

White and Black Caribbean  4

White and Black African  5

White and Asian  6

Any other mixed background  7

**C: Asian or Asian British**

Indian  8

Pakistani  9

Bangladeshi  0

Any other Asian background  X

**D: Black or Black British**

Caribbean  1 (67)

African  2

Any other Black background  3

**E: Chinese or other ethnic group**

Chinese  4

Any other ethnic background  5

THANK YOU VERY MUCH FOR HELPING US BY FILLING IN THIS SURVEY TODAY.  
PLEASE CAN YOU NOW HAND THIS QUESTIONNAIRE BACK TO THE  
RESEARCH SUPERVISOR

## Appendix H: Follow-up questionnaire

1.

There are lots of issues that affect young people today. Which, if any, of these do you ever worry about personally?

PLEASE PUT A CROSS IN EACH BOX THAT APPLIES

Arguments with parents	<input type="checkbox"/>	1	(14)
Drugs	<input type="checkbox"/>	2	
Homework	<input type="checkbox"/>	3	
Mobile phone theft	<input type="checkbox"/>	4	
Money	<input type="checkbox"/>	5	
Racism	<input type="checkbox"/>	6	
Road safety	<input type="checkbox"/>	7	
Teenage Pregnancy	<input type="checkbox"/>	8	
Terrorism	<input type="checkbox"/>	9	
Bullying	<input type="checkbox"/>	0	
None of these	<input type="checkbox"/>	X	
Don't know	<input type="checkbox"/>	V	

The next group of questions ask you to rate your opinion on a 7 point scale. Here is an example:

**Example** 1. How interested are you in playing sport?

Not really interested	1	2	3	4	5	6	7	Very interested
-----------------------	---	---	---	---	---	---	---	-----------------

What kind of driver do you think you will be? We all have expectations on how we will perform certain activities. Listed below are issues you will have to deal with as a driver. Please answer as truthfully as you can and do not dwell too long on any item. Please circle one number for each question.

2. After I pass my driving test I intend to keep to all the advice given in the Highway Code.

Definitely do not

1	2	3	4	5	6	7
---	---	---	---	---	---	---

**Definitely do**  
(15)

3. I would like to ensure that I always drive within the Law.

Definitely no

1	2	3	4	5	6	7
---	---	---	---	---	---	---

**Definitely yes**  
(16)

4. I want to drive within the speed limit at all times.

Strongly disagree

1	2	3	4	5	6	7
---	---	---	---	---	---	---

**Strongly agree**  
(17)

5. I expect that it is inevitable that I will drive over the speed limit sometimes.

Untrue

1	2	3	4	5	6	7
---	---	---	---	---	---	---

**True**  
(18)

6. After passing my test, exceeding the speed limit by more than 10 mph on a country road outside a built up area would be: (circle one number in each row)

Unpleasant

1	2	3	4	5	6	7
---	---	---	---	---	---	---

**Pleasant**  
(19)

**Safe**

1	2	3	4	5	6	7
---	---	---	---	---	---	---

**Dangerous**  
(20)

**Boring**

1	2	3	4	5	6	7
---	---	---	---	---	---	---

**Exciting**  
(21)

Please imagine that you have passed your driving test when answering the next few questions. Please circle one number for each question.

7. My parent(s)/people who are important to me think I ....

Should 1 2 3 4 5 6 7 **Should not**

(22)

...exceed the speed limits.

8. My close friends ....

Approve 1 2 3 4 5 6 7 **Disapprove**

(23)

....of me keeping to the speed limits.

9. My partner/girlfriend/boyfriend ....

Approves 1 2 3 4 5 6 7 **Disapproves**

(24)

....of me driving to fast.

10. With regard to your driving, how much do you want to do what your friends think you should?

Not at all 1 2 3 4 5 6 7 **Very Much**

(25)

Imagine you have passed your test.

11. You are driving along a road where it is difficult to overtake. You are travelling at a speed that is just on the maximum speed allowed and there is a long queue of traffic behind you. You know that you are holding everybody up. Do you feel that you can still stick to the speed limit?

Definitely no

1

2

3

4

5

6

7

**Definitely**

**yes**

(26)

12. After you have passed your test you are out driving in your car with some friends, they want you to drive faster. Are you confident that you can resist their persuasion?

Definitely no

1

2

3

4

5

6

7

**Definitely**

**yes**

(27)

13. How likely do you think it is that you will be involved in an accident when you are old enough to drive a car?

Not very likely

1

2

3

4

5

6

7

**Very**

**likely**

(27)

14. How likely do you think it is that you will be involved in an accident when you are a passenger and someone else is driving a car?

Not very likely

1

2

3

4

5

6

7

**Very**

**likely**

(27)

15.

For each of the following, would you agree or disagree that they INCREASE THE RISK of drivers being involved in a crash?

CIRCLE ONE NUMBER FOR EACH STATEMENT

	<b>Strongly Disagree</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Strongly Agree</b>
Driving over the speed limit		1	2	3	4	5	6	7	(28)
Driving a car which is in bad condition		1	2	3	4	5	6	7	(29)
Driving at night time		1	2	3	4	5	6	7	(30)
Being an over confident driver		1	2	3	4	5	6	7	(31)
Eating while driving		1	2	3	4	5	6	7	(32)
Being over the legal alcohol limit		1	2	3	4	5	6	7	(33)
Listening to loud music while driving		1	2	3	4	5	6	7	(34)
Being tired		1	2	3	4	5	6	7	(35)
Driving at an inappropriate speed for the conditions (i.e. in fog, heavy rain)		1	2	3	4	5	6	7	(36)
Talking on a mobile phone		1	2	3	4	5	6	7	(37)
Being under the influence Cannabis		1	2	3	4	5	6	7	(38)
Operating a car stereo while driving		1	2	3	4	5	6	7	(39)
Driving in bad weather conditions		1	2	3	4	5	6	7	(40)
Talking to other passengers while driving		1	2	3	4	5	6	7	(41)
Being an inexperienced driver		1	2	3	4	5	6	7	(42)

16.

Have you ever driven or ridden any of the following on public roads?

PLEASE PUT A CROSS IN EACH BOX THAT APPLIES

Bicycle	<input type="checkbox"/>	1	(43)
Moped	<input type="checkbox"/>	2	
Scooter	<input type="checkbox"/>	3	
Motorbike	<input type="checkbox"/>	4	
Car	<input type="checkbox"/>	5	
None of the above	<input type="checkbox"/>	6	

17.

Which one of these statements best describes you...?

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I currently drive a car	<input type="checkbox"/>	1	(44)
I am learning to drive a car	<input type="checkbox"/>	2	
I will learn to drive a car before I am 20 years old	<input type="checkbox"/>	3	
I have no plans to learn to drive a car in next 5 years	<input type="checkbox"/>	4	
I do not want to learn to drive a car	<input type="checkbox"/>	5	

18.

Which of these statements best reflect what driving means to you?

PLEASE PUT A CROSS IN EACH BOX THAT APPLIES

Freedom / Independence	<input type="checkbox"/>	1	(46)
Convenience and flexibility	<input type="checkbox"/>	2	
Fear	<input type="checkbox"/>	3	
Adulthood	<input type="checkbox"/>	4	
Respect / Status	<input type="checkbox"/>	5	
Excitement	<input type="checkbox"/>	6	
Personal safety	<input type="checkbox"/>	7	
Danger	<input type="checkbox"/>	8	
None of the above	<input type="checkbox"/>	9	

19. Which car will you drive once you have passed your test?

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- |                               |                          |   |      |
|-------------------------------|--------------------------|---|------|
| I will buy my own car         | <input type="checkbox"/> | 1 | (48) |
| I will lease my own car       | <input type="checkbox"/> | 2 |      |
| I will use my parents' car    | <input type="checkbox"/> | 3 |      |
| My parents will get me a car  | <input type="checkbox"/> | 4 |      |
| I will use someone else's car | <input type="checkbox"/> | 5 |      |
| Don't know                    | <input type="checkbox"/> | 6 |      |

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20. How often would you / do you wear a seatbelt in each of the following situations...?

CIRCLE ONE NUMBER FOR EACH STATEMENT

	Never	Rarely	Sometimes	Most of the time	All the time	
When driving a car	1	2	3	4	5	(50)
When I am a front seat passenger in a car	1	2	3	4	5	(51)
When I am a back seat passenger in a car	1	2	3	4	5	(52)

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21.

To what extent do you agree or disagree that it is acceptable to enforce speed limits on 30mph residential streets?

**CIRCLE ONE NUMBER**

<b>Totally disagree</b>	<b>Disagree</b>	<b>Neither disagree or agree</b>	<b>Agree</b>	<b>Totally agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

22.

Have you ever been involved in a car crash? If so, how long ago did this happen?

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Involved in a crash recently	<input type="checkbox"/>	1	(54)
Involved in a crash a year or two ago	<input type="checkbox"/>	2	
Involved in a crash a long time ago	<input type="checkbox"/>	3	
I have never been involved in a car crash	<input type="checkbox"/>	4	

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23. Are you...?

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Male	<input type="checkbox"/>	1	(56)
Female	<input type="checkbox"/>	2	

24. When were you born?

PLEASE WRITE IN (e.g. Month 11 for November)

Month

Year

--	--

(57-8)

1	9		
---	---	--	--

(59-62)

25. Name of School

PLEASE WRITE IN BOX BELOW

--

(63)

26. How well off do you think your family is...?

PLEASE PUT A CROSS IN ONE BOX

Very well off	<input type="checkbox"/>	1	(64)
Quite well off	<input type="checkbox"/>	2	
Average	<input type="checkbox"/>	3	
Not very well off	<input type="checkbox"/>	4	
Not at all well off	<input type="checkbox"/>	5	

27. Does your family own a car, van or truck?

PLEASE PUT A CROSS IN ONE BOX

No	<input type="checkbox"/>	1	(65)
Yes, one	<input type="checkbox"/>	2	
Yes, more than one	<input type="checkbox"/>	3	

28. ● To which of the following groups do you consider you belong?

PLEASE PUT A CROSS IN 1 BOX

● **A: White**

British	<input type="checkbox"/>	1	(66)
Irish	<input type="checkbox"/>	2	
Any other white background	<input type="checkbox"/>	3	

**B: Mixed**

White and Black Caribbean	<input type="checkbox"/>	4	
White and Black African	<input type="checkbox"/>	5	
White and Asian	<input type="checkbox"/>	6	
Any other mixed background	<input type="checkbox"/>	7	

**C: Asian or Asian British**

Indian	<input type="checkbox"/>	8	
Pakistani	<input type="checkbox"/>	9	
Bangladeshi	<input type="checkbox"/>	0	
Any other Asian background	<input type="checkbox"/>	X	

**D: Black or Black British**

Caribbean	<input type="checkbox"/>	1	(67)
African	<input type="checkbox"/>	2	
Any other Black background	<input type="checkbox"/>	3	

**E: Chinese or other ethnic group**

Chinese	<input type="checkbox"/>	4	
Any other ethnic background	<input type="checkbox"/>	5	

Resp. ID cols 68-73  
Blank cols 74-80  
Rpt cols 1-12