



**An evaluation of the Safe Drive Stay Alive
(SDSA) road safety presentation for pre-drivers.
Havering, 2007.**

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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

The Safe Drive Stay Alive 2007 presentation was positively received by students in most aspects - it was deemed an effective programme which stands apart from more typical presentations given to students of this age group.

A consistent theme throughout was that females were more receptive to the event than their male counterparts, although this was much more noticeable in the quantitative part of the research which sampled a much greater number of students (by definition).

In terms of specific content, the main area highlighted for improvement remained the reconstruction video which is currently deemed unrealistic and ultimately undermines the seriousness and effectiveness of the testimonials – but not to the

degree that the emotional impact of the emergency services speaker testimonials were seriously compromised.

In terms of a hoped-for increase in the sense of confidence and empowerment students felt about controlling their driving experiences for the better, the qualitative research work discerned a modest improvement – but teachers commented that scope exists to either make the event more interactive (so it becomes a little more 'learning by doing'), or to make follow-up events and teacher-led activities to complement this.

Teachers would welcome support materials for follow-on activities to help deepen recall of the key messages; in fact, a few proactively asked for this (before prompting) and made constructive suggestions as to what forms this should take, content and format-wise. The key focus of these follow-up activities should be to repeat the key lessons but this time 'extend' their relevance by offering students practical things to say and do ('tools') to help enact those rules in ways that are safe and preserve their status amongst their peers.

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.

The within-participants analysis conducted on the effectiveness of the SDSA in 2006 found a small short term improvement in students' 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.

The current between-participants analysis of the 2007 SDSA was conducted to determine 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.

Comparison of pre- and post-SDSA data on future intentions and perceived behavioural control in a between-participants design replicated the small, significant effect found in the 2006 within-participants design. This suggests that the small, partial effectiveness of the SDSA is a genuine effect and not due to impression management.

There was a small effect of the SDSA in increasing students' perceived likelihood of being in an accident as a driver, and a marginally significant small reduction in belief about future driving skill, but no increase in their perceived likelihood of being involved in an accident as a passenger, and no effect in reducing their enjoyment of speed or changing their belief in their safety as a future driver.

An absence of an effect of attending the SDSA presentation on students' perception of social pressure to conform to road traffic laws, and no change in attitudes to exceeding speed limits in the within-participants analysis was also replicated in the between-participants design.

General conclusion

The results of the qualitative analysis suggest that the SDSA event had some emotional impact on students during the presentation. The quantitative analysis demonstrates that there was a small, partial effect of the SDSA that was a genuine effect and not caused by social desirability. However, considering evidence from the within- and between-participants, the effectiveness of SDSA is short-term and limited to some but not all psychological factors.

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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 in 2006 and 2007 with the intention of assessing its impact and effectiveness and the potential for the scheme to be offered more widely in the future.

As with the 2006 Safe Drive Stay Alive (SDSA) presentation, the 2007 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 12th and 16th November, 2007, at the Queen's Theatre, Hornchurch and was attended by students in Year 11 (aged 15-16 years) from 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).

A previous SDSA presentation was conducted in 2006, and was evaluated using a within-participants design. The results showed a small short term improvement on some, but not all, measures, namely on students' intentions to observe road traffic laws and speed limits, and on students' belief that they could control their driving behaviour even under pressure from others. This effect was evident immediately after attending the Safe Drive Stay Alive presentations, but improvements disappeared by five months. However, it was not possible to determine whether the positive short-term effects were a genuine effect, an impression management effect (where respondents provide the answers that they think are expected from them), or a combination of the two. This was due to the employment of a within-participants design where the same students were surveyed before and after the SDSA presentation. The current evaluation aimed to address this issue by employing a between-participant design where different students were surveyed before and after the SDSA presentation, thus minimising the opportunity for impression management effects. If the immediate effect observed for the within-participants design in 2006 was due to a real change in intentions and perceived behavioural control then the between-participants design in the current evaluation would also show a significant improvement. If however, the immediate effect observed for the within-participants design in 2006 was due to a social desirability effect rather than a real change in beliefs then the between-participants design in this report would show no effect.

1.4 SDSA impact

1.4.1 Qualitative

The main objective of the research programme was (again) to assess the immediate impact of the Safe Drive Stay Alive event in order to advocate its

expansion to the rest of London. More specifically, the research aims to meet the following specific objectives:

- Gauging students reaction to the event
 - Which elements were liked or worked particularly well
 - Which, if any, elements detracted from the event's aims
- Measuring and understanding the impact that the event has had on students' attitudes and claimed behaviour towards driving
- Assessing whether students' knowledge of potentially dangerous driving situations had increased as a result
- Providing direction and insight into how the Safe Drive Stay Alive could be improved in future years

In view of the changes made to the presentation for 2007, specific additional focus was given to the following:

- To assess the impact of 2007's evolutions
 - emphasis on speed (and their own speed choices), wearing of seatbelts (driver and passengers), influence of drink and drugs, and the effects of peer pressure and passenger behaviour
 - increased emphasis on the positive enjoyment to be gained from safe driving
- To explore the potential of a Teacher's Pack of supporting materials for follow-up activity within schools (as a potential means of perpetuating and deepening the take-out and retention of key messages over the medium term)
 - And within this discussion, to address the question of whether teaching professionals view SDSA as 'ticking a box, job done, move on', or (preferably) as a potential springboard for further discussion of the issues within the school afterwards

1.4.2 Quantitative

The quantitative research programme is made up of two stages and this section of the report aims to provide feedback on the immediate reaction of Year 11 students to the Safe Drive Stay Alive event.

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 Measures

1.5.1.1 Theory of Planned Behaviour

One approach to measuring attitude change has been described in the Theory of Planned Behaviour (TPB) model. 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 TPB.

1.5.1.1 Accident likelihood, perceptions of speed & driving ability

In addition to the TPB items, a series of items were included in the current between-participants analysis in order to determine whether the SDSA is effective in increasing students' perceived accident likelihood, reducing their speed preferences and reducing their beliefs in their future driving skill and safety.

1.5.2 Analysis

For the between-participants design, analysis was conducted on data collected two weeks before and two weeks after the SDSA presentation, as was conducted in the within-participants design previously. However, rather than using the same students in both surveys, and matching their ratings pre-SDSA to their ratings post-SDSA, two different groups of students were recruited, one group of students for the pre-SDSA survey, and a different group of participants for the post-SDSA survey. This was conducted in order to minimise any impression management effects that can potentially occur in within-participants designs. For all results the statistical significance will be reported using p -values. Values of .05

or less indicate a significant effect, with values over .05 representing a non-significant difference. Effect sizes will also be reported using partial eta squared (η_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 Analysis of Variance (ANOVA) used investigate effects on individual factors of the Theory of Planned Behaviour.

2. Methodology

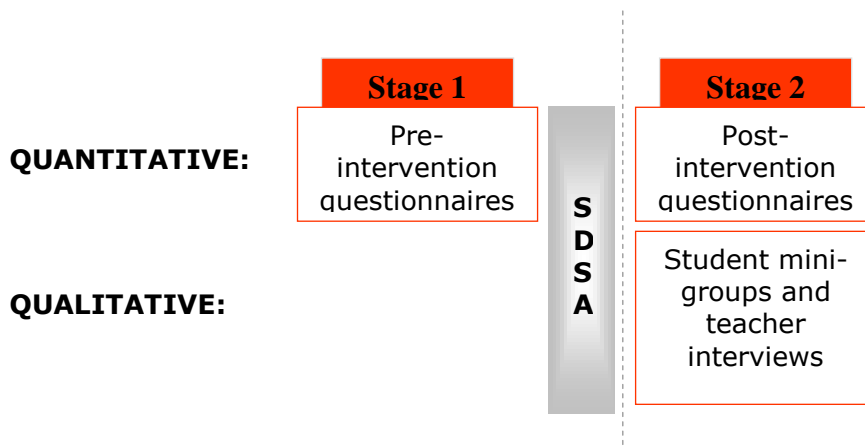
2.1 SDSA impact

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

Quantitative research was used to obtain a base level understanding of student's attitudes towards driving and also to track the impact the Safe Drive Stay Alive event has had on self-reported knowledge, attitudes and behaviour amongst those who attended.

Qualitative research was used to explore reactions to the Safe Drive Stay Alive initiative and in particular the degrees of impact on the audience of the individual elements of the event (i.e. video reconstruction, real life testimonies etc).

The table below illustrates the programme of research undertaken. This research report discusses the findings from stage 1 and 2 of the 2007 research programme.



2.1.1 Qualitative

2.1.1.1 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 students from reasonably varying backgrounds and levels of behaviour, all whom had attended the 2007 SDSA event.

Participating schools were recruited by telephone by approaching three particular schools in the Borough of Havering provided by the Road Safety Unit; it was suggested by LRSU and agreed that these be the same three schools who were line up to participate in the pre-wave of quantitative research. Research was conducted between Friday 23rd November and Tuesday 4th December 2007.

2.1.1.2 Change in methodology since 2006 - qualitative

Previous research experience by both Synovate and TfL has revealed that girls and boys can take in information and learn differently; in addition, it is also often the case that the ages of 15 and 16 are particularly self-conscious times for this audience and as such, respondents would potentially feel able to be more open if they were spoken to in single-sex groups. So, this year, the six discussion groups were made up of three groups each of six boys, and three groups each of six girls.

2.1.1.3 Depth interviews with teachers and school staff

Six depth interviews lasting approximately one hour were conducted with teachers who attended the SDSA event. Schools selected their own teachers to agree to be interviewed; our stipulation was that they had to have actually attended the 2007 event. Most of these were with subject-based classroom teaching staff; in the case of one interview, at Redden Court School, the interviewee had a non-classroom role with particular pastoral responsibilities for Year 11 (she had attended the event – both in 2006 and 2007), which in itself provided useful perspective on how the aims of the SDSA event fitted in with her own remit. 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.

School	Groups	Depths
Redden Court	1 x girls group 1 x boys group	2 x teacher interviews (see above)
Marshalls Park School	1 x girls group 1 x boys group	2 x teacher interviews
The Albany School	1 x girls group 1 x boys group	2 x teacher interviews

2.1.2 Quantitative

2.1.2.1 Sample definition

The target audience for the research programme was Year 11 students from secondary schools in the London Borough of Havering that attended the Safe Drive Stay Alive event.

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.

2.1.2.2 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 impending research programme 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.

Pre wave Schools	Post wave Schools
Redden Court	Gaynes School
Marshalls Park School	Sanders Draper school
The Albany School	Kings Wood School

Fieldwork was undertaken 1-2 weeks prior to the event (pre-intervention) and then 1-2 weeks after the event (post intervention).

2.1.2.3 Change in quantitative methodology since 2006

The 2006 quantitative research programme tracked the same pupils both before and after the SDSA event in order to measure how attitudes changed over time. However, there was some concern that changes in attitudes post intervention were not genuine due to 'impression management' where students provide answers that they think are expected from them rather than those they actually believe.

As a result the 2007 study was designed to interview three schools in the pre wave and three different schools in the post wave. The challenge using this methodology was to ensure that the schools taking part in the pre and post wave were of a similar nature. Following recruitment of the pre intervention schools, Synovate were provided with the Free School Meal score (FSM score) for each by

the London Borough of Havering's Youth Support Service. This measure was then used to ensure post intervention schools were of a comparable standing. The average FSM figure of the pre school cohort was 14.1% and for the post it was 16.3%.

2.1.2.4 Changes to quantitative questionnaire since 2006

The questionnaire is divided into two sections:

Main questionnaire: asked in both the pre and post wave to establish general attitudes towards driving and safety on the roads.

Event evaluation: asked only of those who attended the event in the post wave

The questionnaire remained broadly the same to last year's in terms of structure, the only real difference being the order in which demographic questions were asked; due to the change in methodology mentioned above it was no longer necessary to capture personal information in order to match respondents over time. Additional questions were included to reflect the changes made to the 2007 event (please see Appendix A).

Pre Intervention

All students in Year 11 were asked to fill in a 10 minute self-report questionnaire prior to attending the event. The questionnaires were administered in class or assembly in the presence of a teacher. Pre intervention fieldwork took place between 15th October and 9th November 2007. A total of 291 students returned completed questionnaires (please see Appendix B table 1 for a full breakdown of response).

Post Intervention

Fieldwork was conducted between the 19th November and 30th November 2007. A total of 241 students returned completed questionnaires.

2.2 SDSA effectiveness

A total of 291 students completed questionnaires prior to the SDSA presentation, and 241 students completed questionnaires after the SDSA presentations, making a total of 531 students who participated in the evaluation. A between-participants design was employed with different students answering questions at the pre-intervention and post-intervention stage of the evaluation. After excluding missing values, final analysis was conducted on a total of 430 students, including 223 students in the pre-intervention stage (male = 117; female = 106), and 207

students in the post-intervention stage (male = 114; female = 93). Data from 430 students in a between-participants design provides a large enough sample size to be able to detect a change in attitudes across two time points in the study.

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 by a different set of students. 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 E, along with an indication of the two attitude items, one subjective norm item, and one future intentions item that were reversed scored (see Appendix E).

With all analyses of the effectiveness of the SDSA presentation in Section 4, the findings from the 2006 within-participants TPB analysis are described first, followed by the results of the current between-participants TPB analysis, in order to allow the reader easy direct comparison of the results from both methodological approaches to evaluation.

In addition to the TPB items, six extra items were included in the current between-participants analysis in order to determine whether the SDSA is effective in increasing students' perceived accident likelihood, reducing their speed preferences and reducing their beliefs in their future driving skill and safety. For perceived accident likelihood two items were included: 'How likely do you think it is that you will be involved in an accident when you are old enough to drive a car?', and '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?'. Participants responded on a scale from 1 ('not very likely') to 7 ('very likely'). For speed preference two questions were asked: 'Do you like being a passenger when the car is being driven fast?', and 'Do you think that driving fast is exciting?'. Participants responded on a scale from 1 ('definitely no') to 7 ('definitely yes'). Finally, for predicted driving ability, students were asked two items: 'How skilful a driver do you think you will be?' (1, 'very unskilful', to 7 'very skilful'), and 'How

safe a driver do you think you will be?' (1, 'very unsafe', to 7, 'very safe'). The aim of the SDSA was to improve pre-drivers' beliefs regarding driving and road safety. As such, the desired effect would be to increase their perceived likelihood of being involved in an accident, reduce their enjoyment of being a passenger in a car being driven fast and reduce their feeling that driving fast is exciting, and reduce their belief about how skilful and safe they might be when they are driving.

3. Results of SDSA impact

Data analysis and report conducted by Synovate

3.1 Overview of qualitative reporting approach

LRSU have asked for greater conciseness of reporting in this year's report. Therefore, where findings are similar or even identical to those for 2006 in individual elements of the SDSA event, this report does not elaborate greatly other than to note the similar response and that the reasons for that response were also similar or the same. Emphasis here is on how impactful the constituent elements of the presentation have been in the immediate short term (i.e. from two weeks immediately after the 2007 shows). The qualitative reporting confines itself to this, and does not attempt to gauge or speculate on the longer-term effect of the messages on audience members' actual future attitudes to driving.

3.1.1 Students' appraisal of SDSA

3.1.1.1 General overview

As in the study on the 2006 initiative, the students interviewed all felt the event was very worthwhile. As before, there was some latent understanding of certain issues already, most notably the dangers of 'speeding' and the importance of wearing a seatbelt if a driver or passenger. These appear to have been gained from TV and cinema adverts (the 'Kill Your Speed' execution where a young girl who is collapsed against a tree is slowly 'resurrected' when the scenario shifts to show the driver involved driving at a lower speed was mentioned in particular), and earlier road safety advice from school or parents.

What *did* particularly strike students as 'new news' and a widening of their perspectives were

- A sense of having a wider responsibility towards the safety of others in a car with them – that not only can the driver greatly impact on the safety of passengers, but that there is a part to play as 'responsible passengers' – for example, not distracting the driver or egging him or her on to drive irresponsibly 'for fun'. There was thus a more 'holistic' understanding within the immediate context of being in a moving vehicle.
- A widened vista of what can be lost in the event of a serious road traffic accident – not just the 'obvious' physical life and limb, but of potential for the future; in other words, a much greater sense of what 'else' can be lost (income, home, relationships) as a result of serious injury.

Resurfacing this year was the students' own sense of the limits of their immediate ability to apply the learning they took from SDSA, because of not yet being at driving age. They volunteered with some confidence that they expected the advice would 'come back to mind' when they did one day find themselves in an actual driving situation. No students offered any comment or if probed felt that the event was an inconvenience to them given where it fell within their school careers (i.e. just before their GCSE mock exams).

There was uniform expression of support for repeating SDSA again in future years for the school year cohorts coming up in their wake.

3.1.1.2 Were there any key differences by gender?

The quantitative study has indicated there were some noticeable differences in the way male and female students responded to and 'took in' certain elements and messages of the SDSA presentation (see Section 4, Key Findings – Quantitative) – key amongst these were that girls tended relatively more than boys to

- Indicate that they would have the confidence to speak up if they felt unsafe as a passenger with a friend or peer who they felt was driving in a careless or reckless manner
- Indicate that they would remember the SDSA event, found it 'shocking' and that it made them 'realise how dangerous driving can be'
- Rate the effectiveness of certain elements slightly more highly (notably the reconstruction film)

Generally, we observed little real difference between the genders in terms of what cut through and 'struck home' in their immediate consciousnesses and memories, either content-wise and style of delivery-wise. Some of this may be down to the fact that we had quite emotionally articulate and thoughtful male respondents in most of our male groups (which may have been down to teacher selection of who participated, although they were asked to pick a spread of academic and behavioural performance, and in the event they were well mixed in terms perceptible academic ability). Also we would stress that by definition, this was a far smaller sample (six groups of six pupils, so a total of 18 male and 18 females students in total) than for the quantitative study.

There were some minor detectable differences noticeable within the qualitative study. These were:

a) Experiences of and attitudes towards driving

- Slightly greater propensity for girls to have been (as passenger) in a 'dangerous driver' situation than their male peers
 - Girls tend to mature earlier than boys, not only intellectually but physically and socially too, and as such a couple had had older boyfriends whose social group had had dangerous driving and speed-related episodes (none fatal)
- Slightly greater claimed willingness than boys to 'speak up' when with somebody driving dangerously
 - Although girls did feel similar levels of awkwardness as boys if the carload was all their own gender
- Not quite as pronounced sense of 'champing at the bit' to learn to drive
 - All thought they would learn, but it tended to be only with the girls that we heard comments like '19 or 20 or so' or 'when I've been working for a while'; for boys, the expectation was almost universally to start lessons (formal or with relatives) as soon as they were 17

b) Response to the SDSA event

- Girls appeared very slightly more able to emotionally grasp some of the 'bigger picture' of loss resulting from a serious road collision (particularly the sense of lost potential and capability for the future for badly injured survivors)
- Boys were slightly more inclined to recall 'gory details' of the emergency service testimonials
 - But again, our male qualitative respondents tended to recall these more in respectful awe and reflectiveness than gleeful 'gross-out' titillation
- One teacher raised the question of whether girls in her school slightly saw the reconstruction film as being 'more aimed at boys' and speculated that if the driver in the film had been female this might help make the sense of relevance to them 'connect' a little more
 - This was speculation, however, so take care not to over-weight this comment in future decision-making
- Anecdotally, boys had messed around with the take-home items (CD case and key rings) on leaving the theatre

3.1.1.3 Teachers' appraisal of SDSA

Unlike students, where there is a new cohort coming up each year, many teachers interviewed were now witnessing SDSA for the second time and so felt they knew what to expect of it this year.

Again, mild concerns of timing within a critical academic year (November being in the run up to GCSE mock exams) resurfaced although upon further discussion they did not feel that any other time during Year 11 would be any less time-pressured and this should be offset against their overall feeling that SDSA still represented a time- and resource-efficient way to catch all Year 11 students whilst they were all still together and face them with these important issues.

They echoed students' point that the event was good as far as immediate relevance allows, but that some sort of 'refresher' or reminder would be helpful once they were 17-18 and actually getting to become drivers [Risk It & Lose It or elements of that may have a part to play there]. In some cases, they suggested opportunities to revisit the subjects and lessons of SDSA again within the same school year, or else were not hostile to the idea providing that any follow-up activities were designed to be sympathetic to the overall needs of teachers, amount of time they would have available and the particular timetable 'vehicles' they have available to work with – see section X 'Extending the life of the SDSA aims and messages'.

All teachers interviewed said that they would endorse any plan to re-run SDSA again in future. Also, and bearing in mind that only a small number of teachers were interviewed, it was notable that a colleague of one teacher we spoke to had felt that the 2006 event had been so strong on shock tactics and had had (in her belief) such a negative immediate effect on her students' morale, she had resolved not to take her current Year 11 group to the 2007 SDSA. She had relented eventually (apparently because she reasoned that it was a convenient way to address the subject matter at all), and now claims to have been won over by this year's version of the event because she had 'seen some adjustments' to make this year's event a more positive message and experience. Elsewhere, it was noted that the SDSA event was welcomed by teachers because it did something that they felt they as teachers didn't have the resources or preparation time to do themselves that could attain 'that' degree of impact. Furthermore, one or two teachers were so enthusiastic about what they had seen at SDSA that they

said they found it quite difficult to make any concrete suggestions for improvements.

3.1.1.4 Core messages taken from the event

The key messages taken away by pupils we spoke to for 2007 were very similar to those for 2006. These included:

- 'Safe drive (to) stay alive'
- Always wear a seatbelt
- Resist peer pressure – and don't be a source of peer pressure if you're not the driver
- Never drive under the influence of drink or drugs
- Mind your speed and don't take risks ("*don't whizz in and out of other cars*")
- Concentrate on the conditions you are actually in (often expressed as "*don't make mistakes*" or "*be careful*")

Note that the 'title phrase' of the initiative was deliberately stepped up by the organisers and presenters in the 2007 show – and as such, this was indeed played back often by our respondents. It was also noticeable that the 'four big themes' that were deliberately foregrounded more in the 2007 talks were also top of mind in respondents' spontaneous call-out of lessons they remembered. An approximate reckoning of the order in which they were volunteered in the qualitative groups as a whole would be

- First mentioned – 'wear a seatbelt'
- Second mentioned – 'watch your speed'
- Third mentioned – 'resist (or don't give) peer pressure'
- Fourth mentioned – 'don't drive under the influence of drink or drugs'

Respondents interpreted the 'point' behind SDSA as being about encouraging safe driving – but not to dissuade young people from driving; for instance (from a male pupil):

"[The key message of the whole event?] *To ensure that the upcoming generation that will be driving soon, it's just to make sure they drive safely, not break the law. Just to make sure there is less accidents [sic] on the road.*"

This is potentially encouraging regarding the desire in 2007 to make the event more positive and encouraging in tone (see above), especially when taken in

consideration that our students still very much looked forward to learning to drive when the time came.

In terms of empowerment, students certainly felt that they had a clear set of 'rules' to internalise and claimed that they would act on these if and when apt driving situations arose in future. A key question is when and how far do 'rules' become 'tools' so that young drivers and their passengers feel clearly empowered to actually control their in-car experiences. Some said that, yes, they would in future warn friends who were driving too fast or recklessly to slow down or behave more sensibly; some even said that they had the confidence to do this to speak up to older siblings and even parents, now. However, a rough implied hierarchy of confidence to speak up emerged where some felt that whilst it was not too difficult to calmly restrain close friends, even in company, without too much fear of loss of face or looking 'uncool', it became harder to say anything to (say) 'a friend of a friend' who was driving a group in their own car and you as a passenger didn't know them that well to be able to speak up. There may be scope to think about and build in some 'tips' on how young passengers might find face-saving and inoffensive-but-effective ways of doing this, in the 2008 SDSA. One example this author observed in the Risk It and Lose It speed-consequences awareness event run for 17-18 year olds in January 2008 was of a policeman advising would-be passengers of a driver who was speeding to 'say, actually, is it alright if we slow down a bit, only I'm feeling a bit queasy? Thanks'; the idea here being that nobody wants to clean up a car in which somebody has been sick, but the way of expressing this cleverly avoids looking like an overt personal criticism of the driver.

Again, as in 2006, certain messages that were wider than simply 'behave well in a moving vehicle' also emerged and hit home, and again, the notion of emergency service personnel being 'on your side' and genuinely caring about your wellbeing came through strongly and hinted towards a greater respect for them as professionals and private people with thoughts and feelings of their own. The report on the 2006 initiative noted that in some instances, the empathy felt towards these speakers may have been detracting from the actual message content of their talks; given the quite strong cut-through of the key messages around seatbelts, peer pressure, speed choices, and not driving under the influence of drugs or alcohol, we cannot suggest that this was found to be a real issue this year.

3.1.2 Elements that worked particularly well and less well

3.1.2.1 Elements that worked particularly well

The 2006 SDSA event noted that, whilst the overall event was deemed worthwhile and 'a success', certain elements had particularly contributed to that impression more than others. The elements which most provided immediate impact and aided clear communication of the key messages in 2006 were:

- Heartfelt commentary from respected sources
- Dramatic and graphic descriptions of injuries
- Respectful adult-to-adult speaking from the stage
- Rawness of emotions displayed in the testimonies
- Going beyond shock and impact to explain how situations arose
- Good voice projection and intonation of most speakers
- Participation and engagement of the audience

Put simply, there is little to add or subtract from that list for the response to the 2007 event. What has changed very little is the reactions to the overall tone, running order, length and style of the SDSA show, or the relative appreciation of each of the main segments and speakers; where a marked positive move-on from 2006 can be discerned is how well committed to memory the 'four key messages' have been in the short-term.

3.1.2.2 Elements that worked less well than others

Road Safety Unit have asked that not much time in this report be devoted to repeating lessons learned from the 2006 study where there was no change in the feedback; however, for the record, the following elements were raised again this year, and for exactly the same reasons:

- (above all else) poor acting in the reconstruction film (notably the male juvenile lead and his father)
 - Every single student discussion group and teacher we spoke to volunteered this first of all
 - We subsequently learned that the video had been slightly re-edited from the 2006 original, but it seems that this did not affect perceptions of 'laughable' performances – for more details, see below – although there was no real criticism of the pace of the video

- Some 'dry' speakers or speakers lacking 'context' – particularly representatives from Road Safety Unit and Havering borough council
 - Note that inviting comparison invites some relative criticism; however, students were unsure what these speakers were meant to be adding to the 'whole', whereas they could grasp the 'point' behind different emergency service workers across the 'narrative chain' of events unfolding before them
- Statistics – amount and the way they are put across
 - One teacher who had seen the 2006 and 2007 events commented approvingly that there seemed to be fewer statistics 'thrown at' the audience this year and that this was a positive move as it helped hold the students' attention more by not alienating their attention or flagging 'oh, numbers, here's a boring bit'
 - It emerged (for teachers) that some statistics could be made more meaningful still for the audience – it was suggested that instead of saying 'X number of young people die in road collisions each year in London – that's the front Y rows of this theatre', such statistics need to work even harder than that to create relevance and 'bring it home to them personally'; one suggestion was to present such numbers as (e.g.) 'X number of young people die in road collisions each year in London – one person in your Sunday Football League or your theatre group (etc.) will not make it beyond Z age'

3.1.3 The context of safe driving

3.1.3.1 Attitudes towards driving

Unsurprisingly, these were identical to those seen in 2006. The great majority of students intended to learn to drive at the earliest opportunity of reaching their seventeenth birthday. A few had actually had some experience of being behind the wheel of a moving car, and one school (Albany) had actually organised some off-road practical experience for a few sixth-formers at a nearby 'Car-o-drome'. There was less a sense of 'can't wait' fixation on the prospect of learning than one of 'it's what you do' and that it was a normal, almost automatic rite-of-passage for someone reaching that age (in much the same way as, for comparison, many young people of that age do not really question going on to university if they are academically capable and it is expected of them by parents and teachers).

As before, the prevailing emotions when anticipating being able to drive were a sense of excitement, and the benefit of independence from their parents or older

siblings to get around. A few students spoke of a sense of also taking on some responsibility – as one girl put it, “I want to make sure I do it right,” and for some there was an unprompted sense of learning to drive and mastering it ‘properly’ being a case of rising to a challenge.

Awareness of the risks of being a young driver before the SDSA event were limited to received warnings and wisdom, mostly from parents and some from other sources like TV and cinema advertising (e.g. the ‘Think!’ campaign), that driving at higher speeds can lead to greater injury or death for pedestrians who get hit, and that it is always a good idea to ‘wear a seatbelt’.

3.1.3.2 Experiences as drivers/passengers

Most of our respondents had not been in charge of a moving car as yet.

Passenger experiences once again revealed stories of mostly minor knocks and bumps with other vehicles, although quite a lot of these stories involved parents’ driving as much as that of older siblings or peers:

“My mum is terrible, she has got so many speeding fines it’s a joke. I find it quite fun really, she is not mental, she just goes way over the top. But I suppose because it’s my mum, she is not going to do anything like show off.”

There was evidence that being in a speeding car with friends could offer some illicit thrills, spoken of in a tone that suggested a bit of a ‘guilty pleasure’:

“When your parents are driving the car, they are not going to go like really fast are they? It’s more exciting (with friends).”

And again, a very small number of students had first hand experience of being in a car collision:

“We was going down a country lane (sic), there was two cars, boys, all friends, split between two cars. One car didn’t see, it was a barbed wire fence, he had gone into the barbed wire fence, bounced back and hit the car I was in, so we collided. I was scared, it shook me up. We was all wearing seatbelts.”

One respondent had recently lost a friend in a car accident; however, few had any close or first-hand proximity to cases of serious injury or loss of life.

3.1.3.3 What this means in relation to the SDSA event

Much the same to report as for 2006: aside from some recall of general warnings from parents, most students had a blasé attitude towards safe driving, in the

absence of much hands-on experience, and again, some admitted to having encouraged friends to speed, or that it was likely that if egged on to do so as drivers, they probably would:

"Like you wouldn't be influenced if they [your friends as passengers] said speed up!"

Very much as in 2006, most students reported that the 2007 SDSA had come as an eye-opener to consequences they had previously not thought about much:

"I upset me, to see what actually happened to some people, I didn't realise in a car crash it could be that bad," (female)

"I mean, before I did think that it was hard to understand the grief that they go through, but it sort of gives you an idea of what they struggle with," (male)

In the immediate short-term, at least, there was a sense of the SDSA event actually broadening students' appreciation of the wider 'web' of consequences and people who could be affected by a car collision, where previously their thoughts tended to be more 'mechanical' and self-centredly myopic - 'wear a seatbelt so you don't go through the windscreen'. That the impact of a bad accident could cause so much emotional suffering and loss (as well as physical), and that the effects of this loss could spread out to friends and relatives of the dead or injured who may have been nowhere near the actual accident, and could also spread out to affect many areas of one's life for the long term (e.g. loss of relationships, friendships, career and earnings potential, and physical mobility and even dignity) sums up specifically how and where SDSA represented 'new news' to its audience.

3.1.4. Expectations of the SDSA event (pre-event)

3.1.4.1 General awareness of SDSA by students

In terms of subject matter, awareness of precisely what aspect of 'road safety' the SDSA event would focus on was not very deep in the run up to the 2006 event; it was not much deeper this year:

"About how to drive safely".

...and a number had thought it might feature content on crossing the road safely as well as driving safely.

None had thought in terms of the issue of being a 'responsible passenger' and of the role that passengers had towards the safety and success of a shared car journey.

In terms of style and delivery, anticipation was mixed. The majority of students had expected a fairly mono-media 'lecture' from the front of a hall. As one teacher observed,

"I think they thought it was going to be boring."

Most were therefore pleased and surprised that the event was more high-energy in tone and multi-media in its approach, using several different speakers. A couple of students had expected a play or live dramatic re-enactment on the stage in front of them, because they were being taken to the 'Queen's Theatre', i.e. this expectation was led by the venue.

As in 2006, this element of pleasant surprise versus low expectations of such events appears to have helped students engage more than they otherwise might, and again confounded preconceptions about what these events could be like.

3.1.4.2 General expectations of and preparation for SDSA by teachers

This year, many teachers had heard about the 2006 SDSA or heard about it in some detail from colleagues. As before, there were some comments that more notice would be helpful in planning the logistics of attendance.

Whereas in 2006, many teachers had not passed on very much information to their students on what SDSA would contain or be like because they themselves did not know, in 2007 some teachers spoke overtly of having not wanted to 'spill the beans' and reveal too much about the content in advance:

"I almost didn't want to over-prepare them or else it might lessen the impact."

When probed, students revealed a latent but not detailed awareness of the 2006 event having taken place – some remembered things like:

"Just.. when they came back, they started talking about it, just saying that people came in that had been affected by car crashes and you see how it has ruined their lives."

A few students had older siblings who had attended the 2006 event, but no pre-event discussion had taken place between them about it; it was only after the younger child came home talking about what they had seen that day in the 2007 event that their older brother or sister recalled having been at the same thing the previous year:

"My brother went (in 2006) but he didn't say much about it. I didn't know he went until I went, then he said 'I went' when he saw a little case I got (the SDSA pencil case given away at the event in both years) and said 'I had one of them'."

Awareness of the tone and emotional impact of SDSA did outstrip pre-awareness of what it might be about or what might be learned. Teachers had often gently advised students that it could be upsetting in places; these comments are typical:

"They said bring tissues before you went,"

"The head of PSHE, he might have said it was a bit sad, actually I think he said it was sad,"

"That we might we people with missing limbs."

Teachers spoke in praise of the hard-hitting emotional tone of the event and at one school (Marshall's Park) they mentioned how they had felt a sort of 'moral' duty to give students some mild warning. They also took steps to put certain children who they thought might get upset easily at the end of aisles in the theatre or near their teachers, to reassure them.

In sum, SDSA's reputation preceded it a little with the 2007 students, but this 'advance footprint' was quite small and faint – no students knew significantly more about what they would be seeing or learning than their 2006 predecessors had. An important learning when looking for ways to deepen the longer-term impact of the messages of SDSA is that teachers have very much bought into the element of shock realism and surprise in the event and actually wanted to play their part to preserve its impact; as such, there appears to be greater value to be gained in stakeholders focusing their efforts on the after-event possibilities for engaging students further, rather than on building any greater 'prelude'.

3.1.5 Initial reactions (post-event)

3.1.5.1 Initial reactions

Once again, the immediate reaction to the event was strong shock and awe. Despite some mild warnings (see above), students still had not realised quite what they were going to be seeing, hearing about and feeling. All four Synovate moderators (who attended different SDSA sessions between them) noted the sound of many people crying in the darkened theatre towards the end of the show, specifically when the parent speaker revealed that they were in fact the parent of the promising and much-loved young person whose death they had just described. This and the sudden emotional 'drop' earlier in the presentation which followed the radio DJ whipping the audience up and the 'feelgood' montage of

photos of their schools (and the chance to boo rival schools), were the most often-recalled 'structural devices' (author's words) of the show as a whole, in terms of emotional impact and 'sit up and listen' value:

"I didn't think I'd cry but I did," (female)

"I think there was maybe a few people that were quite tearful and it wasn't just girls," (male)

"On the way (to the venue) there was all this talking and stuff and on the way back we was just a bit quiet, well it was a bit quiet but we was talking about it, not about other stuff." (male)

Again, Synovate moderators observed a number of students crying on their way out of the auditorium, and a lot of supportive hugging amongst small groups of girls; the boys tended not to be crying but to file out with heads bowed.

In spite of this, there was almost no feeling from students or teachers this year that the tone had been inappropriate, or that it should be softened in future. When probed, the message tended to be 'keep it as it is', as the shock was felt to open their eyes, ears and minds to the messages then being delivered.

3.1.5.2 After the event – the first few days

Most students confirmed that they had talked about the event amongst themselves and with friends who had not attended (e.g. in other years) a little in the hours and days that followed their SDSA show – these were largely centred on the testimonials and the sorrow and loss, with some recounting of 'gory' details. Almost all claimed to have mentioned what they had seen to their parents, and that their parents had largely endorsed the lessons and underscored them themselves, albeit with the kind of simple 'yes, you should always wear a seatbelt' level of common-sense advice that many had received in the months and years before the SDSA event.

Some teachers said they had instigated class discussion sessions with their students after the event, to talk about what they had taken out of the experience. Sometimes this was in timetabled weekly PSHE (Personal, Social and Health Education) lessons. However, these did sound like fairly unstructured plenary class discussions, and one PSHE teacher this author spoke to in the staff room prior to conducting groups there, and who was not one of our officially arranged interviewees, specifically asked if it might be possible to provide teachers like himself with some guidance on how to approach post-event discussions with their

students; see section 8, 'Beyond the event – extending the life and impact of SDSA aims and messages' for more.

3.1.6 Evaluation of individual elements of the SDSA 2007 event

3.1.6.1 Overview of the elements – 2007 vs. 2006

Whilst there were concerted efforts to enhance the emphasis of the over-arching messages that the organisers wished students to take away from the SDSA event (see section 2.1 'Background to the research'), the different segments within the presentation were essentially the same as in 2006, in terms of the different types of speaker, the order they came in and the stories and advice each were briefed to deliver. As with last year, the mix of styles and media (from 'straight' talk from the stage, to video clips, from the opening sense of heightened liveliness and competitiveness created by the local radio DJ to music videos) came as a pleasant surprise to students and worked well as elements 'in sympathy' with each other, where (for example) students and teachers alike could appreciate the thinking behind the emotional 'drop' from party atmosphere to sudden quiet and shock, early in the show, and felt that this worked very well. In addition, when probed on the point, neither students nor teachers thought that the event as a whole entity felt dragged out and when they commented that 'it flew by' or that it 'really held their interest', they cited the variety of stimulus from the stage as a key factor in that. Estimates of how long the SDSA show lasted were never in excess of the actual 2 hour length.

2007 – the 'what' and 'why' is the same

However, different segments of the presentation inevitably received different degrees of praise or constructive criticism in terms of how impactful they were at engaging their audience with the learning each contained. Comparing the research findings from the 2006 event with those for this year's run, it is striking that the picture of what was felt by students and teachers to have been the most engaging and most impactful in getting messages to 'stick' (within the immediate short-term time-frame of this study) – and the underlying reasons as to why this was so - are very nearly identical. As such, this section of the report is focuses observations made where any meaningful change from last year could be discerned, or additional insight can be provided.

3.1.6.2 The DJ

The local radio DJ as the opening emcee for the event was felt to be a good and lively opening that helped the show hit the ground running; (this is quite

important as elsewhere, on Risk It & Lose It, a 'flat' or dry introduction can sap energy and positive anticipation from the room, after which any segments that follow have to then work much harder to engage the audience). Students could readily identify the effect that his attempts to work the crowd and whip up a high level of energy and initial 'feelgood' atmosphere had on taking them on an emotional journey when this was then purposefully undercut by the projections of press cuttings about local tragic road accidents involving people of their age. They 'knew' the trick that was being pulled on them, and approved. One teacher (new to SDSA this year) had felt apprehensive from a crowd-control point of view when the 'clubbing' atmosphere was first created, fearing her students would then be rowdy towards the rival schools' contingent for the remainder of the show, but said she was pleased to see that this did not happen and that the sudden change of tone instead captivated the audience and moved their attention on.

The impact of the DJ had little to do with his celebrity status – most didn't know him or listen to his breakfast show – and one commented that *"I wouldn't recognise him if I saw him in the street,"* but this did not matter – it was his skills on the stage on the day that counted. When probed whether it would have been better to use a national celebrity like DJs Chris Moyles (Radio 1) or Christian O'Connell (Virgin), or other celebrities, the idea was rejected on the grounds that having a really famous person present would feel more distant and detract from the subject in hand.

3.1.6.3 The Kanye West music video

The inclusion of the video for the track 'Through the Wire' again surprised the audience's low expectations of a dry 'lecture' event and helped create a positive impression that they were going to be spoken to 'on their level' with content relevant to their own lives.

There is a slight difference in impact between the 'fact' of including a contemporary R'n'B/pop track had on students feeling well disposed and attentive – sending a message of 'this will be relevant and on your terms' – and the impact of the specific track chosen. Once again, many said that although they knew the song, they had not realised that it was to do with the artist's own experience of a car accident; as such, the context of the whole event gave the song a rationale to be included in the audience's minds, rather than the content of the chosen song illuminating what the SDSA event as a whole was to be about. Or, the SDSA

'banner' helped them 'get' what the song is about, rather than the song helping them 'get' what SDSA was to be about.

One other slight watch-out: most contemporary music artists have a limited shelf-life with a core young audience and after a time they can cease to resonate as strongly with subsequent waves of young people. It was noted that in the report on the 2006 SDSA event that Kanye West was a popular artist with that audience. However, spontaneous recall of this segment was low in all three schools where research was conducted and there was mild but fairly indifferent reception to the inclusion of one of his songs. He and this song are still well known, and received no hostile reaction, but it would be worth keeping an eye on his 'shelf life' in the years to come, and whether a different track could be used to do the de facto job that the Kanye West track is doing, which is signalling 'this morning/afternoon is for you, on your level.'

3.1.6.4 The video montage

This worked in exactly the same way and to the same effect as in 2006. Students did not recall this particularly spontaneously in its own right, tending to see this as all as a 'one-ness' with the DJ and Kanye West video:

"The bit at the beginning was good, it was like a club and that and the mood changes when they start watching and everyone goes quiet."

Synovate moderators all observed the same effect in each SDSA show attended – that the slides of school gate-signs drew tribal cheers and jeers and all helped pump up the excitement and energy in the room. When the emotional tempo suddenly changed to one of tragedy when the press cuttings about fatalities, silence and much 'sitting forward' followed, students and teachers all commented approvingly on this technique.

The 2006 report suggested that it might be worthwhile thinking how best the SDSA organisers could manage potential upset for specific students if a tragedy touching their family flashed up as one of the press headlines, as did happen in 2006. We do not know what if anything was done about this – on the one hand, we heard of one incidence again this year of a student being distressed by seeing a headline concerning a relative – but on the other hand, (as mentioned above) in one school, teachers knew what to expect and had thought quite carefully about how to manage particular individuals' emotional reactions; so either something proactive has been done in terms of supplying information about the more

upsetting elements of the show, or teachers are becoming seasoned and proactive themselves in dealing with the sensitivities relative to their own pupils. Either way, there seems to have been a positive evolution here.

3.1.6.5 London Road Safety Unit

As in 2006, these sections occurred after the emotional 'drop' of the press montage, and whilst some (notably boys) claimed that statistics of death rates really made an impression on them, nobody spontaneously volunteered this as a memorable segment of the event as a whole.

Exactly as before, this section slightly suffered by comparison with the respect and empathy students felt towards the emergency services personnel (on a number of dimensions – see below) who it was again felt had somehow 'earned the right' to speak on the subject matter, where a man in a shirt and tie from an office (our paraphrasing) did not immediately 'mean' as much to them.

The 2006 report notes the use of an exercise involving students holding up coloured cards; we do not recall seeing that this year, and in fact an increased degree of interaction to help the statistical messages sink in through better engagement would be a good idea. Again, it might still be worth considering moving the LRSU talk to after the emergency services personnel, on the basis that it might benefit from the 'halo' of the respect and admiration they elicit, and that the over-arching 'context' (of young people being over-represented in and vulnerable to road collisions) might have been deduced 'anyway' from what the emergency services speakers had to say – the LRSU talk could then act as a 'reminder' or 'focus puller'. Note that this suggestion is our own speculative reasoning, not a suggestion made by or something overtly explored with respondents.

3.1.6.6 The video reconstruction

No surprises and nothing new to add here. There was some praise for the realism of the direction (i.e. night shooting, fast editing to suggest the loss of control and how fast a tragedy can happen), and again much criticism of the acting of the male juvenile actors (and the young lead's proud father), together with some humorous asides that Fulham FC was not a very aspirational club to get this audience identifying with the story.

The positives from 2006 (that the video is broken up to keep the overall presentation pace varied; that the plot draws attention to the wider 'devastation' of lost loved ones, lost friends, lost mobility and lost career dreams) emerged again. However, each of these messages hit home harder when heard from subsequent live speakers (e.g. the collision survivor and the bereaved parent); and it was once more the talks between the sections of the video that really engaged the 2007 audience.

3.1.6.7 Mock ITV news

Again, this was hardly ever spontaneously raised by the students, but when probed it was once more felt to add a degree of realism to the overall video story.

3.1.6.8 Metropolitan Police Service

As for 2006, the police speaker was less immediately recalled as opposed to the speaker from the Fire and Rescue Service. However, our moderators again noticed that when he took to the stage in his hi-vis yellow jacket and police uniform, quiet and respectful solemnity ensued from the audience, and this rang true for all those speakers wearing a uniform. One police speaker in particular recalled the death of a sibling in an RTA, and one or two students commented on how moving they found this and how sorry they felt for him; comments about his bravery in standing up and recounting this were also made.

Again, it might be worth considering putting the Metropolitan Police Speaker on after the Fire and Rescue Service speaker so that in future years, he or she might benefit from the especially positive 'sitting forward' attentiveness that the Fire and Rescue speaker had engendered. Certainly felt to be a very worthwhile item to include, and complemented the video clip of having to break the news of bereavement to a relative.

3.1.6.9 Fire and Rescue Service

The quantitative study for 2007 reveals that this was in the top two most impactful elements of the entire SDSA event; so it was with the qualitative research, just as it was in 2006.

Again, the biggest factor in its favour in getting the students to really listen intently and (in the short term at least) focus on the message of the physical trauma of a crash and its aftermath was that here was a fireman who knew from personal experience what he was talking about. The combination of an actual

uniform and detailed stories, told in everyday English that did not gloss over the more horrific elements struck a real chord:

"If you talk to someone who has actually been there, you can understand what the emotion is like because you relate to them."

"I think if people that have actually been in that situation, or been there, speak... (it's good because) people that haven't.. seen anything, they don't know."

"The one where the fireman told us about a girl of our age who was in a car crash and set alight, and all her skin was burned off, and he was flicking water on her, and it was all in her eyes and she couldn't get out, and she had no eyelids..[was the most memorable story]."

"Yeah, she couldn't blink and it really affected me, where she is only our age and she's got to live with that for the rest of her life."

"Because it's such an important issue, they shouldn't spare us on any detail they should just make sure that we understand it fully."

The specific personality of one of the firemen speaking also had a role to play in getting the audience to listen here. They found his ironic nickname of 'Tiny' amusing, in a way that made them quickly warm to him and receptive to what he had to say. This name effectively 'badged' him in the memory of students and teachers, almost giving SDSA a sort-of unofficial identification figure (even mascot), such that when discussing with teachers how SDSA might be extended beyond the event itself, a number of suggestions involved 'Tiny' coming back to visit or speak to students, or be the 'face' of any posters or support materials.

One small observation here regarding the concerted 2007 agenda to ensure students emerged feeling more positive and empowered to drive safely (versus intimidated). In one of the SDSA shows we observed, the Fire and Rescue Service speaker added at the end, with a sudden switch to a lighter tone of voice, 'having said all that, enjoy driving!' This was sincerely meant but, as it followed on directly from such dark stories of a pregnant woman dying in the wreck of her car and graphic description of melting human body fat spitting up into his visor, the non-sequitur of this prompted giggles from a significant portion of the audience, to the speaker's visible annoyance. This seemed to be too sudden a switch from 'warning' to 'positive invitation' and this slightly undercut how seriously that point was taken in that moment. It may be worthwhile to consider how to make these segues slightly less jarring; however, this may have been a one-off and certainly

the students spoken to did not feel negative towards becoming drivers as a result of SDSA 2007.

3.1.6.10 London Ambulance Service

Again, as in 2006, this also commanded attention well, with the messages of hearing that someone that paramedic had brought into A&E 'hadn't made it' having been well absorbed.

3.1.6.11 Accident and emergency consultants

These speakers were relatively less top-of-mind with this year's students. X-rays seem to have made for good additional stimulus that makes the stories feel 'real' and therefore commands attention; however, a number of comments were made that this talk used quite technical language and some flatter delivery. In the words of one teacher,

"Any personal weakness and the kids will go for it and exploit it."

The value that this segment appears to have added to what and how much students absorbed appears to have been to underscore the realism of the continuing narrative of the video and across the foregoing speakers. As such, it was felt to be a worthwhile inclusion but not as engaging as those speakers with more immediately 'emotional' stories to relate, and could possibly best serve the 'whole' by being kept fairly short and punchy.

3.1.6.12 Accident survivors

Again, together with those of the firemen and the bereaved parent, these testimonials were amongst the most impactful in terms of becoming committed to (at least short term) memory. And again, real experience translates into real respect, and students talked here about their sorrow at hearing (for example) that one man had not only lost his legs and his career, but also his marriage had broken down as an indirect consequence of his reduced circumstances. The role this particular segment in SDSA appears to have played is of widening the audience's appreciation that a serious RTA can impact on so many ongoing aspects of a survivor's life where previously they had not really thought in much depth about the negative consequences of 'not dying'. This is interpretation rather than a verbatim, but the impression received was that there was now an understanding that surviving a crash (as opposed to dying) is not necessarily without considerable grievous and permanent consequences too, and a slightly

less binary 'dead (= bad) or alive (= okay)' mindset was beginning to be thought about.

As an aside on the impact of real-life survivors, students who attended the Risk It & Lose It event in January 2008 for year 12 and 13 students have voluntarily suggested and argued for the added impact and attentiveness that having a crash survivor come and talk might bring to that event. They talked in terms of 'hitting home deeper' due to 'added realism'; in fact, what the students actually seem to have gained from it in SDSA is also a widened sense of consequences across extra dimensions and for an extended network of people.

3.1.6.13 Bereaved parents

Impressionistically, this shared top top-of-mind recall and strength of impression with the Fire and Rescue Service speakers, and was again the most talked about and admired testimonies. Also, as an observation by our moderators, at the point where the parent (particularly George Atkinson) revealed that the reason why they felt confident that 'this' was how the parents of the deceased felt was because, in fact, they were the parents, gasps of shock followed by sobbing were heard right across the auditorium. As one teacher said of this 'reveal moment', *"You can hear them moving back in their seats, then."*

This above all else really brought the sense of how losing somebody close of their age can affect loved ones left behind. This appears to have been the part of SDSA that had the furthest 'afterlife' in terms of prompting students to tell other people about it; these tales and the emotional impact they had become a currency of 'pass-it-on' for the SDSA event:

"I told my mum about the girl [George Atkinson's daughter] and she said, I don't want to hear any more, it really upset her," (which confirmed to that student how upset her mother would indeed feel if she did lose her daughter).

Comments were made for 2007, as for 2006, that one of the parent's stories hinged on a car that had failed an MOT and so was not directly down the behaviour of the young driver detracted from the message somewhat and also that in one case, the restrained level of emotion showed by the parent seemed out of step with the profound sadness of her loss – teachers who had seen both parent speakers over the two years of SDSA raised this, too.

3.1.7 Beyond the event – extending the life and impact of SDSA aims and messages

3.1.7.1 The case for extending SDSA messages and activity beyond the event

The SDSA event lasts for half a day; of course, the organisers and stakeholders are keen that the lessons learned will stay with and be helpful to the audience for years to come. However, concerns have been raised that some of the retention of the key messages in the 2006 SDSA had deteriorated over time and that analysis of the SDSA effectiveness 5-months after the event revealed that there were no positive effects of the SDSA presentation on attitudes towards responsible driving, and that some attitudes were actually worse than prior to the SDSA.

This section is not intended to promise a definitive or expert solution to that situation. Instead, it draws upon key learning from the teaching staff interviews Synovate conducted as part of this year's qualitative research, to understand

- How much of an 'afterlife' did the lessons and messages of SDSA have within the school communities in the immediate short term (couple of weeks) that followed
- How the organisers of SDSA (including e.g. the borough School Liaison Manager and team) might help extend that 'afterlife' so that the messages sink in deeper and for longer

3.1.7.2 How much of an afterlife has SDSA 2007 had?

In 2006, students did talk in corridors, at break times, in canteens etc. about some of the things they had seen and learned, at least in the ensuing hours, or the next day or so:

"They may well have discussed it in their cliques, and we had a few girls milking it a bit when they got back to school, (but I could have named those before they went!). But probably not an awful lot." (Yr11 Pastoral Liaison Head)

In addition, we understand there was a little 'contact time' discussion of what they had experienced with their teachers. There was not much of the latter, however, and little that was particularly structured. One teacher acknowledged that, for themselves as well as their pupils, each day they '*thought about it a bit less.*' This is in marked contrast to what Synovate have been learning from teachers and youth workers currently being interviewed for a similar assessment of the pan-London Risk It & Lose It event, where a number of concrete, deliberately planned after-event lessons and discussion sessions with students had been proactively planned and run.

We suspect that this 'rate of decay' in top-of-mindness is entirely natural in a particularly busy school year, and should not be read as major failing of SDSA in itself. However, we then explored what could be done to make the key messages more 'sticky' for the medium term.

3.1.7.3 How do teachers view the role of SDSA event - a 'box ticked' or a 'springboard'?

Teaching staff spoken to (a total of six) understood and valued, without prompting, the positives of the current SDSA event and the format it takes – that it allows the organisers to get 'everyone' to see it before they go diverse ways at the end of that school year, and that it represents a chance to put a lot of impressive resource and people before lots of students in one continuous week, to create a more impressive and (immediately) impactful presentation than a couple of visitors to school assembly might:

"It's something I – as a teacher – couldn't do by myself to that degree of impact."

What prevents much more planned time being given to engaging their students a little more and the key to helping make the learning of the event 'stick' more is not the content of SDSA, but the context; in other words, the external pressures of the school curriculum, and the real pressures (on students, staff and timetable space) of year 11, with the GCSE mock exams looming in December and January. This contrasts with year 12 (lower sixth form) where there is less immediate exam pressure.

In conclusion, it appears that there is not an issue with teachers' attitude or enthusiasm to do a little more to add more value to the SDSA initiative's effects with their students, but with aptitude – the time and resources to plan and to run extra in-school sessions within contact time was acutely scarce at this time of this particular school year.

There was some limited expression that the 'next best' time to catch and remind these students would be during year 12, when they are just beginning to get behind the wheel of car for the first time. However, a number of teachers said that repetition of key lessons was often the best way that students of that age and experience learn – hearing it a little, often:

"Definitely follow it up. There should be some kind of follow-up. It just shouldn't be overkill either because if you overkill them they lose interest. If you do one or two lessons afterwards, yeah, that would be good."

Also, one or two teachers actually asked if some advice or guidance could be given to them on how to manage the emotional come-down many of their students felt immediately after the SDSA event. If the circumstances into which SDSA fits are making the event a 'box ticked, move on' situation for most schools, there does seem to be scope for SDSA to still become a 'springboard' for further instilling of messages. In this, SDSA organisers will need to offer as much help in making follow-up activity as easy and effective as possible.

3.1.7.4 What should teachers' resources focus on and offer? Repeat and extend

Teachers told us that repeated exposure to important messages over time was important for getting life lessons to sink in for many pupils, particularly as at this age,

"unfortunately, this is the sort of thing that would stay longer with the pupils that don't really need it, and disappear quickly for those that do."

Their feeling was that any follow-up activities should include an element of revisiting key themes from the event; we have seen above that the efforts in 2007 to make students recall the 'big four' mantras of seatbelts, peer pressure, speed (choices) and drugs/drink had worked well in the short term, and at least at a top-of-mind level of understanding of the issues behind them. However, in discussing some of the shortcomings that they perceived in the event as teaching professionals and as full-time experts in communicating to young people, our teachers helped to identify ways in which post-SDSA activities could and should not only repeat but extend and build on what the SDSA event could and (owing to time, theatre setting and so on) could not offer:

"I think you need to give them strategies to 'how do we cope with this'. And for the driver that is having the peer pressure, how does he or she cope with the fact their mates are going 'drive faster, drive faster!' What can they say to their mates to say, 'actually, I am not going to be a prat, all 4 of us want to get home tonight.'" (Yr11 Pastoral Liaison Head)

This need, particularly with how to cope with peer pressure, has been echoed to us by students in this and the current Risk It & Lose It study. SDSA's core messages are giving them some rules – now build on these to give them some

tools: practical 'survival tips' that make them feel empowered to control their experiences on the road.

What might an example of this look like? At the Risk It & Lose It event in January 2008, year 12 pupils got the opportunity to talk with emergency services personnel in small 'round circle huddle' groups; this has received some of the strongest praise and perceived value by students and teachers alike. This builds on the fact that (as in SDSA) students really respect those who have 'been there' and was felt to show respect back to the young people by 'talking to them on their level,' answering their questions and not lecturing. One Synovate moderator present at that event overheard a member of the Ambulance Service passing on a practical tip on how to encourage a speeding friend to slow down without losing face and looking 'uncool' – to say that they were feeling a little bit queasy (and to imply they might be sick in the car).

In short, when designing follow-up activities and resources, consider 'repeat the rules, extend them with tools.'

3.1.7.5 What form should teachers' resources take?

Teachers and pupils, when asked, were both very keen on using role-plays as a means of further engaging with what they had learned at SDSA. This was said to make actual one-hour lessons more interesting and likely to prompt debate. For example, getting students to role-play how they might handle being in a car with a friend driving too fast, or who might have 'had too much to drink' would entertain and engage. (Had only students suggested role-playing scenarios, the temptation is to wonder if it won't just be 'all fun and little absorption'; however, note that teachers themselves spontaneously called for this approach).

Overtly paper-based or solitary at-desk exercises are probably best avoided: "*Not so much giving us worksheets (it will feel like another test).*"

In terms of physical formats of the materials, our teachers could offer very little affirmative suggestions. They had little or no experience of receiving and working with third-party produced teaching materials [a commonplace, if controversial, practice in US schools where consumer brands provide worksheets] and they tended to produce a lot of their teaching aids for themselves. What we did observe in some classrooms was the use (in one PSHE lesson on immigration) of Powerpoint projected slides to engage students; in addition, we did hear

suggestions of DVDs, CD-Roms, things involving video clips that could be used in-lesson:

"If it's a CD something, you can have it there and take out what you want to use then it's fine. A DVD is also fine. Anything that is technological is okay because we use that mostly."

There was also a suggestion to tie follow-on activities back to the original event by using some of the 'down to earth' presenters to go into schools for refresher visits:

"Something like 'Act it out for Tiny', and then he can praise them for what they are getting right, and suggest other things they should be doing." [Tiny being a Fire and Rescue speaker]

Finally, keep resources 'bite-sized' and flexible: the suggestion was that 'windows' of opportunity within the busy timetable did exist, but varied by type and that included quite short timeslots:

"Not a lesson plan, but guidance, because I'm never going to be able to dedicate an entire lesson to it."

"I appreciate year 11 is a lot harder, got mocks, GSCE kicking in, if it is deemed to be important I think time could and would be found for it. Again, follow up in the PSHE lesson, have something a form tutor can do in Year 11 assembly, in registration [these are often 10-15 minutes long], keep it going that way." (Yr11 Pastoral Liaison Head)

Keeping it in bite-size mini-modules that PSHE teachers and form tutors can pick-and-mix sessions from and adapt as they see fit (and can fit into their available time) will help keep it interesting for students, and manageable for teachers. Avoid a big, 'locked' structure and make it quick for teachers to assimilate and get to grips with themselves:

"An hour, at the most" was how long it was suggested a teacher could devote to read and get fully up to speed on the entirety of a support package.

3.1.7.6 And what if all this were not possible – is there anything else we could do?

Teachers noted (above) that some help would be welcomed in terms of managing the emotional 'where next' moment immediately after leaving the auditorium, and on the journeys back to school. This might be as simple as (Synovate e.g.) a 'On The Bus Back Discussion Pack' as a set of pocket cards with useful discussion

points, questions and suggestions teachers could put to their students as they drove off afterwards, which could help draw out the more positive angles of SDSA (e.g. where teachers could ask, 'well, it doesn't have to be all bad – what do you think you could do if you were in that situation to take control?'). Another teacher also suggested that the SDSA speakers be available for informal Q&A with students (in a simple 'walk up/on demand' way) who felt they wanted to know more or felt they had unanswered questions – again, 'Ask Tiny'. This suggestion was made with a view to calming down and gradually cheering up some students after SDSA's solemn 'speaker's tableau' ending on stage.

In sum – in helping manage perceptions of empowerment and positivity from the event, and continuing students' engagement with and reflection on the key messages, there is clear value in SDSA organisers thinking 'holistically':

- 'holistically' about what happens in the auditorium and the potential that lies in what could happen immediately after
- 'holistically' about how what happens on the day can dovetail with and be complemented by what could happen in-school in the following weeks and months

"All of us don't realise how many people we do touch, and you think my mum and dad are going to be absolutely devastated but you don't realise that your classmates or the little seven year old who idolises you 'cos you're the football captain or something, it touches all of these people. I don't think they [young people] realise how important they are, they come to school and get a rollicking if they misbehave or a good referral if they have done good, but they don't realise the people they do touch everyday of their lives. The fact that all of a sudden you're not walking down the road with your school bag in your hand affects everybody you know..."

[Should they run it a third year?] *Oh yes. However little they take away, as long as they are taking something away it helps, think 'I must remember to tighten my seatbelt', that sort of thing. The little things, little things work."* (Yr11, pastoral liaison head)

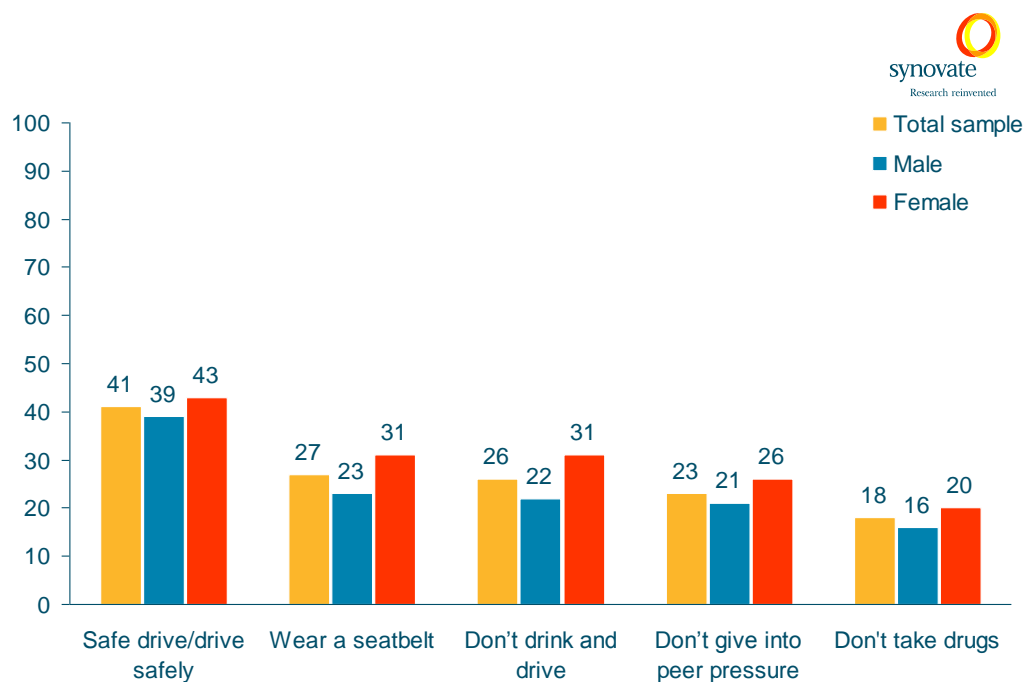
3.2 Key Findings - Quantitative

3.2.1 Spontaneous Recall of SDSA Key Messages

As part of the post intervention, students were asked if they could recall the event's key messages. The intended key messages of the event were:

- Drive at an appropriate speed
- Do not drive or get in a motor vehicle, if drink /drugs are involved
- Wear your seat belt.
- Resist Peer Pressure

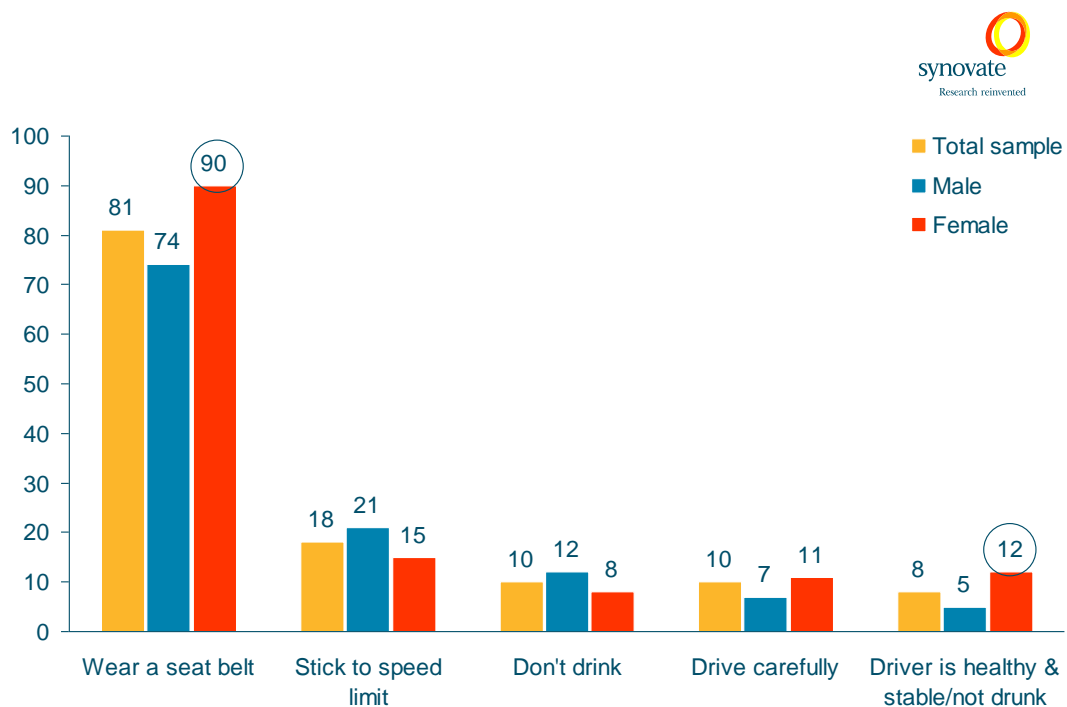
Encouragingly the top 5 messages recalled at spontaneous level do include these. The most commonly cited take out of the event was the need to 'drive safely' with 41% of the students mentioning this. Although this indicates a very broad understanding of the event's messages, essentially it is simply a rephrasing of the event name and so doesn't focus on the individual key messages that were communicated. However beyond this, over a quarter of pupils spontaneously recalled specifics such as 'the need to wear a seatbelt', not to 'drink and drive' and to resist peer pressure.



Q37. Spontaneous recall of key messages. Base: All who attended the event (241), Male (125), Female (108)

3.2.2 Ensuring Safe Travel

To get a clearer indication of whether the students picked up on the four key messages, they were questioned on what could be done to ensure safety on the road. There is clearly one course of action (wearing a seatbelt) that is most top of mind following the event. It is likely that this safety precaution has been communicated to them a number of times during their lives (i.e. as passengers in a parents vehicle) and therefore it is possibly not surprising that it achieves such high mentions. Other than this however, it does not appear that the other aspects communicated during the event have cut through. Whilst a good proportion of the students recognise 'not giving into peer pressure' as one of the event's key messages, they do not translate this into a practical way they can ensure safety in a car (with just 4% spontaneously mention speaking up when you don't feel safe and 2% refer to 'not being pressured').

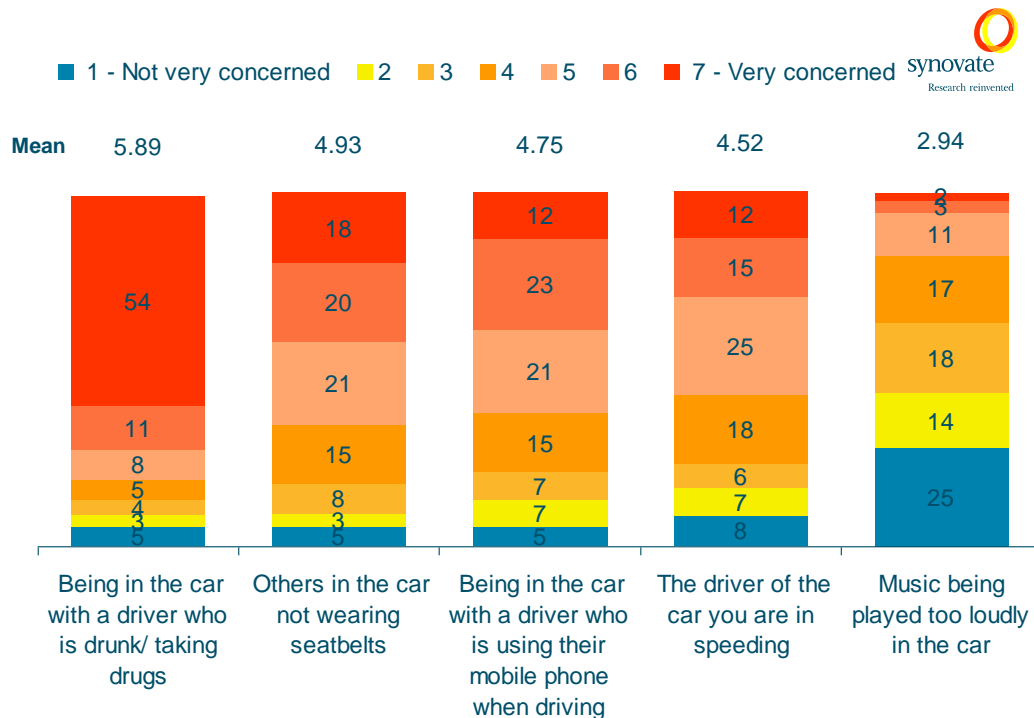


Q38. Things you can do to ensure safety in a car. Base: All who attended the event. (241) Male (125), Female 108)

However, it is worth bearing in mind that this is a self complete questionnaire and as such it is not possible to probe pupils to provide more than one response on this measure.

Students rated how concerned they would feel in various situations in a car. It is perhaps unsurprising that two thirds expressed a high level of concern at being in

car with a driver who is drunk or taking drugs. The dangers of drink driving are heavily publicised. There is a reasonably high level of concern if others in the car are not wearing a seatbelt and also for being in a car while the driver is using a mobile phone (35% and 27% respectively). Pupils do not perceive loud music as being a danger whilst driving. Interestingly, girls are significantly more concerned about a number of these issues than their male classmates.



Q43. Concerns when in the car. Base: All who attended the event. (241)

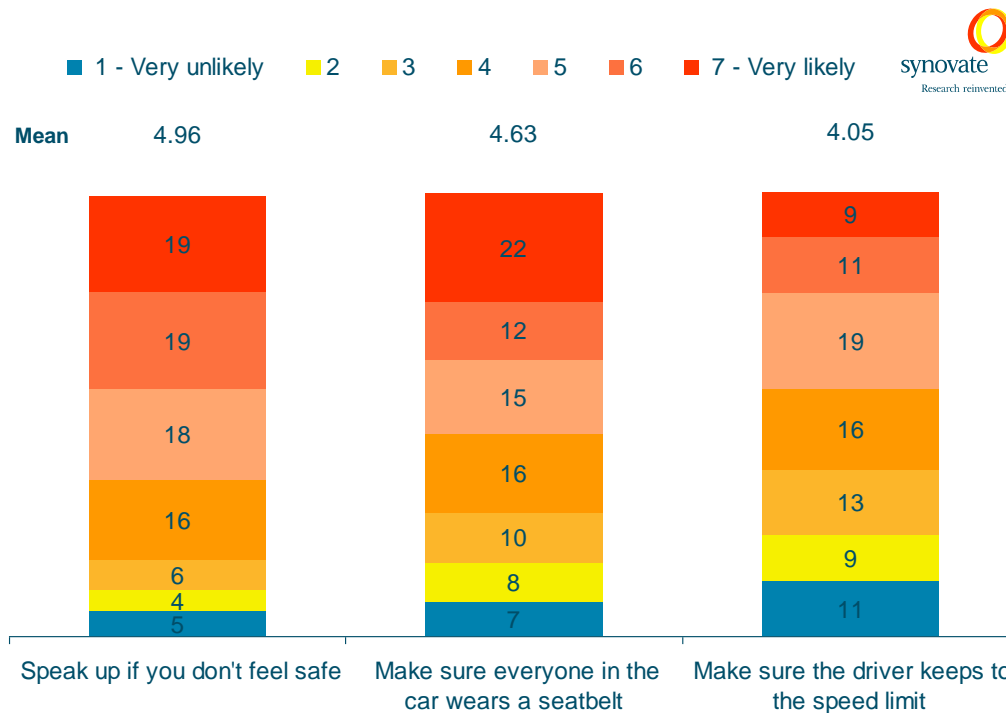
See Appendix B table 2 for breakdown

3.2.3 Likelihood of Taking Action

Although the importance of speaking up as a passenger was not picked up at a spontaneous level as something students can do to ensure safety, once prompted, four out of ten pupils classified themselves as being particularly likely to do so.

Students were less likely to ensure that everybody wears a seatbelt. It is possible that whilst students are comfortable taking responsibility for their own well being in this respect (87% claim they wear a seatbelt all or most of the time in the front seat and 76% whilst in the back seat (Q27)), they do not feel it is their place to question someone else's decision on whether to wear on or not.

More worryingly a relatively low percentage of students are likely to ensure the driver keeps to the speed limit (20%). An important note to consider is that the question does not specify the degree to which the speed limit is broken and therefore we are unable to see how different speeds would impact on the students' response.



Q44. Likelihood to take action as a passenger. Base: All who attended the event (241), Male (125), Female 108)

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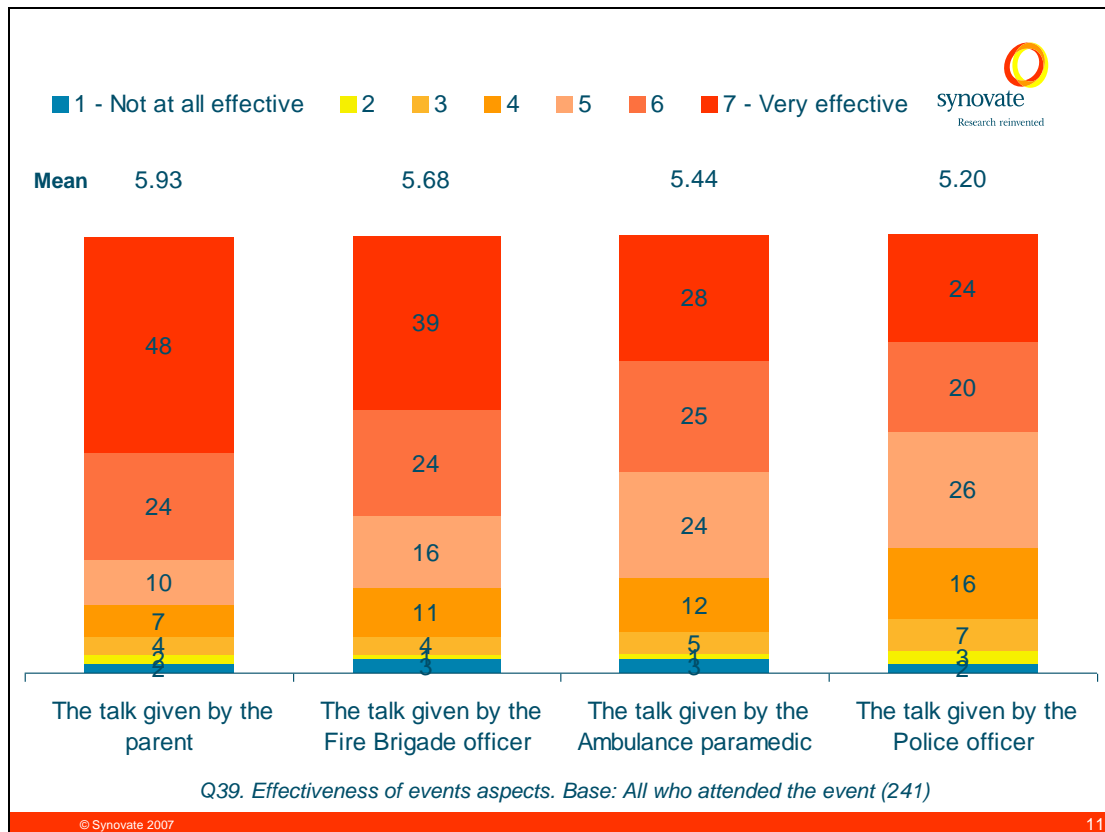
See Appendix B table 3 for gender breakdown

3.2.4 Event Evaluation

Results for 2006 showed that the testimonial approach was well liked and considered to be the most effective part of the event, a trend which has continued.

At a total sample level, the three event aspects of SDSA deemed to be most effective by students were those given by:

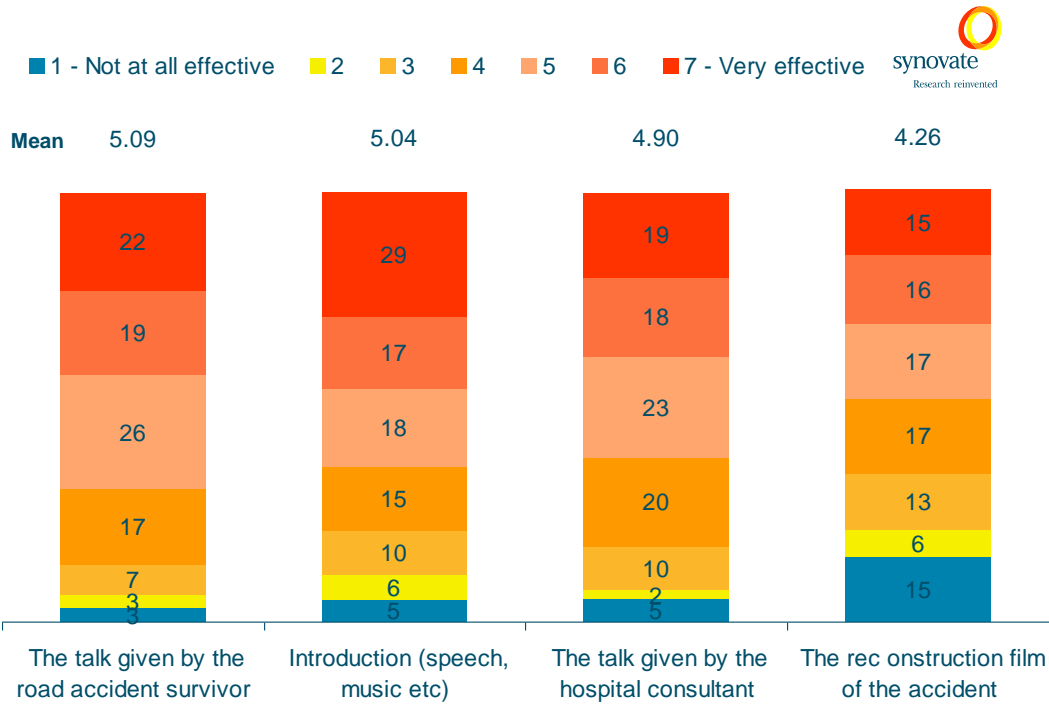
- The bereaved parent
- The Fire Brigade officer
- The Ambulance paramedic



Improvements on last year's event have been noted in some cases, with students rating the introduction speech more highly this year (now ranked ahead of the hospital consultant). The format of this part of the show had clearly undergone a number of changes, and these appear to have been received well amongst the target audience.

Last year the students criticised the reconstruction film for poor acting and as a result it was not deemed to be particularly effective. An edited version of the same film was used this year with less exposure to scenes deemed to be poorly acted. Despite this revision, similar comments were raised regarding the acting quality indicating that this continues to be an issue and highlighting the importance of realism when trying to convey dangers on the road.

As seen in 2006, female pupils tend to be more positive about all of the aspects, with the exception of the talk given by the fire officer which the male pupils particularly resonated with.

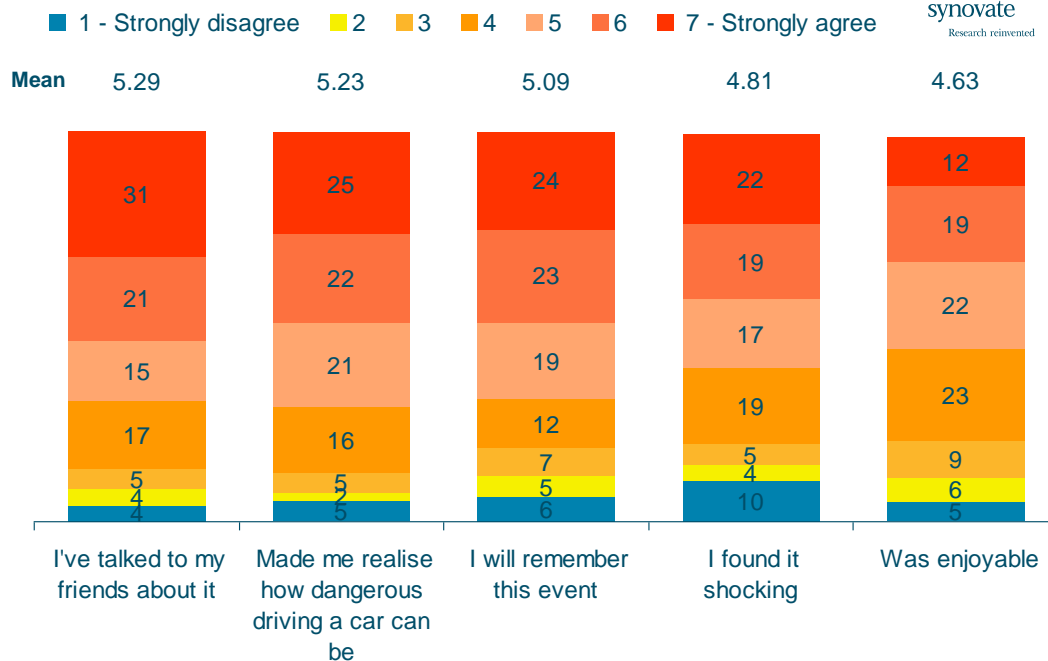


Q39. Effectiveness of events aspects. Base: All who attended the event (241)

See Appendix B table 4 for breakdown

Students' response to the event content was largely positive. The information covered and tone used was deemed to be suitable for the age of the pupils. Students appear to be positive about the manner in which the information is conveyed to them and this is backed up by qualitative findings.

There continues to be a good level of immediate talkability surrounding the event and encouragingly a sizeable proportion of the sample agreed that the event made them 'realise how dangerous driving can be'. The 'shock factor' is continuing to play a large part in this, as noted by the qualitative findings.



Q40. Reaction to the event – Reaction. Base: All who attended the event (241)

See Appendix B table 5 for breakdown

3.2.5 Future Behaviour

Following a largely positive reaction to the event, it is encouraging to see four out of ten students claim they will use what they have learnt and that it is likely to have a positive impact on the way young people drive. Female pupils are significantly more likely to agree with these two measures than their male counterparts.

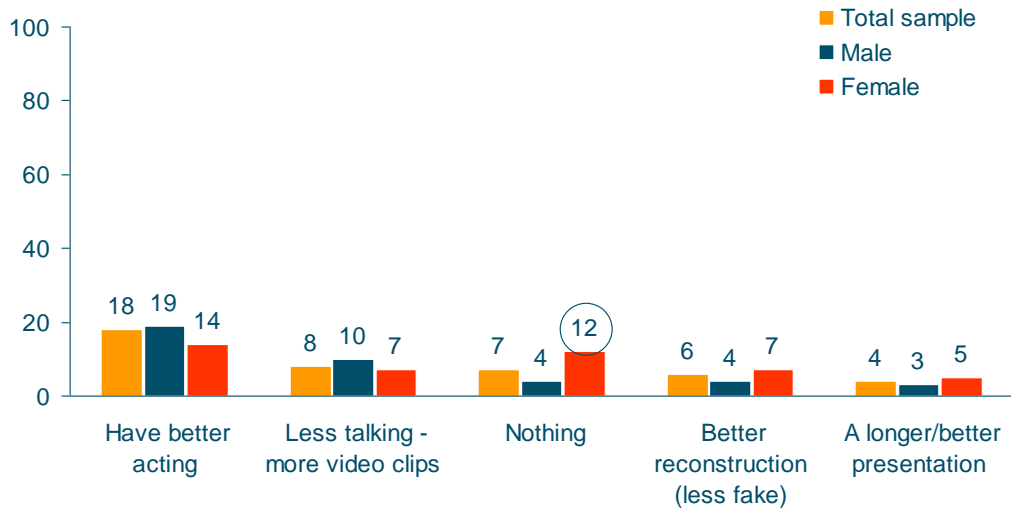
Base: All	Total (241)	Male (125)	Female (108)
I will use what I have learned when driving a car			
Top 2 box 'Agree'	42%	31%	56%
Mean score	5.14	4.72	5.65
Standard deviation	1.57	1.64	1.37
It will encourage young people to drive safely			
Top 2 box 'Agree'	42%	37%	50%
Mean score	5.19	4.96	5.54
Standard deviation	1.47	1.63	1.61

A similar proportion of the sample claim they will become more sensible passengers as a result of attending the event. As we have seen with the qualitative findings, it appears the repetition of the 4 key messages throughout the presentation was effective.

3.2.6 Suggested Improvements

Finally, students were spontaneously asked to make suggestions for future improvements to SDSA. As seen in 2006, responses were clearly focussed on improving the video reconstruction footage. It was felt that by portraying a more realistic scenario, students would be encouraged to treat the reconstruction video with the same respect they did towards those delivering the testimonials. At present the almost 'comedy' nature of some of the scenes means that momentum is lost between each speech.

Other than this, there are no other major issues with the students' reaction of the event.



Q45. Spontaneous suggestion for improvement. Base: All who attended the event (241), Male (125), Female 108

4. Results of SDSA effectiveness

Data analysis and report conducted by Perception & Performance

Raw data for the current 2007 between-participants analysis of all TPB items are presented in Appendix F, and a table of all p -values and effect sizes for TPB items can be found in Appendix G. Raw data for the previous 2006 within-participants analysis of all TPB items are presented in Appendix H, and a table of all p -values and effect sizes for TPB items can be found in Appendix I.

4.1 Within- & between-participant analysis

Results of the 2006 SDSA effectiveness showed that there were small but significant effects on future intentions and perceived behavioural control immediately after the SDSA presentation, and no effect on attitudes or subjective norms. However, the partial effects disappeared five months later. At the time it was not possible to determine whether the short-term effects were genuine or due to impression management through repeated testing. This evaluation of the 2007 SDSA event adopted a between-participants design in order to test whether the short-term effects of the within-participants analysis were genuine or not. The subsequent results will include the within-participants analysis from pre-SDSA to post-SDSA (and not the 5-month follow up as no effects were witnessed), followed by the current between-participants analysis from pre-SDSA to post-SDSA.

4.2 Demographic data

Informal comparisons were made on a range of demographic variables between the sample of students in the 2006 within-participants study and the sample of students in the pre- and post-SDSA groups in the current 2007 between-participants study. As detailed in Table 4.1 below, the within-participants sample were approximately equivalent to both the pre-SDSA and post-SDSA sample.

Table 4.1 Demographic ratios for the 2006 within-participants and 2007 between-participants studies

	Within	Between pre-SDSA	Between post-SDSA
<i>n</i>	258	291	241
Gender			
Male	65.5%	53.4%	53.6%
Female	34.5%	46.6%	46.4%
Age			
15 years	39.8%	68.2%	62.0%
16 years	58.2%	31.8%	37.7%
Class			
Below average	7.6%	7.8%	5.9%
Average	52.7%	58.9%	48.9%
Above average	39.6%	33.3%	45.3%
Ethnicity			
White	89.6%	84.5%	88.7%
Non-white	10.4%	15.5%	11.3%

4.3 Theory of Planned Behaviour

4.3.1 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.

Within-participants For the 2006 SDSA there was a small but significant improvement in future intentions from pre- to post-SDSA. 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 two surveys was equivalent for males and females.

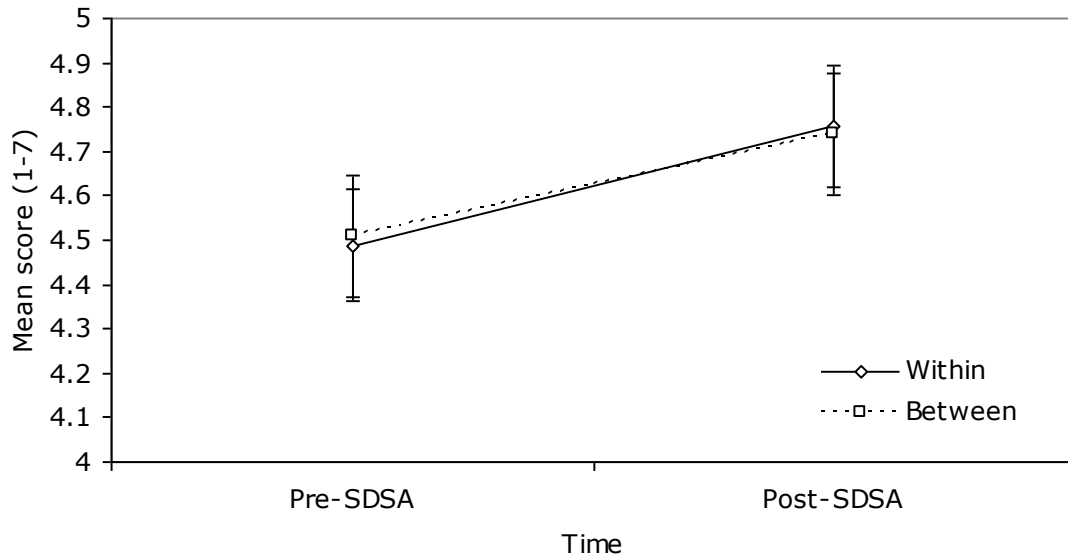


Figure 4.1 Mean scores for within- and between-participants design on future intention items before and after the SDSA presentation

Between-participants For the 2007 SDSA there was a small but significant improvement in future intentions from pre-SDSA to post-SDSA, as per the within-participants design, suggesting that the effect is genuine and not due to impression management. Raw data is presented in Figure 4.1. As with the within-participants design, there was a significant effect of gender, with females reporting more safe future intentions than males, with this difference remaining consistent from pre-SDSA to post-SDSA. Gender effects across time for the within- and between-participants design in presented in Figure 4.2.

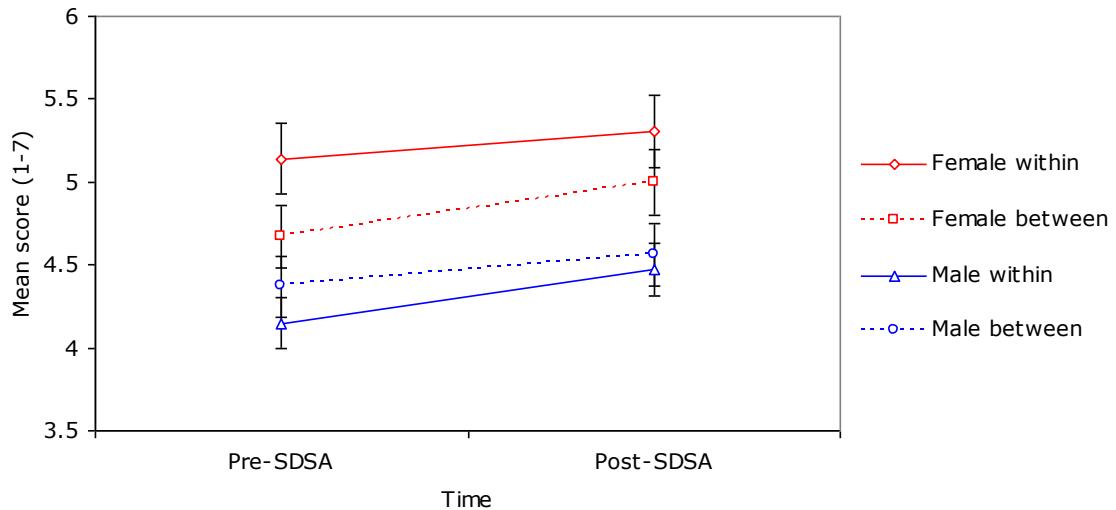


Figure 4.2 Mean scores for male and female participants for future intention items in the within- and between-participants design before and after the SDSA presentation

4.3.2 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.

Within-participants For the 2006 SDSA there was no significant change in attitudes from before, to after the SDSA presentations. 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. 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 before and after the SDSA presentations.

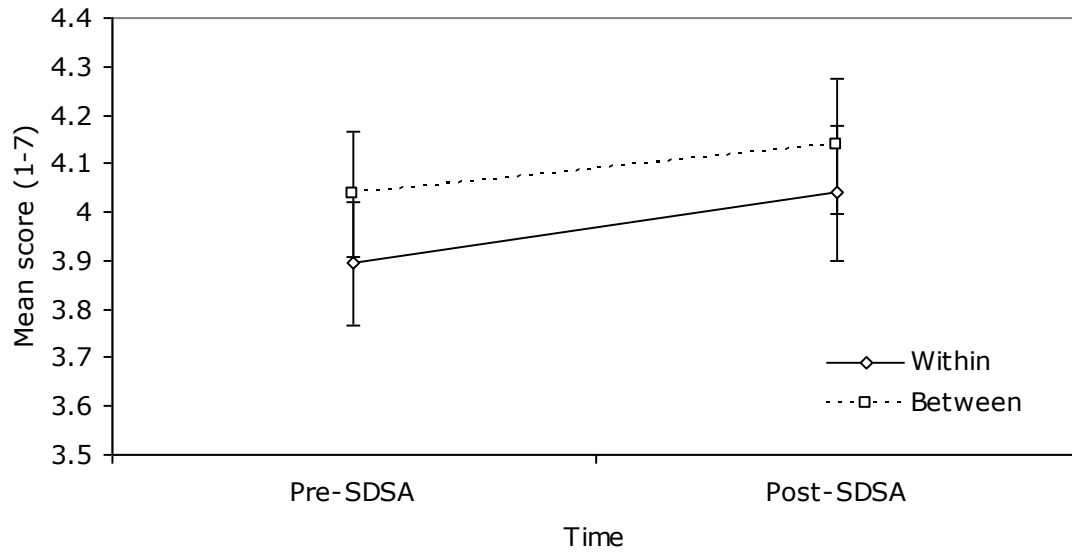


Figure 4.3 Male and female scores for attitude items before and immediately after the SDSA presentation

Between-participants For the 2007 SDSA the average score for all three attitude items did not change significantly from pre- to post-SDSA, as found in the within-participants analysis (data is presented in Figure 4.3). Therefore, regardless of methodology, there is no evidence that the SDSA has any effect on students' attitudes to exceeding the speed limit by more than 10mph on a country road outside a built up area. Similar to the within-participants analysis females reported better attitudes than males, but there was a significant interaction between gender and time of testing that is not easy to interpret. Data on males and females across time in both analyses are presented in Figure 4.4.

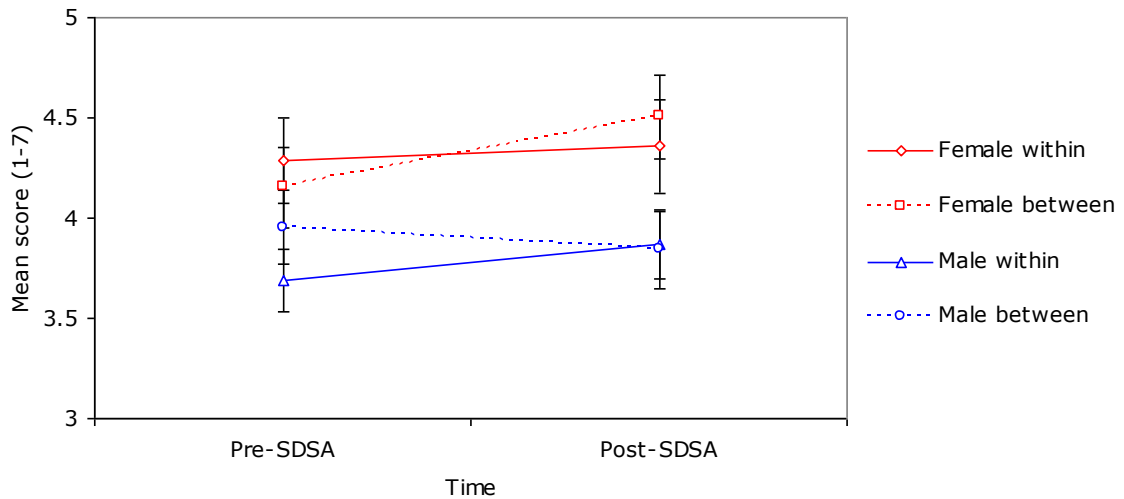


Figure 4.4 Mean scores for male and female scores on attitude items before and after the SDSA presentation in within- and between-participant groups

4.3.3 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.

Within-participants Analysis of average subjective norm ratings for the 2006 SDSA revealed that there was no significant improvement from before to after the SDSA presentation. There was a moderate gender effect, with female students consistently perceiving a greater social pressure than their male counterparts, but no interaction between time and gender.

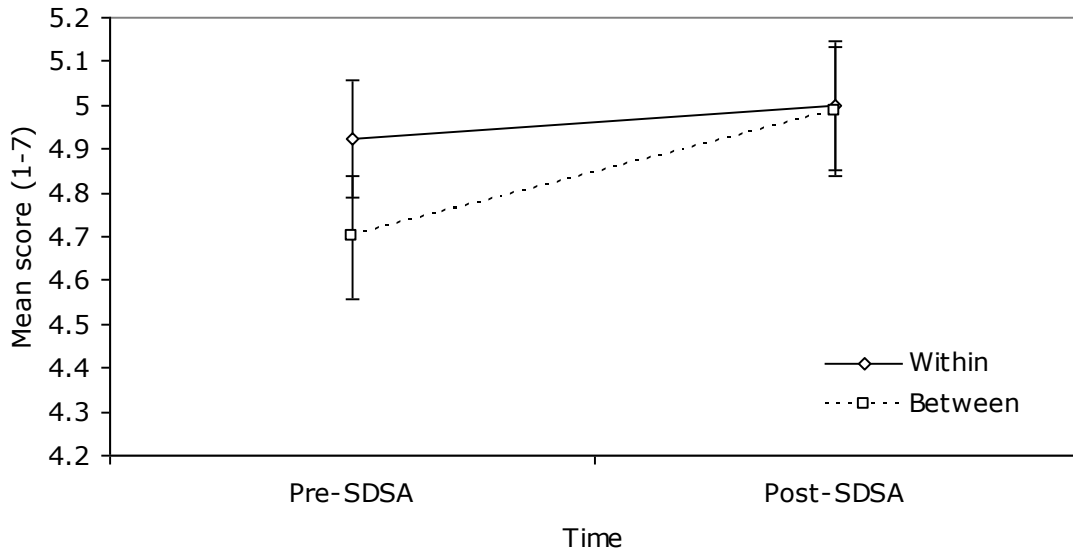


Figure 4.5 Male and female scores for overall subjective norm items before, after, and five months after the SDSA presentation

Between-participants For the 2007 SDSA there was a significant improvement in average subjective norm ratings from pre-SDSA to post-SDSA. However, it is possible that this is due to a lower subjective norm rating for the between-participant group in the pre-test than the within-participant group (data is presented in Figure 4.5). As with the within-participants analysis male and female ratings were similar from pre-SDSA to post-SDSA, but there was no gender effect witnessed in this between-participants comparison. Data for males and females from pre-SDSA to post-SDSA are presented in Figure 4.6, for within- and between-participants analysis.

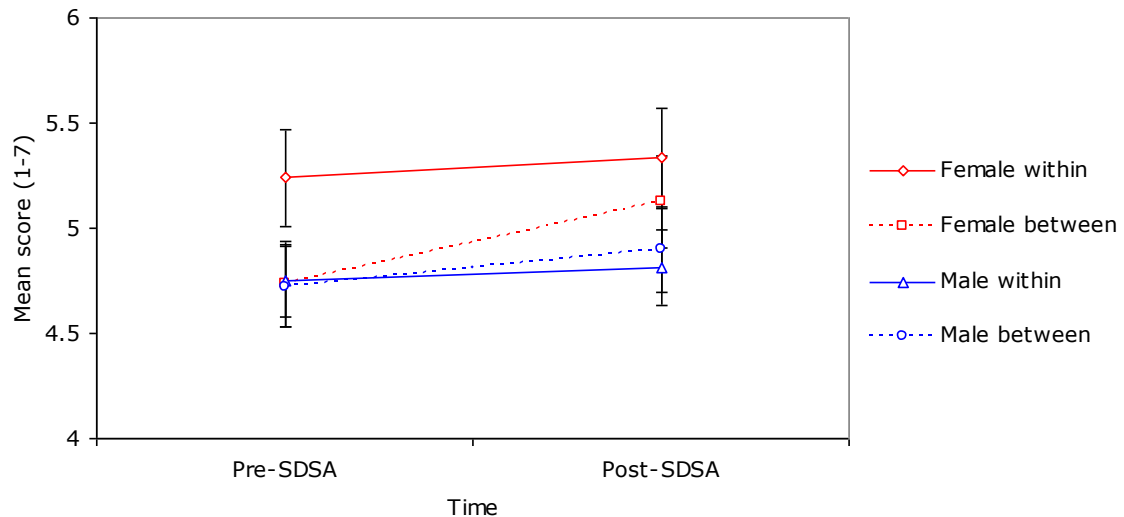


Figure 4.6 Male and female scores for overall subjective norm items for within- and between-participant groups, pre- and post-SDSA

4.3.4 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.

Within-participants For the 2006 SDSA there was a significant increase in PBC from before to immediately after the SDSA presentation. There was also a moderate gender effect, with females reporting greater perceived behavioural control than males across both surveys, but no interaction between time and gender.

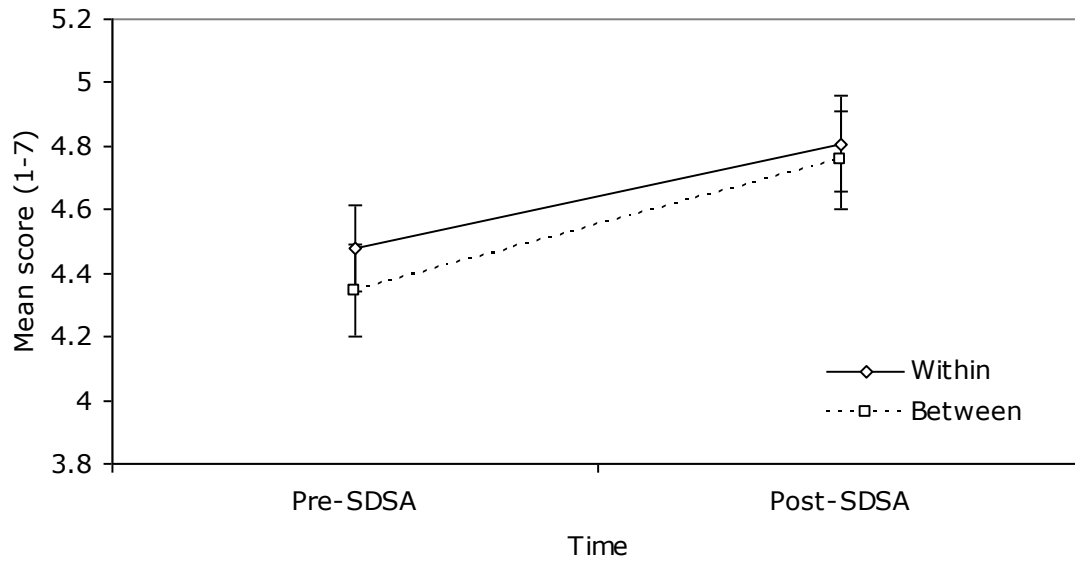


Figure 4.7 Average ratings of perceived behavioural control for within- and between-participant groups before and after the SDSA presentation

Between-participants For the 2007 SDSA there was a small but significant improvement in average PBC scores from pre-SDSA to post-SDSA, as found in the within-participants analysis in 2006 (data is presented in Figure 4.7). This suggests that the effect of the SDSA in improving students' perceived control over their behaviour in driving scenarios is a genuine effect and not due to impression management. Like the analysis of the 2006 SDSA effectiveness there was no significant interaction between time of test and gender, but there was no significant gender effect witnessed in the current analysis. Data for male and female students in the within- and between-participants study are presented for pre- and post-SDSA surveys in Figure 4.8 below.

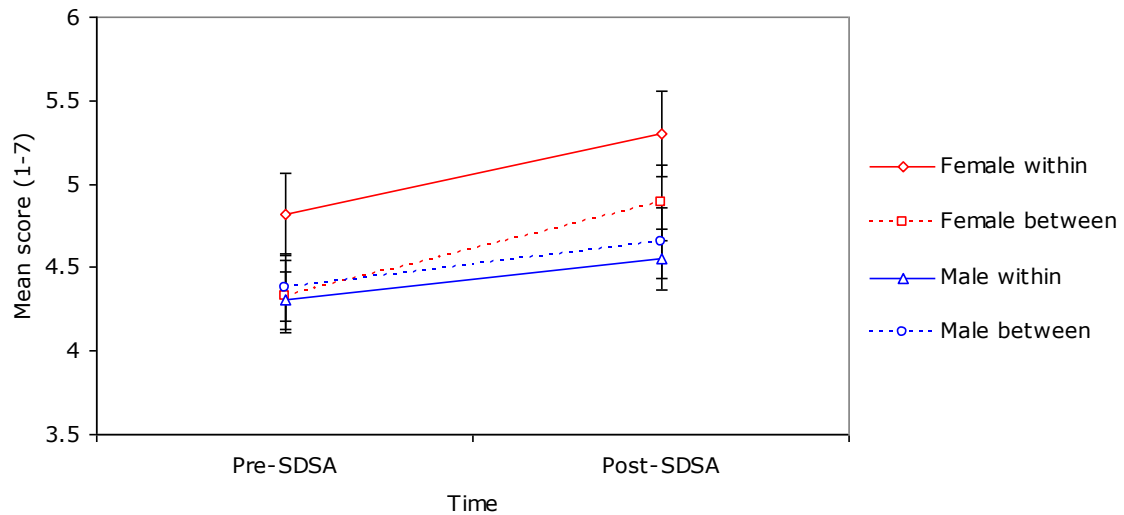


Figure 4.8 Male and female PBC ratings before and after the SDSA presentation for the within- and between-participants groups

4.4 Accident likelihood, perceptions of speed & driving ability

For the current between-participants study an additional six questions were also included to measure three factors: perceived accident likelihood, speed preference and predicting driving ability (two questions per factor). These items were not included in the within-participants questionnaire, and as such only between-participant data was available for this analysis. Raw data for these items, along with a table of all p -values and effect sizes are presented in Appendix J.

4.4.1 Accident likelihood

A higher score indicated a greater perceived likelihood of being involved in an accident. There was a significant moderate increase in perceived likelihood of being involved in an accident as a driver from before to immediately after the SDSA presentation, but no change in perceived likelihood of being involved in an accident as a passenger (see Figure 4.9). There was no effect of gender, and no interaction between time and gender, with males and females responding in a similar fashion across both surveys for both items.

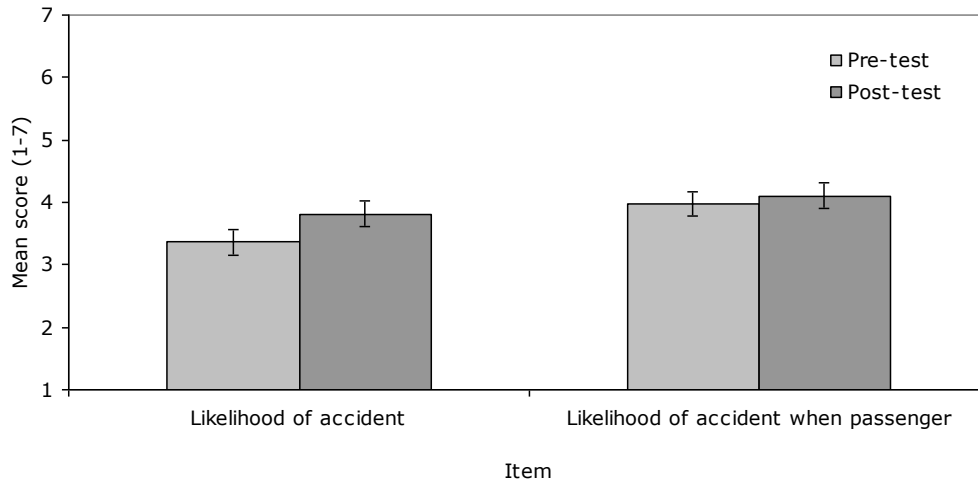


Figure 4.9 Average ratings of perceived likelihood of being involved in an accident as a driver and as a passenger for the between-participant group before and after the SDSA presentation

4.4.2 Perceptions of speed

A lower score indicated less preference for speed. There was no decrease in enjoyment of being a passenger in a car when it is driven fast, and no decrease in agreement with the statement that driving fast is exciting from before to immediately after the SDSA presentation (see Figure 4.10). There was a significant effect of gender, with females showing less preference for speed, but there was no interaction between time and gender.

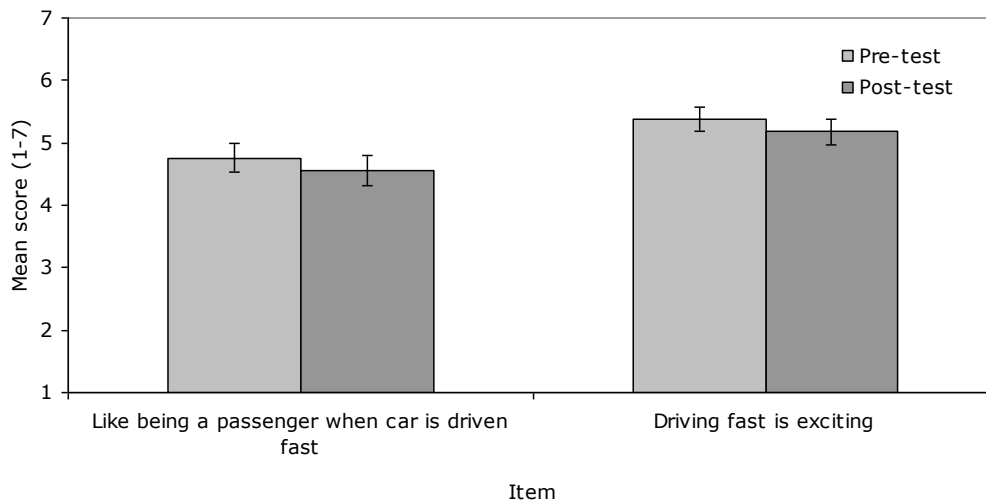


Figure 4.10 Average ratings of enjoyment of being a passenger in a speeding car and agreement that driving fast is exciting before and after the SDSA presentation for the between-participant groups

4.4.3 Driving ability

For ratings of future driving ability a lower score indicated less belief in skill and safety. There was a marginally significant reduction in students' rating of how skilful a driver they will be from before to immediately after the SDSA presentation, but no change their rating of how safe a driver they will be (see Figure 4.11). There was a significant effect of gender, with males rating themselves as being more skilled and less safe than females when they become a driver, but there was no interaction between time and gender.



Figure 4.11 Average ratings of future driving skill and safety before and after the SDSA presentation for the between-participant groups

5. Conclusions

5.1 SDSA impact

5.1.1 Qualitative

Overall, students and teaching staff interviewed in the qualitative research all felt that the SDSA event had been a very worthwhile and that it should continue to run in future years. Positivity is coming through a bit better this year. SDSA remains a sobering experience, but pupils and teachers alike believe that that is what most helps open the eyes and ears to take in these messages. Core messages clearly are 'sticking' (at least in the short term), but there is scope for empowering students further on how to enact them in reality. In this sense, good recall and absorbing by repetition of the four key messages across the SDSA event (Drive at an appropriate speed; Do not drink or get in a motor vehicle, if drink /drugs are involved; Wear your seat belt; Resist Peer Pressure) have made an initial impact. Now push on to offer students some more practical tools and tips to help abide by those rules: in the SDSA show and beyond, look for things they can do or say in real situations that enable them.

Many teachers pointed out that their students learn best by 'doing', i.e. having the opportunity to engage with the facts and apply them for themselves to a situation. It is understood that this is difficult to achieve in a theatre-seated presentation with a fixed running time; however, scope exists to make more effective use of 'immediately after' the show. Let it sink in – better yet, let students work 'hands-on' with the learning.

Whilst there is still room for improvement in the content and delivery of some elements of the SDSA presentation in its current iteration, some big opportunities for improving sustained uptake and use of key messages exist beyond the SDSA event itself. Focus more on building around the 'post' event than the 'pre' – too much pre-warning was felt to reduce the tonal 'punch' of the event.

Think 'multimedia' to make it relevant to how teachers teach today, and give them flexible resources that take minimal assimilation and preparation time. Also veer towards role-play and working through scenarios where students can actually apply their thinking back to their own lives and experiences. And consider activities that can 'fit' to different available lengths of session and sizes of audience (15 minute form registration, one-hour PSHE lessons and whole-year assemblies). Make follow-up activities fun, simple, and bite-sized – for students

and teachers. Consider how to build around the SDSA two-hour show, and in doing so, consider where approaches and techniques used in other LRSU interventions like Risk It & Lose It might help to do this.

5.1.2 Quantitative

Response to the 2007 SDSA event was, broadly speaking, positive and in line with the 2006 results. As in 2006, pupils felt the format of the show was, whilst shocking in parts, appropriate in order to convey the serious message of road safety. In particular (as noted in the qualitative findings) the students considered the testimonials to be the most effective element.

Also in line with last year's results were the negative comments regarding the reconstruction video which, despite some editing this year, remained a weakness in the event as a whole. This was the main element indicated as an area of improvement.

The quantitative results show that girls were more responsive to the event in almost all aspects than boys. Again this is in line with the results in 2006.

The level of talkability surrounding the event suggests that was successful in evoking a reaction amongst attendees. As endorsed by the qualitative findings this is largely due to the shocking accounts of selected testimonials. Beyond the shock factor though, the event also succeeded in communicating the four key messages and students were able to recall these in the two weeks following the event.

Whether or not this information will be retained in the longer term and whether it will impact on how they behave when on the road is difficult to ascertain.

Claimed impact on future behaviour in a general sense is encouraging although likelihood to take action on specific elements (such as speeding and wearing seatbelts) is less positive.

5.2 SDSA effectiveness

5.2.1 Review of 2006 results

For the 2006 SDSA 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. 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. A review of the individual item ratings in the within-participants design revealed a significant change for only 5 of the 13 TPB items, Five months after the presentation the improvement remained for only 1 of 13, and for two items there was a significant decrease (intention to drive within the Law to keep within the advice of the Highway Code).

5.2.2 Rationale for the 2007 analysis

With regards the small effects of the SDSA presentation on students in the 2006 within-participants it was not possible to determine whether the positive effects were a genuine effect, an impression management effect, or a combination of the two. An impression management effect is where respondents provide the answers that they think are expected from them. This was due to the employment of 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). As proposed in the 2006 report, 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 2006 was due to a real change in intentions and perceived behavioural control then the between-participants design in 2007 would also show a significant improvement. If however, the immediate effect observed for the within-participants design in 2006 was due to a social desirability effect rather than a real change in beliefs then the between-participants design would show no effect.

5.2.3 Results of the 2007 analysis

The results of the current between-participants analysis revealed that there was a small but significant improvement in students' future intentions and perceived behavioural control regarding future driving behaviour immediately after the SDSA presentation. This suggests that the improvement is genuine, and not due to impression management, as a significant improvement was witnessed for both

the within- and between-participants design. As there was no effect at five months in the within-participants analysis 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).

With regards to students' attitudes and subjective norms there was no overall effect of the SDSA presentation on students in the original 2006 within-participant design, and this was found again in the 2007 between-participants design. While there was some improvement in rating of subjective norms in the between-participants design, this was potentially due to a lower pre-SDSA rating by students in the 2007 sample. There was no effect of the SDSA presentation on students' attitudes in either the within- or between-participants analysis. As such, the null effects of the within-participants design were replicated in the between-participants design.

Inspection of the 13 individual TPB items, for the between-participants analysis there was only a significant effect of the SDSA on three of the five TPB individual items that showed improvements in the within-participants analysis (driving within the speed limit at all times, resisting peer persuasion to drive faster, sticking to the speed limit when holding traffic up). For the items on expectations to keep within the speed limit in the future and perceptions of partners/girlfriends/boyfriends disapproving of speeding found in the within participants analysis, there was no replication of the positive improvement in the between-participants analysis, suggesting these may have been impression management effects and not genuine effects. There was also a significant effect on one of the subjective norm items in the 2007 analysis (my parents/people who are important to me think I should/shouldn't exceed speed limits), but this was not found in the 2006 analysis. It is not clear why this difference existed.

For items relating to perceived accident likelihood, speed preference and predicting driving ability, there was little effect of the SDSA presentation. While there was a small increase in perceived accident likelihood when they are old enough to drive, there was no increase in perceived accident likelihood when being driven in someone else's car. With regards to perceptions of speed, there was no reduction in enjoyment of being a passenger when a car is being driven fast, and no reduction in ratings that driving fast is exciting. A small decrease in how skilful students predicted themselves as being when they become drivers

was only marginally significant, and there was no change in students' rating of how safe a driver they will be. As such, the results suggest there is little or no effectiveness of the SDSA in increasing students' perceived accident likelihood, and no effect in reducing their enjoyment of speed and belief in their future driving ability.

Summarising the effects using the Theory of Planned Behaviour model, attending the SDSA event had a small immediate effect on some, but not all road safety beliefs in pre-drivers. The positive effect was confirmed as genuine and not due to impression management. However, the fact remains that these partial effects were very short-lived given that the 2006 analysis found that improvements 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).

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. However, this proposal would have to be tested empirically.

Overall, there is a short-term change in some pre-driver beliefs immediately following the London SDSA presentation, which can now be interpreted as a real effect. However, the issue remains that the effectiveness of the SDSA was only partial, small in effect size, and short-term. As with the conclusions made for the within-participants design these additional results confirm the adopted strategy that in the field of pre-driver education progress will only be made through caution and pilot studies.

5.3 General conclusion

Analysis of combined data from the 2006 and 2007 SDSA presentations demonstrates that there was no persistent effect of the SDSA on improving students' attitudes to road safety. There is evidence of partial effects immediately after the presentation, but these are small in size and transient.

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Appendix A: Changes to 2007 SDSA questionnaire

Additional questions in main questionnaire:

Q13. How likely do you think it is that you will be involved in an accident when you are old enough to drive a car?

Q14. How likely do you think it is that you will be involved in an accident when you are a passenger and somebody else is driving a car?

Q15. Do you like being a passenger when the car is being driven fast?

Q16. Do you think that driving fast is exciting?

Q17. How skilful a driver do you think you will be?

Q18. How safe a driver do you think you will be?

These questions were included in the Thames Valley Police questionnaire conducted to evaluate a similar SDSA event. Q13/14/17/18 are designed to gain an insight into how young people perceive danger on the roads in direct relation to themselves and how they drive. We would then observe how these perceptions changed following the SDSA event.

Q15/Q16 concern how young people feel about speeding. In 2006 we asked what factors they think increase the risk of drivers being involved in an accident (still included at Q19). However, whilst this is a good indication of awareness of factors affecting road safety, it does not provide any indication of current attitudes, e.g. young people may be aware that speeding increases the likelihood of being involved in an accident, but they find driving fast exciting. Speeding is one of the 4 key messages of the SDSA event and so by establishing if there is a difference between awareness and attitude and whether or not this changes between pre and post wave, we hope to more accurately establish the extent to which SDSA messages have cut through.

Changes to the Event Evaluation section

Q37. (Spontaneous) What were the key messages of the 'Safe Drive Stay Alive (SDSA) Event.

Q38. When travelling in a car, what can you do to ensure you are safe?

Q43. When you are travelling in a car, how concerned would you feel about the following...?

Q44. When you are in a car, how likely are you to do the following....?

Q37 and Q38 were inserted upfront before the prompted list of the different elements of the event in order to ascertain whether or not the event managed to convey the key messages, (particularly as one of the changes to the event included the repetition of the 4 key messages throughout). Q37 on its own would have been sufficient to establish top of mind responses. However, with the inclusion of Q38 we hope to find out whether or not young people translate these messages into practical ways to ensure safety in the car.

'What part of the SDSA event had the most effect on you?' (asked in 2006) was taken out as it was not considered crucial. Effectiveness of the different elements can be taken from Q39.

Q43 and Q44 are new questions created to provide an indication of current thoughts and actions particularly in relation to the 4 key messages of the event. Whilst we are not able to monitor shifts in pre and post wave (these are only included in the post wave questionnaire), they enable to comment on the levels of concern and likelihood to take action in the context of the SDSA event taking place.

Appendix B: Raw data for impact assessment

Table 1.

	No. of questionnaires returned	No. of completed questionnaires (50% completion)
Pre wave	310	291
Post wave	355	241

Table 2. Q43 Concerns when in the car

Base: All	Total (241)	Male (125)	Female (108)	IMD 0-9 (75)	IMD 10+ (78)
Being in the car with a driver who is drunk/taking drugs Top 2 box 'Concerned'	65%	50%	72%	80%	68%
Mean score	5.89	5.53	6.31	6.22	6.06
Standard deviation	1.76	1.95	1.38	1.7	1.5
Others in the car not wearing seat belts Top 2 box 'Concerned'	38%	31%	46%	33%	47%
Mean score	4.93	4.61	5.39	4.74	5.27
Standard deviation	1.68	1.75	1.46	1.72	1.61
Being in the car with a driver who is using their mobile phone when driving Top 2 box 'Concerned'	35%	37%	32%	49%	32%
Mean score	4.75	4.69	4.83	4.99	4.83
Standard deviation	1.66	1.71	1.57	1.66	1.56
The driver of the car you are in is speeding Top 2 box 'Concerned'	27%	19%	35%	34%	30%
Mean score	4.52	4.25	4.89	4.70	4.73
Standard deviation	1.73	1.72	1.65	1.74	1.64
Music played too loudly in the car Top 2 box 'Concerned'	5%	9%	4%	4%	9%
Mean score	2.94	3.05	2.86	2.62	3.28
Standard deviation	1.65	1.74	1.54	1.46	1.77

Table 3. Q44 Likelihood to take action as a passenger

Base: All	Total (241)	Male (125)	Female (108)
Speak up if you don't feel safe			
Top 2 box 'Likely'	38%	29%	46%
Mean score	4.96	4.58	5.37
Standard deviation	1.69	1.76	1.55
Make sure everyone in the car wears a seat belt			
Top 2 box 'Likely'	34%	29%	42%
Mean score	4.63	4.37	4.96
Standard deviation	1.94	1.94	1.96

Table 4. Q39 Effectiveness of event aspects

Base: All	Total (241)	Male (125)	Female (108)	IMD 0-9 (75)	IMD 10+ (78)
The reconstruction film					
Top 2 box 'Effective'	31%	26%	38%	24%	39%
Mean score	4.26	3.96	4.63	3.93	4.40
Standard deviation	1.97	1.97	1.93	2.1	1.89
The talk given by the Fire Brigade officer					
Top 2 box 'Effective'	63%	65%	62%	65%	74%
Mean score	5.68	5.76	5.59	5.82	5.94
Standard deviation	1.51	1.42	1.63	1.42	1.19

Table 5. Q40 Response to the SDSA event

Base: All	Total (241)	Male (125)	Female (108)	IMD 0-9 (75)	IMD 10+ (78)
Made me realise how dangerous driving can be					
Top 2 box 'Agree'	47%	47%	47%	47%	55%
Mean score	5.23	4.84	5.67	5.14	5.55
Standard deviation	1.59	1.64	1.42	1.62	1.47
I will remember this event					
Top 2 box 'Agree'	47%	34%	62%	48%	50%
Mean score	5.09	4.7	5.57	4.95	5.28
Standard deviation	1.75	1.71	1.69	1.69	1.74
I found it shocking					
Top 2 box 'Agree'	41%	30%	53%	34%	55%
Mean score	4.81	4.34	5.35	4.42	5.29
Standard deviation	1.88	1.84	1.81	1.87	1.83

Appendix C: Student discussion guide 2007

INTRODUCTIONS (5 mins)

- 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 (to be kept fairly brief) (10 mins)

- 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 (10 mins)

- Had you heard about this event from other people (apart from your teachers) beforehand?
 - If so, from whom? (brothers, sisters, friends)?
 - What sort of things did they say?

- Had they seen last year's event?
- What had they been told about the event beforehand by your teachers?
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 did your friends who saw it with you feel immediately afterwards?
Why?
 - (prompt if need be) was anyone particularly moved? Or particularly upset? Which part of the event particularly prompted that? Why do you think that was? Was that how most others felt?
- How do they feel now, a week or two after the event? *Probe as appropriate*
- What message did they take from the event? Why?
- What do you think the people who put the event together intended to be the key messages? Is this the same as what did strike you the most?
 - If so, how?
 - If not, why not?

broad overview of the SDSA event (10 mins)

- 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 (10 mins)

- 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?

The 'afterlife' of the event (5 mins)

- Did anyone talk to you about the event afterwards?
 - Who?
 - Where and when (ie was this 'you and your mates in the schoolyard at breaktime the next day' or your teacher, more formally, in e.g. a PSHE lesson)?
 - What was said?
- What do you think might happen next about 'Safe Drive Stay Alive' during this school year (*if anything – this is to flush out what if anything has either been flagged by teachers or because they genuinely latently expect as students to hear about this topic again at some point soon*)

summary of impact of the event (5 mins)

- 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 (5 mins)

- 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 D: Teacher discussion guide 2007

INTRODUCTIONS (5mins)

- 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 (5 mins)

- 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

broad overview of the SDSA event (10 mins)

- 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 (10 mins)

- 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?

SDSA beyond the live event – towards a teachers' pack (20 mins)

- What is your overall feeling towards the SDSA initiative as a teacher?
- How do you feel it fits with the needs of the pastoral side of your role/the needs of the National Curriculum in terms of Personal Social and Health Education?
- Would you envisage any further discussion or activity around this issue during this school year with the current Year 11?
 - If so what?
 - If not, why would that be? (time/other curriculum pressures, SDSA has 'done the job for the time being', don't feel it is relevant to revisit these themes until they are nearer actual driving age etc.)

- [note: we are listening out here for whether teachers see the SDSA as-is is 'box ticked, job done' **or** the potential springboard for further class discussions/activity etc.]
- The people behind the SDSA event are considering putting together a Teachers' Support Pack i.e. a set of materials to assist teachers with lesson planning and bringing the topics to life in e.g. PSHE lessons.
- What would you like to see in that? (content)
 - Why would those elements help?
 - Where would you use it?
 - What would you use it to do? (e.g. lesson style/fit)
- How should it 'come'? (physical format) (E.g. handbook for teachers, worksheets for students, a DVD, a Powerpoint deck.. etc.? Plus their own suggestions)
 - Why like that?
 - Why are these sorts of materials particularly helpful to you?
 - Who else provides you with these sorts of support materials?
 - What do you think about the kinds of content?
 - Who gets content 'right' for the realities and needs you and your students have to work with?
 - Why (can you give examples)?
 - Whose materials have been less ideal in terms of content?
 - Why (can you give examples)?
 - Who gets format 'right'?
 - Why (can you give examples)?
 - Whose materials have been less ideal in terms of 'format'?
 - How much resource (lesson time/non-lesson time) would you have
 - To read/take on board/prepare anything from it?
 - To use with students e.g. in lesson time or assemblies etc?
 - *Explain*: sometimes, events like these can have a great impact and be remembered for a long time. Other times, they can be impactful in the immediate short term but then the key messages can fade from top of mind for students
 - If the people behind SDSA really wanted to embed the messages of the live event within the 'school culture' for lasting and positive effect, what in your view as a teacher should they do?
 - Why? Can you give examples?

summary of impact of the event (5 mins)

- 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 (5 mins)

- 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?
 - About the event
 - About a possible Teachers' Pack?
- Suggested improvements for the future (long-term development of the scheme)

Thank and close

Appendix E: TPB 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

Appendix F: Summary data for between-participants

Table F1 Mean (SD) pre- and post-test scores on Future Intention items for males, females and all participants.

Items	Male		Female		Total	
	Pre	Post	Pre	Post	Pre	Post
Highway Code	5.28 (1.6)	5.45 (1.4)	5.63 (1.3)	5.92 (1.1)	5.45 (1.5)	5.66 (1.3)
Law	5.66 (1.4)	5.78 (1.3)	5.97 (1.2)	6.16 (1.2)	5.81 (1.3)	5.95 (1.2)
Speed limit	4.47 (1.8)	4.94 (1.6)	4.84 (1.5)	5.47 (1.3)	4.65 (1.7)	5.18 (1.5)
Exceed limit	2.01 (1.5)	2.11 (1.5)	2.25 (1.5)	2.42 (1.5)	2.13 (1.5)	2.25 (1.5)
TOTAL	4.35 (1.1)	4.57 (1.1)	4.67 (1.0)	4.99 (1.0)	4.51 (1.1)	4.76 (1.1)

Table F2 Mean (SD) pre- and post-test scores on Attitude items for males, females and all participants.

Items	Male		Female		Total	
	Pre	Post	Pre	Post	Pre	Post
Unpleasant/pleasant	3.72 (1.6)	3.61 (1.6)	3.99 (1.5)	4.27 (1.5)	3.85 (1.5)	3.90 (1.6)
Dangerous/safe	5.26 (1.6)	5.09 (1.6)	5.08 (1.7)	5.56 (1.5)	5.17 (1.6)	5.30 (1.6)
Boring/exciting	2.90 (1.5)	2.82 (1.5)	3.34 (1.5)	3.63 (1.4)	3.11 (1.5)	3.19 (1.5)
TOTAL	3.96 (1.0)	3.84 (1.1)	4.14 (1.1)	4.49 (1.1)	4.04 (1.0)	4.13 (1.1)

Table F3 Mean (SD) pre- and post-test scores on Subjective Norm items for males, females and all participants.

Items	Male		Female		Total	
	Pre	Post	Pre	Post	Pre	Post
Parents	5.68 (1.5)	5.77 (1.5)	5.28 (1.9)	5.96 (1.4)	5.49 (1.7)	5.86 (1.5)
Close friends	4.04 (1.6)	4.26 (1.7)	4.45 (1.6)	4.67 (1.7)	4.24 (1.6)	4.44 (1.7)
Partner	4.55 (1.6)	4.71 (1.8)	4.45 (1.4)	4.74 (1.6)	4.50 (1.5)	4.72 (1.7)
TOTAL	4.76 (1.0)	4.92 (1.2)	4.73 (1.1)	5.12 (1.1)	4.74 (1.1)	5.01 (1.2)

Table F4 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	Pre	Post	Pre	Post
Not do as friends want	4.67 (1.5)	4.64 (1.6)	4.64 (1.7)	5.09 (1.4)	4.65 (1.6)	4.84 (1.6)
Hold traffic up	3.85 (1.9)	4.18 (1.9)	3.78 (1.8)	4.47 (1.7)	3.82 (1.9)	4.31 (1.8)
Resist peer pressure	4.36 (1.8)	5.18 (1.7)	4.50 (1.6)	5.38 (1.5)	4.43 (1.7)	5.27 (1.7)
TOTAL	4.29 (1.3)	4.67 (1.3)	4.31 (1.1)	4.98 (1.1)	4.30 (1.2)	4.81 (1.2)

Appendix G: TPB statistics (between-participants)

Overall measures

Collapsing scores for all items within each TPB category a between-participants MANOVA, with Time (pre-SDSA, post-SDSA) and Gender (male, female) as independent variables, was conducted. There was an overall significant effect of Time ($p < .01$), a significant effect of Gender ($p < .01$), and but no significant Time x Gender interaction ($p = .20$).

Table G1: P -values (& η_p^2 effect sizes) for TPB categories in the MANOVA

Items	Time	Gender	Time*Gender
Intentions	.009 (.016)	.001 (.030)	.608 (.001)
Attitudes	.259 (.003)	.001 (.037)	.021 (.012)
Subjective Norms	.012 (.015)	.413 (.002)	.282 (.003)
Perceived Behavioural Control	.001 (.047)	.149 (.005)	.197 (.004)

Pre-test $n = 223$ (male $n = 117$, Female $n = 106$)
 Post-test $n = 207$ (male $n = 114$, Female $n = 93$)

Individual items

A two-way MANOVA (Gender: male, female; Time: pre-test, post-test) was conducted. There was an overall significant effect of Time ($p < .001$), a significant effect of Gender ($p < .001$), but no significant Time x Gender interaction ($p = .61$).

Table G2: P -values (& η_p^2 effect sizes) for individual items in the MANOVA

Items	Time	Gender	Time x Gender
Intention			
Highway Code	.085 (.007)	.002 (.022)	.631 (.001)
Law	.205 (.004)	.005 (.018)	.785 (.001)
Speed limit	.001 (.029)	.004 (.020)	.593 (.001)
Speeding inevitable	.352 (.002)	.058 (.008)	.838 (.001)
Attitudes			
Unpleasant/pleasant	.584 (.001)	.002 (.022)	.196 (.004)
Safe/dangerous	.321 (.002)	.361 (.002)	.033 (.011)
Boring/exciting	.445 (.001)	.001 (.042)	.206 (.004)
Subjective Norms			
Parents	.014 (.014)	.484 (.001)	.058 (.008)
Close friends	.179 (.004)	.012 (.015)	.984 (.001)
Partner	.146 (.005)	.840 (.001)	.686 (.001)
Perceived Behavioural Control			
Do as friends want	.167 (.004)	.165 (.005)	.120 (.006)
Hold traffic up	.004 (.019)	.511 (.001)	.312 (.002)
Resisting peer pressure	.001 (.060)	.307 (.002)	.875 (.001)

Pre-test $n = 223$ (male $n = 117$, Female $n = 106$)
 Post-test $n = 207$ (male $n = 114$, Female $n = 93$)

Appendix H: Summary data for within-participants

Table H1 Mean (SD) pre- and post-test scores on Future Intention items for males, females and all participants.

Items	Male		Female		Total	
	Pre	Post	Pre	Post	Pre	Post
Highway Code	5.22 (1.4)	5.40 (1.4)	6.16 (1.0)	6.10 (0.9)	5.56 (1.4)	5.66 (1.3)
Law	5.50 (1.4)	5.40 (1.4)	6.27 (0.8)	6.32 (0.9)	5.78 (1.2)	5.73 (1.3)
Speed limit	4.16 (1.7)	4.88 (1.6)	5.44 (1.4)	5.82 (1.1)	4.62 (1.7)	5.22 (1.5)
Exceed limit	1.71 (1.0)	2.17 (1.5)	2.58 (1.6)	2.95 (1.7)	2.02 (1.3)	2.45 (1.6)
TOTAL	4.15 (1.0)	4.46 (1.0)	5.11 (0.8)	5.30 (0.9)	4.50 (1.1)	4.76 (1.1)

Table H2 Mean (SD) pre- and post-test scores on Attitude items for males, females and all participants.

Items	Male		Female		Total	
	Pre	Post	Pre	Post	Pre	Post
Unpleasant/ pleasant	3.39 (1.4)	3.57 (1.5)	4.19 (1.3)	4.33 (1.7)	3.68 (1.4)	3.84 (1.6)
Dangerous/ safe	5.01 (1.5)	5.18 (1.5)	5.23 (1.6)	5.24 (1.7)	5.09 (1.6)	5.20 (1.5)
Boring/ exciting	2.56 (1.2)	2.72 (1.4)	3.37 (1.3)	3.54 (1.4)	2.85 (1.3)	3.02 (1.4)
TOTAL	3.65 (1.0)	3.82 (0.9)	4.26 (1.0)	4.37 (1.3)	3.87 (1.0)	4.02 (1.1)

Table H3 Mean (SD) pre- and post-test scores on Subjective Norm items for males, females and all participants.

Items	Male		Female		Total	
	Pre	Post	Pre	Post	Pre	Post
Parents	5.41 (1.6)	5.48 (1.6)	5.80 (1.5)	5.81 (1.5)	5.55 (1.6)	5.60 (1.6)
Close friends	4.01 (1.6)	4.24 (1.5)	4.97 (1.5)	4.91 (1.8)	4.36 (1.6)	4.48 (1.6)
Partner	4.83 (1.6)	4.87 (1.5)	5.15 (1.4)	5.62 (1.3)	4.95 (1.5)	5.14 (1.5)
TOTAL	4.75 (1.0)	4.86 (1.1)	5.31 (1.1)	5.45 (1.0)	4.95 (1.1)	5.07 (1.1)

Table H4 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	Pre	Post	Pre	Post
Not do as friends want	4.28 (1.5)	4.53 (1.6)	5.11 (1.5)	5.34 (1.5)	4.58 (1.6)	4.83 (1.6)
Hold traffic up	4.00 (1.9)	4.22 (1.8)	4.19 (1.6)	5.03 (1.5)	4.07 (1.8)	4.51 (1.8)
Resist peer pressure	4.45 (1.7)	4.98 (1.6)	5.18 (1.5)	5.63 (1.7)	4.72 (1.6)	5.22 (1.6)
TOTAL	4.24 (1.1)	4.58 (1.2)	4.83 (1.1)	5.33 (1.2)	4.46 (1.1)	4.85 (1.2)

Appendix I: TPB statistics (within-participants)

Overall measures

Collapsing scores for all items within each TPB category a repeated measures MANOVA, with Time (pre-SDSA, post-SDSA) and Gender (male, female) as independent variables, was conducted. There was an overall significant effect of Time ($p < .01$), a significant effect of Gender ($p < .01$), and but no significant Time x Gender interaction ($p = .51$).

Table I1 P -values (& η_p^2 effect sizes) for TPB categories in the MANOVA

Items	Time	Gender	Time*Gender
Intentions	.001 (.082)	.001 (.190)	.24 (.006)
Attitudes	.10 (.013)	.001 (.105)	.72 (.001)
Subjective Norms	.10 (.012)	.001 (.080)	.85 (.001)
Perceived Behavioural Control	.001 (.013)	.001 (.092)	.25 (.006)

Total $n = 218$, Male $n = 139$, Female $n = 79$

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 ($p = .208$).

Table I2 P -values (& η_p^2 effect sizes) for individual items in the MANOVA

Items	Time	Gender	Time x Gender
Intention			
Highway Code	.526 (.002)	.001 (.120)	.201 (.008)
Law	.717 (.001)	.001 (.122)	.316 (.005)
Speed limit	.001 (.112)	.001 (.142)	.108 (.012)
Speeding inevitable	.001 (.064)	.001 (.100)	.643 (.001)
Attitudes			
Unpleasant/pleasant	.176 (.008)	.001 (.088)	.863 (.001)
Safe/dangerous	.468 (.002)	.432 (.003)	.531 (.002)
Boring/exciting	.122 (.011)	.001 (.117)	.930 (.001)
Subjective Norms			
Parents	.705 (.001)	.061 (.016)	.791 (.001)
Close friends	.560 (.002)	.001 (.087)	.297 (.005)
Partner	.033 (.021)	.002 (.043)	.068 (.015)
Perceived Behavioural Control			
Do as friends want	.033 (.021)	.001 (.084)	.915 (.001)
Hold traffic up	.001 (.069)	.018 (.026)	.021 (.024)
Resisting peer pressure	.001 (.062)	.001 (.059)	.789 (.001)

Total $n = 218$, Male $n = 139$, Female $n = 79$

Appendix J: Summary data & statistics for accident likelihood, speed perceptions & driving ability

Table J1 Mean (SD) pre- and post-test scores on accident likelihood, speed perceptions & driving ability items for males, females and all participants.

Items	Male		Female		Total	
	Pre	Post	Pre	Post	Pre	Post
Accident likelihood						
As driver	3.41 (1.6)	3.89 (1.7)	3.28 (1.7)	3.76 (1.5)	3.35 (1.6)	3.83 (1.6)
As passenger	3.96 (1.5)	3.98 (1.7)	3.95 (1.5)	4.21 (1.5)	3.96 (1.5)	4.08 (1.6)
Speed perception						
Fast passenger	4.91 (2.0)	4.84 (1.8)	4.63 (2.0)	4.23 (1.8)	4.78 (2.0)	4.56 (1.8)
Fast exciting	5.72 (1.5)	5.58 (1.6)	4.97 (1.7)	4.75 (1.6)	5.38 (1.6)	5.19 (1.6)
Driving ability						
How skilful	5.90 (1.2)	5.55 (1.5)	5.38 (1.2)	5.30 (1.1)	5.66 (1.2)	5.43 (1.3)
How safe	5.21 (1.5)	5.26 (1.6)	5.62 (1.3)	5.66 (1.3)	5.40 (1.4)	5.44 (1.4)

Individual items analysis

A two-way MANOVA (Gender: male, female; Time: pre-test, post-test) was conducted. There was an overall significant effect of Time ($p = .01$), a significant effect of Gender ($p < .001$), but no significant Time x Gender interaction ($p = .71$).

Table J2 P -values (& η_p^2 effect sizes) for individual items in the MANOVA

Items	Time	Gender	Time x Gender
Accident likelihood			
As driver	.001 (.022)	.374 (.002)	.993 (.001)
As passenger	.345 (.002)	.445 (.018)	.387 (.002)
Speed perception			
Fast passenger	.182 (.004)	.010 (.014)	.349 (.002)
Fast exciting	.199 (.003)	.001 (.060)	.791 (.001)
Driving ability			
How skilful	.061 (.007)	.001 (.022)	.227 (.003)
How safe	.741 (.001)	.002 (.021)	.976 (.001)

Pre-test $n = 256$ (male $n = 138$, Female $n = 118$)

Post-test $n = 226$ (male $n = 121$, Female $n = 105$)

Appendix K: Pre-SDSA questionnaire

OCTOBER 2007

PRE DRIVER QUESTIONNAIRE

THANK YOU FOR HELPING US TODAY BY TAKING PART IN THIS SURVEY.

THIS IS NOT A TEST.

- ❖ There are no right or wrong answers.
- ❖ The answers you give are private - nobody else will know what you have written.
- ❖ If there is anything that you don't understand, please ask your research supervisor.
- ❖ Thank you for taking part in the survey.

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)

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.....

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 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.

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

(28)

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

(29)

15.

Do you like being a passenger when the car is being driven fast?

Definitely no 1 2 3 4 5 6 7 Definitely yes

(30)

16.

Do you think that driving fast is exciting?

Definitely no 1 2 3 4 5 6 7 Definitely yes

(31)

17.

How skilful a driver do you think you will be?

Very unskilful

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

 Very skilful

(32)

18.

How safe a driver do you think you will be?

Very unsafe

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

 Very safe

(33)

19.

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							Str on gly Ag re e
	1	2	3	4	5	6	7	
Driving over the speed limit	1	2	3	4	5	6	7	(34)
Driving a car which is in bad condition	1	2	3	4	5	6	7	(35)
Driving at night time	1	2	3	4	5	6	7	(36)
Being an over confident driver	1	2	3	4	5	6	7	(37)
Eating while driving	1	2	3	4	5	6	7	(38)
Being over the legal alcohol limit	1	2	3	4	5	6	7	(39)
Listening to loud music while driving	1	2	3	4	5	6	7	(40)
Being tired	1	2	3	4	5	6	7	(41)
Driving at an inappropriate speed for the conditions (i.e. in fog, heavy rain)	1	2	3	4	5	6	7	(42)
Talking on a mobile phone	1	2	3	4	5	6	7	(43)
Being under the influence of cannabis	1	2	3	4	5	6	7	(44)
Operating a car stereo while driving	1	2	3	4	5	6	7	(45)
Driving in bad weather conditions	1	2	3	4	5	6	7	(46)
Talking to other passengers while driving	1	2	3	4	5	6	7	(47)
Being an inexperienced driver	1	2	3	4	5	6	7	(48)
Being in the car with your friends	1	2	3	4	5	6	7	(49)

20.

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	(50)
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	

21.

Which one of these statements best describes you?

PLEASE PUT A CROSS IN ONE BOX

I currently drive a car	<input type="checkbox"/>	1	(51)
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	

22.

Who will help you learn how to drive?

PLEASE PUT A CROSS IN EACH BOX THAT APPLIES

Qualified driving instructor	<input type="checkbox"/>	1	(52)
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	

23.

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	(53)
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	

24.

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	(54)
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	

25.

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	(55)
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	

26.

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 | (56) |
| 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 | |

27.

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	(57)
When I am a front seat passenger in a car	1	2	3	4	5	(58)
When I am a back seat passenger in a car	1	2	3	4	5	(59)

28.

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

PLEASE PUT A CROSS IN EACH BOX THAT APPLIES

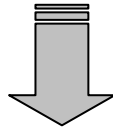
- | | | | |
|---|--------------------------|---|------|
| Been a passenger In a car driven by someone who didn't have a licence | <input type="checkbox"/> | 1 | (60) |
| Felt pressured to take a lift from a young driver you thought might drive dangerously | <input type="checkbox"/> | 2 | |
| Driven a 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 | |

29a.

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 | (61) |
| 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 29b.
IF NOT, PLEASE SKIP TO QUESTION 30.

29b.

Was anyone hurt/injured in this crash?

PLEASE PUT A CROSS IN ONE BOX ☒

- | | | | |
|--|--------------------------|---|------|
| I was the only person hurt | <input type="checkbox"/> | 1 | (62) |
| 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 | |

30.

Are you...?

PLEASE PUT A CROSS IN ONE BOX ☒

- | | | | |
|--------|--------------------------|---|------|
| Male | <input type="checkbox"/> | 1 | (63) |
| Female | <input type="checkbox"/> | 2 | |

31.

When were you born?

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

Month

Year

(57-8)

1 9

(64-67)

32.

Name of School

PLEASE WRITE IN BOX BELOW

(68)

33.

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

PLEASE PUT A CROSS IN ONE BOX

- | | | | |
|---------------------|--------------------------|---|------|
| Very well off | <input type="checkbox"/> | 1 | (69) |
| 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 | |

34.

Does your family own a car, van or truck?

PLEASE PUT A CROSS IN ONE BOX

- | | | | |
|--------------------|--------------------------|---|------|
| No | <input type="checkbox"/> | 1 | (70) |
| Yes, one | <input type="checkbox"/> | 2 | |
| Yes, more than one | <input type="checkbox"/> | 3 | |

35.

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 | (71) |
| 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 | (72) |
| 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 | |

36.

Finally, could you please enter your post code in the spaces below?

(73-79)

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 L: Post-SDSA questionnaire

NOVEMBER 2007

PRE DRIVER QUESTIONNAIRE

THANK YOU FOR HELPING US TODAY BY TAKING PART IN THIS SURVEY.

THIS IS NOT A TEST.

- ❖ There are no right or wrong answers.
- ❖ The answers you give are private - nobody else will know what you have written.
- ❖ If there is anything that you don't understand, please ask your research supervisor.
- ❖ Thank you for taking part in the survey.

BEFORE YOU BEGIN, COULD YOU PLEASE INDICATE YOUR GENDER?

PLEASE PUT A CROSS IN ONE BOX

Male

1

(13)

Female

2

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)

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.....

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 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. 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

(28)

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

(29)

15. Do you like being a passenger when the car is being driven fast?

Definitely no

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

 Definitely yes

(30)

16. Do you think that driving fast is exciting?

Definitely no

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

 Definitely yes

(31)

17.

How skilful a driver do you think you will be?

Very unskilful

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

 Very skilful

(32)

18.

How safe a driver do you think you will be?

Very unsafe

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

 Very safe

(33)

19.

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							Strongly Agree
	1	2	3	4	5	6	7	
Driving over the speed limit	1	2	3	4	5	6	7	(34)
Driving a car which is in bad condition	1	2	3	4	5	6	7	(35)
Driving at night time	1	2	3	4	5	6	7	(36)
Being an over confident driver	1	2	3	4	5	6	7	(37)
Eating while driving	1	2	3	4	5	6	7	(38)
Being over the legal alcohol limit	1	2	3	4	5	6	7	(39)
Listening to loud music while driving	1	2	3	4	5	6	7	(40)
Being tired	1	2	3	4	5	6	7	(41)
Driving at an inappropriate speed for the conditions (i.e. in fog, heavy rain)	1	2	3	4	5	6	7	(42)
Talking on a mobile phone	1	2	3	4	5	6	7	(43)
Being under the influence of cannabis	1	2	3	4	5	6	7	(44)
Operating a car stereo while driving	1	2	3	4	5	6	7	(45)
Driving in bad weather conditions	1	2	3	4	5	6	7	(46)
Talking to other passengers while driving	1	2	3	4	5	6	7	(47)
Being an inexperienced driver	1	2	3	4	5	6	7	(48)
Being in the car with your friends	1	2	3	4	5	6	7	(49)

20.

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 | (50) |
| 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 | |

21.

Which one of these statements best describes you?

PLEASE PUT A CROSS IN ONE BOX

- | | | | |
|---|--------------------------|---|------|
| I currently drive a car | <input type="checkbox"/> | 1 | (51) |
| 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 | |

22.

Who will help you learn how to drive?

PLEASE PUT A CROSS IN EACH BOX THAT APPLIES

- | | | | |
|------------------------------|--------------------------|---|------|
| Qualified driving instructor | <input type="checkbox"/> | 1 | (52) |
| 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 | |

23.

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	(53)
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	

24.

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	(54)
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	

25.

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	(55)
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	

26.

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 | (56) |
| 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 | |

27.

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 | (57) |
| When I am a front seat passenger in a car | 1 | 2 | 3 | 4 | 5 | (58) |
| When I am a back seat passenger in a car | 1 | 2 | 3 | 4 | 5 | (59) |

28.

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

PLEASE PUT A CROSS IN EACH BOX THAT APPLIES

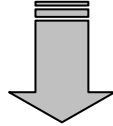
- | | | | |
|---|--------------------------|---|------|
| Been a passenger in a car driven by someone who didn't have a licence | <input type="checkbox"/> | 1 | (60) |
| Felt pressured to take a lift from a young driver you thought might drive dangerously | <input type="checkbox"/> | 2 | |
| Driven a 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 | |

29a.

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 | (61) |
| 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 29b.
IF NOT, PLEASE SKIP TO QUESTION 30.

29b.

Was anyone hurt/injured in this crash?

PLEASE PUT A CROSS IN ONE BOX

- | | | | |
|--|--------------------------|---|------|
| I was the only person hurt | <input type="checkbox"/> | 1 | (62) |
| 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 | |

30.

When were you born?

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

Month

Year

<input type="text"/>	<input type="text"/>	(64-65)
----------------------	----------------------	---------

<input type="text" value="1"/>	<input type="text" value="9"/>	<input type="text"/>	<input type="text"/>	(66-67)
--------------------------------	--------------------------------	----------------------	----------------------	---------

31.

Name of School

PLEASE WRITE IN BOX BELOW

(68)

32.

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

PLEASE PUT A CROSS IN ONE BOX

- | | | | |
|---------------------|--------------------------|---|------|
| Very well off | <input type="checkbox"/> | 1 | (69) |
| 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 | |

33.

Does your family own a car, van or truck?

PLEASE PUT A CROSS IN ONE BOX

- | | | | |
|--------------------|--------------------------|---|------|
| No | <input type="checkbox"/> | 1 | (70) |
| Yes, one | <input type="checkbox"/> | 2 | |
| Yes, more than one | <input type="checkbox"/> | 3 | |

34.

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 | (71) |
| 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 | (72) |
| 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 | |

35.

Could you please enter your post code in the spaces below?

(73-79)

36

Did you attend the 'Safe Drive Stay Alive' event at the Queens theatre in Hornchurch recently?

PLEASE PUT A CROSS IN 1 BOX

Yes	<input type="checkbox"/>	1	(3/14)
No	<input type="checkbox"/>	2	

⇒ IF YOU ATTENDED THE SAFE DRIVE STAY ALIVE (SDSA) EVENT PLEASE CONTINUE ONTO QUESTION 37.

⇒ IF YOU DID NOT ATTEND THE SAFE DRIVE STAY ALIVE (SDSA) EVENT, PLEASE SKIP TO QUESTION 46.

37.

What were the key messages of the 'Safe Drive Stay Alive' event?

Please write the key messages in the box below

(15)

(16)

(17)

(18)

(19)

(20)

(21)

(22)

38.

When travelling in a car, what can you do to ensure you are safe?

Please write your answers in the box below

- (23)
- (24)
- (25)
- (26)
- (27)
- (28)
- (29)
- (30)

39.

How effective did you find each of the following things within the 'Safe Drive Stay Alive' event programme?

CIRCLE ONE NUMBER FOR EACH STATEMENT

Not at all effective	1	2	3	4	5	6	7	Very effective
Introduction (speech, music, video etc)	1	2	3	4	5	6	7	(31)
The reconstruction film of the accident	1	2	3	4	5	6	7	(32)
The talk given by the police officer	1	2	3	4	5	6	7	(33)
The talk given by the ambulance paramedic	1	2	3	4	5	6	7	(34)
The talk given by the Fire Brigade officer	1	2	3	4	5	6	7	(35)
The talk given by the hospital consultant	1	2	3	4	5	6	7	(36)
The talk given by the Road Safety Officer	1	2	3	4	5	6	7	(37)
The talk given by the road accident survivor	1	2	3	4	5	6	7	(38)
The talk given by the parent	1	2	3	4	5	6	7	(39)

40.

Below are some statements that other people have made about the ‘Safe Drive Stay Alive event.’ For each of the statements below, please put a circle around one number to show how much you agree or disagree with it.

CIRCLE ONE NUMBER FOR EACH STATEMENT

	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
Told me something new		1	2	3	4	5	6	7	(40)
Was enjoyable		1	2	3	4	5	6	7	(41)
I’ve talked to my friends about it		1	2	3	4	5	6	7	(42)
Was informative		1	2	3	4	5	6	7	(43)
The content was suitable for people my age		1	2	3	4	5	6	7	(44)
I found it upsetting		1	2	3	4	5	6	7	(45)
Was boring		1	2	3	4	5	6	7	(46)
Made me realise how dangerous driving a car can be		1	2	3	4	5	6	7	(47)
I’ve talked to my parents about it		1	2	3	4	5	6	7	(48)
Got the information across in a clever way		1	2	3	4	5	6	7	(49)
I found it shocking		1	2	3	4	5	6	7	(50)
I will remember this event		1	2	3	4	5	6	7	(51)
I will use what I have learnt from the event when I drive a car		1	2	3	4	5	6	7	(52)
It would make me speak up more as a passenger in a car		1	2	3	4	5	6	7	(53)

41.

How likely do you think it is that the 'Safe Drive Stay Alive' event will encourage young people to drive more safely?

CIRCLE ONE NUMBER

Not at all likely

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

 Very likely

(54)

42.

How likely do you think it is that the 'Safe Drive Stay Alive' event will encourage young people to be more responsible passengers?

CIRCLE ONE NUMBER

Not at all likely

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

 Very likely

(55)

43.

When you are travelling in a car, how concerned would you feel about the following...?

CIRCLE ONE NUMBER

Not very concerned

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

 Very concerned

The driver of the car you are in speeding

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

(56)

Others in the car not wearing seatbelts

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

(57)

Music being played too loudly in the car

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

(58)

Being in the car with a driver who is drunk/taking drugs

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

(59)

Being in the car with a driver who is using their mobile phone when driving

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

(60)

44.

When you are in a car, how likely are you to do the following...?

CIRCLE ONE NUMBER

Very unlikely 1 2 3 4 5 6 7 Very likely

Make sure everyone in the car wears a seatbelt

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

(61)

Make sure the driver keeps to the speed limit

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

(62)

Speak up if you don't feel safe

1	2	3	4	5	6	7

(63)

45.

In what ways could the 'Safe Drive Stay Alive' event have been improved? What would have made it better for you?

Please write your suggested improvements in the box below

(64)

(65)

(66)

(67)

(68)

(69)

(70)

(71)

46.

Since the 'Safe Drive Stay Alive' event, have you seen or heard anything else about Road Safety?

PLEASE PUT A CROSS IN 1 BOX

Yes	<input type="checkbox"/>	1	(72)
No	<input type="checkbox"/>	2	

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.
