



**RSN Associates LLP**

10 Norman Road  
Birmingham  
B31 2EW  
Tel: 0121 605 0348  
andrewc@roadsafetynet.com

## **An evaluation of *Wrecked West***

### **A final report to the West of England Road Safety Partnership**

Prepared for:  
Pamela Williams  
Road Safety Officer, South Gloucestershire Council  
West of England Road Safety Partnership

Prepared by:  
Andrew Clayton and Valerie Platt  
RSN Associates LLP

Our Ref: P153 West of England RSP

**October 2012**

## Contents

1	Introduction.....	1
2	Methodology.....	2
2.1	Identification of how <i>Wrecked</i> is viewed and the lessons/messages learnt by students.....	2
2.2	The delivery of <i>Wrecked</i> and what is being done well / not so well by presenters .....	2
2.3	Understanding the best course of action to keep messages in young people’s minds.....	3
3	How <i>Wrecked</i> is viewed and the lessons/messages learnt by students .....	4
3.1	Generic questionnaire .....	4
3.2	Individual scenario questionnaires .....	7
4	The delivery of <i>Wrecked</i> and what is being done well / not so well by presenters ....	17
4.1	Attendance at <i>Wrecked</i> sessions.....	17
4.2	Review of <i>Wrecked</i> sessions.....	17
4.3	The views of actual and potential users of <i>Wrecked</i> .....	18
5	Looking to the future - understanding the best course of action to keep messages in young people’s minds .....	22
5.1	External factors .....	22
5.2	Target age group .....	22
5.3	Delivery of <i>Wrecked</i> .....	23
6	Appendices.....	25
6.1	Appendix 1 – Scenario Questionnaires .....	25
6.2	Appendix 2 - Generic Questionnaire.....	36
6.3	Appendix 3 – Session Observation Sheet .....	38

## I Introduction

Despite improvements in recent years, young drivers and motorcyclists continue to be over-represented in casualty data. Educational initiatives form an important part of both national and local strategies to improve the safety of road users.

*Wrecked*, an educational resource aimed at the 16-24 year age group was originally developed by Greater Manchester Road Safety Unit and is designed to encourage discussion amongst young people on the causes, consequences, and alternative outcomes to road collisions. The West of England Road Safety Partnership re-commissioned the resource in 2009/10, renamed as *Wrecked West*, for use with young people in their region.

*Wrecked West* was launched in April 2011. The resource covers a wide range of road safety related topics including the use and misuse of alcohol both as a driver and a pedestrian, mobile phone use while driving, driving too close, and using powered two-wheelers.

Each session involves playing ‘story clips’ (accounts of incidents) followed by engaging young people in discussion. The discussion guide provided to support the resource asks young people challenging questions about placing blame for and the consequences of the incident. The resource is available as a DVD and online.

The resource has been promoted to teachers, community based police and fire officers, driving instructors and youth workers who work with the target age group.

In September 2011, the Partnership issued a tender for the evaluation of *Wrecked West*. It identified the following key issues within the evaluation project:

- Identifying how *Wrecked* is viewed and the lessons/messages learnt by students.
- The delivery of *Wrecked* and what is being done well / not so well by presenters.
- Understanding the best course of action to keep messages in young people’s minds.

In November 2011, RSN Associates was commissioned by the West of England Road Safety Partnership to undertake the evaluation of *Wrecked West*<sup>1</sup>.

---

<sup>1</sup> In the remainder of this report, the resource is referred to simply as *Wrecked*.

## 2 Methodology

The key issues identified by the client were investigated using the following methodologies.

### 2.1 Identification of how *Wrecked* is viewed and the lessons/messages learnt by students

Based on our previous experience of evaluating educational resources, we devised two types of short questionnaires to be administered by the presenters either during or at the end of their presentation.

#### 2.1.1 Questionnaire specific to the scenario

For each of the 10 scenarios, we devised a specific questionnaire covering the following key points:

- The level of blame thought to be deserved by each of the parties involved
- Identification of the person who could have done most to prevent the accident
- Ranking of five potential consequences of the accident in order of seriousness
- Ranking of five potential preventative measures in order of effectiveness

Each questionnaire was printed in two colours on A5 paper. Answers were indicated by ticking boxes. Two open-ended questions were included but were rarely answered. Copies of the questionnaires are shown in Appendix 1.

#### 2.1.2 Generic questionnaire relating to the presentation as a whole

We also devised a generic questionnaire, designed to be used at the end of the presentation, to gauge students' overall reaction to the presentation. It consisted of ten statements covering the following issues:

- The appeal of the “talking heads” approach
- The multi-causal nature of accidents
- The identification by the audience with the characters in the video clips
- The effect of the presentation on the perception of the risks involved in using the roads
- The effect of the presentation on the perception of the consequences (both legal and personal) of being involved in an accident

This questionnaire also asked for the age of the respondent and the current stage of their driving / riding career. A copy of the questionnaire is shown in Appendix 2.

### 2.2 The delivery of *Wrecked* and what is being done well / not so well by presenters

The two researchers (AC and VP) attended several presentations of *Wrecked* in three of the four local authorities. The deliverers included road safety staff, Avon Fire and Rescue Staff and others.

At each presentation, notes were made about the size of the audience, the venue, the techniques used by the deliverer, the rapport achieved with the audience, and the feedback obtained from them.

In addition, questionnaires were devised and sent to known users of the resource to obtain their feedback on the value of *Wrecked* as a road safety educational resource

### **2.3 Understanding the best course of action to keep messages in young people's minds**

The results obtained from the fieldwork listed above provided a basis upon which to identify how *Wrecked* might be developed and used in the future.

### 3 How Wrecked is viewed and the lessons/messages learnt by students

#### 3.1 Generic questionnaire

##### 3.1.1 Sample characteristics

A total of 267 generic questionnaires were completed. Table 3-1 shows the educational establishments and contexts in which they were completed. With the exception of Weston College, all sessions were in schools with Years 11 or 12.

**Table 3-1: Educational establishments and contexts**

	Year 11	Year 12	Bricklaying Course Year 1	Level 1 Extension Studies	6 <sup>th</sup> Form Conference	TOTAL
Beechen Cliff School					67	67
Brimsham Green Sec School	50					50
Chew Valley School					38	38
Somervale School					6	6
The Grange School		37				37
Weston College			28	23		51
Yate International Academy	20					20
<b>Total</b>	<b>70</b>	<b>37</b>	<b>28</b>	<b>23</b>	<b>111</b>	<b>267</b>

Half the audience (50%) were aged 17. Almost all of the remainder were younger, mainly aged 16. The oldest three students were all aged 19 (Table 3-2).

**Table 3-2: Age distribution of respondents**

Age	No	%
15	40	16.1
16	67	27.0
17	123	49.6
18	15	6.0
19	3	1.2
<b>Total</b>	<b>248</b>	<b>100.0</b>

\* 19 respondents did not answer the question.

There was a slightly higher proportion of males (54%) than females.

Two-thirds of the sample (66%) were not learning to drive at the time of the presentation. A quarter (24%) were taking driving lessons. Only 4% had passed their driving test (Table 3-3).

**Table 3-3: Current status of driving career**

	No	%
I am not learning to drive or ride at the moment	164	66.1
I am learning to ride at the moment	8	3.2
I have passed my riding test	6	2.4
I am learning to drive at the moment	60	24.2
I have passed my driving test	10	4.0
<b>Total</b>	<b>248</b>	<b>100.0</b>

\* 19 respondents did not answer the question.

The presentations in S Gloucestershire (Brimsham Green School, The Grange School, and Yate International Academy) were delivered by Pam Williams, Garrad Bailey and Steve Harding; those in North Somerset (Weston College) by Ben Pugh-Jones (Avon Fire and Rescue Service) and those in Bath and North-East Somerset (at Beecham Cliff School, Chew Valley School and Somervale School) jointly by Katie Coles and Fi Capener.

### 3.1.2 Results

An analysis of the results of the questionnaire (Table 3-4) suggested that:

- *Wrecked* heightened awareness of both the legal and personal consequences of an accident
- All the scenarios were seen as involving multiple causes
- *Wrecked* heightened the role of individual responsibility to prevent such accidents from occurring in the future
- *Wrecked* heightened awareness of the risks involved in using the roads
- The characters in the scenarios were perceived as realistic

However, the audience did not identify themselves with the behaviour of the characters in the video clips. A similar result was found in the evaluation of the original version of *Wrecked* by Greater Manchester Joint Road Safety Team.<sup>2</sup> This result may be due, at least in part, to the audience being composed almost entirely of younger non-drivers.

<sup>2</sup> Department for Transport Road Safety Partnership Grant Scheme 2007-09. Greater Manchester Combined Bid for 17-25 Year Olds. Overall Project Evaluation. Final Report October 2009

**Table 3-4: Results from Generic Questionnaire (N=267)**

Statement	percentage <sup>3</sup>					Approval rating <sup>4</sup>
	Strongly disagree				Strongly agree	
In the incidents we talked about, there were several reasons why things happened the way they did	1.5	4.1	20.6	52.1	21.7	68.2
I am now more aware of the legal consequences of road accidents and incidents	4.1	3.7	21.0	47.9	23.2	63.3
I thought the people in the video clips were very true to life	2.3	9.5	22.3	41.3	24.6	54.1
I am now more aware of the personal consequences of road accidents and incidents	2.6	8.3	24.1	48.1	16.9	54.1
Wrecked made me think about positive steps I could take to prevent similar things in the future	1.5	8.2	29.2	51.3	9.0	50.6
I don't think I'd ever behave like the people in the video clips.	1.5	13.5	36.0	30.0	19.1	34.1
The talking bodies were a really interesting way to present the situations	7.3	20.7	34.5	27.6	10.0	9.6
The headless bodies didn't grab my attention	9.9	25.1	33.8	18.3	12.9	-3.8
It was always clear who was to blame for what happened in the scenarios	6.0	24.0	44.2	19.1	6.7	-4.2
Wrecked did not make me think any differently about the risks involved in using the road	15.0	40.4	22.5	16.5	5.6	-33.3

<sup>3</sup> The table shows the percentages of those who answered the question.

<sup>4</sup> The approval rating is the sum of the percentages agreeing (and strongly agreeing) with the statement minus the percentages disagreeing (and strongly disagreeing).

## 3.2 Individual scenario questionnaires

A total of 461 scenario-specific questionnaires<sup>5</sup> were completed, covering nine of the ten scenarios in *Wrecked West* (Table 3-5), Alice being the one scenario that was not seen. *Steve* and *Emma* were the most popular. As a linked pair, they were often used in the same presentation. Daz, Kelly and Sarah were each observed only once.

**Table 3-5: Nos of questionnaires by scenario**

Scenario	No
Steve	93
Emma	77
Lucy	72
John	59
Shannon	58
Matt	40
Daz	24
Kelly	24
Sarah	14
Alice	0
<b>Total</b>	<b>461</b>

### 3.2.1 Steve

#### Synopsis

The drinking pedestrian deserted by his friends late at night was crossing the road using his mobile when he was hit by a car (driven by Emma).

#### Sessions evaluated

Establishment	Area	Audience	Size	Deliverer	Date
Weston College (SW Skills Campus)	NE Som	Bricklayers	25	Ben Pugh-Jones (Avon FRS)	14 Dec 2011
Weston College (Main Campus)	NE Som	Level 1 Extension Studies	22	Ben Pugh-Jones (Avon FRS)	14 Dec 2011
Beechen Green Sec Sch	S Gloucs	Year 11	23	Garrad Bailey	5 Jan 2012
Youth Service (Excluded students)	S Gloucs	Year 11	8	Pam Williams	19 Jun 2012
Beechen Cliff School Bath	BANES	Sixth Form Conference	15	Katie Coles / Fi Capener	9 Jul 2012
<b>Total</b>			<b>93</b>		

#### Results

Most (65%) thought that Steve was mostly to blame and could have done most to prevent the accident (56%). Almost three-quarters (74%) thought that his friends deserved some blame and a third (34%) considered they could have done most to prevent the accident.

<sup>5</sup> Many students completed more than one questionnaire. As not all students entered their names on all questionnaires, the exact number of students who completed the 461 questionnaires remains unknown.

The worst consequence of the accident was thought to be Steve not being able to walk without crutches (64%), a much greater proportion than Steve not being able to work (17%).

Self-help measures such as drinking less alcohol (38%) and getting friends to look after each other (23%) were considered to be the better ways of preventing such accidents than engineering or legal countermeasures.

### 3.2.2 Emma

#### Synopsis

The car driver who hit the pedestrian (Steve) late at night after working a long shift.

#### Sessions evaluated

Establishment	Area	Audience	Size	Deliverer	Date
Brimsham Green Sec Sch	S Gloucs	Year 11	26	Pam Williams	5 Jan 2012
Brimsham Green Sec Sch	S Gloucs	Year 11	23	Garrad Bailey	5 Jan 2012
Brimsham Green Sec Sch	S Gloucs	Year 11	28	Steve Harding	5 Jan 2012
<b>Total</b>			<b>77</b>		

#### Results

As with the previous scenario, the pedestrian (Steve) was considered to be was mostly to blame (71%). Almost three-quarters (72%) thought that his friends deserved some blame. Unlike the previous scenario, a slightly higher proportion considered that the friends could have done most to prevent the accident (44%) than the pedestrian himself (39%).

Once again, the injuries suffered by the pedestrian were judged to be the worst consequence (61%).

Self-help measures such as drinking less alcohol (43%) and getting friends to look after each other (36%) were considered to be the better ways of preventing such accidents than any actions by the driver.

### 3.2.3 Matt

#### Synopsis

Matt took a phone call from his boss whilst driving and collided with a pedestrian.

#### Sessions evaluated

Establishment	Area	Audience	Size	Deliverer	Date
The Grange School	S Gloucs	Year 12	20	Pam Williams	10 Feb 2012
The Grange School	S Gloucs	Year 12	20	Steve Harding	10 Feb 2012
<b>Total</b>			<b>40</b>		

#### Results

Most respondents (50%) thought that Matt deserved **most** of the blame for what happened. Slightly fewer (43%) thought that Matt's boss deserved **some** of the blame. Most (60%) thought that the pedestrian was blameless.

In line with the above results, three-quarters (77%) thought that Matt could have done most to prevent the accident from happening.

The worst consequence was considered to be the trauma suffered by the pedestrian and child (53%) followed by the penalties incurred by Matt (33%). The best method of prevention was for Matt not to use his mobile whilst driving (63%).

### 3.2.4 Lucy

#### Synopsis

She was persuaded to drive her car with more passengers than there were seat belts. She was distracted and ran into the back of the car in front causing her best friend to suffer severe facial injuries.

#### Sessions evaluated

Establishment	Area	Audience	Size	Deliverer	Date
Brimsham Green Sec Sch	S Gloucs	Year 11	25	Pam Williams	5 Jan 2012
The Grange School	S Gloucs	Year 12			
Somervale/Norton Hill/Oldfield 0900	BANES	6 <sup>th</sup> Form Conference	5	Katie Coles/ Fi Capener	11 Jul 2012
Somervale/Norton Hill/Oldfield 1045	BANES	6 <sup>th</sup> Form Conference	17	Katie Coles/ Fi Capener	11 Jul 2012
Chew Valley/Wellsway 1045	BANES	6 <sup>th</sup> Form Conference	25	Katie Coles/ Fi Capener	11 Jul 2012
<b>Total</b>			<b>72</b>		

#### Results

Two-thirds of respondents (66%) thought that Lucy was mostly to blame for the accident and a higher proportion (88%) thought she could have done most to prevent the accident. Two-thirds (69%) adjudged that her passengers deserved some blame.

The effects of the injuries to Lucy's friend (57%) and Lucy's feelings of guilt about them (23%) were considered to be the worst consequences of the accident. Ensuring that there are no more people in the car than available seat belts (53%) was seen as the best method of preventing such accidents in the future.

### 3.2.5 John

#### Synopsis

Having spent the afternoon smoking cannabis, he was persuaded by his friends to drive to get some pizzas. He was stopped by the police because of a faulty light.

#### Sessions evaluated

Establishment	Area	Audience	Size	Deliverer	Date
Weston College SW Skills Campus	N Som	Bricklayers	26	Ben Pugh-Jones	14 Dec 2011
The Grange School	S Gloucs	Year 12	17	Pam Williams	10 Feb 2012
The Grange School	S Gloucs	Year 12	16	Steve Harding	10 Feb 2012
<b>Total</b>			<b>59</b>		

## Results

Over half the sample (53%) thought that John deserved most of the blame for the incident and a similar proportion (59%) thought that his friends deserved some of the blame. Three-quarters (76%) thought that John could have done most to prevent the incident.

John losing his licence was seen as the worst consequence (47%) followed by his conviction for driving under the influence of drugs (40%). Never smoking weed (44%) and never smoking it when likely to drive (33%) were seen as the best countermeasures.

### 3.2.6 Shannon

#### Synopsis

Her boyfriend was always speeding and eventually got detected by a safety camera and was convicted.

#### Sessions evaluated

Establishment	Area	Audience	Size	Deliverer	Date
Beechen Cliff Sch/ Ralph Allen/ Hayfield	BANES	6 <sup>th</sup> Form Conference	38	Katie Coles / Fi Capener	8 Jul 2012
Chew Valley Sch/Wellsway	BANES	6 <sup>th</sup> Form Conference	9	Katie Coles / Fi Capener	10 Jul 2012
Somervale Sch /Norton/Oldfield	BANES	6 <sup>th</sup> Form Conference	11	Katie Coles / Fi Capener	11 Jul 2012
<b>Total</b>			<b>58</b>		

## Results

Although her boyfriend was considered to deserve all (40%) or most (51%) of the blame, over half the respondents (52%) considered that Shannon deserved some blame. Only a slightly smaller proportion (40%) considered that her boyfriend's parents deserved some blame, despite their not featuring in the scenario.

Almost all respondents (95%) considered that her boyfriend could have done most to prevent his detection by the speed camera. Although the threat of losing his licence if caught again was seen as the worst consequence (76%), making the loss of licence automatic after only one offence was not seen as a particularly good way of preventing such incidents in the future. Instead the responsibility was seen as lying with her boyfriend deciding to drive more slowly (78%) and to a lesser extent (17%) with Shannon refusing to go in his car.

### 3.2.7 Daz

#### Synopsis

Daz, a scooter rider, was overtaking a line of vehicles near a junction when he collided with a car driven by Kelly.

**Sessions evaluated**

Establishment	Area	Audience	Size	Deliverer	Date
Brimsham Green Sch	S Gloucs	Year 11	24	Garrad Bailey	8 Dec 2011

**Results**

With only 24 responses, the sample was too small to allow any meaningful analysis.

**3.2.8 Kelly****Synopsis**

Kelly was intimidated by another car driver and ended up in a collision with a scooter ridden by Daz.

**Sessions evaluated**

Establishment	Area	Audience	Size	Deliverer	Date
Brimsham Green Sch	S Gloucs	Year 11	24	Garrad Bailey	8 Dec 2011

**Results**

With only 24 responses, the sample was too small to allow any meaningful analysis.

**3.2.9 Sarah****Synopsis**

She backed her car out of her drive after drinking heavily the night before

**Sessions evaluated**

Establishment	Area	Audience	Size	Deliverer	Date
Kings Oak School	S Gloucs	Year 11	14	Pam Williams	7 Mar 2012

**Results**

With only 14 responses, the sample was too small to allow any meaningful analysis.

### 3.2.10 Detailed Tables

#### Steve

How much blame did each of the involved parties deserve?

Participant	percentage			
	All	Most	Some	None
Steve	6.5	65.2	28.3	0
His friends	4.4	18.7	74.2	1.1
The car driver	4.3	26.1	64.1	5.4

Who could have done most to prevent the accident?

	No	%
Steve	50	55.6
His friends	31	34.4
The car driver	9	9.7
Total	90	100.0

What do you think was the worst consequence of the accident?

Consequence	percentage				
	Worst	2	3	4	Least bad
Steve not being able to walk without crutches	64.1	7.6	8.7	109	8.7
Steve not being able to work	16.9	37.1	21.3	19.1	5.6
The effects on the car driver, loss of confidence, feeling guilty	14.8	31.8	20.5	26.1	6.8
Steve not being able to play football	10.5	8.1	17.4	14.0	50.0
The friends feeling guilty about not looking after Steve	3.4	13.8	33.3	32.2	17.2

What do you think would be the best way of preventing such accidents in the future?

Ways of preventing such accidents in the future	percentage				
	Best	2	3	4	Worst
People drinking less	37.8	27.8	11.1	10.0	13.3
Getting friends to look after each other	23.3	18.9	14.4	22.2	21.1
Installing more safe crossing points near pubs / clubs	21.3	28.1	22.5	10.1	18.0
Putting a lower speed limit on city streets at night	15.7	27.0	22.5	21.3	13.5
Keeping cars out of heavily-used pedestrian areas	9.0	10.1	21.3	30.3	29.2

Emma

How much blame did each of the involved parties deserve?

Participant	percentage			
	All	Most	Some	None
Emma	6.5	10.4	68.8	14.3
The pedestrian	6.6	71.1	17.1	5.3
The friends of pedestrian	1.3	20.0	72.0	6.7

Who could have done most to prevent the accident?

	No	%
Emma	13	16.9
The pedestrian	30	39.0
The friends of pedestrian	34	44.2
Total	77	100.0

What do you think was the worst consequence of the accident?

Consequence	percentage				
	Worst	2	3	4	Least bad
The severe injuries suffered by the pedestrian	60.5	14.5	9.2	2.6	13.2
Emma's feelings of guilt about the injuries to the pedestrian	16.0	37.3	32.0	13.3	1.3
Emma being breathalysed by the police	12.0	2.7	6.7	21.3	57.3
Emma losing confidence in her driving ability	10.7	32.0	42.7	6.7	8.0
Emma being questioned by the police	2.6	11.8	13.2	51.3	21.1

What do you think would be the best way of preventing such accidents in the future?

Ways of preventing such accidents in the future	percentage				
	Best	2	3	4	Worst
The pedestrian drinking less	42.7	21.3	16.0	9.3	10.7
The friends of the pedestrian looking after each other	36.0	25.3	18.7	12.0	8.0
Emma not driving so fast	12.0	13.3	25.3	26.7	22.7
Emma not driving whilst tired	11.8	25.0	26.3	21.1	15.8
Emma not working long shifts	9.3	8.0	20.0	25.3	37.3

## Lucy

How much blame did each of the involved parties deserve?

Participant	percentage			
	All	Most	Some	None
Lucy	9.5	65.5	25.0	0.0
Passengers in Lucy's car	3.4	24.8	69.2	2.6
Driver of car in front	0.0	1.8	15.0	83.2

Who could have done most to prevent the accident?

	No	%
Lucy	104	88.1
Passengers in Lucy's car	14	11.9
Driver of car in front	0	0.0
Total	118	100.0

What do you think was the worst consequence of the accident?

Consequence	percentage				
	Worst	2	3	4	Least bad
Effect of injuries upon behaviour / lifestyle of friend	57.4	17.4	11.3	2.6	11.3
Lucy's guilt about effects of injuries to friend	22.7	40.0	14.5	18.2	4.5
Court case , fine and points on Lucy's licence	13.5	14.4	18.0	36.0	18.0
Lucy's loss of confidence in her driving	10.0	12.7	35.5	13.6	28.2
Cost of repair to Lucy's car which insurance company wouldn't cover	5.5	11.9	19.3	29.4	33.9

What do you think would be the best way of preventing such accidents in the future?

Ways of preventing such accidents in the future	percentage				
	Best	2	3	4	Worst
Ensuring there are no more people in car than available seatbelts	53.4	21.6	14.7	4.3	6.0
Everyone wearing their seat belt	29.6	39.1	20.0	10.4	0.9
Lucy concentrating on her driving	14.0	18.4	34.2	24.6	8.8
More publicity about legal number of passengers allowed in cars	8.0	13.4	19.6	31.3	27.7
Driver of car in front not stopping suddenly	5.4	6.3	8.9	25.9	53.6

## John

How much blame did each of the involved parties deserve?

Participant	percentage			
	All	Most	Some	None
John	18.6	52.5	27.1	1.7
His friends	6.8	27.1	59.3	6.8
Others	2.1	8.5	25.5	63.8

Who could have done most to prevent the accident?

	No	%
John	44	75.9
His friends	11	19.0
The person who sold John his car	3	5.2
Total	58	100.0

What do you think was the worst consequence of the accident?

Consequence	percentage				
	Worst	2	3	4	Least bad
John losing his licence	47.4	24.6	15.8	1.8	10.5
John being convicted of driving under the influence of drugs	39.7	29.3	19.0	6.9	5.2
The reactions of John's parents	14.3	10.7	8.9	30.4	35.7
His friends feeling guilty about persuading him to drive	8.8	8.8	7.0	40.4	35.1
John being arrested and taken to police station	5.3	28.1	43.9	12.3	10.5

What do you think would be the best way of preventing such accidents in the future?

Ways of preventing such accidents in the future	percentage				
	Best	2	3	4	Worst
Never smoking weed	43.9	15.9	14.0	3.5	22.8
Never smoking weed when likely to drive	32.8	37.9	12.1	15.5	1.7
Not giving in to pressure from others to do something risky	22.8	26.3	38.6	8.8	3.5
Checking that all car lights work before setting off	21.1	8.8	10.5	33.3	26.3
Driving more carefully after smoking weed	7.0	10.5	14.0	26.3	42.1

### Shannon

How much blame did each of the involved parties deserve?

Participant	percentage			
	All	Most	Some	None
Shannon	0.0	7.1	51.8	41.1
Her boyfriend	40.4	50.9	8.8	0.0
Her boyfriend's parents	0.0	0.0	39.6	60.4

Who could have done most to prevent the accident?

	No	%
Shannon	3	5.3
Her boyfriend	54	94.7
Her boyfriend's parents	0	0.0
Total	57	100.0

What do you think was the worst consequence of the accident?

Consequence	percentage				
	Worst	2	3	4	Least bad
The threat of losing the driving licence if caught again	75.9	11.1	7.4	0.0	5.6
The effect of the offence on the insurance premium	12.8	30.8	30.8	25.6	0.0
The effect on the relationship between Shannon and her boyfriend	11.9	31.0	19.0	16.7	21.4
The reaction of the parents of the boyfriend	7.7	2.6	10.3	33.3	46.2
The cost of the fine	5.1	20.5	33.3	20.5	20.5

What do you think would be the best way of preventing such accidents in the future?

Ways of preventing such accidents in the future	percentage				
	Best	2	3	4	Worst
The boyfriend deciding to drive at lower speeds	77.8	5.6	13.0	1.9	1.9
Shannon refusing to go in the car	16.3	44.9	16.3	14.3	8.2
Making the loss of licence automatic after only one offence	12.5	16.7	16.7	27.1	27.1
The boyfriend's parents telling him to slow down	6.3	8.3	18.8	27.1	39.6
Shannon telling her boyfriend to slow down	4.3	21.3	31.9	25.5	17.0

### Matt

How much blame did each of the involved parties deserve?

Participant	percentage			
	All	Most	Some	None
Matt	27.5	50.0	17.5	5.0
Matt's boss	2.5	27.5	42.5	27.5
The pedestrian	0.0	15.4	23.1	61.5

Who could have done most to prevent the accident?

	No	%
Matt	30	76.9
Matt's boss	6	15.4
The pedestrian	3	7.7
Total	39	100.0

What do you think was the worst consequence of the accident?

Consequence	percentage				
	Worst	2	3	4	Least bad
Trauma suffered by pedestrian and child	52.5	15.0	10.0	10.0	12.5
Fine, points and licence ban	32.5	30.0	25.0	5.0	7.5
Whiplash injury to Matt	7.5	27.5	30.0	25.0	10.0
Cost of repair to Matt's car	7.5	20.0	25.0	27.5	20.0
Damage to Matt's car	2.5	5.0	10.0	32.5	50.0

What do you think would be the best way of preventing such accidents in the future?

Ways of preventing such accidents in the future	percentage				
	Best	2	3	4	Worst
Matt not using his mobile whilst driving	62.5	15.0	12.5	10.0	0
Matt's boss providing his staff with hands-free kits	20.0	32.5	25.0	15.0	7.5
Matt's boss ending phone call as soon as he knows Matt's driving	10.0	40.0	27.5	15.0	7.5
More publicity about how police can detect phone use whilst driving	5.0	5.0	7.5	12.5	70.0
Prosecuting bosses that ask employees to use mobiles when driving	0.0	7.5	27.5	50.0	15.0

## 4 The delivery of *Wrecked* and what is being done well / not so well by presenters

This part of the research consisted of two main elements:

- The research team attending sessions at which elements of *Wrecked* were delivered
- Canvassing the views of users and potential users of *Wrecked*

### 4.1 Attendance at *Wrecked* sessions

The original plan was to observe three sessions in each of the three local authorities. It became clear quite soon into the evaluation that this target could not be achieved due to the low frequency of the delivery of *Wrecked*. Other problems included staff illness, short notice cancellation of sessions by schools and budget cuts leading to staff being unavailable to deliver *Wrecked*.

At a progress meeting held on 8 February 2012, it was therefore agreed that:

- all known sessions should be attended, irrespective of local authority, and
- the data collection period be extended until the end of the Summer Term 2012

Over a seven-month period, the research team attended the following sessions at which elements of *Wrecked* were delivered.

Date	Local Authority	Venue	No of sessions observed
8/12/11	S Gloucestershire	Brimsham Green School	4
14/12/11	North Somerset	Weston College	3
5/1/12	S Gloucestershire	Brimsham Green School	3
9/3/12	Somerset	Safe Driver Yeovil	1
9/7/12	BANES	Beechen Cliff School	2
<b>Total</b>			<b>13</b>

### 4.2 Review of *Wrecked* sessions

A short Observation Sheet (Appendix 3) was devised to review each of the sessions attended.

All the deliverers we observed performed satisfactorily and most showed themselves to be excellent communicators with this age group. The following key points emerged from this review.

- 1 *The purpose of the session was always outlined clearly at the beginning.* It is perhaps better to do so in terms of talking about road safety, rather than the more formal “I am here to deliver a session on road safety”
- 2 *An ice-breaker, usually based on knowledge of common alcoholic drinks, was used by most presenters.* It normally took just two to three minutes. In one session, it lasted eight minutes.
- 3 *The ground rules of PSHE discussions in terms of valuing the opinions of others etc were outlined and agreed.* In one instance, establishing the ground rules acted as an ice-breaker.

- 4 *The room layouts varied widely*, from tables allowing naturally for group discussion to chairs placed against the rear of the classroom walls. It was rare for the furniture to be moved by the presenters, although it would have been possible (and valuable) to do so on several occasions.
- 5 *The audience was rarely split into small groups for discussion*. As a result, some or many members of the audiences could avoid contributing to the discussion. Some speakers attempted to combat this by deliberately selecting non-participating members of the audience to answer particular questions.
- 6 *Sometimes the timings of the lesson plan were based upon the nominal length of the lesson rather than taking into account the realities of school life*. On occasion, up to ten minutes of the available time was lost, through no fault of the presenters. Their plans need to be flexible enough to cope with such situations.
- 7 *Active learning techniques were used extensively by only one set of presenters*. Whilst they produced a “buzz” and a whole audience involvement which was generally absent from other sessions, they did require extensive preparation as well as two presenters. The time and resources required may not always be available.

### 4.3 The views of actual and potential users of Wrecked

A list of individuals (and their contact details) who were known to be aware of *Wrecked* (including those who were believed to have delivered it) was provided to us. Attempts were made to contact these individuals by telephone, e-mail or, in a few cases, face-to-face interviews.

The overall response to *Wrecked* was extremely positive. Some examples of their views are presented below, grouped according to their job roles.

#### 4.3.1 Views of FRS staff and police officers

Telephone interviews were held with four members of Avon FRS and four members (including three PCSOs) of Avon and Somerset Police. The interviews were conducted during November and December 2011.

In the main, the FRS staff were extremely positive about *Wrecked*. All had delivered it at least once. Comments included:

*I think it's fantastic. A lot of thought seems to have gone into it. I like the idea that you can't see the faces, so it could be anyone. I like the idea that is local accents and that you can get different sides of the story. It's easy to use.*

*The scenarios work well because of relevance. The resource is flexible is to use. It worked very well, as long as you have got group participation it works very well. You are always going to get kids who don't want to get involved and just want to sit back, but I find if you approach them then everyone can get involved.*

*Rated very highly the discussion based approach, the range of road safety topics to choose from and that the resource was appropriate for use with different types and sizes of audience. Overall found the resource very easy to use.*

*Normally deliver Roadskills. Wrecked is very much into the consequences; it explores that in greater detail than Roadskills. The difference is that Roadskills has got some hard impacting videos and stuff. no involvement at all of the Emergency Services, no mention at all. I think it is a slightly negative aspect of Wrecked. It's obviously different to Roadskills, but I think that there should be just a little bit about*

*how you are cut from your car. Could have the Police knocking on someone's door, or the paramedics attending.*

The PCSOs who were contacted had not yet had any experience of delivering *Wrecked*; one commented *I don't even know what Wrecked West is*. The other two were aware of it and hoped to use it during the Spring or Summer Terms 2012. They were, however, aware of the uncertainty surrounding their future roles, as a result of financial cuts.

The fourth police officer was part of the Youth Offending Team and had used *Wrecked* on a one-to-one basis with offenders in their homes.

*It's straight forward and very easy to use. The strength of it is that it is not shock horror. Better to leave it open ended as there are more discussion point. It's very well thought out. It can be used with groups and adapted. Some individuals get it very quickly and others take longer but it can be adapted to the individual.*

A civilian member of the Youth Offending Team had also used it on a one-to-one basis with young offenders. She rated highly the range of topics to choose from but was slightly less impressed by the absence of horror, the discussion-based approach and the local accents of the characters.

#### **4.3.2 Views of teachers who had observed the delivery of *Wrecked***

Several teachers had observed presentations by road safety staff who were taking a PSHE training course. With an audience of Year 12 and 13 students, a teacher commented:

*The students certainly ended up with a wider appreciation of the different elements that can cause an accident. It shook them out of their stereotypes, and gave them all a way into discussing the issues and thought about what they would do / say in a similar situation.*

*We would certainly have them [the RSOS] back. This worked really well and a great deal of its success was due to the skill of the trainers who were able to apply active learning techniques to the resources, ie in the warm ups/ grouping for discussion etc.*

Another teacher commented on how the success of the observed session led to follow-up work.:

*It was intended to be used as a standalone session, however due to the age of the students and interest they showed in the project further discussions and activities were used in tutorials. The students gained an awareness of the causal factors which can lead to a road traffic accident and the wider resulting consequences. Many of the students are thinking about or have begun learning to drive therefore I will definitely use *Wrecked* with future groups to raise awareness of the impact/ effect road traffic accidents can have on everyone involved and the short term and long term effects.*

#### **4.3.3 Views of teachers who had delivered *Wrecked***

In one school, four members of staff had delivered *Wrecked* to all 200 Year 11 students as part of a scheme of work on drugs and safety issues. The scenarios used were Steve, Emma and Shannon. It caused students to reflect on their own behaviour when out partying with friends. In terms of the benefits gained by the students, the Head of Department commented:

*It also raised the issues around learning to drive and the importance of taking responsibilities as a driver seriously. For example, we compared the cost of staying in a B&B versus going home one night and potentially killing someone due to intoxication or tiredness. It was perfect for the session we ran. We will use it again.*

A tutor at South Bristol College had used *Wrecked* as part of their Road Safety Week. She commented:

*I think Wrecked West is a great resource and I often champion it to my colleagues. I am encouraging them to use it more frequently as I feel the variety of stories and different types of vehicle users is really useful for the young people we work with. A lot of road safety resources are aimed specifically at Car drivers so I think Wrecked West fills that gap brilliantly. I like that the crashes are not horrific although I don't think including an accident with more severe consequences would be derogatory to the resource. Overall I think it's great and I will definitely endeavour to integrate it into our workshops.*

Having used *Wrecked* in a school Road Safety Week, the teacher involved commented: *The clips went down extremely well and were much better than the usual more theory-based material. Would definitely use again.*

#### **4.3.4 Rating of features**

Many of the above respondents also rated 11 key features of *Wrecked*. They were:

- “Headless” characters talking
- Range of road safety topics to choose from
- Paired scenarios / both points of view
- Emphasis on non-fatal crashes / absence of horror
- Discussion-based approach
- Local accent of characters
- Appropriate for use with different types and sizes of audiences
- Flexibility of approach
- Overall ease of use
- Tutorial videos
- Discussion Guides

In general, respondents rated all features extremely highly. The “Headless” characters talking and their local accents were marked down slightly by a minority of respondents.

The absence of horror / emphasis on non-fatal crashes was normally rated extremely highly. However, three respondents considered that this age group needed some horror and/or mention of fatal accidents. As one teacher was reported as saying, “It’s good but there’s not enough blood and guts.” A road safety officer commented “In not addressing fatal road accidents, it fails to reflect real life ...” A member of Avon FRS felt strongly that the work of the emergency services needed to be included.

The belief that fear is an essential factor in effective propaganda is widespread but not confirmed by research. An evaluation of *Safe Drive Stay Alive*, a widely-used presentation, reported that although it had some emotional impact on students during the

presentation, its effectiveness was short-term and limited to some but not all psychological factors.<sup>6</sup>

---

<sup>6</sup> Symons Dawn et al (2008) An evaluation of the Safe Drive Stay Alive (SDSA) road safety presentation for pre-drivers. Havering, 2007. London: Synovate. A report to London Road Safety Unit 2008. [www.tfl.gov.uk/assets/downloads/evaluation-safe-drive-stay-alive-presentation-pre-drivers-havering-2007.pdf](http://www.tfl.gov.uk/assets/downloads/evaluation-safe-drive-stay-alive-presentation-pre-drivers-havering-2007.pdf)

## 5 Looking to the future - understanding the best course of action to keep messages in young people's minds

This final section of the report uses the results obtained to discuss options for the future use and development of *Wrecked* within the West of England Road Safety Partnership.

The results of the evaluation suggested that:

- teachers and other deliverers rated *Wrecked* very highly
- audiences reported that *Wrecked* heightened their awareness of the personal and legal consequences of road accidents and the role of individual responsibility to prevent their future occurrence. These effects were also noticed in their responses to the individual scenario questionnaires.

It is therefore recommended that the use of *Wrecked* be continued and expanded across the Partnership. Several factors will influence its continued and expanded use.

### 5.1 External factors

Two issues of prime relevance to the future of *Wrecked* are:

- Cuts in funding within local authorities
- Changes to the structure and content of PSHE in secondary schools

How and to what extent any future cuts in funding affect the future of *Wrecked* depend, to some extent, on the priority assigned to delivering road safety education to pre-drivers. *Wrecked* is not the only resource used; mention has been made of resources such as *Roadskills* and *For My Girlfriend*. It might be helpful if, in this context, the Partnership decided that *Wrecked* was the preferred resource to be delivered to this age group.

Changes to the structure and content of PSHE in secondary schools have not yet been announced. A review was launched in July 2011. No further news was available on the DfE website at the time of writing.<sup>7</sup>

### 5.2 Target age group

*Wrecked* is marketed as being aimed at the 16-25 year age group. As far as we are aware, however, its use so far has been within the 16-19 year age group.

Once students leave full-time education, it becomes increasingly difficult to target them with road safety messages. It may be appropriate to consider concentrating exclusively on the pre-driver age groups.

Becoming a safe road user requires the acquisition of a wide range of skills. Their needs include the gaining of relevant skills, knowledge and attitudes. An individual's behaviour on the road is largely self-enforcing. So wanting to behave safely has to be a key part of their convictions and beliefs.

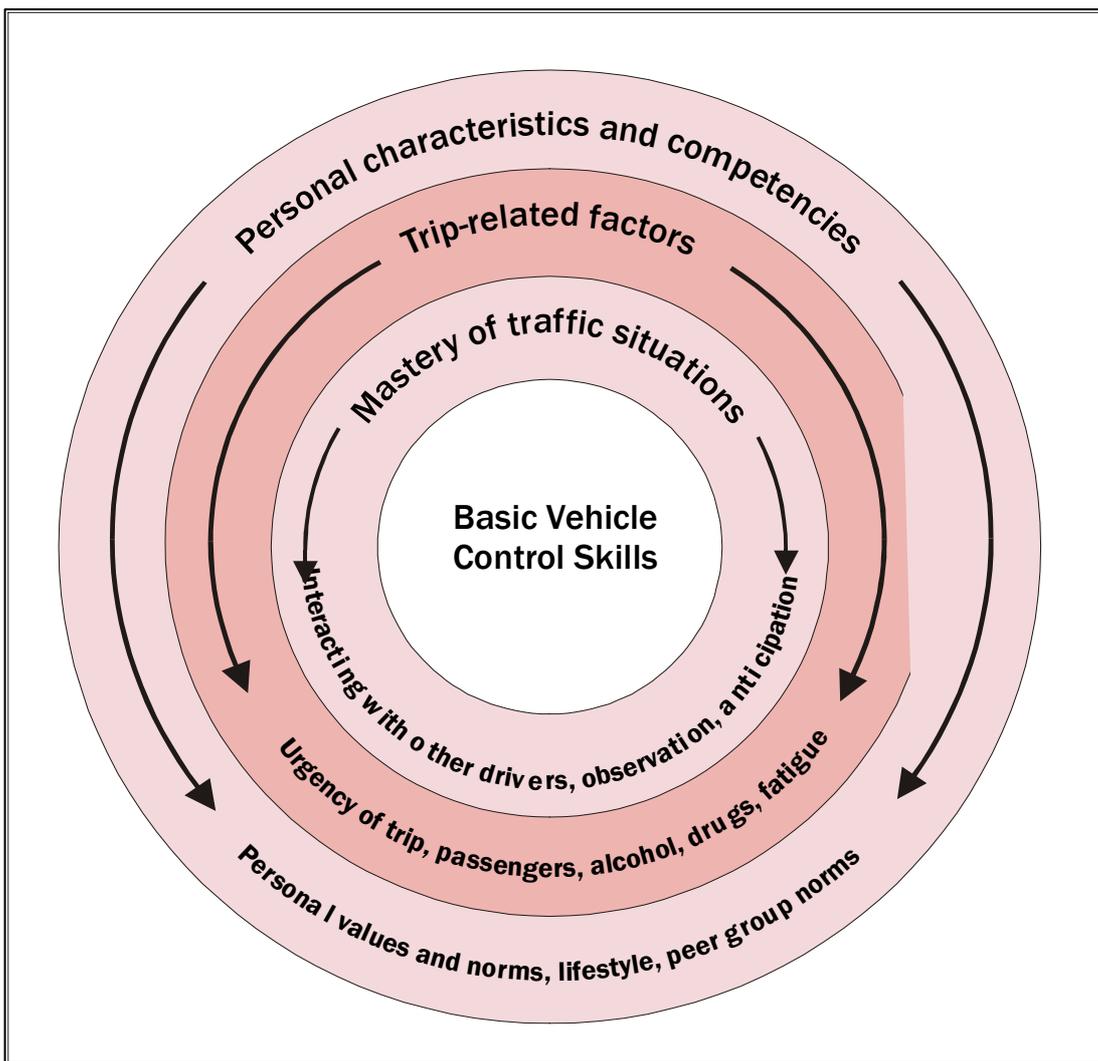
---

<sup>7</sup> [www.education.gov.uk/inthenews/inthenews/a00192561/review-of-pshe-education](http://www.education.gov.uk/inthenews/inthenews/a00192561/review-of-pshe-education)

The *Goals for Driver Education*<sup>8</sup> is a model that identifies and describes the four levels required of a skilled driver – from basic control skills, through mastering traffic situations, to trip-related factors that can influence performance, and finally to personal characteristics and competencies. Despite the name, the principles apply equally to learning to ride and, with only a little modification, to being a safe pedestrian.

The input provided by *Wrecked* concentrates on those personal characteristics and competencies which have an over-arching influence on all other skills required to be a safe driver. It is appropriate that these characteristics and competencies be acquired prior to the acquisition of basic vehicle control skills. For that reason, it may well be appropriate to concentrate the delivery of *Wrecked* to the 16-19 year age group.

**Figure 5-1: Goals for Driver Education**



### 5.3 Delivery of *Wrecked*

Ideally, *Wrecked* should be delivered by the teachers themselves. We have found considerable evidence that teachers can use it successfully and promote its use to their colleagues.

<sup>8</sup> [http://media.freeola.com/other/23050/howtoteachthegde-matrix\\_1.pdf](http://media.freeola.com/other/23050/howtoteachthegde-matrix_1.pdf)

We are also aware that many teachers prefer road safety education to be delivered by outside speakers for reasons that include convenience, lack of confidence in their ability to deliver it successfully, and their belief that students benefit from listening to outside speakers.

With the loss of PSHE advisers, it may be useful to try to make more use of those teachers who have used it successfully to act as champions. In addition, specific examples of how *Wrecked* has been integrated into the PSHE curriculum or used in collapsed timetable days could be provided.

Aside from teachers, *Wrecked* has been successfully delivered by both road safety and FRS personnel. When questioned, PCSOs had not used it but that situation may have changed in the last few months. Much will depend upon the availability of trained staff to deliver *Wrecked* in the future. In turn, this will depend, in part upon the priority given to delivering road safety education and *Wrecked* in particular to pre-drivers.

In our opinion, *Wrecked* is a valuable addition to the library of road safety resources for pre-drivers and its use should be continued and expanded wherever possible.

## 6 Appendices

### 6.1 Appendix I – Scenario Questionnaires

- Alice
- Daz
- Emma
- John
- Kelly
- Lucy
- Matt
- Sarah
- Shannon
- Steve

NB: For ease of copying, each questionnaire has been printed 2-up on an A4 page.

**ALICE – knocked off her bike whilst riding to college**

First name: ..... Last name: .....

Now you have listened to Alice, how much blame did you think each person deserved? (Please tick one box for each person)

	All	Most	Some	None
Alice				
The lorry driver				
Engineer who designed the road				

Who could have done **most** to prevent the accident? (Tick one box)

Alice	
The lorry driver	
The engineer who designed the road	

What do you think was the **worst** consequence of the accident? (Please rank from 1 - 5 with 1 being the **worst**)

Damage to Alice's bike	
Alice's loss of confidence in cycling in traffic	
Increased costs of getting to / from college	
Injuries suffered by Alice	
Reaction of the lorry driver's boss	

If you can think of a **worse** consequence, please write it here

What do you think would be the **best** way of preventing such accidents in the future? (Please rank from 1 - 5 with 1 being the **best**)

Alice checking that she can always see wing mirrors of vehicles	
Alice always hanging back behind large vehicles	
Making sure drivers are more aware of cyclists	
Lorries having larger / more wing mirrors	
Lorries never encroaching into cycle lanes	

If you can think of a **better** way, please write it here

Many thanks for your help

**ALICE – knocked off her bike whilst riding to college**

First name: ..... Last name: .....

Now you have listened to Alice, how much blame did you think each person deserved? (Please tick one box for each person)

	All	Most	Some	None
Alice				
The lorry driver				
Engineer who designed the road				

Who could have done **most** to prevent the accident? (Tick one box)

Alice	
The lorry driver	
The engineer who designed the road	

What do you think was the **worst** consequence of the accident? (Please rank from 1 - 5 with 1 being the **worst**)

Damage to Alice's bike	
Alice's loss of confidence in cycling in traffic	
Increased costs of getting to / from college	
Injuries suffered by Alice	
Reaction of the lorry driver's boss	

If you can think of a **worse** consequence, please write it here

What do you think would be the **best** way of preventing such accidents in the future? (Please rank from 1 - 5 with 1 being the **best**)

Alice checking that she can always see wing mirrors of vehicles	
Alice always hanging back behind large vehicles	
Making sure drivers are more aware of cyclists	
Lorries having larger / more wing mirrors	
Lorries never encroaching into cycle lanes	

If you can think of a **better** way, please write it here

Many thanks for your help

**DAZ – riding his scooter**

First name: ..... Last name: .....

Now you have listened to Daz, how much blame did you think each person deserved? (Please tick one box for each person)

	Level of blame			
	All	Most	Some	None
Daz				
Kelly				
The car driver behind Kelly				

Who could have done **most** to prevent the accident? (Tick one box)

Daz	
Kelly	
The car driver behind Kelly	

What do you think was the **worst** consequence of the accident? (Please rank from 1 - 5 with 1 being the **worst**)

Kelly losing confidence in her driving ability	
Kelly being traumatised by the crash	
Kelly's feeling of guilt about the injuries to the rider	
The injuries suffered by the rider	
The damage to the scooter	

If you can think of a **worse** consequence, please write it here

What do you think would be the **best** way of preventing such accidents in the future? (Please rank from 1 - 5 with 1 being the **best**)

Kelly learning not to be intimidated by other drivers	
Other driver not driving so close to Kelly	
Kelly double-checking for traffic before turning	
The scooter rider not overtaking a line of traffic near a junction	
Scooter riders not derestricting their machines	

If you can think of a **better** way, please write it here

Many thanks for your help

**DAZ – riding his scooter**

First name: ..... Last name: .....

Now you have listened to Daz, how much blame did you think each person deserved? (Please tick one box for each person)

	Level of blame			
	All	Most	Some	None
Daz				
Kelly				
The car driver behind Kelly				

Who could have done **most** to prevent the accident? (Tick one box)

Daz	
Kelly	
The car driver behind Kelly	

What do you think was the **worst** consequence of the accident? (Please rank from 1 - 5 with 1 being the **worst**)

Kelly losing confidence in her driving ability	
Kelly being traumatised by the crash	
Kelly's feeling of guilt about the injuries to the rider	
The injuries suffered by the rider	
The damage to the scooter	

If you can think of a **worse** consequence, please write it here

What do you think would be the **best** way of preventing such accidents in the future? (Please rank from 1 - 5 with 1 being the **best**)

Kelly learning not to be intimidated by other drivers	
Other driver not driving so close to Kelly	
Kelly double-checking for traffic before turning	
The scooter rider not overtaking a line of traffic near a junction	
Scooter riders not derestricting their machines	

If you can think of a **better** way, please write it here

Many thanks for your help

**EMMA – driving home late at night**

First name: ..... Last name: .....

Now you have listened to Emma, how much blame did you think each person deserved? (Please tick one box for each person)

	Level of blame			
	All	Most	Some	None
Emma				
The pedestrian				
The friends of the pedestrian				

Who could have done **most** to prevent the accident? (Tick one box)

Emma	
The pedestrian	
The friends of the pedestrian	

What do you think was the **worst** consequence of the accident? (Please rank from 1 - 5 with 1 being the **worst**)

Emma being breathalysed by the police	
Emma being questioned by the police	
Emma losing confidence in her driving ability	
Emma's feelings of guilt about the injuries to the pedestrian	
The severe injuries suffered by the pedestrian	

If you can think of a **worse** consequence, please write it here

What do you think would be the **best** way of preventing such accidents in the future? (Please rank from 1 - 5 with 1 being the **best**)

Emma not driving whilst tired	
Emma not working long shifts	
Emma not driving so fast	
The pedestrian drinking less	
The friends of the pedestrian looking after each other	

If you can think of a **better** way, please write it here

Many thanks for your help

**EMMA – driving home late at night**

First name: ..... Last name: .....

Now you have listened to Emma, how much blame did you think each person deserved? (Please tick one box for each person)

	Level of blame			
	All	Most	Some	None
Emma				
The pedestrian				
The friends of the pedestrian				

Who could have done **most** to prevent the accident? (Tick one box)

Emma	
The pedestrian	
The friends of the pedestrian	

What do you think was the **worst** consequence of the accident? (Please rank from 1 - 5 with 1 being the **worst**)

Emma being breathalysed by the police	
Emma being questioned by the police	
Emma losing confidence in her driving ability	
Emma's feelings of guilt about the injuries to the pedestrian	
The severe injuries suffered by the pedestrian	

If you can think of a **worse** consequence, please write it here

What do you think would be the **best** way of preventing such accidents in the future? (Please rank from 1 - 5 with 1 being the **best**)

Emma not driving whilst tired	
Emma not working long shifts	
Emma not driving so fast	
The pedestrian drinking less	
The friends of the pedestrian looking after each other	

If you can think of a **better** way, please write it here

Many thanks for your help

**JOHN – driving to get some pizzas**

First name: ..... Last name: .....

Now you have listened to John, how much blame did you think each person deserved? (Please tick one box for each person)

	Level of blame			
	All	Most	Some	None
John				
His friends				
The person who sold John his car				

Who could have done **most** to prevent the accident? (Tick one box)

John	
His friends	
The person who sold John his car	

What do you think was the **worst** consequence of the accident? (Please rank from 1 - 5 with 1 being the **worst**)

His friends feeling guilty about persuading him to drive	
John being arrested and taken to police station	
John being convicted of driving under the influence of drugs	
John losing his licence	
The reactions of John's parents	

If you can think of a **worse** consequence, please write it here

What do you think would be the **best** way of preventing such accidents in the future? (Please rank from 1 - 5 with 1 being the **best**)

Checking that all car lights work before setting off	
Never smoking weed	
Never smoking weed when likely to drive	
Not giving in to pressure from others to do something risky	
Driving more carefully after smoking weed	

If you can think of a **better** way, please write it here

Many thanks for your help

**JOHN – driving to get some pizzas**

First name: ..... Last name: .....

Now you have listened to John, how much blame did you think each person deserved? (Please tick one box for each person)

	Level of blame			
	All	Most	Some	None
John				
His friends				
The person who sold John his car				

Who could have done **most** to prevent the accident? (Tick one box)

John	
His friends	
The person who sold John his car	

What do you think was the **worst** consequence of the accident? (Please rank from 1 - 5 with 1 being the **worst**)

His friends feeling guilty about persuading him to drive	
John being arrested and taken to police station	
John being convicted of driving under the influence of drugs	
John losing his licence	
The reactions of John's parents	

If you can think of a **worse** consequence, please write it here

What do you think would be the **best** way of preventing such accidents in the future? (Please rank from 1 - 5 with 1 being the **best**)

Checking that all car lights work before setting off	
Never smoking weed	
Never smoking weed when likely to drive	
Not giving in to pressure from others to do something risky	
Driving more carefully after smoking weed	

If you can think of a **better** way, please write it here

Many thanks for your help

**KELLY – driving to college**

First name: ..... Last name: .....

Now you have listened to Kelly, how much blame did you think each person deserved? (Please tick one box for each person)

	Level of blame			
	All	Most	Some	None
Kelly				
The scooter rider				
The car driver behind Kelly				

Who could have done **most** to prevent the accident? (Tick one box)

Kelly	
The scooter rider	
The car driver behind Kelly	

What do you think was the **worst** consequence of the accident? (Please rank from 1 - 5 with 1 being the **worst**)

Kelly losing confidence in her driving ability	
Kelly being traumatised by the crash	
Kelly's feeling of guilt about the injuries to the rider	
The injuries suffered by the rider	
The damage to the scooter	

If you can think of a **worse** consequence, please write it here

What do you think would be the **best** way of preventing such accidents in the future? (Please rank from 1 - 5 with 1 being the **best**)

Kelly learning not to be intimidated by other drivers	
Other driver not driving so close to Kelly	
Kelly double-checking for traffic before turning	
The scooter rider not overtaking a line of traffic near a junction	
Scooter riders not derestricting their machines	

If you can think of a **better** way, please write it here

Many thanks for your help

**KELLY – driving to college**

First name: ..... Last name: .....

Now you have listened to Kelly, how much blame did you think each person deserved? (Please tick one box for each person)

	Level of blame			
	All	Most	Some	None
Kelly				
The scooter rider				
The car driver behind Kelly				

Who could have done **most** to prevent the accident? (Tick one box)

Kelly	
The scooter rider	
The car driver behind Kelly	

What do you think was the **worst** consequence of the accident? (Please rank from 1 - 5 with 1 being the **worst**)

Kelly losing confidence in her driving ability	
Kelly being traumatised by the crash	
Kelly's feeling of guilt about the injuries to the rider	
The injuries suffered by the rider	
The damage to the scooter	

If you can think of a **worse** consequence, please write it here

What do you think would be the **best** way of preventing such accidents in the future? (Please rank from 1 - 5 with 1 being the **best**)

Kelly learning not to be intimidated by other drivers	
Other driver not driving so close to Kelly	
Kelly double-checking for traffic before turning	
The scooter rider not overtaking a line of traffic near a junction	
Scooter riders not derestricting their machines	

If you can think of a **better** way, please write it here

Many thanks for your help

**LUCY – taking four people in the back of her car**

First name: ..... Last name: .....

Now you have listened to Lucy, how much blame did you think each person deserved? (Please tick one box for each person)

	Level of blame			
	All	Most	Some	None
Lucy				
Driver of car in front				
Passengers in Lucy's car				

Who could have done **most** to prevent the accident? (Tick one box)

Lucy	
Driver of car in front	
Passengers in Lucy's car	

What do you think was the **worst** consequence of the accident? (Please rank from 1 - 5 with 1 being the **worst**)

Court case , fine and points on Lucy's licence	
Cost of repair to Lucy's car which insurance company wouldn't cover	
Lucy's loss of confidence in her driving	
Lucy's guilt about effects of injuries to friend	
Effect of injuries upon behaviour / lifestyle of friend	

If you can think of a **worse** consequence, please write it here

What do you think would be the **best** way of preventing such accidents in the future? (Please rank from 1 - 5 with 1 being the **best**)

Everyone wearing their seat belt	
Ensuring there are no more people in car than available seatbelts	
Lucy concentrating on her driving	
Driver of car in front not stopping suddenly	
More publicity about legal number of passengers allowed in cars	

If you can think of a **better** way, please write it here

Many thanks for your help

**LUCY – taking four people in the back of her car**

First name: ..... Last name: .....

Now you have listened to Lucy, how much blame did you think each person deserved? (Please tick one box for each person)

	Level of blame			
	All	Most	Some	None
Lucy				
Driver of car in front				
Passengers in Lucy's car				

Who could have done **most** to prevent the accident? (Tick one box)

Lucy	
Driver of car in front	
Passengers in Lucy's car	

What do you think was the **worst** consequence of the accident? (Please rank from 1 - 5 with 1 being the **worst**)

Court case , fine and points on Lucy's licence	
Cost of repair to Lucy's car which insurance company wouldn't cover	
Lucy's loss of confidence in her driving	
Lucy's guilt about effects of injuries to friend	
Effect of injuries upon behaviour / lifestyle of friend	

If you can think of a **worse** consequence, please write it here

What do you think would be the **best** way of preventing such accidents in the future? (Please rank from 1 - 5 with 1 being the **best**)

Everyone wearing their seat belt	
Ensuring there are no more people in car than available seatbelts	
Lucy concentrating on her driving	
Driver of car in front not stopping suddenly	
More publicity about legal number of passengers allowed in cars	

If you can think of a **better** way, please write it here

Many thanks for your help

**MATT – using his mobile whilst driving**

First name: ..... Last name: .....

Now you have listened to Matt, how much blame did you think each person deserved? (Please tick one box for each person)

	Level of blame			
	All	Most	Some	None
Matt				
Matt's boss				
The pedestrian				

Who could have done **most** to prevent the accident? (Tick one box)

Matt	
Matt's boss	
The pedestrian	

What do you think was the **worst** consequence of the accident? (Please rank from 1 - 5 with 1 being the **worst**)

Damage to Matt's car	
Fine, points and licence ban	
Whiplash injury to Matt	
Cost of repair to Matt's car as insurance company refused to pay	
Trauma suffered by pedestrian and small child	

If you can think of a **worse** consequence, please write it here

What do you think would be the **best** way of preventing such accidents in the future? (Please rank from 1 - 5 with 1 being the **best**)

Matt not using his mobile whilst driving	
Matt's boss ending phone call as soon as he knows Matt's driving	
Matt's boss providing his staff with hands-free kits	
More publicity about how police can detect phone use whilst driving	
Prosecuting bosses that ask employees to use mobiles when driving	

If you can think of a **better** way, please write it here

Many thanks for your help

**MATT – using his mobile whilst driving**

First name: ..... Last name: .....

Now you have listened to Matt, how much blame did you think each person deserved? (Please tick one box for each person)

	Level of blame			
	All	Most	Some	None
Matt				
Matt's boss				
The pedestrian				

Who could have done **most** to prevent the accident? (Tick one box)

Matt	
Matt's boss	
The pedestrian	

What do you think was the **worst** consequence of the accident? (Please rank from 1 - 5 with 1 being the **worst**)

Damage to Matt's car	
Fine, points and licence ban	
Whiplash injury to Matt	
Cost of repair to Matt's car as insurance company refused to pay	
Trauma suffered by pedestrian and small child	

If you can think of a **worse** consequence, please write it here

What do you think would be the **best** way of preventing such accidents in the future? (Please rank from 1 - 5 with 1 being the **best**)

Matt not using his mobile whilst driving	
Matt's boss ending phone call as soon as he knows Matt's driving	
Matt's boss providing his staff with hands-free kits	
More publicity about how police can detect phone use whilst driving	
Prosecuting bosses that ask employees to use mobiles when driving	

If you can think of a **better** way, please write it here

Many thanks for your help

**SARAH – reversing out of her driveway**

First name: ..... Last name: .....

Now you have listened to Sarah, how much blame did you think each person deserved? (Please tick one box for each person)

	Level of blame			
	All	Most	Some	None
Sarah				
The jogger				
Driver of other vehicle				

Who could have done **most** to prevent the accident? (Tick one box)

Sarah	
The jogger	
Driver of other vehicle	

What do you think was the **worst** consequence of the accident? (Please rank from 1 – 5 with 1 being the **worst**)

Higher insurance costs in future	
Court case, fine, points and driving ban	
Sarah having to use public transport whilst banned	
Injuries suffered by other driver	
Costs of repairing car as insurance company refused to pay	

If you can think of a **worse** consequence, please write it here

What do you think would be the **best** way of preventing such accidents in the future? (Please rank from 1 – 5 with 1 being the **best**)

Neighbour cutting the hedge to improve visibility	
Sarah realising that you can be over the limit the morning after	
Pedestrians not giving signals to drivers	
Cars on main road slowing down more near driveways	
Always reversing into a driveway rather than out of it	

If you can think of a **better** way, please write it here

Many thanks for your help

**SARAH – reversing out of her driveway**

First name: ..... Last name: .....

Now you have listened to Sarah, how much blame did you think each person deserved? (Please tick one box for each person)

	Level of blame			
	All	Most	Some	None
Sarah				
The jogger				
Driver of other vehicle				

Who could have done **most** to prevent the accident? (Tick one box)

Sarah	
The jogger	
Driver of other vehicle	

What do you think was the **worst** consequence of the accident? (Please rank from 1 – 5 with 1 being the **worst**)

Higher insurance costs in future	
Court case, fine, points and driving ban	
Sarah having to use public transport whilst banned	
Injuries suffered by other driver	
Costs of repairing car as insurance company refused to pay	

If you can think of a **worse** consequence, please write it here

What do you think would be the **best** way of preventing such accidents in the future? (Please rank from 1 – 5 with 1 being the **best**)

Neighbour cutting the hedge to improve visibility	
Sarah realising that you can be over the limit the morning after	
Pedestrians not giving signals to drivers	
Cars on main road slowing down more near driveways	
Always reversing into a driveway rather than out of it	

If you can think of a **better** way, please write it here

Many thanks for your help

**SHANNON – whose boyfriend is caught speeding**

First name: ..... Last name: .....

Now you have listened to Shannon, how much blame did you think each person deserved? (Please tick one box for each person)

	Level of blame			
	All	Most	Some	None
Shannon				
Her boyfriend				
The boyfriend's parents				

Who could have done **most** to prevent the accident? (Tick one box)

Shannon	
Her boyfriend	
The boyfriend's parents	

What do you think was the **worst** consequence of the accident? (Please rank from 1 - 5 with 1 being the **worst**)

The cost of the fine	
The threat of losing the driving licence if caught again	
The effect on the relationship between Shannon and her boyfriend	
The effect of the offence on the insurance premium	
The reaction of the parents of the boyfriend	

If you can think of a **worse** consequence, please write it here

What do you think would be the **best** way of preventing such accidents in the future? (Please rank from 1 - 5 with 1 being the **best**)

The boyfriend deciding to drive at lower speeds	
Shannon telling her boyfriend to slow down	
Shannon refusing to go in the car	
The boyfriend's parents telling him to slow down	
Making the loss of licence automatic after only one offence	

If you can think of a **better** way, please write it here

Many thanks for your help

**SHANNON – whose boyfriend is caught speeding**

First name: ..... Last name: .....

Now you have listened to Shannon, how much blame did you think each person deserved? (Please tick one box for each person)

	Level of blame			
	All	Most	Some	None
Shannon				
Her boyfriend				
The boyfriend's parents				

Who could have done **most** to prevent the accident? (Tick one box)

Shannon	
Her boyfriend	
The boyfriend's parents	

What do you think was the **worst** consequence of the accident? (Please rank from 1 - 5 with 1 being the **worst**)

The cost of the fine	
The threat of losing the driving licence if caught again	
The effect on the relationship between Shannon and her boyfriend	
The effect of the offence on the insurance premium	
The reaction of the parents of the boyfriend	

If you can think of a **worse** consequence, please write it here

What do you think would be the **best** way of preventing such accidents in the future? (Please rank from 1 - 5 with 1 being the **best**)

The boyfriend deciding to drive at lower speeds	
Shannon telling her boyfriend to slow down	
Shannon refusing to go in the car	
The boyfriend's parents telling him to slow down	
Making the loss of licence automatic after only one offence	

If you can think of a **better** way, please write it here

Many thanks for your help

## STEVE – crossing the road late at night

First name: ..... Last name: .....

Now you have listened to Steve, how much blame did you think each person deserved? (Please tick one box for each person)

	Level of blame			
	All	Most	Some	None
Steve				
His friends				
The car driver				

Who could have done **most** to prevent the accident? (Tick one box)

Steve	
His friends	
The car driver	

What do you think was the **worst** consequence of the accident? (Please rank from 1 - 5 with 1 being the **worst**)

Steve not being able to walk without crutches	
Steve not being able to play football	
Steve not being able to work	
The effects on the car driver, loss of confidence, feeling guilty	
The friends feeling guilty about not looking after Steve	

If you can think of a **worse** consequence, please write it here

What do you think would be the best way of preventing such accidents in the future? (Please rank from 1 - 5 with 1 being the best)

People drinking less	
Installing more safe crossing points near pubs / clubs	
Getting friends to look after each other	
Keeping cars out of heavily-used pedestrian areas	
Putting a lower speed limit on city streets at night	

If you can think of a **better** way, please write it here

Many thanks for your help

## STEVE – crossing the road late at night

First name: ..... Last name: .....

Now you have listened to Steve, how much blame did you think each person deserved? (Please tick one box for each person)

	Level of blame			
	All	Most	Some	None
Steve				
His friends				
The car driver				

Who could have done **most** to prevent the accident? (Tick one box)

Steve	
His friends	
The car driver	

What do you think was the **worst** consequence of the accident? (Please rank from 1 - 5 with 1 being the **worst**)

Steve not being able to walk without crutches	
Steve not being able to play football	
Steve not being able to work	
The effects on the car driver, loss of confidence, feeling guilty	
The friends feeling guilty about not looking after Steve	

If you can think of a **worse** consequence, please write it here

What do you think would be the best way of preventing such accidents in the future? (Please rank from 1 - 5 with 1 being the best)

People drinking less	
Installing more safe crossing points near pubs / clubs	
Getting friends to look after each other	
Keeping cars out of heavily-used pedestrian areas	
Putting a lower speed limit on city streets at night	

If you can think of a **better** way, please write it here

Many thanks for your help

## 6.2 Appendix 2 - Generic Questionnaire

NB: For ease of copying, the questionnaire has been printed 2-up on an A4 page.

## Wrecked West

First name: ..... Last name: .....

How old are you? ..... years

Please read each of the following statements and **tick** to show how strongly you agree or disagree with them.

	Strongly Disagree	Strongly Agree
I thought the people in the video clips were very true to life		
<i>Wrecked</i> did <b>not</b> make me think any differently about the risks involved in using the road		
It was always clear who was to blame for what happened in the scenarios		
The headless bodies didn't grab my attention		
I am now more aware of the personal consequences of road accidents and incidents		
In the incidents we talked about, there were several reasons why things happened the way they did		
The talking bodies were a really interesting way to present the situations		
<i>Wrecked</i> made me think about positive steps I could take to prevent similar things in the future		
I don't think I'd ever behave like the people in the video clips.		
I am now more aware of the legal consequences of road accidents and incidents		

Please **tick one box** which **best** describes where you are in your riding / driving career.

I am not learning to drive or ride at the moment	
I am learning to ride at the moment	
I have passed my riding test	
I am learning to drive at the moment	
I have passed my driving test	

Many thanks for your help

## Wrecked West

First name: ..... Last name: .....

How old are you? ..... years

Please read each of the following statements and **tick** to show how strongly you agree or disagree with them.

	Strongly Disagree	Strongly Agree
I thought the people in the video clips were very true to life		
<i>Wrecked</i> did <b>not</b> make me think any differently about the risks involved in using the road		
It was always clear who was to blame for what happened in the scenarios		
The headless bodies didn't grab my attention		
I am now more aware of the personal consequences of road accidents and incidents		
In the incidents we talked about, there were several reasons why things happened the way they did		
The talking bodies were a really interesting way to present the situations		
<i>Wrecked</i> made me think about positive steps I could take to prevent similar things in the future		
I don't think I'd ever behave like the people in the video clips.		
I am now more aware of the legal consequences of road accidents and incidents		

Please **tick one box** which **best** describes where you are in your riding / driving career.

I am not learning to drive or ride at the moment	
I am learning to ride at the moment	
I have passed my riding test	
I am learning to drive at the moment	
I have passed my driving test	

Many thanks for your help

### 6.3 Appendix 3 – Session Observation Sheet

Venue		Date		Context	
Age		Group size		Presenter	

Management
Group organisation
<p>Introduction</p> <p>Scenario 1</p> <p>Discussion points raised</p> <p>Scenario 2</p> <p>Discussion points raised</p> <p>Scenario 3</p> <p>Discussion points raised</p>
<p>Engagement and response</p> <p>Response to clip</p> <p>Discussion response</p>
Tutor response/alertness to discussion from the audience