



REVIEW OF YOUR CALL ROAD SAFETY RESOURCE

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EXECUTIVE SUMMARY

Introduction

This report sets out findings from qualitative research exploring the views of young people, teachers and road safety professionals on the Your Call road safety education resource. Road Safety Scotland commissioned us to undertake this work in 2013.

Your Call is a road safety education resource designed specifically for use with 11 to 14 year olds in S1 to S3. Research¹ has indicated that this group are „at risk“ from pedestrian as well as passenger accidents.

The Your Call resource includes two DVD dramas with a pedestrian theme aimed at S1/S2 pupils and a passenger theme aimed at S2/S3 pupils. Both dramas culminate with the same accident. The toolkit also contains packs of activity cards, further student activities and teacher notes. The activities come packaged in a case. Overall, the toolkit provides teaching materials comprising five activities for each of the DVDs.

Your Call was developed by Road Safety Scotland, which develops and coordinates road safety initiatives and campaigns across Scotland. Four years after the launch, Transport Scotland and Road Safety Scotland wish to review the use of the resource across Scotland.

Key findings

Distribution and promotion

Road Safety Units took different approaches to distributing and promoting Your Call. However, the majority of Road Safety Officers interviewed said they had either held a central training event for schools in their area, or visited schools individually to deliver the resource.

The majority of Road Safety Officers have not had any ongoing contact with schools since its initial launch and were not able to say with any certainty whether the resource was being used. A small number of Road Safety Units have maintained contact with their schools since the initial distribution of the resource.

Often, Road Safety Units took a reactive approach, providing Your Call to the schools and offering to follow up with any requests for additional support. But there were only a small number of requests received.

¹ Go Safe on Scotland's Roads, It's Everyone's Responsibility, Scotland Road Safety Framework to 2020, Scottish Government

Use of Your Call

The ten case study schools were using Your Call, although the extent of use varied from minimal to active. For all schools, road safety education sits within the Personal and Social Education (PSE) curriculum and Your Call had been incorporated into this timetable.

All ten case study schools had used the DVD. Some had used both the pedestrian (Matt's Story) and the passenger (Donnie's Story) DVD's, while others had only watched one, or the other. The schools tended to stick to the themed DVD which was age appropriate for their pupils. There were two exceptions, with two case study schools using both resources with all year groups.

Pupil engagement with Your Call

Teachers reported that Your Call engaged the pupils and prompted discussion. This was also evidenced in our focus group discussions, with pupils reacting well to the activities. There was a good recollection of the resource among the pupils. In six schools, Your Call was mentioned spontaneously, despite some pupils having used the resource several months earlier. There was good recall about the storyline and pupils praised the content for including topics such as distractions and consequences.

Learning from Your Call

Pupils and teachers felt that the messages in Your Call reinforced messages that the pupils had heard before, and that they were not necessarily learning anything new. Despite this, the S1 and S2 pupils agreed that Your Call had influenced them to change their attitude and behaviour while out on the roads. Pupils stated that they were „more cautious and aware“ particularly in relation to distractions such as being on their mobile phones, or wearing headphones. Older pupils however did not think that Your Call was powerful enough to change their attitudes or behaviour.

1. INTRODUCTION

About this report

- 1.1 This report sets out findings from qualitative research exploring the views of young people, teachers and road safety professionals towards the Your Call road safety education resource.
- 1.2 Transport Scotland and Road Safety Scotland commissioned us to undertake the work between February and October 2013. The research findings will help inform updates made to Your Call and the future development of road safety resources for young people.

Road Safety in Scotland

- 1.3 Road Safety Scotland (RSS), established in 2005, is part of Transport Scotland. Its remit is to develop and coordinate Scotland's wide-ranging road safety initiatives and campaigns. RSS works closely with all Road Safety Units, and with the Road Safety Team in Transport Scotland, to ensure a coordinated approach to road safety in Scotland.
- 1.4 Road Safety Scotland has a key role in developing and distributing road safety education resources for different age groups, from pre-school to high school.
- 1.5 Scotland's Road Safety Framework – Go Safe On Scotland's Roads was published in June 2009 and set out the road safety vision for Scotland, and Scottish targets for reductions in road deaths and serious injuries to 2020. This includes a target of reducing the number of people killed on Scotland's roads by 40 per cent by 2020, with an increased target of 50 per cent for children (aged under 16).
- 1.6 Children and drivers aged 17 to 25 have been identified as priority groups within the Framework. Road safety for young people is a particularly important issue. Young people are significantly more at risk of involvement in a road related accident. While figures from 2012² show clear reductions in the number of children killed and seriously injured, compared to the 2004 to 2008 baseline, there were still 1,164 child casualties and 2,290 casualties among 16 to 22 year olds. This represents over a quarter (27%) of all casualties.
- 1.7 The Framework highlights that encouraging and educating young people to be responsible on the roads is a key route to improving road safety. Road safety education therefore plays an important role in working towards the priorities and targets outlined within the Framework.

² Key Reported Road Casualties Scotland 2012, Statistical Bulletin, Transport Series, October 2013

Your Call – the resource

- 1.8 Your Call is one of a range of secondary school resources currently available from Road Safety Scotland. It was launched in April 2009. Your Call is aimed specifically at 11-14 year olds, statistically the most at risk age group, with lesson plans that link to the Health and Wellbeing element of the Curriculum for Excellence.
- 1.9 The resource is designed to target S1, S2 and S3 pupils and is arranged in two sections. The first section is aimed at S1/S2 pupils and comprises a DVD and five follow up activities with a pedestrian theme. The second is aimed at S2/S3 pupils and comprises a DVD and five follow up activities aimed at passengers. The toolkit also contains packs of activity cards, student worksheets and teacher notes. The activities come packaged in a case. Overall, the toolkit provides five follow up activities for each DVD.
- 1.10 Local Road Safety Units (RSUs) were tasked with distributing at least one copy of the resource to secondary schools in Scotland ready for the start of the 2009/10 session.
- 1.11 Now that Your Call has been available for over three years, Road Safety Scotland wish to undertake a review to assess how the resource is being used in schools and what pupils and teachers think of it.

Research aims and objectives

- 1.12 The overall aim of the research was to review the distribution, promotion and use of the Your Call toolkit in secondary schools to test whether the resource is fit for purpose.
- 1.13 The specific objectives were to:
- investigate how the resource has been distributed and promoted in different areas and schools;
 - investigate differences in uptake and reasons for this;
 - explore how secondary schools use „Your Call“;
 - explore opinions about the resource from the perspective of the key user groups; and
 - consider what young people have learned from Your Call and what impact they think the resource has had on their knowledge and attitudes to road safety.

Report structure

- 1.14 This report sets out the findings from this review. Chapter Two sets out the methods used in this study, while Chapters Three to Six focus on research findings.
- 1.15 Chapter Three explores how Your Call was launched and promoted, and Chapter Four explores how the resource has been used in schools. Chapter

Five focuses on views of the resource and suggestions for improvement are reported in Chapter Six

- 1.16 Our key findings and recommendations are contained in Chapter Seven. Each chapter concludes with a short summary section.

Project management

- 1.17 The overall direction of the study was led by the project manager at Road Safety Scotland. A small Advisory Group was established involving Road Safety Scotland and Transport Scotland.

2. METHODS

2.1 This research was qualitative and involved several phases of fieldwork. Our overall approach to the study involved:

- obtaining permission from Directors of Education;
- individual interviews with Road Safety Units in Scotland;
- identifying schools that had used Your Call;
- interviews with teachers in ten schools;
- focus groups with pupils in the same ten schools;
- interviews with national stakeholders; and
- reporting.

Rationale for qualitative research

2.2 Road Safety Scotland was clear that it wanted to obtain in depth information about the ways in which Your Call has been used in secondary schools. A qualitative approach was adopted, to gather this in-depth information and to explore perspectives, attitudes, behaviours and experiences.

2.3 This study adopted a case study approach, focusing on exploring the perspectives of different stakeholders in ten schools across Scotland. This approach allows comparison of the views and experiences of different individuals at the same school - including pupils, teachers, and Road Safety Officers. It also provides a detailed picture of experiences, allowing development of a rich story of the school's experience in relation to Your Call.

2.4 Different schools across Scotland will use Your Call in different ways, and this research was only able to explore a small number of experiences. Although the research was designed to include a range of schools with different experiences, the findings may not necessarily be transferable.

2.5 The specific research questions and our approach are included as Table A1 in Appendix six.

Obtaining permission from Directors of Education

2.6 Our approach involved speaking with young people in a secondary school setting. The Scottish Government has protocols in place for research involving schools. This involves obtaining consent from the local authority Director of Education, and then the relevant head teacher.

2.7 At the start of the research, Road Safety Scotland contacted all Directors of Education across Scotland, informing them of the research and seeking their permission to undertake research with pupils in secondary schools in their area.

Interviews with Road Safety Officers

- 2.8 Road Safety Units (RSUs) across Scotland have responsibility for promoting awareness of road safety issues with the public, and specifically with primary and secondary school pupils. We conducted a semi-structured telephone interview with 20 Road Safety Officers, with a remit covering 25 local authority areas across Scotland. The local authority areas covered by these interviews are included in Table A2 at Appendix six.
- 2.9 The discussions with Road Safety Officers informed our selection of case study schools as they were able to recommend schools that were currently, or had been recently using Your Call. A copy of the discussion guide is included as Appendix one.

Identifying schools that had used Your Call

- 2.10 Our approach involved an in-depth examination of how the case study schools had used Your Call and their views on the resource, through speaking to teachers, and pupils.
- 2.11 We deliberately selected schools which provided:
- a mix of rural and urban areas (based on the Scottish Government's classification);
 - a mix of levels of deprivation (based on the Scottish Index of Multiple Deprivation);
 - a geographical spread across Scotland;
 - a mix of levels of ethnic minority pupils;
 - different levels of use of the resource; and
 - different year groups using the resource.
- 2.12 We selected ten case study schools within nine local authority areas. This included one school for pupils with Additional Support Needs. Our sampling matrix can be found in Table A3 at Appendix six.

Obtaining permissions from individual schools in the case study areas

- 2.13 A dedicated member of the research team contacted each of the schools to ask for permission to include the school as a case study. We liaised with the head teacher to agree whether the school would participate, and whether parental consent was necessary. Because all of our focus group discussions took place during school time, all the head teachers advised that parental consent was not required for this particular research. Once permission had been obtained, we liaised with the relevant member of staff – usually the guidance teacher to arrange a suitable date and time to come to the school to meet with the teacher and pupils.
- 2.14 At this stage, it became clear that while Road Safety Officers believed Your Call was being used in schools; in reality, this was not always the case.

2.15 In total, we contacted 31 schools in 19 local authority areas in order to identify ten schools that were using the resource and willing to participate in the research.

The final school selection

Table 2.1: Final school selection

Local Authority area	Urban	Small town	Rural	Deprivation (15% SIMD)	Diversity (>5% ethnic minority)	Disability	Training	Year Group
Aberdeenshire			✓				✓	S4
Dundee	✓			✓	✓		✓	S1
East Dunbartonshire		✓			✓		✓	S1
Fife		✓		✓	✓			S1, S2, S3
Highland			✓				✓	S3
Midlothian	✓						✓	S1 +S2
Scottish Borders			✓					S2
South Lanarkshire			✓				✓	S1
South Lanarkshire	✓					✓	✓	S1
Stirling	✓							S1 +S4

2.16 The final school selection provided a good mix of different situations in which the Your Call resource was used, in terms of location, level of deprivation, use of the resource and the age range it was used with.

Teacher interviews

2.17 At each of the ten case study schools, we held a face-to-face interview with the teaching staff involved in delivering road safety education, and using Your Call. This was typically a guidance teacher with responsibility for the pupil year group we met with.

2.18 A copy of the discussion guide used with teachers is included as Appendix Two.

Focus groups with pupils

2.19 We held a total of twelve focus groups with young people at ten schools, plus one paired interview. Two focus groups were held within one school which was keen for two classes of S4 pupils to participate. We also conducted a paired interview with two S4 pupils at another school where the researcher had undertaken the planned focus group discussion with the S1 class. This school requested that the researcher speak to the two S4 pupils who were keen to share their views of Your Call.

2.20 In another school, we conducted two focus groups with pupils. This school had used an innovative method for delivering the resource. Sixth year pupils volunteered to deliver the Your Call resource to the S1 pupils as part of a Peer

Support programme. We conducted a focus group with S1s who had received the Your Call resource, and with S6 pupils who had delivered it. A total of 115 pupils were involved in the study.

- 2.21 The groups were designed specifically to be conducted during one class period and lasted approximately 45-50 minutes. Therefore it was not possible to discuss all the elements of the Your Call activities at every group. We explored the elements of the toolkit each class had used. For example, all the young people involved in the research had seen the DVD, and this was explored in all groups.

Participant profile

- 2.22 Initially, we aimed to involve a mix of young people from S1 to S3 in the research. In discussion with teachers it became evident that the resource was more frequently used with S1 and S2 pupils. Therefore the majority of the focus groups took place with the younger age groups.

- 2.23 However, in one school, the resource had been used exclusively by S4. This school had not received any training on the use of the resource, nor did they have a full copy of the toolkit – just a copy of the DVD. The teacher at this school indicated that they found it a useful introduction to the „Safe Drive, Stay Alive“ road-show and that it fitted with their topic of „personal safety“ within their PSE curriculum. The school did not use Crash Magnets or any other road safety resource.

- 2.24 Despite our request for a small focus group discussion with up to ten pupils, when our researcher arrived at the school, we were unexpectedly presented with two large groups of S4 pupils. This means that almost a third of our participants have come from S4 – despite the resource being aimed at S1 to S3 pupils. S4 pupils did not always find the resource credible, as it was not aimed at their age group. This will be discussed in more detail in section 5.19.

- 2.25 The table below shows the breakdown of participants for each case study school and then by year group.

Table 2.2: Profile of focus group participants

	Age Range	Number of participants	Number of groups	Year group breakdown	
				Year group	Number of participants
Aberdeenshire	S4	18+15	2		
Dundee	S1	12	1	S1	49
East Dunbartonshire	S1	6	1	S2	16
Fife	S1, S2, S3	5+6+4	1	S3	11
Highland	S3	7	1	S4	35
Midlothian	S1 +S2	4+3	1	S6	4
Scottish Borders	S2	7	1		
South Lanarkshire	S1	7	1		
South Lanarkshire	S1 +S6	9 +4	2		
Stirling	S1 +S4	6+2	1 + paired int		
Total		115	12		

2.26 A copy of the discussion guide used with pupils is included at Appendix Three.

Interviews with national stakeholders

2.27 We contacted one representative each from Road Safety Scotland, Education Scotland and HMIE to take part in an interview to gather their views. We met face-to-face with the representative from Road Safety Scotland, and conducted a telephone interview with the representative from Education Scotland. Due to recent restructuring, HMIE has become part of Education Scotland and so we did not conduct a separate interview with HMIE – instead this was covered by the representative from Education Scotland. Their views are incorporated into this report where appropriate.

Analysis and reporting

2.28 The facilitator acted as a scribe at each of the interviews and focus groups. None of the groups were audio recorded. Our experience of working with young people has taught us that often they can become intimidated by audio recording equipment, and so we took written notes to ensure the young people were comfortable to participate.

2.29 Following each interview and group the facilitator typed these notes up, complete with verbatim quotes. One senior member of staff responsible for the research then analysed all the notes using manual thematic coding. This was done through reviewing all of the qualitative information gathered and sorting it under emerging themes. Similar themes were coded in the same way, allowing us to see what themes were emerging, and how often. Case studies were produced for each of the schools, detailing their use, and views of the toolkit. These have been anonymised and are included as Appendix Five.

2.30 The following chapters present the key findings from the focus group discussions with pupils, as well as the interviews with teachers, Road Safety Officers and National Stakeholders. Verbatim comments are included to illustrate key points. Where appropriate, we have highlighted variations in findings based on the age, and/or location of the school. Given this was a relatively small scale qualitative study; these should be used with care.

3. LAUNCH AND PROMOTION OF YOUR CALL

Introduction

- 3.1 This chapter explores the development and launch of Your Call and how it has since been promoted.

Launch of Your Call

The role of Road Safety Scotland

- 3.2 Your Call was commissioned and developed by a team at Road Safety Scotland in 2008. The team included a former teacher who was seconded from City of Edinburgh Council to help with the development of the materials.
- 3.3 The resource was officially launched at a high school in Edinburgh in April 2009. The audience for this event was a mix of invited professionals, school pupils and staff. Also present were Road Safety Officers and representatives from the Scottish Government and Road Safety Scotland.
- 3.4 Road Safety Scotland held a series of four Continuing Professional Development (CPD) training sessions in February 2009 to raise awareness of the new resource. These sessions were aimed at Road Safety Officers although others did attend from other related professions such as Fire and Rescue and members of RoSPA. These sessions were facilitated by a former teacher and were part of a wider programme of events. Fourteen of the twenty Road Safety Officers we interviewed had attended a training session and all reported that this was a positive experience as they were able to see the toolkit being used and participate in the activities themselves. This in turn made it easier for Road Safety Officers to introduce Your Call to their schools, having used the resource themselves.
- 3.5 During the sessions, participants were introduced to the Your Call toolkit and its contents. The training emphasised the need to be familiar with the different elements of the resource; the idea being that the Road Safety Officers could then effectively train teachers how to deliver the toolkit in the classroom. The flexibility of the toolkit was highlighted; allowing it to be delivered in a more interactive and engaging way. Participants also had the chance to use the resource themselves in order to become familiar with it.

The role of Road Safety Units

- 3.6 The resource was distributed to every Road Safety Unit across Scotland in May 2009. Road Safety Units were asked what their preferred distribution method of the resource to schools would be. Most wanted to receive the packs directly, so they could personally deliver them to their schools. A minority of packs were distributed directly to schools from the supplier. Each Road Safety Officer received a pack for their own training purposes, and each school was to receive one pack for every 1,000 pupils.

- 3.7 Our interviews with Road Safety Officers found that each Road Safety Unit took a slightly different approach to distributing and raising awareness of Your Call. The majority of Road Safety Officers interviewed said they had either visited schools individually to deliver the resource, or held a central training event for schools in their area.

Central training event

- 3.8 Four Road Safety Officers reported that their Road Safety Unit had invited teachers to attend an in-service training day where the resource was introduced and presented to staff. In some cases Road Safety Scotland had provided Road Safety Officers with PowerPoint materials to help introduce the resource, and then used exercises to support teachers to work through Your Call and test the different ways of using it.
- 3.9 At the end of these sessions, teachers were able to take away their own copy of Your Call and disseminate the learning at their own schools. Road Safety Officers indicated that generally, the majority of schools in their area were able to attend, but where schools were absent, these were followed up with individual training sessions afterwards.

Individual support for schools

- 3.10 Over half of the Road Safety Officers (twelve) we spoke to had contacted their secondary schools individually and arranged appointments to meet with the relevant guidance staff. Typically the Road Safety Officer sought to meet with the whole guidance staff, but sometimes this was not possible and only one or two staff could attend. A short CPD session took place where the Road Safety Officer showed the schools how to use the pack, and gave demonstrations of the activities. Packs were left with the schools with requests that if further information or training was required, schools were to contact the Road Safety Officer.
- 3.11 In three local authority areas, the Road Safety Officer had also delivered one PSE lesson using Your Call to pupils. Teachers were present during this session to observe the pack in use and to take notes on how the pupils engaged with it. Some schools expressed a preference for the resource to be delivered by Road Safety Officers. We found that in Glasgow, the Road Safety Officers continued to deliver the resource where possible, but for many Road Safety Officers, changes in their remit or a reduction in staffing levels meant that this was not possible.

Delivery with reactive support

- 3.12 One Road Safety Unit reported that it had posted the packs out to local schools, with a covering letter explaining the nature and purpose of the pack. The letters contained a request for schools to contact the Road Safety Officer if they had any queries about the delivery of the resource. Two other Road Safety Units had used a combination of posting the packs and hand delivering them. These three Road Safety Units covered a large geography or had

dispersed communities where schools could not easily be accessed to deliver face to face training to guidance staff.

- 3.13 Four Road Safety Units had hand delivered the packs to schools, with a covering letter for the attention of the guidance staff. These Road Safety Officers had not met with the staff directly to explain the research; but had left the packs with the school office. The letter encouraged schools to get in touch if they needed any further assistance.

Extent of distribution

- 3.14 Our discussions with Road Safety Officers found that Your Call was distributed to all mainstream secondary schools in their areas. But we found that the resource was not always distributed to schools for pupils with additional support needs. Four Road Safety Officers were able to say with certainty that special schools in their area received the resource, but none were able to comment on whether the resource had subsequently been used. Road Safety Officers were not able to say whether there were any other bodies that had used the resource, such as outreach centres, youth groups or fire services. In East Dunbartonshire, the Fire Service had been alerted to the content of Your Call in the hope that it could be incorporated or referred to in the Fire Service's own road safety programme, Cut It Out.
- 3.15 Similarly, Your Call had not always been distributed to local colleges. Some Road Safety Officers reported that they did not think the content was appropriate. One college in East Ayrshire had been using Your Call with new students (aged 16+) as part of an introductory course to student life. This was on the understanding that these students may not have undertaken road safety activities at school.
- 3.16 We also conducted an interview with a representative from Education Scotland. This representative had responsibility for the curriculum in secondary schools – but was unaware of Your Call before our contact for this fieldwork drew their attention. This representative was able to review the resource through the Road Safety Scotland website, but had concerns that Your Call had managed to „go under the radar“.

“If I haven't heard of it – then I think there's a problem.”

Education Scotland

Training for the case study schools

- 3.17 Teachers at six case study schools had received training on the use of Your Call. There was positive feedback, with all the teachers stating that this was worthwhile. One case study school had contacted their Road Safety Unit for a follow-up session, and one other school had undertaken a refresher course more recently.
- 3.18 Four teachers at our case study schools indicated that they had not received any training on Your Call. In two of these schools, the staff we spoke to were

new in post and had therefore not been around to receive the one-to-one training offered by the Road Safety Officers at the time the resource was launched. In one other of these schools, the resource was posted to the school by the Road Safety Officer. The teacher here suggested that training would have been helpful. In the fourth school, we were unable to speak to the Road Safety Unit and so are unable to say whether training was offered to this school.

- 3.19 In one of our case study schools, the teacher did not have the full toolkit pack. This teacher only had a copy of Donnie's Story on DVD and a photo copy of the teacher notes. The teacher had never seen any of the activity cards or exercises. The teacher commented that although she had not received any training, she did not think it was necessary. This could be explained by the lack of materials in her possession.
- 3.20 Another school, which received no training, had not been aware that there was a second DVD. This school reportedly had one copy of the pack, which had been reproduced electronically on the school's internal system so that there was no need for staff to share, or photocopy the resource. This teacher was not aware that there was a second set of materials for use with an older age group. This school used the resource with S1 only.

Ongoing promotion of Your Call

- 3.21 Our research has found that the extent of promotion of the Your Call resource since its launch in 2009 has varied between Road Safety Units. The majority have not had any ongoing contact with schools since its initial launch and were not able to say with any certainty whether the resource was being used in their secondary schools. A small number of Road Safety Units have maintained contact with their schools since the initial distribution of the resource:
- Every year since its launch, Your Call has been advertised in the East Dunbartonshire Road Safety Unit newsletter for teachers.
 - Road Safety Officers in Highland took the resource to a local children's seminar to showcase.
 - In East Lothian the resource was taken along to a school fair to publicise it to teachers.
 - Every year since its launch, the Road Safety Unit in South Lanarkshire has promoted Your Call in its Education Newsletter for teachers.
- 3.22 Often, Road Safety Units took a reactive approach, providing Your Call to the schools and offering to follow up with any requests for additional support. Two schools are recorded as requesting additional support across all twenty-four local authorities that we spoke to. For most Road Safety Officers, following the initial distribution of the resource, there had not been any follow up contact with the school, and so few Road Safety Officers were able to say with certainty which schools were using the resource. Others had undertaken the following:

- In Highland, an email was sent to all 29 schools six months after the initial launch asking schools how they were getting on with the resource and to give the schools an opportunity to request further assistance. No schools requested further help.
- In Fife, a reduction in the number of Road Safety Officers prompted an offer of a „refresher“ course in Your Call and Crash Magnets. Four of the nineteen secondary schools in the area accepted the refresher training.
- This review prompted the Road Safety Unit in East Ayrshire to email all the schools in the area to find out who was still using the resource. One school confirmed their use of Your Call.
- In Orkney, one school contacted the Road Safety Officer to clarify whether some parts of the resource were missing; the teacher had not realised there was a second layer of materials in the case.

3.23 Road Safety Officers indicated that they had not been as proactive as they could have been at promoting Your Call. They quoted reduced resources and increased workloads as part of the reason they were unable to maintain a dialogue with schools about the use of Your Call.

“The difficulties for Road Safety Officers is that they are overstretched and do not have the time to promote the resource as they would like to.”

Road Safety Officer

3.24 Education Scotland noted that there were also increasing pressures on the curriculum, making it difficult for resources to be given sufficient time in school.

“Schools are tied up; it is difficult to get anything into the curriculum.”

Education Scotland

3.25 Education Scotland commented on the „toolkit“ idea which was viewed with caution, as it was felt that a toolkit did not help to keep materials fresh and new. It was felt that more should be done to „heighten curiosity“ about the resource, so that when it is available – people want to receive a copy. Education Scotland are trying this tactic with some of their new materials, which are advertised in such a way as to generate interest, so that when the materials are released; schools approach Education Scotland looking to be involved.

“You have to entice them into it, and they come to us looking for materials and we say „you can have it, but you need to take part in the training first“ – this is the antithesis of a toolkit, which is posted out and then you hope for the best.”

Education Scotland

Summary

- 3.26 Road Safety Scotland provided four training sessions for Road Safety Officers when Your Call was launched. The Road Safety Officers consulted as part of this research were very positive about this training.
- 3.27 Road Safety Officers were confident that all mainstream secondary schools in their area had at least one copy of Your Call. This research found that Your Call was not always delivered to schools for pupils with additional support needs. Four Road Safety Officers were able to say with certainty that schools for pupils with additional support needs in their area received the resource, but none were able to comment on whether the resource had subsequently been used. The resource was also not always delivered to colleges, with some Road Safety Officers stating they did not think the content was appropriate.
- 3.28 Four Road Safety Units out of a total of twenty that we spoke to had held a central training day for schools in their area on Your Call.
- 3.29 The majority of the Road Safety Officers we spoke to had contacted their secondary schools individually and arranged appointments to meet with, and provide training to, the relevant guidance staff.
- 3.30 Teachers at six case study schools had received training on the use of Your Call. There was positive feedback, with all the teachers stating that this was worthwhile.
- 3.31 The majority of Road Safety Units have not had any ongoing contact with schools since its initial launch and were not able to say with any certainty whether the resource was being used in secondary schools in their areas. Road Safety Officers stated they had not been as proactive as they would have liked.

4. USE OF YOUR CALL

Introduction

- 4.1 This chapter explores the extent to which Your Call is currently being used by schools in general across Scotland (according to the views of the Road Safety Officers) and the ways it is being used by the ten case study schools.

Use of Your Call Generally

- 4.2 Awareness of the use of Your Call varied between Road Safety Units. Very few Road Safety Officers could say with any certainty that Your Call was being used in their schools. Four Road Safety Officers inferred that Your Call was being used, based on requests from schools for additional copies of the Your Call toolkit. In some cases, Road Safety Officers had sent confirmation emails to schools as a result of this research to confirm their use of Your Call. This led to a further six Road Safety Units confirming at least one school in their area was using Your Call.
- 4.3 Nine Road Safety Units were able to make „educated guesses” based on their school’s enthusiasm for road safety in general, although the specific use of Your Call was unknown. Three Road Safety Units did not think the resource was being used at all in their area. One Road Safety Unit had received feedback from a school in January 2013 stating that Your Call was “too much effort” and the school would not be continuing its use. The issue was finding time within the curriculum among the other priority topics for PSE.

“There is the least amount of time ever to conduct road safety education.”

Teacher

Use of Your Call in the case study schools

- 4.4 All of our case study schools were using Your Call, although the extent of use varied from minimal to active. Of the ten case study schools who participated in the research:
- Three had been using the resource since its launch in 2009
 - Three schools had used the resource for the first time this year (2012/13)
 - Three had only used the resource for the first time very recently (within the last term)
 - One school had been very active, but had stopped using it, but was then prompted to reinstate Your Call into the curriculum as a result of a road traffic accident involving a pupil.

Fit with the Curriculum

4.5 The ten case study schools all covered road safety education in some form. The level of road safety education strongly depended on the interest or commitment of the head teacher or individual members of guidance staff.

4.6 Some Road Safety Officers indicated their view that teachers had not used Your Call to its full capacity.

“An interested teacher can make the resource work.”

Road Safety Officer

4.7 All of our case study schools had incorporated Your Call into the curriculum as part of their Personal and Social Education class. PSE tends to be taught once a week and is intended to provide an introduction to personal and social issues. Some schools were using it under the theme of personal safety, others under a „citizenship“ theme, while other schools had a specific road safety element into which Your Call became the main resource.

4.8 In the case study schools, the S1 and S2 pupils tended to spend more time on road safety than older pupils, for whom road safety education could be more ad-hoc. There were few examples of other road safety materials being used; other than Crash Magnets (three schools mentioned Crash Magnets); and the „Safe Drive; Stay Alive“ roadshows (three schools mentioned their involvement in these events).

4.9 The resource was thought to fit well with Curriculum for Excellence.

“There is no question that Your Call fits with Curriculum for Excellence; it can be tailored, and it’s smart, so it fits with the philosophy of Curriculum for Excellence.”

Education Scotland

4.10 Different age groups of pupils had spent varying amounts of time dedicated to the Your Call resource. This was dependent on the school timetable, and the allocated curriculum time to spend on road safety. Class time varied from two lessons to four lessons spent on Your Call (one lesson a week, over a number of weeks). One school had only used the resource once, in the weeks previous to the fieldwork visit. This was as a direct result of a road safety incident at the school.

4.11 Schools also differed in the time of year in which the resource was timetabled into the PSE curriculum. Some schools preferred to teach Your Call during the start of the school year in late summer, while other schools incorporated it during May, towards the end of term. One school offered the resource to pupils firstly in September and then spent one class period doing a „recap“ in May before the summer holidays. This school felt that the summer holidays were the time that pupils were more likely to get into an accident on the roads.

“We use the resource in August, just at the start of the new term. Their travel routine changes as they move from primary school and many are now travelling on public transport or walking a distance.”

Teacher

Delivery of Your Call resource

4.12 In nine of our case study schools, the PSE class teacher delivered the resource to the pupils. In one school, the resource was delivered slightly differently. S6 pupils delivered Your Call to S1 classes as part of a peer support programme.

4.13 Sixth-year pupils volunteer to become peer supporters and work with the class teacher to develop a lesson plan and activities for the class, based largely on the teacher notes contained within Your Call. Some of the S6 pupils had also introduced their own activities, such as poster-making to their classroom sessions.

“We have the whole lesson plans in advance; we just picked from the pack and followed the teacher notes.”

S6 pupil

4.14 The feedback from S1 pupils was that they liked having S6 deliver Your Call and the class teachers felt that this helped Your Call have more impact on the younger pupils as they were more likely to listen to an older pupil, than a teacher.

“I think hearing S6 say it made them think; more so than a teacher.”

Teacher

4.15 In addition, the sixth year pupils reported they had an increased confidence, had improved their time management and organisational skills.

“It’s a lot to fit into 50 minutes; there’s the DVD and then three or four tasks. You have to have a bit of confidence, and be „on the ball“ because they try to distract you to get out of it.”

S6 pupil

Use of the DVD

4.16 All ten case study schools had used the DVD. Some had used both the pedestrian (Matt’s Story) and the passenger (Donnie’s Story) DVD’s, while others had only watched one, or the other. Schools tended to stick to the themed DVD which was age appropriate for their pupils. Table A4 in Appendix six shows the breakdown of use of the DVDs by year group.

Use of the risk cards and risk quiz

- 4.17 The risk cards were designed for use as part of Matt's Story for S1/S2 pupils. Four of the ten case study schools remembered using the risk cards in class, all with a younger age group.
- 4.18 Where focus group participants did not remember using the risk cards, or to gather further feedback from pupils who had used these before, they were handed out during the discussion. In eight of the focus groups the cards were used in conjunction with the „risk spectrum“ cards which ask the pupils to rate the different risks on a scale, from „very risky“ to „no risk“.
- 4.19 Three of the case study schools reported using the risk quiz. Pupils had been given this as an activity to work through alone, and then it was discussed as a whole class. The risk quiz was designed for use with younger pupils as part of Matt's Story and it was S1 classes who had used it.
- 4.20 One school did not have access to any of the cards. The teacher was only in possession of a copy of Donnie's Story and the teacher notes. They did not have any cards or other activities to use to accompany the DVD. During our focus group discussion, the activities were tested with this group to gather their feedback.

Use of other activities

- 4.21 Three schools had used the character sheets in class. They were used to prompt discussion; in one school it was discussed in pairs, and in the other it was discussed in class, and then pupils were to write down their thoughts.
- 4.22 One case study school had used the wild cards during a PSE lesson with their S1 and S2 pupils. The pupils were asked to select one card, discuss it with their neighbour and then to pass it on. Their views were then discussed as a whole class.
- 4.23 One case study school reported their use of the What If? cards during their PSE lesson. These include scenarios and pupils were asked to discuss in small groups what they would do if in a similar situation.
- 4.24 There were examples of other activities from the Your Call toolkit being used in six schools. These were as follows:
- Mindmaps
 - „First on the scene“
 - „Freeze frame“
 - „Do you think it's legal to....?“
 - What the characters should have done differently
 - Head Teacher discussing an accident.

Unused elements of the resource

- 4.25 Teachers were asked whether there were any elements of the Your Call toolkit that they had not used. One school commented that they did not have the full toolkit; only a photocopied version of the teacher's notes and a copy of the pedestrian DVD. The teacher did not have access to any of the activity cards.
- 4.26 None of the teachers in our case study schools had used the „way to go“ or „have your say“ activities which fall into the pedestrian theme, nor had they used the „car park“ or „circle of support“ activities under the passenger theme. There was no reason given as to why this was the case.
- 4.27 Another school reported that they were not aware there was a second DVD (Donnie's Story).

Summary

- 4.28 Awareness of the use of Your Call varied between Road Safety Units.
- 4.29 Of the ten case study schools we visited, there were also varying levels of usage of the resource. For example:
- three schools had been using the resource since its launch in 2009
 - three schools had used the resource for the first time this year (2012/13)
 - three schools had only used the resource for the first time very recently (within the last term)
 - one school had used the resource actively, but had stopped using it. A road traffic accident at the school involving a pupil prompted the school to reinstate Your Call into the curriculum.
- 4.30 All of the case study schools had used the resource as part of the Personal and Social Education class. There were few examples of other road safety education resources being used other than Crash Magnets (three schools) and the „Safe Drive, Stay Alive“ road shows (three schools).
- 4.31 The DVD element of Your Call was by far the most commonly used element of the toolkit. Schools tended to stick to the themed DVD which was age appropriate for their pupils, although two schools used both Matt and Donnie's Stories with all year groups.
- 4.32 Use of the other activities contained in the toolkit were limited and ad hoc. The risk cards were the second most commonly used element.

5. VIEWS ON YOUR CALL

Introduction

5.1 This section of the report focuses on the views of pupils, teachers, Road Safety Officers and other stakeholders on Your Call. It explores:

- awareness and motivations for use;
- recollections of Your Call;
- views on content and format;
- views on the design and style of the materials; and
- views on the level and tone of the toolkit.

Overall views and first impressions

5.2 Teachers and Road Safety Officers commented on their first impressions of the resource. These were generally very positive. Road Safety Officers commented on the use of social media as a relevant way of engaging with this particular age group, while teachers liked the professionally produced materials, and that they could „pick and mix“ the activities to suit the class.

“It’s a very good resource for 11-14 year olds. It is a very flexible tool which can be used in different ways, depending on age and time available to the teacher.”

Road Safety Officer

5.3 Teachers who had previously used the Crash Magnets toolkit were able to compare the two resources. All said that their preference was for Your Call. This was based on the more „realistic“ presentation of the materials, rather than in the „cartoon“ format used by Crash Magnets.

“The blog style nails it, and the characters are believable – not like Crash Magnets where the cartoony graphics were horrible.”

Teacher

5.4 There was one Road Safety Officer who stated that she personally did not like the Your Call resource. It was described as “bitty” and this Road Safety Officer felt that it focused too much on “bad behaviour” and she therefore had concerns that Your Call was promoting this type of behaviour.

5.5 Overall, Your Call was seen as modern, appealing to young people through its use of social media and encouraging young people to think for themselves. There were some variations on views, as explored through this chapter and some areas suggested for improvements. Overall, the general perception among teachers and Road Safety Officers was that Your Call was a very good resource for road safety education.

Pupil recollection of Your Call

5.6 In each of the pupil focus groups, we asked pupils what they could remember about road safety. Their responses were varied, and included:

- “Don’t run across the road.”
- “The green cross code.”
- “Stop, look and listen.”
- “Don’t have ear phones in.”

5.7 The pupils were then asked if they could remember any road safety resources they had used in class. Your Call was mentioned spontaneously by pupils in six of the ten case study schools.

“We saw a video about school kids crossing the road, then a car came, but he was on his phone.”

S1 pupil

5.8 The vast majority of the pupils associated Your Call with the DVD and were able to recall the storyline of the drama they had watched in detail.

“There was a short film and there was a boy away to meet a girl and he was crossing the road, and she texted him and he looked at his phone, and the girl’s brother ran him over. It was good because it showed you everybody’s point of view.”

S1 pupil

5.9 While it was clear that pupils were able to recall the detail of the DVDs, none of the case study schools spontaneously mentioned the other elements of the resource, such as the risk cards, or „what if“ cards.

5.10 In one of our case study schools, it was apparent that the S1 pupils did not remember the Your Call resource. This school had received one copy of the Your Call toolkit, and most of the resources had been photocopied for use. The class had used the resource in January 2013 – six months previously. During our session with the S1 class, the pupils watched Matt’s Story in an attempt to „jog“ their memories – but none could remember watching it previously. Our discussion at this group was based on the pupils’ immediate reaction to the DVD, shown during the discussion group.

5.11 Pupils in the focus group discussions were asked to write down, or draw their views on the Your Call resource. The majority of pupils were positive about the resource, while others gave examples of ways in which they would like to see the resource improved. Some original examples are included at Appendix four.

Views on topics covered

- 5.12 Pupils were asked for their views on the key messages in Your Call. The pupils picked up on the key topics covered by the resource – highlighting that it covered relevant topics such as distractions (both for pedestrians, passengers and drivers) including music/iPods, mobile phones, friends in the car, seatbelts, and speeding.

“It had mobile phones and we’ve all got them, so it shows how you can be distracted.”

S2 pupil

- 5.13 The pupils and teachers also commented on the DVDs showing the consequences of actions, which was received positively by the pupils.

“The consequences were a good idea. Seeing how they dealt with life after the accident and how it impacted their friendship.”

S4 pupil

- 5.14 Road Safety Officers and teachers agreed that the topics covered by Your Call were the right ones for the S1 to S3 age group. The style of the DVD dramas, focusing on both sides of the story was thought to be particularly good.

Views on DVDs – overall

- 5.15 The DVDs are an integral part of the Your Call toolkit. All of the case study schools had used the DVD. Almost all of the pupils we spoke to had some knowledge of the DVDs.

- 5.16 Overall, pupils were positive about the DVD dramas. There were positive comments relating to the realistic portrayal of the characters.

“It was realistic – he was trying to be cool „cos all his pals were slagging him off like “why have you got a helmet on“?”

S1 pupil

- 5.17 Others commented on the effective storyline which introduced the characters and made the pupils feel sympathetic towards them. The crash scene in the film was thought to then have more impact, because pupils cared about the characters.

“You kind of got to know the characters, so you knew who he was, so it was more effective when he got hit.”

S1 pupil

Views on the DVDs – style and relevance

- 5.18 The style of the Your Call DVDs is slightly different to other road safety resources. The characters are portrayed through a variety of different

mediums, such as video blogs, and through the CCTV camera at their school. Pupils were mostly positive in their feedback on the style of the DVDs – although there were some negative comments about the current relevance of „video-blogging“.

“It was good with the cameras following them about school.”

S1 pupil

5.19 There were some negative comments that the DVD was „cheesy“ and poorly acted. This was also the view of the S4 pupils who participated in this research. They did not connect with the storyline or characters and commented on how the resource was engaging; but for the wrong reasons. However, the resource was never intended to be used by S4 pupils and so their negative comments towards the resource are perhaps not surprising.

5.20 However, there were some pupils who found it difficult to relate to the characters in the DVDs. This was based on a number of factors. For example, pupils in a rural school commented that they would have preferred the story to have been set in a rural, rather than urban setting. Others picked up on the fact that the characters were sent to „detention“ – a practice that did not happen in their school.

5.21 Other pupils commented on the storyline, where Matt takes the blame for Leanne’s mobile phone ringing in class. Some found it difficult to relate to this storyline, while others felt that this gave the characters more empathy.

“I liked when he takes the blame for her, I feel sorry for him, and then when she asks him to meet, then you think that’s good, but then you feel bad that it didn’t turn out the way he planned.”

S1 pupil

5.22 The most common feedback to the relevance of the DVD dramas related to the perception that the DVD was quite dated. There were some derogatory comments about those appearing in the DVD, but in particular comments related to the video-blogging and the need for this to be updated to reflect changes in social media. This will be discussed more fully in the following chapter.

Views on the DVD – age appropriate

5.23 Pupils were asked if they felt that the DVD drama was appropriate for their age group. There were mixed views. Most pupils felt that they could relate to the age of the actors appearing in the DVD; even if the actors were slightly older than them. Some younger pupils felt that older pupils in their school would not find it as relevant, whereas others suggested that because of Donnie’s Story, the resource could still be used by an older age group.

“Having someone really old (like in their 20s) wouldn’t make much sense. It was about right.”

S1 pupil

- 5.24 One teacher, from a rural school commented that her pupils were slightly less „streetwise“ and were not „cynical“, but she felt that pupils from city schools, or larger urban areas might find the drama too young for them.

“In city schools, they might find it too young, but this school is not cynical.”

Teacher

Views on activities

- 5.25 Nine schools had used other activities in addition to the DVD as part of their use of the Your Call resource. Where schools had not used, or could not remember an activity; this was used briefly in the focus group to gather their immediate reactions.

Risk cards

- 5.26 Four of the ten case study schools had used the risk cards as part of their original Your Call lesson. Overall, there were mixed views on these cards. Younger pupils tended to like the cards, as it „made them think“ about road safety. While some of the older pupils found them „boring“ – yet one pupil stated their preference to these cards in comparison with the DVD.

“I like it because of the risk cards; it made me think a lot.”

S1 pupil - (Additional Support Needs)

Wild cards

- 5.27 One case study school had used the wild cards as part of their Your Call lesson. We encouraged others to test out the activity during our focus group discussions. For two S1 classes, the boy racer for example went from being the most risky driver, to the least risky. The classes enjoyed these cards and agreed that they had been challenged in their opinions. The feedback overall for these cards was positive. Table A5 in Appendix six shows the results of one pupil focus group’s views of the cards.

“It changes your perspective on things.”

S1 pupil

Character discussion cards

- 5.28 There were mixed views from the pupils on the „character sheets“ which asked questions about each of the characters’ behaviours. Some S1 pupils reported these as „boring“ while others said that they had „made them think“.

“You can look at all the things they did and work out if they were wrong, or right. It gives you the questions to think about.”

S1 pupil

What if cards

- 5.29 One of our case study schools had used the „What if“ cards during their Your Call lesson. The feedback here was positive as pupils were given scenarios and asked what they would do in the same situation. We tested this activity in two of the focus groups; both with S1 pupils.

Learning from Your Call

- 5.30 We asked pupils what they thought the main messages were that Your Call was trying to teach them. There were some examples of suggestions such as “being safe on the roads” and “don’t get distracted”. Pupils identified that Your Call focused its main messages on the topics of „distractions“, „risks“ and „consequences“.

“Your Call was highlighting that there are risks in everything, even in minor risks.”

S4 pupil

- 5.31 Pupils of all ages agreed that the messages in Your Call were not new to them. They stated that the messages relating to distractions were lessons they had heard before.

“We didn’t really learn anything new because we have been all around road safety at primary school – we are not on our phones and we still know not to be.”

S1 pupil

- 5.32 Class teachers working with S4 pupils indicated they felt that the resource was “reinforcing a message that had already been heard” – but that this was not necessarily a bad thing, as the pupils could still benefit from these messages.

- 5.33 Similarly, S6 pupils who had delivered the resource to S1 suggested that Your Call was a good refresher for their age group, particularly as they were soon-to-be drivers. Road safety was not taught beyond S1 at this school, and sixth year pupils no longer received PSE classes as part of their timetable, although had seen the Scottish Fire and Rescue Service, Cut It Out presentation.

“When you get to S6, you’ve forgotten all this stuff, or I mean that you know not to do it, but you’re complacent.”

S6 pupil

- 5.34 Although some pupils said that the road safety messages contained within Your Call were much the same as they had been taught before; they agreed the style of the resource made it more interesting.

“It was the same stuff, but it got into our heads more.” (Why?) “The way it was styled, rather than a teacher just telling you.”

S1 pupil

- 5.35 Others commented that they would not have associated elements of risk, or peer pressure with learning about road safety – and in this way, Your Call was quite different from anything they had used before.

Impact of Your Call – perceptions of changed attitudes or behaviour

- 5.36 Pupils gave their views as to whether Your Call had changed their attitudes or behaviour when out on the roads. There was a distinct difference in opinion based on age for this question. The younger pupils were more likely to say that they had changed their attitude and behaviour based on what they learned through Your Call.

“It has changed my attitude (how?) I don’t want to be like him in a wheelchair.”

S1 pupil

“I used to walk with my headphones in, but now I take them out when I’m crossing the road.”

S2 pupil

- 5.37 On the whole, older pupils did not think that the messages from Your Call were enough to influence their attitudes or behaviour. Pupils of all ages commented that some of the messages they were being taught were simply common sense and therefore the pupils did not take them seriously, or felt the need to change their behaviour.

“You know not to wear headphones when crossing the road. It’s common sense.”

S3 pupil

- 5.38 Teachers also suggested that while there may be a short-term impact on pupils after using the Your Call resource; it is difficult for them to gauge whether the resource will have any longer term impact once they are out on the roads.

“The pupils have asked „what happened to him” (the characters) but I think they are only careful for a few days and then they go back to their old ways of jumping about.”

Teacher

Summary

- 5.39 The general impressions of the resource by Road Safety Officers and teachers were, on the whole, positive. The use of social media was appealing and perceived as a relevant way of engaging with this age group. Teachers, who had used Crash Magnets in the past, reported that their preferred resource was Your Call.

- 5.40 Pupil recollection of Your Call was based around the DVD. Pupils were able to recall the storyline of the drama they had watched in detail.
- 5.41 The content was praised for including topics such as distractions and consequences and these were thought to be relevant topics for the age group.
- 5.42 Younger pupils (S1 and S2) stated they were able to connect with the characters; they found them relatable, particularly because of their age and the storyline, which younger pupils stated made the characters more likeable. S3 pupils however, were more likely to find the characters “cheesy”.
- 5.43 Overall, pupils had mixed views about the activities. The DVD was by far the most commonly used activity from the toolkit and seemed to have captured the pupils’ attention based on their retention of the resource. The other activities had been more sporadically used but pupils seemed to respond positively to these activities when conducted during the focus groups.
- 5.44 Pupils and teachers agreed that the messages in Your Call „reinforced” messages that the pupils had heard before, and that they were not necessarily learning anything new. However some pupils commented that despite this, the style of the toolkit made learning more interesting.
- 5.45 Despite most pupils stating that they had not learned anything new from the resource, the majority of younger pupils agreed that Your Call had influenced them to change their attitude and behaviour while out on the roads. Pupils stated they were „more cautious and aware” particularly in relation to distractions such as being on their mobile phones, or wearing headphones. Older pupils however did not think that Your Call was powerful enough to change their attitudes or behaviour.

6. SUGGESTIONS FOR IMPROVEMENTS

Introduction

- 6.1 Pupils, teachers and Road Safety Officers were asked for their views on how Your Call could be further developed and improved. Overall, teachers and Road Safety Officers felt that the toolkit had an ongoing relevance and any improvements should be up-dates and “tweaks” rather than significant changes. Pupils also suggested a number of changes. It should be noted that most of the comments relate to changes to the DVD content – as this was by far the most commonly used aspect of the resource.

Updating technology

- 6.2 The majority of pupils suggested that they would like to see the DVD updated to include more relevant technology, such as the latest mobile phones and iPods. Currently the DVD features the characters „video-blogging” that the pupils reported was „not cool” and not a practice that was regularly carried out any more. Suggestions for improvements included the characters using Twitter or Facebook.
- 6.3 The teachers agreed, and felt that if the resource was to resonate with this age group, it would have to keep up with technology.

“The film just copes with increasing technology, but it will need updating in a few years.”

Teacher

Further detail on consequences

- 6.4 Some pupils wanted to find out more information about what happened to the characters in the DVD after the crash. They wanted more details about the extent of the injuries the young people sustained, and how it affected their relationships with one another.

“Maybe someone’s family should be in it, like a real life example to show that this can happen to you.”

S1 pupil

“I want more about after (the accident) about what can happen and the doctor saying „you’ll never walk again” to get the message across.”

S1 pupil

Statistics

- 6.5 A few pupils and teachers suggested that they would like to see more statistics included in part of the DVD, but also in the activities. These would be in relation to the number of young people killed in road accidents, for example. Some pupils felt that this type of information was more likely to stay with them and make an impact.

“Statistics always have an impact on the pupils and it would be better if these could be included in the pack and be more up-to-date and local.”

Teacher

“I did used to wear a helmet; but not so much now...” [Why?]” but I just don’t think it will happen to me, so maybe they need to think of more statistics to show me.”

S1 pupil

Making use of real life, or shock tactics

- 6.6 A large number of pupils were particularly keen for Your Call to be more hard-hitting and suggested that the DVD should include images of the crash scene to make it more realistic. Currently the DVD cuts away just as the pedestrian is hit by the car.

“You didn’t see anything in the DVD about the crash. You need to see the crash and the injuries.”

S1 pupil

- 6.7 This view was also held by the older pupils, who suggested that the DVD could have been made more appropriate to their age group if it contained more graphic images.

“We could’ve handled it if it was a bit more grown up and more dramatic.”

S3 pupil

- 6.8 One pupil suggested that following the crash scene in the DVD, the characters did not seem too upset at their situation. Pupils suggested the DVD should have included more realistic responses to the situation.

“Matt didn’t seem too upset to be in a wheelchair – he was talking positively about how he could still get out and meet his friends. It showed you that being paralysed isn’t that bad.”

S1 pupil

- 6.9 Some S3 pupils suggested that a different format would be better to get the road safety message across. They suggested that Your Call should include the presentation of a real car that has been in an accident. The idea would be that pupils could see firsthand the result of an accident on a vehicle. Some of the pupils had undertaken a similar fieldtrip in the past and suggested this was a more appropriate way to learn.

Delivery format

- 6.10 The research explored whether there was an appetite for Your Call to be available online. Some teachers mentioned this spontaneously as a suggestion for improvement, while others had reservations as to how useful it would be. These concerns tended to be linked to the general unreliability of the school's internet connection rather than the usefulness of an online tool.

"Sometimes putting things online can cause problems because the school's broadband connection is not good."

Teacher

- 6.11 Pupils at two schools spontaneously suggested that they would like to use the resource more interactively on the White Boards in their classrooms. This would allow them to „play games“ and take control of the resource themselves.

"You could choose whether he picks up his phone, or crosses the road. He might get run over, but you make the decisions."

S1 pupil

- 6.12 There was positive feedback from pupils and teachers at the school that delivered Your Call using older sixth year pupils. Teachers felt that the S1 pupils were more engaged with the resource when hearing the road safety messages from their peers; rather than from the teachers. The S1 pupils agreed, stating that they much preferred the sixth-year pupils to be delivering the pack. The S6 pupils also reported increased confidence, skills in public speaking and organisational skills.

"It's better than having a teacher – they're (S6) not as stressed."

S1 pupil

Other suggestions for improvements

- 6.13 There were other suggestions for improvements from pupils, these included:

- **Different story line** – One focus group of S1 and S2 pupils also commented that the DVD "needs a different situation" to make it more relevant for them. They did not find the story convincing.
- **Celebrities** to be included in the DVD as this would be more likely to capture their attention.
- The young people in the DVD should be in a **road safety class**; not a maths class to make it more relevant.

Increasing publicity about Your Call

- 6.14 Our interview with a representative from Education Scotland revealed that this individual was not aware of Your Call as a resource. However, Education Scotland sits on the Road Safety Scotland Education Sub Committee.
- 6.15 Education Scotland would be willing to discuss with Road Safety Scotland how best to assist with the publicity of Your Call and to develop a plan for working together in the future.

“Education Scotland have a massive website for advertising; we’ve got Glow, Glow TV...there are lots of opportunities for development.”

Education Scotland

Providing schools with more copies of the toolkit

- 6.16 Two of our case study schools indicated they had more than one copy of the toolkit. In Midlothian, our case study school had a total roll of 1,476 and two copies of Your Call. In Fife, our case study school had three copies of the toolkit, and a total school roll of 766 pupils.
- 6.17 The other case study schools were operating with one toolkit (or in one case no toolkit just photocopied resources). Schools reported that this could cause problems in terms of logistics and in many cases the resources were photocopied to share among the guidance staff, or scanned to appear electronically on the school’s white board. If the schools were able to have more copies available, it might make it easier for schools to include Your Call in the Curriculum.

Summary

- 6.18 Overall, teachers and Road Safety Officers felt that the toolkit had an ongoing relevance and any improvements should be „up-dates“ and „tweaks“ rather than significant changes.
- 6.19 The majority of pupils suggested that they would like to see the DVD updated to include more relevant technology, such as the latest mobile phones and iPods. Currently the DVD features the characters „video-blogging“ which the pupils reported had been replaced with social media such as Facebook and Twitter.
- 6.20 Some pupils wanted to find out more information about what happened to the characters in the DVD after the crash. They wanted more details about the extent of the injuries the young people sustained, and how it affected their relationships with one another.
- 6.21 A large number of pupils were particularly keen for Your Call to be more hard-hitting and suggested that the DVD should include images of the crash scene to make it more realistic. Both younger and older pupils made this suggestion.

- 6.22 There were some reservations about the resource being made available online, but these were in relation to the unreliability of the school's internet connection, rather than the use of the resource in this format. Pupils suggested that they would like more of the toolkit to be interactive.
- 6.23 On a more practical level for the future, schools could benefit from having more copies of the toolkit, so as not to have to photocopy the resource.
- 6.24 Education Scotland indicated that they would be willing to work with Road Safety Scotland to develop and promote the resource in the future.

7. KEY FINDINGS AND RECOMMENDATIONS

Introduction

- 7.1 This chapter sets out our key findings and recommendations from this research.

Key Findings

Distribution and promotion

- 7.2 Your Call was distributed to schools through the network of Road Safety Units in Scotland. Each Road Safety Unit took a slightly different approach to distributing and raising awareness of Your Call. Road Safety Units have distributed the packs, provided training for teachers, and offered ongoing support on request. However, the extent of promotion and training on the Your Call resource since its initial launch has varied by Road Safety Unit. The majority of Road Safety Units have not maintained ongoing contact with schools since its initial launch, and so Road Safety Officers were unable to say with any certainty which schools in their areas were using the resource. However a small number of Road Safety Units have maintained contact with their schools since Your Call launched in 2009.
- 7.3 Road Safety Officers indicated that they had not been as proactive as they would have liked at promoting Your Call. Reduced resources and increased workloads were cited as reasons for being unable to maintain a dialogue with schools about the resource.
- 7.4 The lack of ongoing promotion in many areas has impacted on awareness of the toolkit. It is clear that although most (if not all) secondary schools did receive a copy of Your Call when it was launched; some current teachers are unaware of the resource.

Use of Your Call

- 7.5 Your Call is predominantly used with S1 and S2 pupils, although we did find examples of the resource being used with S3 and S4 pupils. Schools that use Your Call generally do so for two or three periods. Your Call is used exclusively in Personal and Social Education.
- 7.6 By far the most commonly used part of the resource is the DVD. But nine of the ten case study schools had used other elements of the pack. Where schools had not used the activities in class, some were tested during our groups where initial pupil responses were positive. This would indicate that Your Call is not currently being used to its full potential.

Pupil engagement with Your Call

- 7.7 Teachers reported that Your Call engaged the pupils and prompted discussion. This was also evidenced in our focus group discussions, with pupils reacting well to the activities. Views on the extent of engagement with the DVD were more varied.
- 7.8 There was also a good recollection of the resource among the pupils. In five schools, Your Call was mentioned spontaneously, despite some pupils having used the resource several months earlier. There was good recall about the storyline and they praised the content for including topics such as distractions and consequences.
- 7.9 Younger pupils (S1 and S2) stated they were able to connect with the characters; they found them relatable, particularly because of their age and the storyline, which younger pupils stated made the characters more likeable. S3 pupils were more likely to describe the characters as “cheesy” and had more negative comments relating to the acting and storyline.

Learning from Your Call

- 7.10 Pupils and teachers agreed that the messages in Your Call reinforced messages that the pupils had heard before, and that they were not necessarily learning anything new. However some pupils commented that despite this, the style of the toolkit made learning more interesting. There were two pupils who commented that they had learned something new from Your Call.
- 7.11 Despite most pupils stating that they had not learned anything new from the resource, the younger pupils agreed that Your Call had influenced them to change their attitude and behaviour while out on the roads. Pupils stated they were „more cautious and aware” particularly in relation to distractions such as being on their mobile phones, or wearing headphones. Older pupils however did not think that Your Call was powerful enough to change their attitudes or behaviour.

Recommendations

Format of the resource

- 7.12 Road Safety Scotland might wish to consider developing a complimentary online resource for Your Call. Pupils spontaneously suggested an interactive resource for use in the classroom, where pupils could make decisions about the fate of the characters. Teachers had mixed views about having the resource available online; although concerns were attributed to the reliability of the school’s broadband, rather than the benefits of having the resource available interactively.

Developing the content

7.13 Your Call could be enhanced and developed in a number of ways. We recommend that Road Safety Scotland consider the possibility of:

- **Producing a new DVD** – The DVD is by far the most used element of the pack, but is felt to be outdated. Road Safety Scotland should consider producing an updated DVD with more modern technology in order to keep the interest of the pupils.
- **More hard hitting content** - Overall the messages of the DVD should remain the same, but pupils felt strongly that the images of the DVD should be more hard-hitting in order to get the message across. Suggestions included more information about what happens to the characters after the accident – to get an insight into the impact on their lives and the consequences they are left to deal with. This might include scenes of the crash, scenes of the characters in hospital after the accident and more information on how the accident impacted on the friendship of the characters. Research³ has shown that when designing Young Driver Interventions shock tactics are not effective at changing behaviours. However, for the context of this research; the feedback on these DVDs was that they would be more likely to resonate with young people aged 11-14 if they contained more hard-hitting content. Road Safety Scotland will wish to decide whether this route is appropriate for Your Call.
- **Including statistics** – Some pupils and teachers requested the inclusion of more real life statistics, which relate to the number of young people killed on the roads each year. Pupils reported that this sort of real life information would be more likely to stay with them.

Promotion

7.14 We do not believe that Your Call has been used to its full potential by schools. Road Safety Scotland should consider a national re-launch of Your Call, taking account of suggested updates to the format and content. This would ideally involve some national promotion, coordinated by Road Safety Scotland. For example:

- check that the school has as many copies of the resource as required;
- provide any new elements of the pack – such as an updated DVD or teacher notes;
- explore whether any additional parts of the resource are required; and
- offer training on use of the resource.

7.15 This would be a significant undertaking for Road Safety Units, which we know are already under pressure with reduced resources. Road Safety Scotland could explore opportunities to work with other bodies, such as Education Scotland who have resources such as Glow and Glow TV to promote and advertise the toolkit.

³ <http://www.getintogear.info/experienced-ydi-educators/where-it-can-go-wrong/sensationalising/>

APPENDICES

Appendix One: Road Safety Officer discussion guide

Appendix Two: Teacher discussion guide

Appendix Three: Pupil discussion guides

Appendix Four: Pupil views on Your Call

Appendix Five: Case studies

Appendix Six: Tables

Appendix One: Road Safety Officer discussion guide

Your Call - Road Safety Unit Officers

1. Information about schools

- Can you tell us of any secondary schools that have been particularly active in their use of the resource – or used it in interesting ways?
- And any examples where there has been minimal use?
- What about special schools or colleges?
- Are there other bodies who use the resource in your area? For example, outreach centres, fire service, or any others?
- Any particular schools or colleges you think we should avoid? (why?)
- What is your perception of how the resource is used?

2. Knowledge and awareness

- General views on Your Call
- What were your first reactions to this resource?
- How would you describe it to someone who hadn't seen it?
- Did you receive any training on this resource?
- How do you think it compares to other road safety materials for young people?

3. Your role

- Did all the schools in your area receive a copy of Your Call when it was first launched? (why/why not?)
- How was your road safety unit involved in **promoting** the resource locally?
- How was your road safety unit involved in **distributing** the resource locally?
- Was any training done with schools on the contents of the resource?
- Did you receive any feedback at the time from staff (or pupils) about the resource?

4. Format of the resource

- What did you think are the most effective parts of the resource?
- Do you have any views on the format or delivery of the resource?
- Is it the right tone, level and content for the age group it is aimed at?
- Are there any parts of the resource that you think could be improved or developed?

5. Impact of the resource

- Do you think the Your Call resource is likely to affect the behaviour of young people as passengers or pedestrians?
- Do you think there are other more effective ways to engage with young people about road safety?
- Any other comments?

Appendix Two – Teacher discussion guide

Your Call - Interviews with Teachers Discussion Guide

Planning

- What is your role in the school?
- How did you hear about „Your Call?
- What made you think of using it at your school?
- Did you receive any support or training in using the resource?

Usage

- Which pupils did you use the resource with?
- Which class and topic was the event linked to?
- How much time did pupils spend on the materials?
- Which materials did you use?
- How did you use the materials?
- How did Your Call link with other class activities?

The materials

- How appropriate were:
 - the *messages*?
 - the *style* of the materials?
 - the *format*?
- How did pupils react to Your Call at the time?
 - What aspects were particularly well received?
 - What aspects were not well received?
- Have pupils reacted to or discussed it in the longer term?
- What difference do you think Your Call made to pupils?
- What ongoing impacts do you think the materials will have on pupils?

Future use

- Would you use Your Call materials again?
- What would you change (if anything) about the materials?
- Would you use the resource again? (why/why not?)
- Do you have any other comments?

Appendix Three – Pupil discussion guide(s)

Review of Your Call - Discussion guide – Pupils (S1/S2/S3)

Length of group: approx. 50-55 minutes

Introduction (5 mins)

- Introduce moderator and ODS Consulting
- Explain the purpose of the research and how views will be used
- Explain that:
 - ODS will not attribute comments to individuals
 - Your comments will remain anonymous
 - Participation is voluntary
- Explain how views will be recorded
- Pupil introductions

Recollection and use of resource (20 mins)

- Do you remember using any road safety resources in school? Which ones? (prompt Your Call if no-one mentions)
- What can you remember about the resource? Can you describe it to me? Any points that have stuck with you?

Prompt:

- Donnie's Story
- Matt's Story
- Risk Cards
- Risk Quiz
- First on the Scene DVD
- What if Cards
- Section on consequences

Only at this point show the group the Your Call Resource. – Do you remember it? When did you first see it? What was your first reaction?

Refer back to list of different aspects of the resource:

- In which class did you first see Your Call?
- How long did you spend on it? – Was this too long? Not long enough?
- What did you do/ Which activities did you do?
- Which aspects of the resource did you do in class?
- Did you talk as a class about any of the activities or content of Your Call?
- Do you think that Your Call could be used (not in PSE) but as part of any other classes?

Discussion about the resource (10 mins)

Ask the pupils to discuss why some aspects of Your Call are better than others.
What would you tell other young people about Your Call?

Learning from Your Call (15 mins)

What were the main messages?

Did you learn anything new?

Did you think the resource was relevant to your age group?

Do you think Your Call has changed your attitude to road safety?

Do you think Your Call has changed your behaviour while out and about?

Delivery of the event (5 mins)

Who delivered the Your Call resource to your class? What did they do with the class? (Why/Why not?)

What did you think of the style of Your Call? (

Is there an alternative format for delivering this type of information that you would have preferred?

Wrapping up

Overall, how would you rate Your Call out of ten?

Review of Your Call - Discussion guide – Pupils (S1/S2/S3)

Pupils with Additional Support Needs

Length of group: approx. 50-55 minutes

Introduction

- Introduce moderator and ODS Consulting
- Explain the purpose of the research and how views will be used
- Explain that:
 - ODS will not attribute comments to individuals
 - Your comments will remain anonymous
 - Participation is voluntary
- Explain how views will be recorded
- Pupil introductions – Name, Which year group, want to drive in the future?
Have big brothers or sisters/cousins who are driving now?

Recollection and use of resource (20 mins)

- Do you remember using any road safety resources in school? Which ones?
(prompt Your Call if no-one mentions)
- What can you remember about the resource? Can you describe it to me?

Show the group the DVD(10 mins)

- Do you remember it?
- When did you first see it?
- Did you like it? What was the best bit? Any bits you didn't like?
- Probe: did you like the style of the weblogs?
- Did you like the characters? Why/Why not?

Show the group the rest of the resource (cards, etc) (10 mins)

- Did you use these?
- Did you like them? (why/why not?)
- What did you do with them? How long did you spend on it?

Discuss any aspects that could be improved – what would make the resource better?

Learning from Your Call (15 mins)

- What did you learn from Your Call – what were the main messages?
- Did you learn anything new?
- Was the information useful?
- Have you changed your behaviour when you're out on the roads?
- Have you changed your attitude?

Appendix Four – Pupil views on Your Call

I thought the DVD was really interesting to watch because it told you to be a really careful when crossing the road & not to go on your phone. It also shows us the dangers of ~~the~~ life.

It was really dramatic, it showed all points of view, it showed you the mistakes that all the people made. I really liked "your call" it has made me think and be more aware about road safety.



I think that the video was really good & was a good way to tell people about road safety it was quite good that the actors were Scottish it would have been better if they showed what happened after he got knocked down.

I feel that Your Call is very suitable for 1st and second years but could be updated and made slightly more grown up for older years. It gave a lot of people a wake-up call and reminded us that a bad accident could happen to anyone.
Adele Ward, 53.

I thought "your call" was okay. I think that it would have been better if we had more activities rather than watching the video.

It wasn't realistic enough. We need to get out of the classroom more instead because listening to the same thing all the time is boring.

The whole thing would be better with statistics showing just how bad + how often road accidents happen. Also if it was more shocking it would be better showing the consequences.

THE WHOLE thing was good But they could update it a wee bit like better Phones and clothes. They could also make it A bit gory! So we were more interested!

I think the DVD would be better if there was blood and it showed the actual accident it would be better. I don't think you could improve all the other bits. Over all I would rate it $\frac{8}{10}$

Appendix Five – Case Studies

CASE STUDY 1

Local authority type	Large urban area
Level of deprivation	Not in 15% most deprived areas
School roll	180
Received training on Your Call	Yes
Year Groups using Your Call	S1

Planning

The school was first introduced to the Your Call resource by a Road Safety Officer who came to school to deliver a training session with all the guidance staff. This session spent time going through the different materials and aspects of the resource, with the Road Safety Officer showing staff how it could be used. The guidance staff reported that the session they had with the Road Safety Officer was “really helpful” and their views on the resource were positive.

Usage

The resource has only been in school since the start of the term in August 2012. It has currently only been used with S1. The resource forms part of the PSE class, which pupils attend once a week. They spent three lessons on Your Call. This included watching Matt’s Story and Donnie’s Story on DVD. The pupils also undertook the Risk Quiz and held a discussion using the cards from the resource.

Views on resource

The teacher and pupils agreed that the materials were appropriate for the S1 age group. The feedback from the pupils was positive in terms of the DVD; which they liked because it contained relevant characters, (particularly because they were Scottish). The pupils also commented positively on the style of the DVD. They particularly liked that the camera followed the pupils about school (using the CCTV footage). The pupils also commented on the risk cards that they had used. They suggested that the activity was a “good way to learn about road safety”.

Impact

The teacher commented that the resource had the potential to change the pupils’ behaviour and attitudes to road safety. The pupils however, stated that they had not learned anything new necessarily from the resource; but the styling of the DVD, with the characters and strong story line meant that it resonated with this age group.

“It was the same stuff, but it got into our heads more.” (Why?) “The way it was styled, rather than a teacher just telling you.”

(S1 pupil)

Suggestions for improvements

The pupils suggested ways in which they would like to see the Your Call resource developed:

- **Statistics** – The pupils suggested that they would like to see more statistics included in part of the DVD, but also in the activities. These would be in relation to the number of young people killed in road accidents, etc. The pupils felt that this type of information was more likely to stay with them and make an impact.
- **Consequences**– Although the characters were praised for being relevant and Scottish, the pupils wanted to find out more information about what happened to them after the crash. The pupils wanted more details about the extent of the injuries the young people sustained, and how it affected their relationships with one another.

“I want more about after (the accident) about what can happen and the doctor saying „you“ll never walk again“ to get the message across.”

(S1 pupil)

- **Celebrities**– The pupils suggested that the inclusion of celebrities talking about road safety would be more likely to resonate with them, and make them take notice. Suggestions such as One Direction, and Brian Blessed were made.

“Brian Blessed would be a good voice over to have in the DVD, talking about statistics because he has a booming voice and this would make it sound more serious.”

(S1 pupil)

Future use of the resource

Your Call is now part of the curriculum and will continue to be taught in S1 with the possibility of using the resource with S2. Different strands of the resource were thought to be appropriate for different age groups, with the teacher commenting that many of the S6 pupils were now learning to drive and bringing their cars to school, and so there were elements of Donnie’s Story that would also be relevant to them.

Acknowledgements

The researchers would like to thank the guidance teacher and seven S1 pupils who took part in a discussion for this case study.

CASE STUDY 2

Local authority type	Remote Rural Area
Level of deprivation	Not in 15% most deprived areas
School roll	372
Received training on Your Call	Yes
Year Groups using Your Call	S1-S3

Planning

The school was first introduced to the Your Call resource in 2009 by a Road Safety Officer who came to school to deliver a training session. The teachers commented that the session was useful, but found the easiest thing was to take time to go through the resource in detail in their own time. Initial views were that the resource was hard to navigate, but this became easier the more familiar the staff became with the resource.

“Teachers just have to sit down and go through the content, which can be hard to navigate at first, but it’s ok once you’re familiar with it.”

Class teacher

Since receiving the resource in 2009, this school had not used it as part of the curriculum. Instead, their focus was on internet safety which was the topic covered in PSE. No road safety was taught as part of the curriculum at all. However, during the fieldwork period for this research, a road safety incident took place at the school involving a pupil. A decision was then taken to bring forward the use of Your Call (which had been scheduled for the summer term 2013/14) to June 2013.

Usage

This school had not used Your Call since its introduction in 2009, until summer 2013. The resource has been used with pupils in S1, S2 and S3 during their PSE class. Your Call has now replaced the topic on Internet Safety and takes place for one period a week over three or four weeks. Matt’s Story is used with S1 and S2 and Donnie’s Story with S3.

Views on resource

The teacher and pupils in the S3 group taking part in this discussion had different views on the resource. The teacher thought that the road safety messages were the right ones and were „hard hitting“. The S3 pupils however did not agree. They indicated that the characters were neither appealing nor relevant to them; the story of the DVD did not capture their attention and it was described as “boring”.

Impact

The teacher commented that the resource was better than others they had used in the past (Crash Magnets), and as such would challenge the pupils to think about their own behaviour and responsibilities as road users. However, the teacher found it challenging to say whether the resource would have any ongoing impacts.

“Once young people are out on the roads, it is hard to say how they will behave. As teachers, all we can do is raise awareness.”

(Class teacher)

The pupils stated that they had not learned anything new from the resource and indicated that most of the messages it was trying to convey were “common sense”. In this respect, they did not think the resource had made any impact on their attitude or behaviour.

“(Has it changed your attitude?) No; you know not to wear headphones when crossing the road. It’s common sense.”

(S3 pupil)

Suggestions for improvements

The pupils suggested ways in which they would like to see the Your Call resource developed:

- **Interactive** – The pupils suggested that they would like to the resource used more interactively on the White Boards in their classrooms. This would allow them to „play games“ and take control of the resource themselves.
- **More shocking images**– The pupils suggested that for the resource needed to be more hard-hitting and so suggested the inclusion of a car that had been in an accident that the pupils could visit on a field trip to see firsthand the results of an accident. Some of the pupils had undertaken a similar fieldtrip in the past and suggested this was a more appropriate way to learn.

“There was this safety thing in X. We learnt about safety and how to react if someone gets knocked down. It was good because you got to interact and you weren’t in a classroom; you were outside.”

(S3 pupil)

“I would rather see a wrecked car. It’s scary and it shocks you more and it’s not just the teacher preaching.”

(S3 pupil)

Future use of the resource

Your Call is now part of the curriculum and will continue to be taught with S1-S3. There are also plans in 2014, to use the resource further up the school with S4 pupils before they go into S5 when they are more likely to be passengers in cars with friends who are driving.

Acknowledgements

The researchers would like to thank the guidance teacher and seven S3 pupils who took part in a discussion for this case study.

CASE STUDY 3

Local authority type	Other Urban Area
Level of deprivation	Not in 15% most deprived areas
School roll	1,476
Received training on Your Call	Yes
Year Groups using Your Call	S1-S2

Planning

The school was introduced to Your Call when a Road Safety Officer contacted them directly and offered a training session. This included a session for staff during which the Road Safety Officer went through all the materials in the pack and explained the teacher notes. The Road Safety Officer then conducted a lesson with the pupils, with the teachers present as part of a training exercise so the staff could see the resource „in action“. The feedback from staff was that this was „very useful“ and it meant the staff had a readymade lesson plan to use.

The school does not use any other road safety materials and this was part of the reason for the adoption of Your Call. They found there was nothing else specifically for this age group.

“We knew the 11-14 year olds were an „at risk“ group so we decided to use it.”

Class teacher

Usage

The resource is used in school with S1 and S2 pupils only. It is part of the PSE programme. S1 spend two class periods using the resource. It is also the intention to spend two class periods with S2, but admittedly „other commitments can get in the way“ with this year group.

Both S1 and S2 use Matt’s Story, including the DVD and the Risk Quiz. The classes then watch the „consequences“ element of the DVD and use the discussion cards to prompt discussion. The second lesson uses the risk cards and the „what if“ cards.

The teacher said that she did use the lesson plans to “get the most out of the pack.”

Views on resource

The pupils had a good recollection of the content of the pack; particularly the DVD of Matt’s Story. However, their views on the resource were mostly negative. They reported that they found the characters “cheesy” and “predictable”. Similarly, their

views on the cards were also negative, with the pupils stating that they had not learned anything new from these activities.

“The people (in the DVD) didn’t seem realistic; it was like an adult had written it, but got it wrong.”

(S1 pupil)

“Most of the road safety lessons are just repeating it over and over.”

(S2 pupil)

Impact

The teacher commented that the pupils seemed engaged when watching the DVD and that it was an appropriate resource for their age group. The pupils did not agree with the target audience for the DVD; when told that the resource was aimed at S1-S4 they suggested that it would be more appropriate for “primary 5 to 7”.

“I don’t think S4 would like it. They wouldn’t appreciate it. It is pretty rubbish.”

(S2 pupil)

Some elements of the resource had not worked with the pupils, according to the class teacher. She had shown the DVD of the head teacher talking about an accident at his school, but this “didn’t work” and the pupils “were not interested”.

Suggestions for improvements

The pupils suggested ways in which they would like to see the Your Call resource developed:

- **Updating**– The pupils suggested that they would like to see the DVD updated to include more relevant technology, such as the latest mobile phones and iPods.
- **Online** – The class teacher suggested that the resource would be better if there were more web resources and videos. The school only has two copies of the pack, which means they have to photocopy materials. Online would make a difference as every classroom has a smart board which would also make it more interactive.
- **Different story line** – The pupils also commented that the DVD “needs a different situation” to make it more relevant for them. The story was not convincing.

- **More shocking images**– The pupils suggested that the resource had to contain more shocking images to have any impact. Even the consequences aspect of the DVD was not hard-hitting enough.

“You didn’t see anything in the DVD about the crash. You need to see the crash and the injuries.”

(S1 pupil)

“It needs to be hard-hitting, to show you the funeral and parents crying.”

(S2 pupil)

Future use of the resource

The teacher felt that Your Call sits well within the curriculum for PSE and they will continue to use it towards the end of the year (May).

Acknowledgements

The researchers would like to thank the guidance teacher and seven S1 and S2 pupils who took part in a discussion for this case study.

CASE STUDY 4

Local authority type	Accessible Small Town
Level of deprivation	Not in 15% most deprived areas
School roll	1,201
Received training on Your Call	No
Year Groups using Your Call	S1

Planning

The teacher we spoke to for this case study was unclear as to how Your Call came to school, but suggested it could have come via the Police in 2009. At that time, the teacher responsible for safety took the resource and adapted the lesson plans into three sessions.

The staff did not receive any training on how to use Your Call; instead they relied on the teacher's notes. The class teacher suggested that some training „might have been helpful“ initially, but now the staff were all used to using the resource. In saying that, this teacher was not aware of Donnie's Story or the relevant associated activities.

“My first impressions were that it was great and the kids like it; it's quite current.”
Class teacher

Usage

The school has one copy of the pack, but all the resources have been uploaded onto the computer so that there is no need for photocopying.

The resource is used in school with S1 pupils only. It is part of the PSE programme. S1 spend three class periods on it. In the first week, the pupils watch Matt's Story on DVD. Weeks two and three are used to talk about risks and risky behaviour using the appropriate resources.

The pupils use Your Call as part of their „safety“ topic in PSE which is part of “safe routes to school” and it comes at the end of the year.

“The resource is used at the end of the year when the pupils have had more independence and this is a good introduction to risk, peer pressure and consequences.”
Class teacher

Views on resource

The pupils had a good recollection of the content of the pack; particularly the DVD of Matt's Story. They were positive about this element of the resource. They stated that they found it realistic and the characters were believable. They liked that there was a „build up“ so that you could get to know the characters. They also liked the style in which the DVD had been filmed.

“It was a bit cheesy but it was good to see the lead up to the event so that you could get to know the characters.”

(S1 pupil)

Impact

The pupils suggested that although the DVD was engaging, they had not learned anything new from its contents. They did appreciate the consequences element of the DVD and felt that this was important to show, but they felt that it could have been more shocking.

“It was quite good in that we saw it (the accident) actually happening. It looks a lot better.”

(S1 pupil)

“It would be better if it was a lot more scary – it would make you safer.”

(S1 pupil)

The class teacher agreed with the inclusion of the consequences aspect, stating it was important to see “what happens after”.

Suggestions for improvements

The pupils suggested ways in which they would like to see the Your Call resource developed:

- **Updating**– The pupils suggested that they would like to see the DVD updated to include more relevant technology, particularly to reflect changes in social media from blogs to Facebook or twitter.
- **Different story line** – The pupils commented that they liked the fact the characters discussed the crash at the end and how it had affected them. However, they suggested that Matt, the boy who has the accident did not seem “too upset” that he was in a wheelchair. The pupils thought this character “should have been more devastated”

- **More shocking images**– The pupils suggested that the resource had to contain more shocking images to have any impact. Even the consequences aspect of the DVD was not hard-hitting enough.

“Matt didn’t seem too upset to be in a wheelchair – he was talking positively about how he could still get out and meet his friends. It showed you that being paralysed isn’t that bad.”

(S1 pupil)

“It would be better if there was more blood.”

(S1 pupil)

Future use of the resource

Your Call is now part of the curriculum and will continue to be used with S1.

Acknowledgements

The researchers would like to thank the guidance teacher and seven S1 pupils who took part in a discussion for this case study.

CASE STUDY 5

Local authority type	Other Urban Area
Level of deprivation	In 15% most deprived areas
School roll	766
Received training on Your Call	Yes
Year Groups using Your Call	S1-S3

Planning

The teacher we spoke to for this case study was unclear as to how Your Call came to school. The school had been using another road safety resource; Crash Magnets since its inception. This resource had been brought to school by a Road Safety Officer and the teacher suggested that Your Call „probably“ arrived at school in the same way.

The staff did not receive any initial training on Your Call, but felt that their working knowledge of Crash Magnets helped them to understand how to use the pack. However, in November 2012 the school received an offer of a refresher training course from the local authority Community Safety Partnership in both Crash Magnets and Your Call. This involved a session with guidance staff, talking them through the different aspects of the pack. This was met positively by staff.

“Anything professionally produced is good for use at school.”

Class teacher

The teacher commented that road safety is a priority topic at this school. It has a wide catchment area, with pupils travelling from neighbouring towns and villages to attend. Most travel by bus, which creates a need to have road safety as part of the curriculum.

“We are the only Catholic school in the area, so lots of the children are bused into school. This creates problems with road safety. There have been several incidents of children being knocked over or one pupil fell off the top deck of the bus.”

Class teacher

Usage

There are three copies of Your Call at school; one for each guidance teacher. The school uses the resource with S1, S2 and S3. In S3, the pupils also use Crash Magnets, so this year group overlaps both resources. Road safety is taught as part of the PSE curriculum.

In first year, the pupils receive four class periods of Your Call. This includes watching both Matt and Donnie's Stories on DVD and then moving onto the different activities contained in the pack.

The S2 class also watch both Matt and Donnie's Stories on DVD and undertook the relevant activities, but this takes place over two class periods. In S3, the pupils also watched both DVD's over two class periods of Your Call.

The road safety element of the curriculum takes place in September, but is then revisited in May, before the summer holidays as a refresher for the pupils.

Views on resource

The teacher felt that having a „professionally produced“ resource was beneficial to them, as it meant everything is ready to use. The teacher suggested that the pupils also perceive a resource to be more important if it is professionally produced.

“The style is good – anything that avoids us having to use our own resource or do photocopying makes a huge difference. It's already there for you.”

Class teacher

The teacher also suggested that the variety of activities contained in the resource was beneficial to keep the pupils engaged.

“I like that there is a variety of activities, that's how you engage with pupils. Getting textbooks out and doing exercises is not what they want – they need to be entertained.”

Class teacher

Three different age groups of pupils were involved in a discussion at this school. All pupils had a good recollection of the DVD and particularly enjoyed the section on „consequences“. They agreed the characters were realistic and they could relate to them.

“I liked it when he takes the blame for her. I feel sorry for him and then when she asks him to meet, then you think „that's good“ but then you feel bad that it didn't turn out the way he planned.”

(S1 pupil)

Impact

The pupils suggested that the resource had made them think about road safety in a different way. Getting to know the characters in the DVD, made the pupils feel more

empathy towards them. Showing the consequences afterwards was something new for the pupils which they described as “a little bit different”.

“When you look back, you don’t associate some things with road safety – like being pressurised by friends or spending time on the internet.”

(S3 pupil)

“You kind of got to know the characters, so you knew who he was, so it was more effective when he got hit.”

(S2 pupil)

The pupils were more likely to agree that they had changed their attitudes to road safety since watching Your Call, than their behaviour (although some young pupils stated that they do now remove their headphones when crossing the road). The pupils agreed they were more cautious if they were on their own, or changed their behaviour if they were in a crowd.”

“You are always influenced by people around you.”

(S1 pupil)

Suggestions for improvements

The pupils suggested ways in which they would like to see the Your Call resource developed:

- **Updating**– The pupils suggested that they would like to see the DVD updated to include more relevant technology, particularly updated versions of mobile phones and the use of twitter instead of blogs.
- **Online** – both the pupils and teacher mentioned an online resource spontaneously. The pupils would like to see more games and activities online, so that it could also be used at home, while the staff who had already put the Your Call information onto their internal directory so that it could be used on the whiteboards agreed that an online version would be beneficial.
- **Inclusion of statistics** – The teacher suggested that having statistics relating to road safety incidents can have a more profound impact on pupils. Also in the past, the school has invited local police officers along to give talks about their experiences of road safety – having more real life examples included in the pack would be useful.
- **More shocking images**– The S3 pupils suggested that they would have liked more graphic images which would be more likely to stay with them. The pupils were all talking about local CCTV footage of a pupil being knocked down by a bus at another local school – this was available to view online. Because of its graphic nature, all the pupils were able to recall the detail of the incident.

“We could’ve handled it if it was a bit more grown up and more dramatic.”

(S3 pupil)

“If it was slightly more shocking, it’d be more likely to stay with us.”

(S3 pupil)

Future use of the resource

Your Call is now part of the curriculum and will continue to be used with S1-S3 every year.

Acknowledgements

The researchers would like to thank the guidance teacher and the fifteen pupils from S1-S3 who took part in a discussion for this case study.

CASE STUDY 6

Local authority type	Large Urban Area
Level of deprivation	In 15% most deprived areas
School roll	904
Received training on Your Call	Yes
Year Groups using Your Call	S1

Planning

This school uses Your Call as well as Crash Magnets and „Safe Drive, Stay Alive“. Staff had changed in the school since the initial launch of Your Call in 2009, and the current guidance teacher with a remit for safety, had not been aware of the resource, or that the school had a toolkit until she was contacted by the local Road Safety Officer and offered a presentation on the toolkit.

“My first impressions were that it was a great resource and looked like it was really easy to use.”

Class teacher

The Road Safety Officer came to school to give a lesson to the pupils, which was also attended by the guidance staff. This allowed the staff to see the pack being used. This was their only training, but staff were happy with their understanding of the pack.

“It was pretty self explanatory, and we knew how to use it from Crash Magnets.”

Class teacher

The teacher felt that Your Call was a better resource in comparison to Crash Magnets as it was more up-to-date and its use of social media was appealing to the pupils.

Usage

The resource is used as part of the PSE class with the S1 year group only. They had two lessons in total. The first with the Road Safety Officer, where the pupils watched Matt’s Story and did some of the activities and the second lesson included more of the activities suggested in the lesson plan.

“We did the things that you should do and the things that you shouldn’t while driving, like texting and going through an amber light – even the teachers were admitting they did it.”

Class teacher

The pupils also saw local CCTV footage of accidents that was prepared by the Road Safety Officer.

Views on resource

The teacher was positive about Your Call. She praised the fact that there was no need to prepare any materials – the lesson plans in the pack were more than sufficient. The teacher commented that the resource was appropriate for the age group of the pupils in terms of content and style. It was also thought to be very easy to slot Your Call into the curriculum as fits all Curriculum for Excellence outcomes.

“It was pitched just right at the pupils; the lessons about distractions and consequences were best for this age group.”

Class teacher

The pupils were also positive about the Your Call resource. They remembered the content of the DVD and were able to recall the main messages from the resource. The pupils particularly liked the „real life“ aspect of the story and the style of the filming which included aspects of social media. The pupils commented specifically on the fact that the DVD included all the character’s viewpoints after the accident.

“There was a short film and there was a boy away to meet a girl and he was crossing the road, and she texted him and he looked at his phone, and the girl’s brother ran him over. It was good because it showed you everybody’s point of view.”

(S1 pupil)

These pupils were in agreement that the content was aimed correctly for their age group and were happy that it was not “too violent” – the only pupil group to say so from all of the fieldwork.

“It wasn’t too violent – I don’t like seeing an arm on the other side of the road.”

(S1 pupil)

Impact

These pupils were in agreement that their attitudes to road safety had changed since using the Your Call resource. Some stated that they were now “more cautious and aware” and agreed that they were able to look at situation from “other’s point of view.”

“It has changed my attitude (how?) I don’t want to be like him in a wheelchair.”

(S1 pupil)

During a role play activity as part of our discussion, the pupils suggested what they thought each of the characters should have done differently, to avoid the accident such as “own up to detention” and “pay attention to the road and stay on the pavement.” The pupils commented that some of the information they learned from Your Call was new – this was specifically in relation to distractions and consequences.

“I learned stuff that I hadn’t learned before – like consequences and distractions”
(S1 pupil)

The teacher agreed that the resource “makes them think about consequences” and agreed also that the pupils were engaged with the DVD; however she thinks that while the resource might have an immediate impact – this would not be long-lasting.

“The pupils have asked „what happened to him?” but I think they are only careful for a few days and then they go back to their old ways of jumping about.”
Class teacher

Suggestions for improvements

The pupils suggested ways in which they would like to see the Your Call resource developed:

- **Activities** – The pupils praised the risk cards and the wild cards which they said “made you think” and “test your knowledge”. The pupils would like to see more statistics and facts in the activities and more “tests of their knowledge.”

Future use of the resource

Your Call is now part of the curriculum and will continue to be used with S1 every year.

Acknowledgements

The researchers would like to thank the guidance teacher and the twelve pupils from S1 who took part in a discussion for this case study.

CASE STUDY 7

Local authority type	Other Urban Area
Level of deprivation	Not in 15% most deprived areas
School roll	740
Received training on Your Call	No
Year Groups using Your Call	S1 and S4

Planning

The guidance teacher at this school first heard of the Your Call resource when contacted by the local Road Safety Officer. A copy of the resource was delivered to the school and on receiving the resource, the guidance staff spent time together going through the pack. They did not receive any formal training on how to use its contents, although the teacher suggested this might have been useful.

“The teachers selected bits from the pack to use in a pick and mix style, but it might have been useful if someone had shown us how to use the pack.”

Class teacher

The school was already engaged with the „Safe Drive, Stay Alive“ road shows run by the local authority which involved a half day event including drama and real life stories. The staff decided that Your Call would tie in with this event and was included in the curriculum under the „citizenship“ element of PSE.

Your Call was also thought to link well with Curriculum for Excellence outcomes, in terms of focusing on risk taking, decision making and personal safety.

Usage

The resource is currently used by S1 pupils. It was felt that this age group was experiencing independence for the first time (many travelling independently to school) and so it was appropriate for their use. Your Call is also used by S4, as it fits with their citizenship subject area (although Your Call is recommended for use only with S1-S3). S1 used the resource over two class periods and S4 used the resource in their PSE class once a week, for three weeks.

Different elements of the resource were used by each year group. S1 used Matt’s Story and the related activities, while the S4 class watched Donnie’s Story.

The school received only one copy of the Your Call pack and so the teacher had to photocopy the activities so that PSE classes could use the resource simultaneously.

Views on resource

The teacher felt that the resource was generally aimed at the right level for the age groups, although some of the S4 pupils had reported that Donnie's Story was a "bit young" for them and had described it as "cheesy". The S1 pupils were more receptive and had reacted to the resource well. The teacher commented that some of the pupils found there were too many characters in the DVD for the pupils to remember.

We gathered pupil feedback from both S1 and S4 pupils as part of this case study. The S4 pupils had a good recollection of the resource and particularly liked the different perspectives from each of the characters. However, they criticised the DVD for being "outdated" and "overacted".

"The classes doing road safety were laughing at the characters rather than listening to the main messages."

(S4 pupil)

The S1 pupils we spoke to had no recollection of the resource at all. We reminded the pupils about Your Call by showing them the DVD of Matt's Story – but none of the pupils could recall watching it before.

However, as a result of watching the DVD during our discussion, the S1 class did have positive comments about the DVD and made some suggestions for how it could be improved.

Impact

The S4 pupils suggested that Your Call was more in-depth than any road safety resource they had used before, and was praised because it did not just focus on one character. However, the S4 pupils suggested that the messages from Your Call might have resonated with pupils for the „wrong reasons“ such as the “unrealistic characters and localised accents”.

"It's really overacted."

(S4 pupil)

The S1 pupils could not recall watching or using any of the Your Call resources, but had fairly positive comments based on what they saw or used during our focus group session.

"The video was quite good as it was a real life story and you could actually see it."

(S1 pupil)

Suggestions for improvements

The pupils suggested ways in which they would like to see the Your Call resource developed:

- **Updating**– The pupils suggested that they would like to see the DVD updated to include more relevant technology, particularly updated versions of mobile phones and the use of twitter or Facebook. There was also a suggestion that the characters were not relevant to older pupils as it was felt the character’s speech was „stereotyping“ teenagers.
- **More shocking images**– The S1 pupils suggested the DVD would be more powerful if it contained images showing the crash scene and to include Matt’s family to see their reaction to the accident.

“It would be a good idea to see the crash, not in too gory a way, but to show where the boy landed.”

(S1 pupil)

“They should talk more like adults – we wouldn’t talk like that (in relation to Donnie’s girlfriend uploading videos) – they are stereotyping teenagers a bit.”

(S4 pupil)

Future use of the resource

Your Call will continue to be used with these year groups in the same way.

Acknowledgements

The researchers would like to thank the class teacher and the eight pupils from S1 and S4 who took part in a discussion for this case study.

CASE STUDY 8

Local authority type	Large Urban Area
Level of deprivation	In 15% most deprived areas
School roll	90
Received training on Your Call	No
Year Groups using Your Call	S1

Planning

The teacher we spoke to for this case study was unclear as to how the Your Call resource came to be in school but had discovered it “in a cupboard”. There was no formal training on the resource, but time was spent going through the pack and planning how it could be used with the pupils. This school is for pupils with Additional Support Needs.

“I wasn’t sure at first, but started going through it and there’s a lot to do. Very often materials are not differentiated for Additional Support Needs schools.”

Class teacher

The teacher felt that the contents of Your Call suited their pupils well, although some activities had to be tailored to suit the pupils’ level of understanding. For example, the teacher reported that the „freeze frame” was a useful activity as it helped pupils think about their responsibilities and tested their observational skills, while „first on the scene” was more difficult.

The teacher commented that training would have been useful on the resource, but with a change in personnel, they were unsure where the resource had come from initially.

Usage

Your Call has been used as part of the PSE programme. There have been three lessons to date. The resource has only been in use since May 2013.

The DVD and the majority of the activities were used with the pupils and discussion was encouraged.

So far, the resource has been used as a stand-alone lesson, but the teacher acknowledges that it does have links to the topic of safety, in a wider context within the curriculum.

Views on resource

The teacher reported that the pupils were engaged with the DVD particularly and enjoyed the discussion around the Risk cards.

The pupils had a good recollection of the DVD, while some struggled to remember the risk cards. During the session with the pupils, they had the chance to spend time with the cards and discuss in small groups what they thought of them. It was agreed that the risk cards were “useful” for learning about road safety.

Pupils were asked what they liked about the Your Call resource. They suggested that the risk cards and the DVD were their favourite aspects.

“I like it because of the risk cards; it made me think a lot.”

(S1 pupil)

“We saw the bit at the end where the boy crossed the road texting and got knocked over. “

(S1 pupil)

Other positive aspects of the resource were from the DVD. Pupils had a good recollection of the story and stated that they particularly liked the “part in detention”, the “bit where Matt took the blame for the phone ringing in class” and the parts of the DVD featuring Matt’s best friend.

Future use of the resource

The school plans to continue using the Your Call resource.

Acknowledgements

The researchers would like to thank the class teacher and the seven pupils who took part in a discussion for this case study.

CASE STUDY 9

Local authority type	Remote Small Town
Level of deprivation	Not in 15% most deprived areas
School roll	1,060
Received training on Your Call	No
Year Groups using Your Call	S4

Planning

The teacher we spoke to for this case study had come to post in recent months and was not clear how the Your Call resource came to be in school. The school does not have a full copy of the toolkit, and the teacher had not been aware of the activity cards or exercises. The school has a copy of Donnie's Story on DVD (no copy of Matt's Story) and photocopied teacher notes.

The teacher had not received any training on the use of the resource and stated that she did not believe it was necessary – perhaps however because of the limited version of the resource she had access to.

Usage

Your Call has been used with S4 pupils (aged 15 and 16 years) during their PSE class. Your Call is incorporated into a unit about personal safety. The S4 pupils used the resource for two class periods in total.

The pupils watched the DVD (Donnie's Story) and then as a class, discussed the consequences and the risks of what they had seen. The activity cards or exercises were not used as these were not available in school (and the teacher was not aware of them).

Views on resource

The teacher felt that the resource was aimed "slightly off the mark" for the S4 age group and she reported that she thought the content was "too young for them".

"Fifteen; sixteen year olds today are much more technologically savvy and found the video blogging unrealistic and out of date."

Class teacher

However the teacher reported that the pupils did enjoy talking about risks and their different perspectives on what constitutes „risky“ behaviour.

The pupils liked the element of the DVD where the characters talked about the consequences of the accident and its impact on their lives.

“The consequences were a good idea...seeing how they dealt with life after the accident and how it impacted their friendship.”

(S4 pupil)

“The aftermath of the accident and its effects on the characters was detailed and informative.”

(S4 pupil)

However, many of the pupils commented on the DVD being „outdated“ and „unrealistic“ and there was a suggestion for including real-life footage of accidents to really engage with this age group.

“The way the characters talk is cheesy and unrealistic.”

(S4 pupil)

Impact

Overall, the pupils did not think the resource had made a great impact on their attitudes or behaviour in terms of road safety. Comments related to the need for the resource to be more „realistic“. These pupils were soon to attend the „Safe Drive, Stay Alive“ event which they were looking forward to – this includes real footage from road accidents and presentations from those involved in road traffic accidents. In comparison, the pupils felt that Your Call was not realistic enough.

“I believe that the video doesn’t have a big effect on me because it is unrealistic, but if it was a true story and we saw the crash site it would have had a much larger impact.”

(S4 pupil)

“It needs to be more shocking so people remember it better.”

(S4 pupil)

Most pupils did not think they had learned anything new from the resource, stating that it was similar to road safety materials they had used before. Although some pupils did say that it had made them think about distractions while crossing the road.

“It was more of the same.”

(S4 pupil)

“This video was similar to others and didn’t really change anything on my thoughts on driving. It did make me think more about being careful when crossing a road and not to be so glued to the phone.”

(S4 pupil)

The teacher agreed stating that it was difficult to gauge the longer term impact of the resource on the pupils as it “reinforces a message that has already been heard.”

Suggestions for improvements

The pupils suggested ways in which they would like to see the Your Call resource developed:

- **Updated**– The pupils suggested that they would like to see the DVD updated to include more relevant technology to make it more appealing. Video blogging was felt to be outdated and unrealistic “nobody blogs”.
- **Interactive** – There was a suggestion that the resource could be made more interactive with a game in which the pupils could choose the consequences that shape each character’s path, helping them to make better decisions.
- **More shocking images**– The pupils suggested that the DVD failed to capture their attention because the characters were unrealistic and outdated. They suggested a need for more realistic footage (preferably from real accidents) to engage them in the resource.

“I would probably pay more attention if it was real.”

(S4 pupil)

Future use of the resource

The school will continue to use the Your Call resource which the teacher reported fitted well with the personal safety topic and the introduction to „Safe Drive, Stay Alive“.

Acknowledgements

The researchers would like to thank the guidance teacher and the 33 pupils from S4 who took part in a discussion for this case study.

CASE STUDY 10

Local authority type	Remote Rural area
Level of deprivation	Not in 15% most deprived areas
School roll	683
Received training on Your Call	No
Year Groups using Your Call	S1

Planning

This school has been using Your Call since 2009 when it was introduced to the guidance staff by a Road Safety Officer. The school has one copy of the toolkit, and chooses to photocopy the activities to allow classes to use it simultaneously. The pupils had not seen the resource in toolkit form, and were not aware that it was entitled „Your Call“.

Delivery

Your Call has been used with S1 pupils during their PSE class. Your Call is delivered by S6 pupils who volunteer to become Peer Supporters. This school uses Peer Supporters to deliver elements of the PSE programme to the S1 classes.

The S6 pupils work with guidance staff in advance to prepare their lesson plans and a teacher sits in on the lesson to offer help or support. Teachers felt that this method of delivery helped the S1"s engage more with the resource and to build relations with the S6 pupils; while the older pupils gain confidence and skills such as time management, preparation and public speaking.

Usage

Your Call is only used with S1 pupils. The pupils watched the DVD (Matt"s Story) and then as a class, discussed the consequences and the risks of what they had seen – for example, the pupils are asked „what is he doing wrong?“ They also spent time doing the Risk Quiz. One class had undertaken a mind map exercise relating to the dangers of not wearing a seatbelt. Your Call is used over three lessons – all are delivered by the S6 pupils. The resource is used in September when S1 pupils are new to school and is the first time they are allowed out of school during their lunch-hour.

The resource is not used with any other age group. Older pupils receive Cut It Out from the Scottish Fire and Rescue Service.

Views on resource

The S1 pupils spoke at length about „distractions“ being one of the key messages coming out of the DVD. They were able to list the different distractions that contributed to the accident.

“Texting, the music was on, and he was probably thinking about the girl he fancied.”
(S1 pupil)

The S1 pupils particularly liked the characters which featured in the DVD. They commented positively on their acting abilities and praised the fact that the characters were of a similar age to them.

“The age they were; the driver was a bit older than the rest of them which made us believe it.”
(S1 pupil)

“It’s important that they are the same age as us, so that it gets the message across at the end. If they were older, they would all be drivers and wouldn’t do things like hide their helmet in a hedge.”
(S1 pupil)

This case study school was the only one which felt the resource was up-to-date. They particularly liked the style in which the DVD was filmed with video-blogs and different types of cameras. None of the pupils felt that the DVD needed to be updated to reflect any changes in social media, as suggested by some other case study schools. This view was also shared by the S6 pupils who delivered the resource.

“The CCTV was very good and the use of things like user-names and video-blogs made it seem more modern.”
(S1 pupil)

The S6 pupils also gave their views on Your Call. They suggested that it was also a good refresher for their age group, particularly as they were soon-to-be drivers. The S6 pupils also found the process of working with the S1s useful, in that it highlighted their lack of knowledge and awareness about road safety, that as drivers, the S6 pupils would need to be aware of.

“When you get to S6, you’ve forgotten all this stuff, or I mean that you know not to do it, but you’re complacent.”
(S6 pupil)

“Teaching S1 about road safety shows how little they know – they didn’t know that cycling on the pavement was illegal, so if we’re driving soon, it shows that as drivers, we need to be more focussed.”

(S6 pupil)

Impact

The S1 pupils commented that although they had been learning about road safety since primary school, Your Call showed them a different element through the distractions and consequences.

As a result, the pupils felt that they had changed their behaviour in that they would not have their headphones in while crossing the road, or use their mobile phones.

“You kind of realised how serious it was, with the fact that he got paralysed – you get a bit of a shock by it.”

(S1 pupil)

“We know now not to walk about with our headphones in.”

(S1 pupil)

The S6 pupils commented that they felt Your Call had had an impact on their class after only two lessons; but the class teacher suggested that this was more to do with the format of delivery; with S6 having more of an effect on the S1 than the teacher.

“They picked up quite a lot – especially about mobile phones being a distraction.”

(S6 pupil)

“The class talked about seatbelts and wearing them on the school bus, and they had a conversation about why it is bad not to wear them. I think hearing S6 say it made them think; more so than a teacher.”

(Teacher)

Suggestions for improvements

In general, the S1 and S6 pupils did not think there was the need for Your Call to be updated or revised in any great detail. They were happy with the content and described the style as „modern“, compared to some other case study schools who believed the resource needed updating. Their suggestions included:

- **Consequences**– The S1 pupils suggested that they would like to see more in the DVD about the consequences of the accident and what happened to all the characters after the event.

- **More resources** – S1 pupils wanted to have more videos included in the pack, perhaps having the other characters from Matt's story taking the lead role, including Leanne, Scott and Kate. These S1 pupils had not watched Donnie's story.

"It would be good to see him in hospital – what would've happened straight after the accident, like the driver being questioned by police and when the parents found out."

(S1 pupil)

The S6 pupils also reported that the S1 pupils in their classes struggled to understand the Risk Quiz. This was specifically because some of the questions were not related to Road Safety. The S6 pupils also reported that to work out how „risky“ the pupils were as a result of their responses to the Risk Quiz, required the use of negative numbers - which the S1 pupils struggled with.

"They couldn't understand what unwashed fruit had to do with road safety – they didn't get that it was about risks in general."

(S6 pupil)

Future use of the resource

The school will continue to use the Your Call resource with S1. There are currently no plans to use the resource further up the school; the teacher reported that they had no time to go through the resource to plan its use with S2 or S3.

Acknowledgements

The researchers would like to thank the guidance teacher and the 9 pupils from S1 and the 4 pupils from S6 who took part in a discussion for this case study.

Appendix 6: Supplementary Tables

Table A1	Research questions
Table A2	Local authority areas covered by Road Safety Officer interviews
Table A3	Sampling matrix
Table A4	Use of DVD resource by case study area and age group
Table A5	Example of wild card discussion

Table A.1: Research Questions

Research Question	RSU Interviews	Pupil Focus Groups	Teacher Interviews	Education Bodies
How the resource has been distributed and promoted				
Did schools receive copies of the toolkit?	✓		✓	
Do they still have a copy?			✓	
How did RSUs promote the resource?	✓		✓	
What training did Road Safety Officers deliver?	✓		✓	
Do other education providers use the resource	✓			✓
Explore use and uptake of the resource				
Are schools currently using it?	✓		✓	
If not, why not?			✓	
Which year groups is it used with?			✓	
What are the most commonly used topics/ lessons?			✓	
How many lessons are typically used?			✓	
Which parts are not used and why?			✓	
In which lessons are resources used?			✓	
Good cross curricular examples	✓		✓	✓
Resources used alongside	✓		✓	
Opinions about the resource				
How do young people engage?		✓	✓	
Do they actively participate?		✓	✓	
Do the DVD programmes prompt discussion		✓	✓	
Are the cards relevant?		✓	✓	
What more could be done to deliver this resource within the CfE?	✓	✓	✓	✓
Learning, impact, knowledge and attitudes				
What have young people learned?			✓	
What impact does/ could the resource have on knowledge/attitudes?	✓	✓	✓	✓

Table A.2: Local Authority areas covered by Road Safety Officer interviews

Argyll and Bute	Inverclyde	Aberdeen
Clackmannanshire	Midlothian	Aberdeenshire
East Dunbartonshire	Moray	
East Ayrshire	North Ayrshire	Angus
East Lothian	North Lanarkshire	Dundee
Edinburgh	Orkney	Perth
Fife	Shetland	
Glasgow	South Lanarkshire	Falkirk
Highland	West Dunbartonshire	Stirling

Table A.3: Sampling matrix

Characteristic	Suggested Profile	Source
Geography	4 city and urban 2 small towns 4 rural and remote rural	Scottish Government schools database
Deprivation	3 in 15% most deprived areas	Scottish Index of Multiple Deprivation
Diversity	3 with more than 5% minority ethnic pupils	Scottish Government schools database
Disability	1 school for children with Additional Support Needs	Scottish Government schools database
Training	5 schools which had received training on the resource	Road Safety Units/ teachers
Age Range	3 to 4 schools which had used it with S1 pupils 3 to 4 schools which had used it with S2 pupils 3 to 4 schools which had used it with S3 pupils	Road Safety Units/ teachers
Level of Usage	5 schools which had used the resource intensively 5 schools which had used the resource sporadically or partially	Road Safety Units/ teachers

Table A.4: Use of DVD resource by case study area and age group

	Matt's Story (pedestrian)	Donnie's Story (passenger)
Aberdeenshire	-	S4
Dundee	S1	-
East Dunbartonshire	S1	S1
Fife	S1, S2, S3	S1, S2, S3
Highland	S1 and S2	S3
Midlothian	S1 and S2	-
Scottish Borders	S1	-
South Lanarkshire	S1	
South Lanarkshire	S1	
Stirling	S1	S4

Table A.5: Example of wild card discussion

Most risky driver	Most risky driver (with additional information)
1. Boy racer	1. Sales representative
2. Police	2. Mum
3. Sales representative	3. Police
4. Elderly driver	4. Chauffeur
5. Mum	5. Elderly
6. White van	6. White van
7. Chauffeur	7. Boy racer

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