

## **The Year 11 Fit2Drive workshop – from evidence-based research to a new program**

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### **Abstract**

This paper describes the new Fit2Drive (F2D) Year 11 workshop, how it was developed, and the key lessons and challenges learnt during the development process. The development process illustrates how a behaviour change program can be developed from evidence-based research into a successfully delivered secondary school education program.

The F2D Year 11 workshop concentrates on personal road safety and responsibility, building resilience and providing strategies so students can become safer on the road, particularly as passengers.

This carefully designed peer facilitated workshop includes group discussions, using scenarios to explore strategies to keep young people and their peers safe, role plays to support the development of problem solving skills that lead to safe behaviours, and development of personal passenger safety plans and approaches to promoting road safety across the school.

The F2D workshop development translated the findings from the Centre for Accident Research and Road Safety – Queensland's (CARRS-Q) research review in terms of priority road safety messages especially for passengers, peer-led discussion issues and how to enact behaviour change in a school setting, to a behaviour change program in action. The development of the curriculum involved input from road safety and educational experts from road safety agencies, Dynamic Outcomes, the F2D Foundation and CARRS-Q.

The paper provides an overview of the resulting workshop logic model and curriculum. The curriculum was trialled in three schools and improvements were made after each trial, using the feedback from the F2D peer facilitators and staff and road safety and educational experts.

Feedback on the new workshop has been very positive from students, F2D peer facilitators and the F2D Foundation. An evaluation plan accompanies the roll-out of the workshop to all Victorian schools.

### **Introduction**

#### ***What is fit2drive?***

Fit2Drive (F2D) is a community program for young people that concentrates on personal safety and responsibility, helping them to develop strategies to make them safer on the road. It involves the delivery of a Year 11 road safety workshop using a unique F2D delivery model that involves a range of sponsors and partners. It is funded by the Victorian Government, the community, schools and sponsors. The F2D Foundation delivers the program and has strong links with secondary schools. Support is also provided from the Department of Education and Early Childhood Development (DEECD), VicRoads and the Transport Accident Commission (TAC).

The F2D Foundation uses these networks to offer the F2D workshop to schools in Victoria. This model, run by the F2D Foundation, is unique. F2D activities include the Year 11 workshop, a youth leadership forum and future components which will target at risk young people. The reader is referred to the conference paper by Spencer and Montero 'Creating Sustainable Community Partnerships to Promote Road Safety in Schools - Fit To Drive (F2D) Implementation' for further information on the F2D model.

The new F2D half-day workshop, part of the F2D community program was introduced in July 2013. The workshop concentrates on personal road safety and responsibility, building resilience and providing strategies for students so they can become safer on the road, particularly as passengers travelling with young drivers and also as imminent new drivers. The workshop actively encourages and empowers young people as road users to look after themselves and their friends.

The carefully designed peer facilitated workshop uses university students who are trained as peer facilitators. It includes group discussions, uses scenarios to explore strategies to keep young people and their peers safe, uses role plays to support the development of problem solving skills that lead to safe behaviours, and involves the development of personal and school road safety plans. The F2D workshop contains an integrated Victoria Police presentation and exploration of a case study presented by the Metropolitan Fire Brigade (MFB) or by another emergency services organisation. Usually the workshop takes four hours to deliver, from approximately 9 am to 1 pm. Workshop activities occur in a mix of large group (all students) or small group (approximately 10 to 20 students) settings.

### ***Background to the new workshop***

The F2D program was originally initiated, trialled and resourced in 2002 by schools and the communities of the Mornington Peninsula and Frankston areas in Victoria with expert evidence from VicRoads and the Transport Accident Commission (TAC). The F2D model was subsequently adopted by communities and schools in other metropolitan and rural regions of Victoria and a formal F2D program was developed.

Since 2008, the F2D program and workshop has been delivered by the F2D Foundation. As part of the suite of young driver support programs committed for graduated licensing, a best practice Year 11 secondary school peer group workshop was planned when the new Victorian Graduated Licensing System was introduced in 2008. A peer group workshop was also committed in terms of educational outcomes, particularly regarding student well-being. As a result VicRoads redeveloped the F2D workshop in collaboration with the F2D Foundation to ensure it follows the most up-to-date evidence-base for youth road safety, and is able to contribute to the targets set in the Action Plan of the Victorian Road Safety Strategy 2013-2022 (VicRoads 2013).

The new workshop was developed based on best practice principles and evidence from the research areas of behaviour change, peer facilitation, school programs and appropriate road safety messages for the target audience (Year 11 students, most with a learner permit, but generally not licensed). The experience of the F2D workshop over the last 10 years provided independent input into the new workshop. The unique F2D delivery model was closely aligned to available evidence on best practice, so delivery of the new workshop curriculum through this model was considered the best and most efficient way to achieve practical and road safety outcomes.

## **The workshop curriculum**

### ***Target behaviours***

The workshop has been designed to target the following behaviours and messages about being a safe passenger:

1. Before getting in the car – the decision whether to get in the car based on:
  - a) the driver – e.g. whether licensed, licence restrictions, driving style, impairment
  - b) other passengers – how they may influence the driver
  - c) enough seatbelts
  - d) influence on others (driver and passengers).
2. In the car - understanding one's influence as a passenger (positive and negative influence on behaviour of driver and other passengers) and responding as a passenger to the driver and other passengers in relation to:
  - a) seatbelt wearing
  - b) night driving
  - c) driving while impaired (alcohol and/or drugs and/or fatigue)
  - d) distracted driving – e.g. using mobile phone, passengers talking, music, eating
  - e) driver emotion
  - f) driving style – e.g. speeding, gap selection, following distance.
3. Opportunity to raise awareness of issues for participants as a future solo driver.

### ***Logic model***

The F2D workshop has a logic model based on behaviour change principles, and outlines the workshop components, workshop modalities/activities, workshop outputs and expected road safety outcomes (Appendix A).

### ***Curriculum***

The F2D workshop covers the following components:

1. Building the Context – background and TAC Make a film. Make a difference. 'Social Death' video.
2. Set Up – ground rules, name tags.
3. Don't Drop the Ball – an icebreaker activity linked to driver distraction.
4. Unsafe Driving Behaviours – covers a range of unsafe but common driving behaviours that are generally not perceived as particularly risky or extreme, such as texting on a mobile phone, and their consequences and level of risk.
5. Sharing Passenger Stories – students share their experiences of feeling unsafe or uncomfortable as a passenger and risks that may be considered as a low-level risk or not at all risky are further explored.
6. Young Drivers: The Reality of the Risks (Victoria Police Presentation) – young driver crashes; key risk issues of speed, distractions, alcohol, fatigue and seatbelts; restrictions and penalties; and various TAC and RACV videos.

7. Broken Head Road Case Study (MFB Presentation) – crash case study developed by MFB covering events leading up to a crash where students discuss choices made by those involved and the options they had, influences on their behaviour, roles and responsibilities of those involved and strategies that could be used if they were in a similar situation.
8. Developing Strategies to Reduce Risk – builds on the case study and uses the identified and any new strategies to discuss which would be the easiest to carry out and the most effective in reducing crash risk and keeping everyone safe.
9. Scenarios and Role Plays – students examine a driving scenario (e.g. texting whilst driving) and identify what they can do or say to lessen the risk to themselves and their mates of being involved in a crash.
10. Develop a Personal and School/Community Plan – students develop their own plan, as a passenger, to help them and their friends stay safe, then they discuss what could be done to make those in their school or community safer on the road.
11. Conclusion – focuses on what the school, or a group within the school, could do to make those in their school or local community safer on the road.

A number of workshop materials were developed to assist peer facilitators and others involved in the delivery of the workshop:

1. Facilitator Guide, with a slideshow presentation and videos.
2. Logistics Coordinator Guide. The Logistic Coordinator is a peer facilitator who takes on the role of organisation and management of sessions, the delivery of some workshop components and monitors quality assurance of the workshop.
3. Police Session Guide, with a slideshow presentation and four videos.
4. MFB Session Guide, developed by the MFB, with a video of the case study.
5. Facilitator Toolbox, which is designed to provide further reading for peer facilitators and others involved in delivery. It provides background information on the workshop itself, key road safety issues for young people, the behaviour change theories behind the workshop and guidelines for peer facilitators including tips on facilitation.
6. Training Guide, with a slideshow presentation and 12 videos showing various workshop components in action, used by F2D Foundation staff to train peer facilitators.
7. Student Evaluation Survey with letter to the school – online survey managed by the F2D Foundation.

## **F2D workshop development**

### ***Background research***

To begin the process of developing an appropriate workshop curriculum, VicRoads undertook two research projects. The first was in 2010, where a literature review by Deakin University on facilitated peer discussion programs to support young driver safety in Year 11 was commissioned. The report drew on recent research, lessons learned from the Graduated Licensing System, the experience of existing youth road safety programs and relevant best-practice examples from other youth-related behaviour change evaluations (Hyder et al. 2010).

Then in 2012, VicRoads commissioned CARRS-Q to provide a report ‘Identification of curriculum content for peer discussion materials’ to build on knowledge obtained in the Deakin University report. Completed in October 2012, the CARRS-Q report:

1. explored behaviour change programs and evidence, and peer leadership/discussion issues, particularly in a secondary school setting
2. identified the highest priority road safety messages for young people approaching driving age
3. identified the evidence-based peer-led strategies most likely to communicate those messages in a manner which leads to behaviour change
4. constructed a program logic for a new program model built around the new priority messages employing evidence-based curriculum elements (Buckley et al. 2012).

The reader is referred to the conference paper by Buckley and Watson ‘Best practice in peer-led curriculum content: Informing an interactive program to improve passenger safety among high school seniors’ for further information.

### ***Stakeholder group***

Using the information from the above reports, VicRoads undertook the redevelopment of the F2D Year 11 workshop with the assistance of a stakeholder group consisting of road safety experts from VicRoads, road safety psychologists from CARRS-Q, education and adult learning experts from Dynamic Outcomes; the F2D Foundation; the TAC; the Victoria Police and the MFB. The Victoria Police and MFB were involved as these organisations deliver two components of the previous and new F2D workshops.

Dynamic Outcomes was engaged in October 2012 to develop a detailed curriculum and peer facilitator training materials for the workshop, which was to become the new F2D workshop, with input from the stakeholder group during development.

### ***Workshop logic model and workshop outline***

A key first step was the development of a logic model and the target behaviours and messages about being a safe passenger (Appendix A). This was to ensure that the curriculum would address all the behaviour change elements required (e.g. costs and benefits of behaviours, self-efficacy), activities (e.g. small group discussions, use of scenarios and role plays), workshop outputs (e.g. personal plan) and road safety outcomes (e.g. in terms of knowledge, attitudes and behaviours). VicRoads experts had found that a logic model worked well for other curriculum development projects and that it provides a good foundation for any program evaluation to assess the correct behaviour components.

Dynamic Outcomes working closely with CARRS-Q to draft a logic model with target behaviours and a workshop outline based on the previous research and knowledge of the previous F2D workshop. A number of meetings of the stakeholder group were then held to further refine these, as well as stakeholder group members submitting individual comments on the documents. At the end of November 2012, the new workshop logic model with target behaviours and a workshop outline was completed. The workshop outline gives a brief description of each activity, their duration and who would deliver it, and also contains a logic model link and key messages for each activity.

### ***Development of curriculum***

In December 2012, Dynamic Outcomes completed the first draft of the workshop curriculum and the stakeholder group had a workshop to discuss it in January 2013. Stakeholder members also provided written comments. Further changes were made as a result, followed by another round of stakeholder group feedback and written comments.

### ***Trialling of curriculum and training of peer facilitators***

In order to test the new curriculum with students, the F2D Foundation was engaged in January 2013 to deliver three trials of the new workshop and to train peer facilitators to deliver it.

Dynamic Outcome developed training materials during January to February 2013 so peer facilitators could be trained in the new workshop. The stakeholder group provided comment on this material and also met in March 2013 to discuss it, and Dynamic Outcomes made final changes ready for the peer facilitator training that was held early in that month. The F2D Foundation staff delivered the peer facilitator training and Dynamic Outcomes and VicRoads experts assisted.

#### ***Trial one***

The first trial of the new workshop was held at Parkdale Secondary College on 14 March 2013 with 10 peer facilitators. In addition to the stakeholder members, the Department of Education and Early Childhood Development (DEECD) Senior Program Officers (SPOs<sup>1</sup>) also attended. Feedback from the peer facilitators, the SPOs and stakeholder members was provided at the conclusion of the trial workshop and suggestions for improvements were put forward. Although there was a lot of work to do on the curriculum after the first trial, encouragingly most student evaluations indicated they would recommend the workshop to other students.

The feedback was used by Dynamic Outcomes to update the workshop program materials, which were delivered to VicRoads at the end of March 2013. Due to the workshop changes and need for additional peer facilitator training, a short training session for peer facilitators was held on 4 April 2013, run by the F2D Foundation, again with input from Dynamic Outcomes and VicRoads.

#### ***Trial two***

The second trial of the workshop was held at Bundoora Secondary College on 19 April 2013, and Dynamic Outcomes used the feedback from the stakeholder group, peer facilitators and DEECD SPOs to make some minor changes to the workshop.

Overall, ninety-eight percent of the 80 student evaluations from the second trial recommended the workshop to other young people their age.

#### ***Trial three***

The third trial was held at Donvale College on 2 May 2013 and further feedback on the workshop was documented. The key program change made for this trial was to have one of the peer facilitators act as MC for the day, rather than a SPO. This gave even more prominence to the role of peer facilitators in the workshop and was perceived by all as a positive change. Again Dynamic Outcomes used the feedback from peer facilitators and SPOs to make some minor changes to the workshop.

Overall, eighty-three percent of the 74 student evaluations from the third trial recommended the workshop to other young people their age.

### ***Finalising the curriculum***

On 8 May 2013 the stakeholder group met to discuss final changes to the workshop based on the Donvale trial and the work undertaken by Dynamic Outcomes. The key change was that in addition

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<sup>1</sup> SPOs were employed by the DEECD to make contact with schools and to offer the F2D workshop and other road safety agency school programs. They played an MC role in the old workshop. SPOs are now known as Community Liaison Officers (CLOs) and employed by the F2D Foundation.

to the development of personal passenger safety plans, students developed and shared approaches to promoting road safety across the school at the conclusion of the workshop.

Dynamic Outcomes delivered the final workshop for feedback by the stakeholder group on 21 May 2013, which also included the Peer Facilitator Training Guide. Dynamic Outcomes delivered all final workshop materials in the third week of June 2013.

The F2D Foundation trained existing and new peer facilitators in the new workshop in July and the first new workshop session was held on 16 July 2013. This and the first few workshop sessions were carefully monitored and reviewed for any final refinement. Feedback has been very positive from students, peer facilitators and the F2D Foundation.

### **Differences between the old and new F2D workshop**

It is important to acknowledge the previous workshop was designed around principles of good practice in education and engagement with young people. The new workshop also takes into account these principles and enhances them with the following key changes:

- Focus on developing behaviours and in building resilience which have been shown to have positive outcomes.
- Involvement of experts in:
  - behavioural psychology from CARRS-Q, one of the leading road safety research centres globally
  - school learning and teaching
  - adult learning practitioners
  - young driver road safety experts.
- Shift in focus to include being safe as a passenger in vehicles driven by young drivers, not only a safe driver. The redeveloped workshop helps students to explore how they can keep themselves and their friends safe through better planning, and being prepared to speak up to avoid potentially risky situations. A key component is the development of a personal plan with strategies to avoid risky situations as a passenger.
- Better activity integration. For instance, the case study activity that is conducted by the MFB facilitators, which includes a role play of circumstances leading up to an actual young driver crash, connects more directly with small group discussions conducted by peer facilitators in the 'Developing Strategies to Reduce Risk' activity. This case study is used to begin the process of developing a personal plan to avoid risky situations as a passenger. Similarly the presentation delivered by Victoria Police Youth Resource Officers is now more interactive and designed to explore key issues that increase crash and injury risk for young people. Students are also actively encouraged to ask relevant questions that have arisen in small group discussions and activities.
- Full documentation in a detailed guide in order to ensure workshop integrity and consistency of delivery, with additional guides as described under the workshop curriculum section of this paper.

In terms of what is similar to the original F2D workshop, the icebreaker activity remains the same as is the use of various types of activities such as use of group discussions, scenarios and role plays. In addition, there were Victoria Police and MFB components in the old workshop, but these have been substantially redeveloped. Critically, the peer facilitator delivery model has been maintained.

## **Challenges and lessons learnt during development**

### ***Challenges***

At the start of the curriculum development the F2D Foundation stakeholder members initially found it challenging that their existing workshop would be redeveloped. This was understandable as the F2D Foundation has improved and delivered the workshop for over 10 years and has great experience in the field of peer facilitation. The VicRoads project experts:

- communicated the background research to the F2D Foundation stakeholder members via a number of meetings and a workshop involving Dynamic Outcomes
- provided information outlining why the change to the workshop was occurring, the funding from the Government involved, that the background research was evidence-based and the importance of the F2D Foundation's expertise to assist in developing the new workshop and to deliver the workshop in the future using the F2D Foundation program model.

In the first training session undertaken to peer facilitators, Victoria Police, MFB and SPOs from DEECD, a section was devoted to the background research that shaped the workshop. Despite this, during trialling of the workshop some of the feedback received related to a lack of knowledge of this background research driving the workshop logic model and curriculum. Further, there were some times when peer facilitators struggled with the material, as a high level of facilitation skill was required, particularly with leading small group discussions.

### ***Lessons learnt***

Some important lessons learnt from the curriculum development included:

- All of those involved, especially those involved in the trials and the general delivery of the F2D Year 11 workshop (not just the stakeholder group), could have been provided with additional information on the background research to the project and what the Government was trying to achieve before trialling occurred. Perhaps an additional briefing earlier in the curriculum development may have been helpful.
- Peer facilitators need ongoing support to deliver the workshop successfully while they are still learning, it was suggested that a 'buddy' system be established where a more experienced peer facilitator assists the less experienced one. Also helpful, already in place from the old workshop, were the de-briefings after workshop delivery that provided peer facilitators with an opportunity to discuss any issues and receive tips on how to improve their facilitation and delivery skills.
- The curriculum development was more involved than anticipated in terms of the amount of time required for development and trialling and to deal with the changes that were made along the way. Overall, curriculum development is a time intensive task and therefore curriculum developers (or others managing such projects) should ensure they have enough time available for workshoping curriculum components and writing the curriculum, and to allow for multiple comments from stakeholder members. Adequate time needs to also be allowed for trialling. In the case of the F2D workshop three trial sessions were needed and many stakeholder workshops/meetings.

### **Evaluation**

The Victorian Government's Road Safety Strategy 2013-2022 and first Action Plan 2013-2016 were released on 1 March 2013. The Action Plan includes a commitment to make available the F2D Year 11 workshop to all secondary schools in Victoria (approximately 500 schools) (VicRoads 2013). This will extend the delivery of the workshop from its current reach of around 220 schools. The

TAC is managing a range of activities with the F2D Foundation and the Victorian road safety partners to support this commitment under the Strategy's first Action Plan.

As part of this extension of the F2D workshop the Government through the TAC is funding the evaluation of the F2D Year 11 workshop. CARRS-Q developed an evaluation plan as a starting point for the evaluation. A randomised cluster control trial whereby schools are randomly allocated to the treatment condition (workshop) or control condition (no workshop) and participants' road safety behaviours measured before and after the workshop, is recommended to gauge workshop outcomes, along with a process evaluation to assess workshop fidelity.

A survey has been developed and tested with students that includes measures to assess both theoretical components leading to behaviour change (e.g. attitudes) and behaviour items as per the logic model and corresponding aims of the workshop. This will form the basis of the main outcome measure to assess if self-reported safety behaviours have changed as a result of the workshop.

VicRoads and the TAC are currently working with researchers to further develop the survey to ensure a reliable and valid survey is developed. The survey has been refined, tested for readability and updated, and tested further with students to allow for psychometric analysis of the survey and final refinement. It is anticipated the first wave of surveys will occur in 2015 and the evaluation is due for completion by end 2016.

## Conclusion

This project has been successful in developing and implementing a new behaviour change peer facilitation road safety discussion workshop for Year 11 students. In addition, it was developed ready for peer facilitator training and rollout in July 2013 under tight timeframes. The first session of the new workshop, held at Padua Catholic College in Mornington to approximately 300 students was successful.

As the feedback indicated, the new workshop is now accepted by peer facilitators, the F2D Foundation, SPOs and stakeholders with much positive feedback received after this first session. The first rural session was held at Sale College in August 2013 and it also received positive feedback.

Online voluntary surveys completed by 1604 students in 143 schools from July 2013 to July 2014, indicates the new road safety F2D workshop is well received. Around 65 percent of students indicated they will use the strategies learned to avoid risky situations in the car as a passenger or driver all or most of the time and a further 25 percent may use the strategies. Seventy-seven percent of students rated the F2D workshop as excellent or good.

## References

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1 Appendix A – Workshop logic model

**Workshop Logic**

This provides the road map for the program and the links between the theory behind F2D, the program activities, program outputs and the desired road safety outcomes for young people who take part in F2D.

