



Intervention Guide

May 2023

About this guide

This intervention guide has been developed to assist deliverers to use of the DriveFit intervention in their road safety education work with 16-18 years olds.

The DriveFit intervention was developed by Elizabeth Box, Doctoral Researcher at Cranfield University and Director of Research at the RAC Foundation, as part of the Pre-driver Theatre and Workshop Education Research (PdTWER) programme, which ran between September 2019 and March 2023. Further details about the programme of research can be found [here](#). This programme of research was kindly supported by the RAC Foundation, Road Safety GB, the National Fire Chiefs Council, Kent Fire and Rescue Service, the Road Safety Trust and the Department for Transport.

The results of the DriveFit intervention evaluation are available to view in the following Open Access journal article:

Box, E., Dorn, L. (2023). A cluster randomised controlled trial (cRCT) evaluation of a pre-driver education intervention using the Theory of Planned Behaviour. *Transportation Research Part F: Traffic Psychology and Behaviour*, 94, p.379-397
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On the Road Safety GB website you will find the following DriveFit resources:

- DriveFit film clips (with and without subtitles)
- The full DriveFit film (with and without subtitles)
- The DriveFit Intervention Guide
- DriveFit guide to developing safe driving plans
- Short summary clip of the DriveFit film

For further questions about the DriveFit intervention please contact Elizabeth Box (elizabeth.box@racfoundation.org)



NFCC
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**Kent Fire &
Rescue Service**



Contents

About this guide.....	1
1.0 Introduction	2
2.0 DriveFit overview	2
3.0 Intervention effectiveness	4
4.0 Intervention guide	5
4.1 Implementation process overview	5
4.2 Resources to support programme delivery	7
5.0 References	8
Annex A – BCTs applied in the DriveFit intervention.....	9
Annex B – DriveFit workshop protocol	10
Annex C – DriveFit content – Graphic illustrations.....	12
Annex D – Example DriveFit Mentimeter slides	14
Annex E – Teacher lesson plan information	17
Annex F – DriveFit survey questions (T1, T2 & T3 – Control ; T1 & T3 – DriveFit).....	19
Annex G – DriveFit survey questions (T2 – DriveFit).....	23
Annex H – Survey measures description.....	28

1.0 Introduction

Welcome to the DriveFit intervention guide. This guide has been designed to provide a comprehensive roadmap for the successful implementation of this evidence-based intervention. Developed and tested through a rigorous process, DriveFit has been specifically designed to address the needs of 16-18-year-old pre-drivers. By following the guidelines outlined in this document, you will gain a deeper understanding of the intervention's theoretical underpinnings, its step-by-step implementation procedures, and strategies for adapting it to various contexts. Whether you are an educator, road safety professional or organisation seeking to make a positive difference, this guide will equip you with the necessary tools and knowledge to roll out the DriveFit intervention effectively.

2.0 DriveFit overview

The DriveFit intervention was developed following an evidence-based iterative approach, which incorporated existing research and qualitative research with existing intervention deliverers and the target audience. It was designed with reference to the Theory of Planned Behaviour (Ajzen, 1991) and aimed to change participant attitudes, subjective norms and perceived behavioural control to result in safer passenger and driver intentions (See Figure 2.1).

Behaviour Change Techniques (BCTs) (Michie et al., 2013) and implementation intentions (Gollwitzer, 1999) were also incorporated into the intervention to maximise its effectiveness.

Figure 2.1 – DriveFit Logic Model

<i>Inputs</i>	<i>Immediate impacts</i>	<i>Short-term impacts</i>	<i>Behavioural impacts</i>	<i>Health Outcomes</i>
Providing a film and workshop to 16-18 year old students will...	Result in the delivery of the DriveFit programme in intervention schools and colleges which will...	Result in changes to student attitudes and subjective norms towards what it takes to be a good driver and the development of students' self-efficacy and skills for being safe passengers and drivers, which...	will result in safer passenger and driver intentions and behaviours and ultimately,	Reduced deaths and serious injuries amongst this at risk group.

The DriveFit programme consists of a 40-minute film followed by a 45-minute online facilitated workshop delivered within 2-weeks of the film. The two-part approach adopted aims to extend the duration of the intervention, given concerns raised by previous research about the importance of intervention dosage (Glendon, McNally, Jarvis, Chalmers, & Salisbury, 2014; Kinnear, Pressley, Posner, & Jenkins, 2017; Markl, 2016; Poulter & McKenna, 2010).

The DriveFit film uses a talk show style interview format where expert guests provide information, demonstrations, and tips about how pre, learner and newly qualified drivers can best manage the learning to drive process as well as the risky driving behaviours associated with speeding, tiredness, mobile phone use and intoxicated driving (drink and drug driving). The film employs a total of 16 Behaviour Change Techniques (BCTs) from the 93-item hierarchically clustered techniques Behaviour Change Technique taxonomy (Michie et al., 2013), 11 of which had been identified by previous research as high potential BCTs for this target audience (Fylan, 2017; Sullman, 2017). Examples of how these BCTs were applied within DriveFit are provided in Annex A.

The online workshop that follows the DriveFit film uses the ORID (Objective; Reflective; Interpretive and Decisional) framework (ICA-UK, 2014) to encourage participants to remember the film and extract relevant learning for their own personal situations. The workshops during the trial were delivered by one of two commissioned professional facilitators (one accredited with the International Association of Facilitators, with over 40 years' experience and the other working at this standard with over 4 years' experience), who delivered the 45-minute workshop using MS Teams, to a pre-defined protocol (See Annex B).

The workshop has been designed to be delivered in four parts: an introduction and warm-up, remembering and reviewing the DriveFit film, personal action planning and concluding with a summary of the discussion and participants completing the post-intervention survey. For the introduction, participants are given information about the format of the session. To increase engagement during the workshop, participants are also introduced to the Mentimeter voting tool and then asked to submit their answers to a warm-up poll about their learning to drive stage. This is followed by a review of what participants remembered about the DriveFit film using an all class Mentimeter poll, a paired student discussion with post-discussion feedback reported to the facilitator and peers, followed by a class discussion and a facilitator led review of the key film themes (See Annexes B, C & D). Participants then review how easy or difficult they expected to find adopting the actions promoted by the DriveFit film (e.g., managing my driving speed) and identify the scenarios that they are most likely to find themselves in. The situations scored as easy or difficult to deal with are then discussed amongst their peers. The participants reflect on these situations and consider what actions they could take, what barriers they might face and what 'if-then' implementation intention plans they could apply to these situations, supported with worked examples (Box, 2021). The participants are then invited to commit to their if-then plans/implementation intentions by completing a DriveFit postcard for them to retain. During the trial, a website (www.drivefit.info) and notes booklet containing the film graphic illustrations (See Annex C) was also provided to support the DriveFit programme through offering additional information to students, parents, and guardians. The Mentimeter slides used for the workshop are provided in Annex D.

3.0 Intervention effectiveness

Once the DriveFit intervention had been developed, a sample of young pre- and new drivers from two schools in Kent (UK) took part in the DriveFit programme and provided feedback, which was used to refine the intervention.

To evaluate the effectiveness of the DriveFit programme, a school/college-based cluster randomised controlled trial (cRCT) was conducted within government-funded, non-free paying (state), all-ability, co-educational schools/colleges in Devon. Fifty-six government-funded, non-free paying (state), all-ability, co-educational schools/colleges with a mixture of socioeconomic status, representative of county level variability, were invited to take part in the study. Head teachers, sixth form and college leaders from all eligible schools were sent an invitation letter and school information sheet with details of how to take part in the trial in July 2021. Participating schools and colleges were offered a £200 cash incentive for taking part in the trial. Students received a participant information sheet and consent form to complete before taking part in the online baseline (T1) and post-intervention surveys (T2 and T3). Participants were informed that they could discontinue all or any part of the study (either or both measurements and intervention) at any time, up until two-months post-intervention, with no impact on their education.

Following study recruitment, T1 survey measurements were taken in September 2021, after which participating schools/colleges were randomised to control (no-treatment wait list control) and intervention (DriveFit) groups through stratified randomisation, based on the percentage of disadvantaged students (below and above participating school/college median

calculated from data accessed from gov.uk for the number of disadvantaged students completing study within each school/college⁵) and type of educational establishment (school or college).

The responses of 16–18-year-old students ($n = 437$) from 22 schools/colleges in Devon, UK were analysed and showed that the DriveFit intervention led to some small improvements in risk intentions, attitudes, and other measures, which differed by sub-group. Speed intentions improved immediately post- intervention (T2), whereas a composite measure of all intentions and mobile phone use intentions improved at 8–10 weeks post-intervention (T3). Apart from speed intentions, a trend towards intentions becoming safer at T3 was noted. Mobile phone use and speeding attitudes, a composite measure of attitudes, as well as attitudes to driving violations and perceptions of risk, improved at T2 and T3, with the size of the effect slightly reduced at T3. Participants expressed safe views at baseline (T1), which overall left minimal room for improvement.

Whilst previous research has found that education interventions deliver small self-reported effects, that diminish over time (i.e., Poulter and McKenna, 2010), this study finds small, but lasting attitude effects (which diminish in magnitude over time) and a trend towards improving intentions, over and above the control group. For a more detailed summary of the findings of the DriveFit trial, see [Box & Dorn \(2023\)](#).

4.0 Intervention guide

In this section, a step-by-step roadmap for implementing the DriveFit intervention is provided. This roadmap offers instructions on each stage of the implementation process and outlines the core components and activities of the intervention, providing guidance on how to deliver effectively. The importance of the fidelity¹ of the interventions core components, whilst allowing for necessary adaptations to suit the needs and contexts of the target population, is also covered. By following the steps outlined, implementers will have access to the necessary tools and resources to deliver DriveFit with fidelity, ensuring effectiveness and maximizing impact.

4.1 Implementation process overview

The DriveFit intervention was trialled over a 7-month period. Table 4.1 outlines the activity that took place across this time. The key steps and considerations for the delivery of the DriveFit intervention are detailed in Table 4.2.

Table 4.1 - Timeline for DriveFit intervention implementation

Date	Activity
Jul 21	Recruit schools/colleges to take part in the intervention
Sept 21	Delivery of baseline survey (T1)
Oct 21	Allocate schools/colleges to control or implementation group for research trial

¹ Fidelity refers to the degree to which an intervention is implemented as originally designed or intended. Fidelity is important because it helps maintain the integrity and effectiveness of the intervention, as any deviations or modifications from the original design may alter its intended outcomes.

Date	Activity
Nov 21	Commence delivery of DriveFit programme (DriveFit film, followed by online workshop within 2-weeks) Post-intervention surveys (post-workshop, T2)
Dec 21	Completion of DriveFit programme
Feb 22	Final surveys (8-10 weeks post-intervention, T3)

Table 4.2 - Key steps and considerations for the delivery of the DriveFit intervention

Step		Details
1	Pre-implementation preparation	<ul style="list-style-type: none"> - Engage fully with school/college leads and provide a thorough brief on the intervention and what is expected (i.e., teacher present to play film and support a discussion around the film, as well as being present to support the online facilitator) (See Annex E for teacher lesson plan information) - Book timings with schools/colleges as far ahead as possible (ideally at least 6-weeks before delivery) - Ensure training and familiarisation of facilitators ahead of intervention delivery. Ideally employ professional facilitators to deliver, or train up staff to deliver the facilitated workshop
2	Film screening	<ul style="list-style-type: none"> - The film is 40-minutes in length - The purpose of the film is to introduce the students to several topics, discuss key issues and start the process of identifying plans and coping mechanisms that can be employed - The film is best played in a classroom (rather than a large hall) environment, with students encouraged to take notes, and the teacher able to facilitate some discussions (See Appendix E for example tutor information). The film was designed and tested for being watched in one sitting. - The film, due to its length, requires high level of concentration for students, and therefore the teacher should encourage a break and discussion at the halfway point (20mins)
3	Online workshop	<ul style="list-style-type: none"> - The online workshop is 45-minutes in length - The online workshop has four parts (as described in section 2.0) and has been designed to be delivered within 2-weeks after watching the film - The workshop has been designed to be run using Mentimeter online polling software, which students are able to access using their mobile phones or a laptop. The slides used are provided in Annex D - The durations of each of the parts of the workshop are provided in Annex B

Step		Details
4	Facilitator training and support	<ul style="list-style-type: none"> - The workshop has been designed to be delivered by professional facilitators, who have been trained on the workshop content and purpose, and who are able to deliver the programme consistently. For this reason it is often advantageous to minimise the pool of facilitators, so that the workshops are delivered consistently - If professional facilitators are not used, staff should receive facilitation training, and have been trained on the intervention protocols - It is advisable to offer ongoing support for the facilitators, such as regular check-ins and feedback sessions
5	Adaption and contextualization	<ul style="list-style-type: none"> - Whilst the DriveFit intervention has been designed to be delivered as described in this intervention guide, there maybe a need to adapt the intervention to suit the needs and contexts of the target audience - As an example, there may be value in showing shorter clips of the DriveFit film, in between active learning, facilitated sessions. If this approach were to be adopted, deliverers should evaluate the outcomes of delivering the programme in this way. Using the DriveFit programme materials in a way that varies from the way in which it has been tested, may alter intended outcomes
6	Monitoring and evaluation	<ul style="list-style-type: none"> - Monitoring and evaluating the outcomes of DriveFit delivery, particularly if it has been adapted from the way in which it has been tested is vitally important. - Annexes F, G & H provides details of the questionnaires used for the DriveFit trial, which deliverers are welcome to use (all or part of) to inform their ongoing programme evaluation. It is important to note that some questions relate to the effect of the programme on behaviours (e.g., drink driving intentions) versus process evaluation questions related to peoples reaction to the intervention (e.g., face validity questions about usefulness and importance of the intervention). Both measures are important, but provide different information about the intervention

4.2 Resources to support programme delivery

For more information about the Mentimeter interactive presentation software tool please visit <https://www.mentimeter.com/>. To source a qualified facilitator, please visit <https://www.iaf-world.org/site/facilitators/find/bycountry> to search for a qualified facilitator who is working in your local area. Alternatively, if you are seeking to train your staff to deliver facilitated sessions the ICA:UK deliver several facilitation courses, which maybe of interest (See: <https://ica-uk.org.uk/courses/>). For training on behavioural change more generally, see the Road Safety GB Academy for relevant courses that are running <https://rsgbacademy.org.uk/>.

5.0 References

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Annex A – BCTs applied in the DriveFit intervention

BCT		Example of application
1.1	Goal Setting (behaviour)*	Participants encouraged to set a goal to practice driving for 2 hrs a week, over 12 months.
1.2	Problem solving*	Prompt participants to identify barriers to securing sufficient driving practice whilst learning to drive (e.g., lack of time) and discuss ways in which they could overcome them (e.g., planning to drive car at the weekend when travelling to a destination anyway).
1.4	Action planning*	Encourage a plan to stop for a 20 minute rest if have been driving for more than 2hrs.
1.9	Commitment	Participants asked to pledge not to drive whilst tired, in the same way they would make a decision not to drink and drive.
2.3	Self-monitoring of behaviour*	Participants asked to record how much driving practice that they are getting.
3.1	Social support (unspecified)*	Participants asked to provide support and company to drivers, by 'doing it together' if they have all had poor sleep (i.e., at a festival).
3.2	Social support (practical)*	Participants asked to arrange a designated driver when going for a night out to avoid driving whilst intoxicated with drink or drugs.
4.1	Instruction on how to perform the behaviour*	Advice provided to participants on how to set Drive Safe Mode on a mobile phone.
4.2	Information about antecedents*	Participants provided information about the antecedents to fatigue (i.e., yawning, heavy eyelids etc.)
5.1	Information about health consequences*	Participants presented with information about the likelihood of being involved in a collision dependent on the number of peer passengers.
5.3	Information about social and environmental consequences	Participants informed that taking up telematics insurance can help to lower car insurance costs.
5.5	Anticipated regret*	Raise awareness of expectations of future regret (i.e., going to prison, collision and injuries) around speeding.
6.1	Demonstration of the behaviour	Demonstration to participants about how to apply the two second rule in a vehicle, to reduce speed and provide more time and space to react.
6.3	Information about others' approval	Participants told that there is a social stigma associated with drink driving.
7.1	Prompts/cues*	Participants recommended to share the driving with an accompany driver to increase their experience when doing local trips or visiting family.
9.1	Credible sources	Interview on speed provided by a high status professional (i.e., police).

Nb. * = High potential BCTs



Annex B – DriveFit workshop protocol

Session	Time	Facilitation objectives	Mentimeter slide details
Welcome & introductions	4 mins	Welcome attendees & inform them of how the session will run.	<p>[DriveFit logo]</p> <p>Our session today</p> <ol style="list-style-type: none"> 1. Introduction and warm-up 2. Remembering and reviewing the DriveFit film 3. Personal action planning 4. Summary, close and survey <p>[nb. thumbs up and heart emojis available on all screens for students to interact with]</p>
Warm-up	3 mins	To enable participants to become familiar with the interactive polling software and to enable the facilitator to have an understanding of whether participants are learning to drive.	<p>Survey question: Are you already driving or do you plan to learn to drive?</p> <p>Options: Yes, I am currently learning/driving; Yes, in the next 12 months; Yes, in the next couple of years; Maybe at some point; No never</p> <p>Results display: Bar chart</p>
Reviewing the DriveFit film	10 mins	To enable to participants to remember the DriveFit film (Objective Question)	<p>Survey question: What one thing do you remember the most from the DriveFit film?</p> <p>Options: Open text</p> <p>Results display: Word cloud</p> <p>Facilitator led discussion: Review of the key themes from the DriveFit film using an illustration from the film [See end of this table]</p>
			<p>Group discussion: In pairs or threes chat with your fellow students...</p> <p>- Which of the key themes of the film stood out the most for you and why?</p>
	10 mins	To enable the participants to reflect on whether they would be able to take part in the safety promoting actions promoted in the DriveFit film (Reflective Question)	<p>Survey question: How easy or difficult would you find it to...</p> <p>Matrix response:</p> <p>Get the recommended hours practice whilst learning to drive.</p> <p>Do regular hazard perception training and practice.</p> <p>Have access to a vehicle that is 10 years old or less.</p> <p>Manage mobile phone use in the car.</p> <p>Manage passengers in the car.</p> <p>Manage tiredness whilst travelling as a driver or passenger.</p> <p>Manage my driving speed</p> <p>Not drive as, or travel with, an intoxicated driver</p> <p>[Scale options Easy – Difficult 5-point scale]</p>



Session	Time	Facilitation objectives	Mentimeter slide details
Reviewing the DriveFit film cont...	10 mins cont...	To enable participants to explore the significance of discussed situations for them personally (Interpretive Question)	Group discussion: Chat with your fellow students in pairs or threes. Which of the situations you scored easy or difficult to deal with do you think you are most likely to find yourself in? For examples driving over the speed limit?
Personal Action Planning	10 mins	To enable participants to explore what should be done and next steps (Decisional question)	<p>Individual activity: Using the situations you said you would most likely find yourself in...</p> <ul style="list-style-type: none"> - What can you personally do, what action(s) could you take? - What might get in the way (barriers)? - Was there something from the film you remember that could help? - Using the if xxxxx happens, then xxxxx - Capture these in your DriveFit booklets first <p>Worked examples to support activity: If, then example(s): If I am tempted to speed when I am late or in a hurry to get somewhere then I will remind myself that I am not actually saving much time by speeding If I have been driving for 2 hours then I will stop for at least a 20 minute break</p> <p>For more if, then examples scan the QR code provided or this URL: www.bit.ly/3xfjDt5 . Scan read & add 2 or 3 new statements.</p>
Workshop summary and close	8 mins	To recap on the workshop, summarise key points, thank participants and ask them to complete the online survey.	<p>Thank you</p> <p>Now we would like you to do a quick survey, here is the link that you need for the survey [Link provided] or use the QR code to access the survey</p>

Annex C – DriveFit content – Graphic illustrations

Bill Pope
DVSA

experience

Safe Driving For Life
Drivefit.info

1 in 11 crash in 1st 6 months...

A pass is just a BASIC standard

Organise Plan (2hrs p.wk)

100 hours over 12 months

Keep learning! woohoo!

safe driving for life.info

Hazard Perception

Professor David Crundall

The first year of driving is the most dangerous

It's a skill EVERYONE can improve

30 mins every 2-4 weeks

VR (VR headsets are becoming more affordable)

360° the FUTURE of hazard perception

CLICKETY CLICK CLICK! CLICK! CLICK!!

Download clips

safe driving for life.info

Dr Neale Kinnear
Transport Research Lab

Buying a car...

Telematics Insurance

£ yr 1 yr 2

Dr Neale's top tips:

- Buy a SAFE Car
- Wear your Seatbelt!
- Safe driving mode 1 passenger at a time
- Limit nighttime driving!

Less than 10yrs old

AEB, ABS, ESP, ESC etc.

☆☆☆☆☆

euroncap.com

Dr Neale Kinnear
Transport Research Lab

Using your phone while driving = 6 points (losing your license!) + a fine

Auto-response: I'm driving - speak to you soon!

Safe Mode: Set to "do not disturb"

Eyes on the road

Hands on the wheel


mind on the traffic

Dr Neale's top tips:

- Buy a SAFE Car
- Wear your Seatbelt!
- Safe driving mode
- 1 passenger at a time
- Limit nighttime driving!




Annex D – Example DriveFit Mentimeter slides



Our session today

1. Introduction and warm-up
2. Remembering and reviewing the DriveFit film
3. Personal action planning
4. Summary, close and survey



Are you already driving or do you plan to learn to drive?

Response	Count
Yes, I am currently learning/driving	2
Yes, in the next 12 months	15
Yes, in the next couple of years	3
Maybe of some point	6
No never	1

What one thing do you remember the most from the DriveFit film?

1 in 11 new drivers crash dont get car older than 5

no alcohol safety 2 second rule one in eleven

hazard perceptions

tired vr hazard perception 1 in 11 people crash

1 in 11 people will crash


dvsa hazard perception death

the caffeine tip nap after energy drink stopping distance

older cars are unsafe the drug test car old than 5 yr is bad

road safety and precautio the hazards perception






Key themes from the DriveFit film

In pairs or threes chat with your fellow students...

→ Which of the key themes of the film stood out the most for you and why?

How easy or difficult would you find it to....




Situation	Count
Get the recommended hours practice whilst learning to drive	31
Do regular hazard perception training and practice	24
Have access to a vehicle that is 10 years old or less	27
Manage mobile phone use in the car	17
Manage passengers in the car	25
Manage tiredness whilst travelling as a driver or passenger	31
Manage my driving speed	2
Not drive as, or travel with, an intoxicated driver	17

Chat with your fellow students in pairs or threes

Which of the situations you scored as easy or difficult to deal with do you think you are most likely to find yourself in? For example driving over the speed limit?

Using the situations you said you would most likely find yourself in...



- What can you personally do, what action(s) could you take?
- What might get in the way (barriers)?
- Was there something from the film you remember that could help?
- Using the if xxxxx happens, then xxxxx
- Capture these in your DriveFit booklets first

If, then example

If I am tempted to speed when I am late or in a hurry to get somewhere then I will remind myself that I am not actually saving much time by speeding



If, then example

If I have been driving for 2 hours then I will stop for at least a 20 minute break



For more if, then examples, scan the QR code or this url:
<https://bit.ly/3xfjDt5>
scan read & add 2 or 3 new statements.



THANK YOU!

Now we would like you to do a quick survey, here is the link you need to the survey...

https://cranfielduniversity.eu.qualtrics.com/jfe/form/SV_b0WFSuJPa

Or use the QR code to access the survey.

Annex E – Teacher lesson plan information



DRIVEFIT LESSON PLAN 1 – FILM

Date: Mon 8th Nov - Fri 19th Nov

➤ *Accessing the DriveFit film*

In the first lesson, please show your students the DriveFit film provided. You can access the DriveFit film on Vimeo using the following web address and password.

DriveFit Film: <https://vimeo.com/611642919/922e919d08>

Password: Dr4veFit

If required, a subtitled version of the film is also available here:

Subtitled version: <https://vimeo.com/630928852>

Password: Dr5veFit

When you click on the film you will be asked to complete a short survey before playing the film. This has been put in place so that the DriveFit team can keep track of the schools/colleges that have watched the film. Please let us know if you experience any issues in completing the short survey ahead of watching the film.

➤ *During the DriveFit film*

The film is 42 minutes long, with a break-point midway. Before starting the film, please ask your students to make notes whilst watching the film, writing down any particular points that they find to be important, interesting or useful. Booklets will be delivered by 1st November to Coombeshead Academy for your students to use as notebooks to record their thoughts about the DriveFit programme. Please pause the film halfway through (21:40), at the point indicated in the film, for a short break and discussion. Please take **up to 5 minutes** to ask your class the following questions:

- What main points were made in the first half of the film?
- What stood out and why?

At the end of the film, please take **up to 5 minutes** to ask your class the following questions:

- What main points were made in the second half of the film?
- What stood out and why?
- What one thing might you do differently after watching the film?

It would be helpful if your class can keep their DriveFit booklets somewhere where they can access them again for the workshop.

➤ *Post film survey - Teacher*

We are interested to hear your views on the film and your perceptions about how your students responded to the delivery and the content of the film. You can access the teacher's feedback survey using the following link https://cranfielduniversity.eu.qualtrics.com/jfe/form/SV_6j7mERZeAeNNXyC



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for Transport



NFCC
National Fire
Chiefs Council

Road SafetyGB



Kent Fire &
Rescue Service

DRIVEFIT LESSON PLAN 2 – ONLINE WORKSHOP

Date: Mon 22nd Nov - Fri 3rd Dec

The DriveFit online workshop will be 45 minutes in length and will be delivered within two weeks of your students having watched the DriveFit film. The online workshop will be delivered by professionally qualified, and DBS checked facilitators via MS Teams or Zoom, depending on your preference. You will also receive postcards for students to record the plans they develop during the workshop session.

➤ *Post workshop survey - Students*

After taking part in the workshop, students will be invited by the facilitator to complete the following online survey https://cranfielduniversity.eu.qualtrics.com/jfe/form/SV_b0WFSuJPqcgLEij which will help the DriveFit team evaluate the DriveFit programme. The survey can also be accessed by scanning the QR Code below with a mobile phone camera.



The survey should take the students approximately 10 minutes to complete and a link to the information sheet for the study will be provided again for the student's information. Students will be asked whether they would be willing to take part in a focus group with the project researcher, to discuss in more detail how they found the DriveFit programme.

➤ *Post workshop survey - Teacher*

We are also interested to hear your views on the workshop and your perceptions about how your students responded to the delivery and the content of the workshop. You can access the teacher's feedback survey using the following link

https://cranfielduniversity.eu.qualtrics.com/jfe/form/SV_cipevLTp1UUYXwq

Annex F – DriveFit survey questions (T1, T2 & T3 – Control ; T1 & T3 – DriveFit)

No.	Question	Response options
	Informed consent statement	
	<p data-bbox="206 335 806 359">Aim: To explore young people’s attitudes to road safety</p> <p data-bbox="206 399 2033 454">This research aims to explore young people’s attitudes to road safety. The survey will inform PhD research which aims to find the best way to use pre-driver education to support young and novice driver safety.</p> <p data-bbox="206 494 2056 590">I agree to take part in the above Cranfield University PhD research project. I have had the project explained to me, and I have read the student information sheet, which I may keep for my records. I understand this will involve taking part in completing up to three questionnaires about my attitudes to road safety. This information will be held and processed for the following purpose(s):</p> <p data-bbox="206 630 1317 654">To answer the research question concerned with the nature of young people’s attitudes to road safety.</p> <p data-bbox="206 694 2072 790">Upon taking part in the study I understand that I can, if I wish, withdraw my data within 2 months of completing the first survey. The survey data will be anonymised after all survey responses have been received and collated. I understand that this anonymized data will be stored securely on Cranfield University file servers and will be destroyed in accordance with Cranfield University Data Management Protocols.</p> <p data-bbox="206 829 2049 885">I understand that any information I provide is confidential, and that no information that could lead to the identification of any individual will be disclosed in any reports on the project, or to any other party. No identifiable personal data will be published.</p> <p data-bbox="206 925 2060 981">I understand that my participation is voluntary, that I can choose not to participate in part or all of the project, and that I can withdraw my data within 2 months of the date of completing the first survey without being penalized or disadvantaged in any way.</p> <p data-bbox="206 1021 2016 1077">I agree to Cranfield University recording and processing this information about me. I understand that this information will be used only for the purpose(s) set out in this statement and my consent is conditional on the University complying with its duties and obligations under the Data Protection Act.</p> <p data-bbox="206 1117 622 1141">I agree to take part in the above study.</p> <p data-bbox="206 1181 2004 1236">If you would like to contact the PhD Student who is running the study to discuss this research, please e-mail Elizabeth Box (e.box@cranfield.ac.uk). If you have detailed questions about the processing of your data by Cranfield University please email gdpr@cranfield.ac.uk.</p> <p data-bbox="206 1276 1568 1300">Please note that whilst this survey has been optimised for mobile device display, it will be best displayed on a laptop or deskto</p> <p data-bbox="206 1316 705 1372"> <input type="radio"/> I consent to take part in the survey <input type="radio"/> I do not consent, I do not wish to participate </p>	

No.	Question	Response options
About you		
Q1	What gender do you identify as?*	Male, Female, Non-binary, Prefer not to say
Q2	How old are you?*	15, 16, 17, 18, 19
Q3	What is your ethnic group*	White; Mixed or multiple ethnic groups; Asian or Asian British; Black, African, Caribbean or Black British; Other ethnic group; Prefer not to say
Q3a	[Further segmentation of ethnic groups]*	[Further segmentation of ethnic groups as asked by Census]
Q4	What school/college do you attend?	[Selection of all schools/colleges taking part in the trial]
Q4a	[If select 'Other' in Q4] Please write the name of your school/college below	[Open text response]
Q5	What year group are you in?*	Year 12, Year 13, Other (Please state)
Q6	Who is your form teacher/tutor?	[Open text response]
Q7	What is your name?	First name, surname
About learning to drive		
Q8	Do you plan to learn to drive?	Yes, I have already passed my driving test (Please state MM/YYYY of test pass); Yes, I am currently learning; Yes, in the next 12 months; Yes, in the next 5 years; Maybe, at some point; No, never.
Q8a	[If 'Yes, I have already passed my driving test' or 'Yes, I am currently learning is selected'] How many months did it take you to pass your driving test (counting from your first driving practise with a driving instructor or an experienced driver?)	1-2 months, 3-4 months, 5-6 months, 7-8 months, 9-10 months, 11-12 months, over 12 months
Q8b	[If 'Yes, I have already passed my driving test' or 'Yes, I am currently learning is selected'] On average, how many hours of driving practise did you get each month whilst learning to drive?	Less than one hour per month, Between one hour and 2 hours per month, Between 3 hours and 4 hours per month, Between 5 and 6 hours per month, Between 7 and 8 hours per month, More than 8 hours per month
Q8c	[If 'Yes, I have already passed my driving test' or 'Yes, I am currently learning is selected'] Who did you learn to drive with? (Please select all that apply)	Driving instructor, Parents/guardians, other eligible family (over the age of 21, who have held a driving licence for at least 3 years, Eligible friends, Other (Please state)
Q9	In total, how many cars or vans are owned, or available for use, by members of your household?	None, 1, 2, 3, 4, 5 or more (Please write in the number)

No.	Question	Response options
Your attitudes and views about specific driving behaviours		
Q10	Driving whilst messaging or talking on a hand-held mobile is...	Matrix response Harmful – Beneficial, Negative – Positive, Wise – Foolish, Pleasant – Unpleasant [7-point scale]
Q11	How likely and willing would you be to drive whilst messaging or talking on a hand-held mobile phone	Matrix response Likely – Unlikely, Very Willing – Not very willing [7-point scale]
Q12	Driving whilst over the legal alcohol limit is...	Matrix response Harmful – Beneficial, Negative – Positive, Wise – Foolish, Pleasant – Unpleasant [7-point scale]
Q13	How likely and willing would you be to drive whilst over the legal alcohol limit	Matrix response Likely – Unlikely, Very Willing – Not very willing [7-point scale]
Q14	Driving whilst feeling very tired is...	Matrix response Harmful – Beneficial, Negative – Positive, Wise – Foolish, Pleasant – Unpleasant [7-point scale]
Q15	How likely and willing would you be to drive whilst feeling very tired	Matrix response Likely – Unlikely, Very Willing – Not very willing [7-point scale]
Your attitudes and views about managing speed		
Q16	Driving over the speed limit is...	Matrix response Harmful – Beneficial, Negative – Positive, Wise – Foolish, Pleasant – Unpleasant [7-point scale]
Q17	People who are important to me think that I should/should not drive over the speed limit	Think I should – Think I should not [7-point scale]
Q18	People who are important to me would approve/disapprove of me driving over the speed limit	Would approve – Would disapprove [7-point scale]
Q19	How much control would you have over whether or not you would drive over the speed limit	Complete control – No control [7-point scale]
Q20	If I wanted to driving over the speed limit would be..	Easy – Difficult [7-point scale]
Q21	How likely and willing would you be to drive over the speed limit	Matrix response Likely – Unlikely, Very Willing – Not very willing [7-point scale]
Q22	To what extent do you agree or disagree with the following statements...	Matrix response Decreasing the speed limit on the motorways is a good idea, Even at night-time on quiet roads it is important to keep within the speed limit, Drivers who cause accidents by reckless driving should be banned from driving for life, People should never overtake on the inside lane even if a slow driver is blocking the outside lane, In towns where there are a lot of pedestrians the speed limit should be 20mph, Penalties for speeding should be more severe Response options: Strongly agree, agree, Neither agree nor disagree, Disagree, Strongly disagree [5-point scale]

No.	Question	Response options
Q22a	[If 'Yes, I have already passed my driving test' is selected] How often have you kept within 30mph speed limits when driving over the last month?	Never – Nearly all the time [7-point scale]
Q22b	[If 'Yes, I have already passed my driving test' is selected] I have kept within 30mph speed limits when driving over the last month...	Strongly disagree – Strongly agree [7-point scale]
Your attitudes and views about general driving behaviours		
Q23	When driving, how safe do you think the following situations are...	Matrix response: Driving with 2 or more passengers, Driving between midnight and 6am, Driving at 70mph in a 60mph zone, Driving at 40mph in a 30mph zone, Driving while talking on a mobile phone, Driving a car which is over 10 years old, Driving with a blood alcohol level just above the legal limit, Driving whilst messaging on a mobile phone, Driving after smoking marijuana, Going through a red light Response options: Always safe, Mostly safe, Sometimes safe, Rarely safe [4-point scale]
Q24	Think of a particularly stressful driving situation, such as having a collision, being stuck in a traffic jam or having to drive for a long time in poor visibility and heavy traffic. How much do you think you would engage in the following activities when driving is difficult, stressful or upsetting...	Matrix response: I will make sure I avoid reckless or impulsive actions, I will make sure I keep a safe distance from the vehicle in front, I will make sure that I deliberately slow down when I meet a difficult traffic situation or bad weather, I will make sure I watch my speed carefully. Response options: Not at all – Very Much [6-point scale]
Q25	To what extent do you agree or disagree with the following statement: As a driver, I am confident that I will meet the challenge of maintaining safe driving behaviours and managing my personal risk whilst driving	Strongly agree – Strongly disagree [5-point scale]
Thank you for taking part in this survey. You can find the information sheet about this study at the following link , should you wish to keep this for your records		

* Items not included in T3 survey. One additional question included on DriveFit T3 surveys 'If you have any further comments to make about the DriveFit programme or the programme of research more generally please write them here' [Open text response]

Annex G – DriveFit survey questions (T2 – DriveFit)

No.	Question	Response options
Informed consent statement		
	<p>Aim: To explore young people’s attitudes to road safety</p> <p>This research aims to explore young people’s attitudes to road safety. The survey will inform PhD research which aims to find the best way to use pre-driver education to support young and novice driver safety.</p> <p>I agree to take part in the above Cranfield University PhD research project. I have had the project explained to me, and I have read the student information sheet, which I may keep for my records. I understand this will involve taking part in completing up to three questionnaires about my attitudes to road safety. This information will be held and processed for the following purpose(s):</p> <p>To answer the research question concerned with the nature of young people’s attitudes to road safety.</p> <p>Upon taking part in the study, I understand that I can, if I wish, withdraw my data within 2 months of completing the first survey. The survey data will be anonymised after all survey responses have been received and collated. I understand that this anonymized data will be stored securely on Cranfield University file servers and will be destroyed in accordance with Cranfield University Data Management Protocols.</p> <p>I understand that any information I provide is confidential, and that no information that could lead to the identification of any individual will be disclosed in any reports on the project, or to any other party. No identifiable personal data will be published.</p> <p>I understand that my participation is voluntary, that I can choose not to participate in part or all of the project, and that I can withdraw my data within 2 months of the date of completing the first survey without being penalized or disadvantaged in any way.</p> <p>I agree to Cranfield University recording and processing this information about me. I understand that this information will be used only for the purpose(s) set out in this statement and my consent is conditional on the University complying with its duties and obligations under the Data Protection Act.</p> <p>I agree to take part in the above study.</p> <p>If you would like to contact the PhD Student who is running the study to discuss this research, please e-mail Elizabeth Box (e.box@cranfield.ac.uk). If you have detailed questions about the processing of your data by Cranfield University please email gdpr@cranfield.ac.uk.</p> <p>Please note that whilst this survey has been optimised for mobile device display, it will be best displayed on a laptop or deskto</p> <ul style="list-style-type: none"> <input type="radio"/> I consent to take part in the survey <input type="radio"/> I do not consent, I do not wish to participate 	

No.	Question	Response options
About you		
Q1	What gender do you identify as?	Male, Female, Non-binary, Prefer not to say
Q2	How old are you?	15, 16, 17, 18, 19
Q3	What is your ethnic group	White; Mixed or multiple ethnic groups; Asian or Asian British; Black, African, Caribbean or Black British; Other ethnic group; Prefer not to say
Q3a	[Further segmentation of ethnic groups]	[Further segmentation of ethnic groups as asked by Census]
Q4	What school/college do you attend?	[Selection of all schools/colleges taking part in the trial]
Q4a	[If select 'Other' in Q4] Please write the name of your school/college below	[Open text response]
Q5	What year group are you in?	Year 12, Year 13, Other (Please state)
Q6	Who is your form teacher/tutor?	[Open text response]
Q7	What is your name?	First name, surname
Q7i	Which of the following have you watched/taken part in? (Select all that apply)	DriveFit film, DriveFit workshop, Neither
Q7ii	Have you received any other road safety education in the past 3 months?	Yes, No
Q7iia	[If selected 'Yes' in Q7ii]	What road safety education have you received in the past 3 months? [Open text response]
About learning to drive		
Q8	Do you plan to learn to drive?	Yes, I have already passed my driving test (Please state MM/YYYY of test pass); Yes, I am currently learning; Yes, in the next 12 months; Yes, in the next 5 years; Maybe, at some point; No, never.
Q8a	[If 'Yes, I have already passed my driving test' – 'Yes, in the next 5 years' is selected] How many months did it take you to pass your driving test (counting from your first driving practise with a driving instructor or an experienced driver?)	1-2 months, 3-4 months, 5-6 months, 7-8 months, 9-10 months, 11-12 months, over 12 months
Q8b	[If 'Yes, I have already passed my driving test' – 'Yes, in the next 5 years' is selected] On average, how many hours of driving practise did you get each month whilst learning to drive?	Less than one hour per month, Between one hour and 2 hours per month, Between 3 hours and 4 hours per month, Between 5 and 6 hours per month, Between 7 and 8 hours per month, More than 8 hours per month
Q8c	[If 'Yes, I have already passed my driving test' – 'Yes, in the next 5 years' is selected] Who did you learn to drive with? (Please select all that apply)	Driving instructor, Parents/guardians, other eligible family (over the age of 21, who have held a driving licence for at least 3 years, Eligible friends, Other (Please state)

No.	Question	Response options
Q9	In total, how many cars or vans are owned, or available for use, by members of your household?	None, 1, 2, 3, 4, 5 or more (Please write in the number)
Your attitudes and views about specific driving behaviours		
Q10	Driving whilst messaging or talking on a hand-held mobile is...	Matrix response Harmful – Beneficial, Negative – Positive, Wise – Foolish, Pleasant – Unpleasant [7-point scale]
Q11	How likely and willing would you be to drive whilst messaging or talking on a hand-held mobile phone	Matrix response Likely – Unlikely, Very Willing – Not very willing [7-point scale]
Q12	Driving whilst over the legal alcohol limit is...	Matrix response Harmful – Beneficial, Negative – Positive, Wise – Foolish, Pleasant – Unpleasant [7-point scale]
Q13	How likely and willing would you be to drive whilst over the legal alcohol limit	Matrix response Likely – Unlikely, Very Willing – Not very willing [7-point scale]
Q14	Driving whilst feeling very tired is...	Matrix response Harmful – Beneficial, Negative – Positive, Wise – Foolish, Pleasant – Unpleasant [7-point scale]
Q15	How likely and willing would you be to drive whilst feeling very tired	Matrix response Likely – Unlikely, Very Willing – Not very willing [7-point scale]
Your attitudes and views about managing speed		
Q16	Driving over the speed limit is...	Matrix response Harmful – Beneficial, Negative – Positive, Wise – Foolish, Pleasant – Unpleasant [7-point scale]
Q17	People who are important to me think that I should/should not drive over the speed limit	Think I should – Think I should not [7-point scale]
Q18	People who are important to me would approve/disapprove of me driving over the speed limit	Would approve – Would disapprove [7-point scale]
Q19	How much control would you have over whether or not you would drive over the speed limit	Complete control – No control [7-point scale]
Q20	If I wanted to driving over the speed limit would be..	Easy – Difficult [7-point scale]
Q21	How likely and willing would you be to drive over the speed limit	Matrix response Likely – Unlikely, Very Willing – Not very willing [7-point scale]

No.	Question	Response options
Q22	To what extent do you agree or disagree with the following statements...	<p>Matrix response</p> <p>Decreasing the speed limit on the motorways is a good idea, Even at night-time on quiet roads it is important to keep within the speed limit, Drivers who cause accidents by reckless driving should be banned from driving for life, People should never overtake on the inside lane even if a slow driver is blocking the outside lane, In towns where there are a lot of pedestrians the speed limit should be 20mph, Penalties for speeding should be more severe</p> <p>Response options: Strongly agree, agree, Neither agree nor disagree, Disagree, Strongly disagree [5-point scale]</p>
Q22a	<p>[If 'Yes, I have already passed my driving test' is selected]</p> <p>How often have you kept within 30mph speed limits when driving over the last month?</p>	Never – Nearly all the time [7-point scale]
Q22b	<p>[If 'Yes, I have already passed my driving test' is selected]</p> <p>I have kept within 30mph speed limits when driving over the last month...</p>	Strongly disagree – Strongly agree [7-point scale]
Your attitudes and views about general driving behaviours		
Q23	When driving, how safe do you think the following situations are...	<p>Matrix response:</p> <p>Driving with 2 or more passengers, Driving between midnight and 6am, Driving at 70mph in a 60mph zone, Driving at 40mph in a 30mph zone, Driving while talking on a mobile phone, Driving a car which is over 10 years old, Driving with a blood alcohol level just above the legal limit, Driving whilst messaging on a mobile phone, Driving after smoking marijuana, Going through a red light</p> <p>Response options: Always safe, Mostly safe, Sometimes safe, Rarely safe [4-point scale]</p>
Q24	Think of a particularly stressful driving situation, such as having a collision, being stuck in a traffic jam or having to drive for a long time in poor visibility and heavy traffic. How much do you think you would engage in the following activities when driving is difficult, stressful or upsetting...	<p>Matrix response:</p> <p>I will make sure I avoid reckless or impulsive actions, I will make sure I keep a safe distance from the vehicle in front, I will make sure that I deliberately slow down when I meet a difficult traffic situation or bad weather, I will make sure I watch my speed carefully.</p> <p>Response options: Not at all – Very Much [6-point scale]</p>



No.	Question	Response options
Q25	To what extent do you agree or disagree with the following statement: As a driver, I am confident that I will meet the challenge of maintaining safe driving behaviours and managing my personal risk whilst driving	Strongly agree – Strongly disagree [5-point scale]
Thank you for taking part in this survey. You can find the information sheet about this study at the following link , should you wish to keep this for your records		

Annex H – Survey measures description

Measure	Acronym	No. items	Scale	Question
Primary outcome measures				
All intentions (Excluding alcohol)	INT_ALL	8	1:7	[Scaled mean of INT_MOB, INT_FATIGUE & INT_SPEED) [Likely – Unlikely] [Very willing – Not at all willing]
Mobile phone use intentions	INT_MOB	2	1:7	How likely and willing would you be to drive whilst messaging or talking on a hand-held mobile phone
Drink driving intentions	INT_ALCO	2	1:7	How likely and willing would you be to drive whilst over the legal alcohol limit
Driving whilst fatigued intentions	INT_FATIGUE	2	1:7	How likely and willing would you be to drive whilst feeling very tired
Speeding intentions	INT_SPEED	2	1:7	How likely and willing would you be to drive over the speed limit
Secondary outcome measures				
All attitudes (Excluding alcohol)	ATT_ALL	16	1:7	[Scaled mean of ATT_MOB, ATT_FATIGUE, ATT_SPEED) [Harmful – Beneficial], [Negative – Positive] [Wise – Foolish], [Pleasant-Unpleasant]
Mobile phone use attitudes	ATT_MOB	4	1:7	Driving whilst messaging or talking on a hand-held mobile is...
Drink driving attitudes	ATT_ALCO	4	1:7	Driving whilst over the legal alcohol limit is...
Driving whilst fatigued attitudes	ATT_FATIGUE	4	1:7	Driving whilst very tired is...
Speeding attitudes	ATT_SPEED	4	1:7	Driving over the speed limit is...
Additional secondary outcome measures				
Social norms associated with speeding	SNORM	2	1:7	People who are important to me [think that I should/should not] / [would approve/disapprove of me] drive/ing over the speed limit [Think I should – Think I should not] [Would approve – would disapprove]
Perceived behavioural control associated with speeding	PBC	1	1:7	How much control would you have over whether or not you would driver over the speed limit [Complete control – No control]

Measure	Acronym	No. items	Scale	Question
Attitudes to Driving Violations Scale	ADVS	7	1:5	To what extent do you agree or disagree with the following statements...Decreasing the speed limit on motorways is a good idea; Even at night-time on quiet roads it is important to keep within the speed limit; Drivers who cause accidents by reckless driving should be banned from driving for life; People should driver slower than the speed limit when it is raining; Cars should never overtake on the inside lane even if a slow driver is blocking the outside lane; In towns where there are a lot of pedestrians the speed limit should be 20mph; Penalties for speeding should be more severe [Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree]
Perception of risk scale	P_RISK	10	1:4	When driving, how safe do you think the following situations are...Driving with 2 or more passengers; Driving between midnight and 6am; Driving at 70mph in a 60mph zone; Driving at 40mph in a 30mph zone; Driving while talking on a mobile phone; Driving a car which is over 10 years old; Driving with a blood alcohol level just over the legal limit; Driving whilst messaging on a mobile phone; Driving after smoking marijuana; Going through a red light. [Always safe, Mostly safe, Sometimes safe, Rarely Safe]
Driver coping questionnaire scale	DCQ	4	1:6	Think of a particularly stressful driving situation, such as having a collision, being stuck in a traffic jam or having to drive for a long time in poor visibility and heavy traffic. How much do you think you would engage in the following activities when driving is difficult, stressful or upsetting...I will make sure I avoid reckless or impulsive actions; I will make sure I keep a safe distance from the vehicle in front; I will make sure that I deliberately slow down when I meet a difficult traffic situation or bad weather; I will make sure I watch my speed carefully [Not at all – Very much]
Efficacy	EFF	1	1:5	To what extent do you agree or disagree with the following statement: As a driver, I am confident that I will meet the challenge of maintaining safe driving behaviours and managing my personal risk whilst driving [Strongly agree – Strongly disagree]
Emotional and face validity measures				
Positive cognitive film rating	POS_COG_FILM	5	1:5	To what extend do you agree or disagree that the DriveFit film / workshop was... Credible; Useful; Interesting; Important; Informative [Strongly agree – Strongly disagree]
Negative emotion film rating	NEG_EMO_FILM	3	1:5	To what extend do you agree or disagree that the DriveFit film was... Shocking; Worrying; Frightening [Strongly disagree – Strongly agree]



Measure	Acronym	No. items	Scale	Question
Face validity score	FCVALD	6	1:5	<p>Please indicated the extent to which you agree or disagree with the following statements about the DriveFit programme (film & workshop): I feel that I have benefited from watching the DriveFit film; I feel that I have benefited from taking part in the DriveFit workshop; I am now more aware of my responsibilities as a passenger; The DriveFit programme has changed how I think about being a driver; and I plan to take the learning from the DriveFit programme and apply it to how I behave as a driver/future driver.</p> <p>[Strongly agree – Strongly disagree]</p>

