**What is Learn2Live?**

Young people aged 16-24 are overrepresented in road traffic collisions in the South West Peninsular. Many of these collisions are due to driver error including risky driving practices, distractions from peers and inexperience. The Learn2Live partnership was established to educate young people about how to recognise risky ‘in vehicle’ situations and how to take appropriate measures to reduce the likelihood of a crash and people being injured.

**Why?**

Every year 10,000 to 12,000 sixth form students from Devon and Cornwall attend our Learn2Live Road safety events. The Learn2Live partnership also present annual road safety education events to military personnel including local marines. In the past we have also delivered to a number of large local employers.

**Who?**

Our main theatre style presentations take place in the Autumn term each year. All Sixth form students are encouraged to attend to hear life-saving messages from members of the L2L partnership: local authority road safety teams, fire and rescue personnel, police, paramedics, family liaison officers, consultants and family speakers. Audiences are told first-hand accounts of real life road traffic collisions, the reasons behind them and the consequences that follow.

**Is there evidence Learn2Live is needed and it works?**

Yes and yes! Annual collision data on the South West peninsula evidences trend lines that justify the need for road safety intervention for 16-24 year olds. Learn2Live has been designed to target specific behaviours highlighted by the latest research literature (see page 5 for more on this) and is continually being evaluated for effectiveness.

Academic research to date includes the following.

- The University of Exeter and Plymouth University concluded that “Learn2Live improves young peoples’, in particular young females, attitudes towards risky driving and intentions to behave safely as a passenger” (Weston et al, 2014)

- Dr Lauren Weston from Plymouth University has shown that Learn2Live has a positive effect on students attitudes and behaviours to road safety. You can read more about her research at [http://www.roadsafetygb.org.uk/conference/2014-agenda-lauren-weston.php](http://www.roadsafetygb.org.uk/conference/2014-agenda-lauren-weston.php)

- Dr Cris Burgess’s research at the University of Exeter, has shown Learn2Live to be an effective road safety intervention. Read his full report by visiting [http://people.exeter.ac.uk/cnwburge/pages/2011_Executive_summary.pdf](http://people.exeter.ac.uk/cnwburge/pages/2011_Executive_summary.pdf)

**Evaluation**

We are currently working with a PhD student from Plymouth University to evaluate and monitor our current version of Learn2Live.
Aims and Objectives

Aim
Challenging risk taking, negative driving behaviour and negative peer pressure which leads to inappropriate and risky behaviour when travelling in vehicles where the driver is aged 16-24 years of age.

Objectives
Through attendance at Learn2Live young people will have:

- increased knowledge and awareness of the consequences of common unsafe in-vehicle behaviours including inappropriate speed, distractions, not wearing seatbelts, and impairment through substance misuse or fatigue

- strengthened beliefs about the importance of being in control, keeping each other safe and valuing friendships enough to challenge ‘in car’ negative peer pressure

- increased awareness of risks associated with impulsive behaviours in vehicles of 16-24 year olds

- greater confidence to recognise impulsive behaviours, when they can be triggered (‘impulsivity-triggers’) and how to apply coping strategies to control them (e.g. individual action plans).
Student Welfare

Audience members and our speakers can find the Learn2Live road safety presentations hard hitting and the Learn2Live Partnership consider audience welfare very carefully. We put several safeguards in place and provide professional welfare support at all of our events.

Research

Over the last 10 years the Learn2Live events have changed in line with the latest psychological academic research and behaviour change techniques to ensure that we are delivering safety messages in the most effective way possible. The main focus of the events is to have a positive effect on each and every member of the audience by asking them to remember that ultimately they have control of what happens to them and their friends and that there are many positive things they can do to keep themselves and others safe.

Support

Whilst, no graphic imagery is shown during the films some of the content could be emotionally challenging for some. It is important that schools and colleges ensure that there is professional emotional support on hand for our audience members both during and after the main Learn2Live events. Members from Road User Support Service (RUSS) are also on hand at the main Learn2Live events. RUSS is a unique organisation based in the South West that helps people who are dealing with emotional problems and trauma following a road traffic incident.

We request that audiences are made aware of the support and counselling services available through their school/college/business establishment. We strongly advise that all parents of students are sent a letter informing them of the intention for their son/or daughter to attend the Learn2Live event. A template letter to parents is available on the website. Schools and colleges are asked to familiarise themselves with the Learn2Live Event Risk Assessment Form which is also available on the website.

At the time of booking the Learn2Live team ask the school or college to provide details of any intended audience members with medical welfare or accessibility issues. All audience members are expected to be chaperoned by a single point of contact from their school or college.

The follow up resource provided by Learn2Live also encourages individual reflection of the issues raised at a later date.

Media Coverage

During the two weeks before the events our social media platforms are actively used to engage with audiences to promote the road safety message and remind followers that Learn2Live is about to begin. Social media is also used to reinforce the salient messages from our speakers and to remind followers of the positive actions they can take to keep themselves and their friends safer on the roads. Local media services regularly broadcast and write about the Learn2Live events.
What people tell us:

After every presentation the Learn2Live team seek feedback from audience members. This information comes to the team in the form of formal questionnaires and comments posted to our social media platforms.

"This really does have an impact on them, on their lives and on their thinking."
Simon Rewell – Young Driver insurance expert

"Laura was given permission to go to the event and I am so pleased that she was able to go! We both thought it was very powerful and I personally thought it had been incredibly well done. Alternating between excerpts of film and the hugely emotive individual talks kept everybody’s attention (difficult I know when the majority of the audience are 17...) Very impactful and as a result emotionally draining but it certainly got the message across."
Tess Monk Parent of sixth form student

"I have learnt so much, I am so glad I made the effort to come - every parent should attend one of these events!"
Concerned parent who attended Learn2Live Parents evening (June 2015)

"I thought today’s event was very powerful and very moving. I would say to any teacher thinking of bringing their students to this presentation – do bring as many students as you can!"
Sixth form Teacher

Social Media Comments

The most worthwhile lesson students could attend #thankyou @execolltourism @ExeterCollege @Learn2Live2 (Twitter)

@Learn2Live2 was an emotional but hardhitting presentation which caused me to actually think about the future #thankyou #educational (Twitter)

Hello, you came to Barnstaple Theatre today, I must say it was very hard to hear the stories and see the pictures of the ones that lost there lives! Its definitely made me think more when I’m driving! I’m proud to wear the wrist band, and will definitely tell the stories to warn other people. You guys touched everyone’s hearts! Thank you! – Georgina

@Learn2Live2 Such a moving presentation at Exeter uni today. Really made me think about when I learn to drive. @MrJoey71000

Thank you :Learn2Live2 for an eye opening experience today at Plymouth Pavilions, such brave people. @heatherwrightxo

@Learn2Live2 Really opened my eyes to the consequences of driving. Such brave people sharing their personal experiences. @Jess_Hawesx
Behaviour Change Techniques

To make our presentations as effective as possible Learn2Live have worked with local Psychology departments within Plymouth and Exeter Universities as well as adopting best practice guidance from a recent RAC Foundation publication (‘Using Behaviour Change Techniques – Guidance for the Road Safety Community’ written by Dr Fiona Fylan).

Psychology theory, models and techniques have been used to inform the design of the Learn2Live intervention to ensure that we are communicating our life-saving messages in a way that fits with our target audience.

By underpinning Learn2Live with the Psychological Model of Behaviour (Fylan, 2017) we can measure how Learn2Live changes young people’s attitudes, social norm beliefs, perceived level of control and intention and willingness to perform the wanted behaviours. Intervention will aim to increase the belief that they are capable of challenging negative peer pressure in a vehicle by developing coping strategies that they feel will work for them e.g. ‘SAFE Plan’, what to say, practicing saying it, having contingency and alternatives.

Lessons learnt

Some fundamental aspects of the intervention include the value of friendship and being in control. The audience hear about individuals who have tragically lost their lives on local roads but also learn about the far greater number of people who are left living with life changing injuries. We also discuss the even greater chance of being involved in a more minor RTC but acquiring less serious injuries that nonetheless have massive impacts on the future of the young person. For example not being able complete their college course and seeing their friends moving on without them. All of this content has been purposefully designed to help audience members to consider their own attitudes and behaviour to road safety.
Norms
What’s normal? - Understanding from the audience what they perceive as normal behaviour in terms of challenging negative peer pressure when in a vehicle. (i.e. “Do people like me challenge negative peer pressure when in a vehicle?”).

What is expected? - Understanding from the audience whether they perceive that others will approve or disapprove if they challenge negative peer pressure when in a vehicle.

Intervention will aim to increase the belief that their peers and themselves are willing and able to speak up and get approval if they do.

Control
Capacity – How able are they to challenge negative peer pressure when in a vehicle?

Autonomy – What can they do for themselves? Intervention will encourage the audience to self-identify coping strategies that will work for them and will not rely on others to identify or implement.

Intervention will aim to increase the belief that they are capable of challenging negative peer pressure in a vehicle by developing coping strategies that they feel will work for them e.g. ‘SAFE Plan’, what to say, practicing saying it, having contingency and alternatives.

Self-identity
How the target audiences individual sense of self aligns with challenging negative peer pressure in a vehicle. E.g. if they feel they are a good friend they will want to keep their friends safe and encourage them to also be good friends.

Intervention will aim to increase the belief that they are good friends and value this enough to protect each other when in a vehicle. E.g. by speaking up if they do not feel safe.

Thinking Attitudes
What the audience thinks about challenging negative peer pressure in a vehicle – i.e. are there more good or bad thoughts about challenging negative peer pressure in this situation.

Feeling Attitudes
What the audience feels about challenging negative peer pressure in a vehicle – i.e. are there more good or bad feelings associated with challenging negative peer pressure in this situation.

Intervention will aim to emphasise the good thinking and feelings attitudes associated with challenging negative peer pressure in a vehicle. E.g. ‘thinking’ that challenging negative peer pressure will keep everyone safer, ‘thinking’ that it is important to look after each other to be a good friend ‘feeling’ safer, ‘feeling’ happier that you are a good friend.

Intention and Willingness
Intervention will aim for the audience to recognise the need to challenge negative peer pressure in a vehicle and develop and intention and willingness to do so. E.g. “yes, I will speak up if I feel unsafe in a vehicle.”

Barriers and facilitators
During the presentation design and delivery we also address barriers and facilitators that the audience may have to taking on board the road safety messages.
I have attended an event – now what?

Talk about it - Encourage audience members to talk to each other and making a personal pledge for how they will keep themselves and others safe on the roads.

We would ask that tutors discuss Learn2Live with their students shortly after the presentation to address any issues raised and explore some of the key messages. Audience members should be given time and guidance for developing their own ‘SAFE Plans’ to control risky situations.

As a minimum our expectation is that students should be given time to work through using ‘SAFE Plans’ using the guidance below.

Using ‘SAFE Plans’

This is a short exercise that can be completed in tutor time.

Introduction – During Learn2Live students were introduced to ‘SAFE Plans’ as a means of reducing their risk. A ‘SAFE Plan’ can be any planned form of action that stops a small risk from becoming a bigger risk. We would like students to revisit and build on this strategy with their tutors who can explain what ‘SAFE Plans’ are, provide examples to their students and carry out a group activity to devise effective ‘SAFE Plans’ and provide feedback.

Making it work

One specific way of using a ‘SAFE Plan’ is by adopting the acronym below:

Say something funny
Ask them to stop
Feeling uneasy
Exit

Students should be encouraged to think about their own ‘SAFE Plans’ using this acronym and understand that they need to move straight to the final stage of the plan (Exit) if the situation is too risky. There should be a general agreement that everyone will use and support each other’s ‘SAFE Plans’.
Ever been in a situation where you felt scared or worried?

Reduce your risk by having a SAFE PLAN

SAFE PLANS
1. Say something funny
2. Ask them to stop
3. Feeling uneasy
4. Exit

REMEMBER
- Look out for your i-triggers
- Don’t be impulsive on the road: stop, think, then act
- Use a SAFE plan if you feel at risk

If the situation is very risky or dangerous you should go straight to E
Exit the situation

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Scenarios for tutors to use:

James was in the pub with a group of friends he had planned on getting a taxi home but one of the girls he had been chatting to offered him a lift home with her friends. When they were driving home James (who was sat in the sacrificial seat) noticed the driver was taking a few chances by going through traffic lights when they were changing to red and she was not slowing down when going around corners. James started to wish he had taken a taxi after all.
Follow Up Work

Following academic research in 2011 Learn2Live implemented recommendations that suggested that whilst Learn2Live is very powerful and changes attitudes in the short term these messages benefit from being reinforced through additional follow up interventions. We subsequently designed Learn2Live Question Time sessions for the following Spring term to give students a reminder of the important road safety messages. Whilst many schools take up the offer of these additional events we are keen that where this is not possible that all schools deliver some additional reinforcement road safety messages centred around recognising impulsivity, the negative effect of peer pressure and control methods for managing risk e.g. ‘SAFE Plan’. Our team will support schools and colleges in delivering follow up sessions. To find out more please contact us via the Learn2Live website.

Talking Heads

Learn2Live have a pool of emotional talking head videos that can be viewed on our YouTube channel and websites. We would encourage schools and colleges to watch and share these videos to remind students and staff about the importance of road safety.

Website

The Learn2Live website is available for anyone to use to find out additional information about avoiding road traffic collisions, local stories of when things have gone wrong and useful resources for delivering further education. Schools and colleges can also find dates and venues and book onto upcoming presentations.

VIP

Learn2Live are extremely grateful to international and Exeter Chiefs rugby star Jack Nowell for acting as a positive role model with his endorsement of the Learn2Live presentation. We use Jack’s video where he explains to the audience the importance of being in control and feeling empowered to speak up when you do not feel safe.

Become a volunteer/Speaker

Learn2Live would not be possible without our amazing speakers. If you would like to get involved with our work please contact us via our website.
Contact us

Visit the www.Learn2Live.org.uk website for details of how to make contact with your local Learn2Live team member. Follow us on Twitter @Learn2Live2 and Facebook Learn2LiveUK

#Learn2Live #Safeplan #Beagoodfriend #Incontrol

Thank you.

Thank you to everyone who works together to make Learn2Live possible including our family and emergency services speakers, event organisers and supporters. We are very grateful to local schools, colleges and businesses in Devon and Cornwall for recognising the importance of our events and for continuing to support and attend the Learn2Live initiative.

Can Learn2Live deliver a session at our site?

Learn2Live would like to deliver presentations to every young person in Devon and Cornwall. However, due to finite resources and the overarching impact on our speakers we have to deliver our events in key locations to maximise exposure. This ranges from college theatre facilities to large scale auditoriums where schools transport their students to the venue.

Who’s involved?

“The Honest Truth”

www.Learn-2-Live.org.uk

www.thehonesttruth.co.uk

Devon & Cornwall Police
Building safer communities together

Peninsula Trauma Network

City of Plymouth

Devon & Somerset Fire & Rescue Service

Peninsula Trauma Network

South Western Ambulance Service

The Road User Support Service

Lyons Davidson
Solicitors

insure
the
box

highways
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Devon
County Council

Cornwall Council

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