

Evaluation of Road Safety Scotland's Theatre in Education (TiE) Performances

October 2019

Background



Road Safety Scotland's Theatre in Education (TiE) programme includes:

- The Journey (for Primary 6 or 7 pupils)
- School Daze (for Secondary 1 pupils)
- Friends Disunited (for Secondary 5/6 pupils)
- Better Late than Dead on Time (for community audiences)

The evaluation focussed on:

- impact of performances on road safety **attitudes**
- self-reported **change in behaviour**
- **processes** involved in delivery
- wider **awareness** of TiE

Methodology



School Performances (12 schools sampled on geography/SIMD)

- pre and post surveys
- focus groups
- 'quick think' posters and collage - 'an alternative way of meaning making'
- teacher feedback

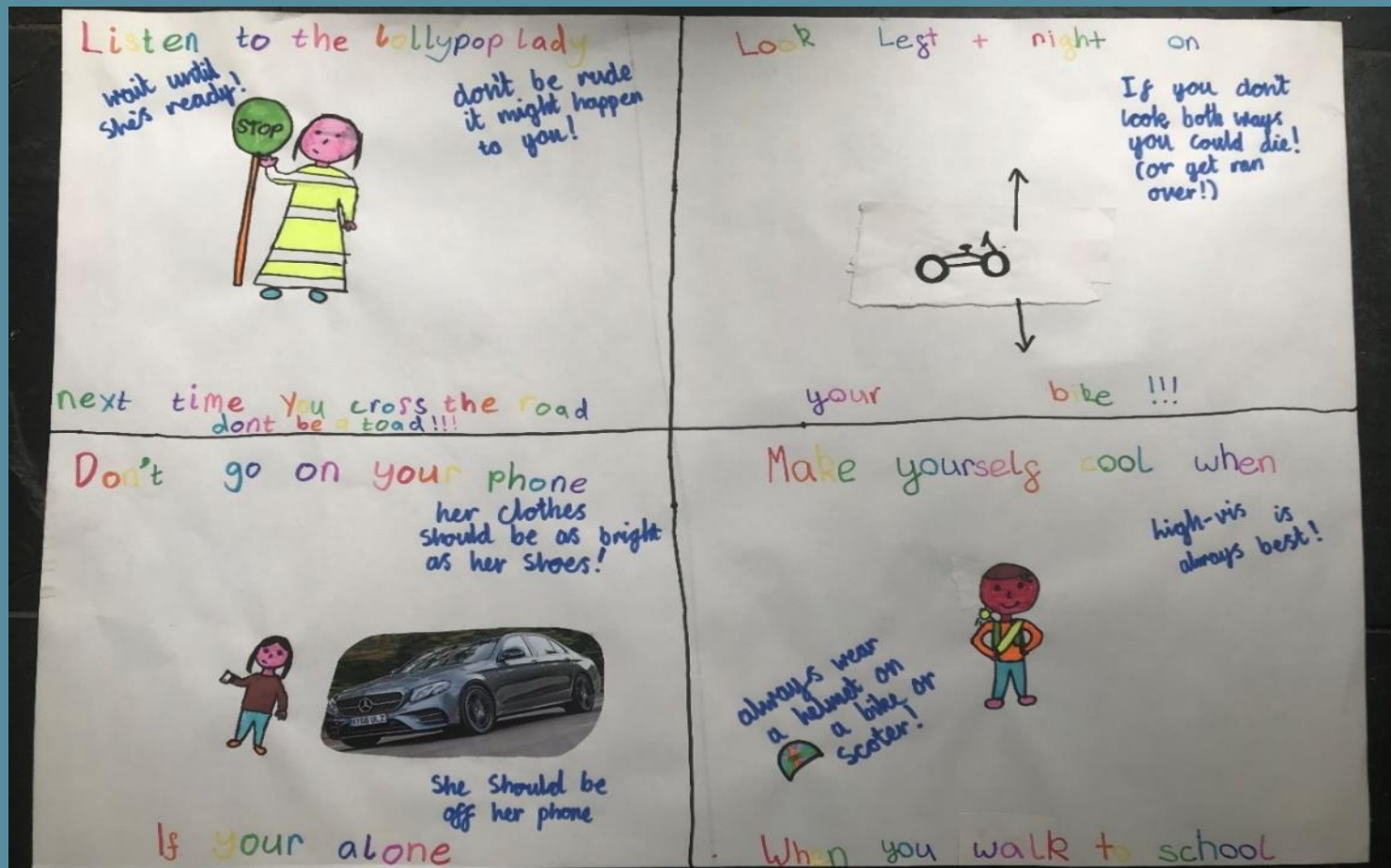
Community Performances (4 audiences opportunistically sampled)

- feedback gathered to fit with the needs/preferences of audiences/organisers
- mix of mini-groups, focus groups, exit interviews, surveys and interactive feedback tasks

Local Authority Interviews (16 'opted in' in total)

- short telephone interviews
- awareness of the RSS TiE programme
- perceptions of its usefulness and impact

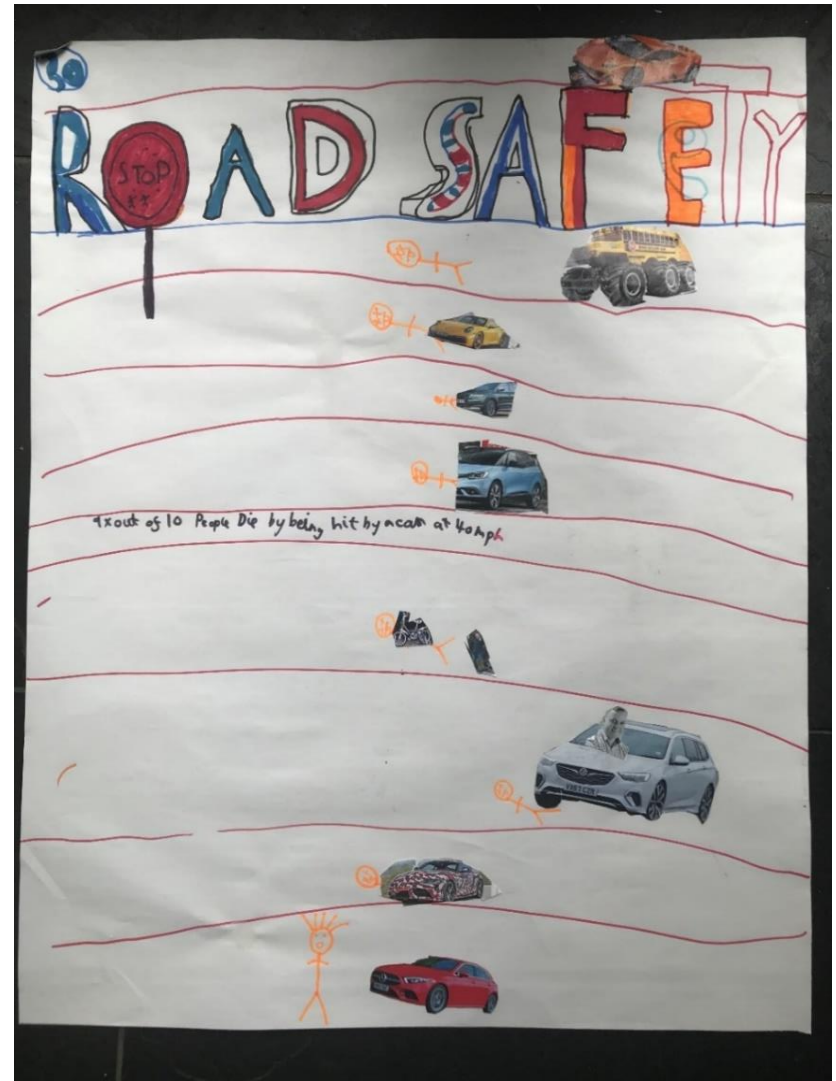
The Journey



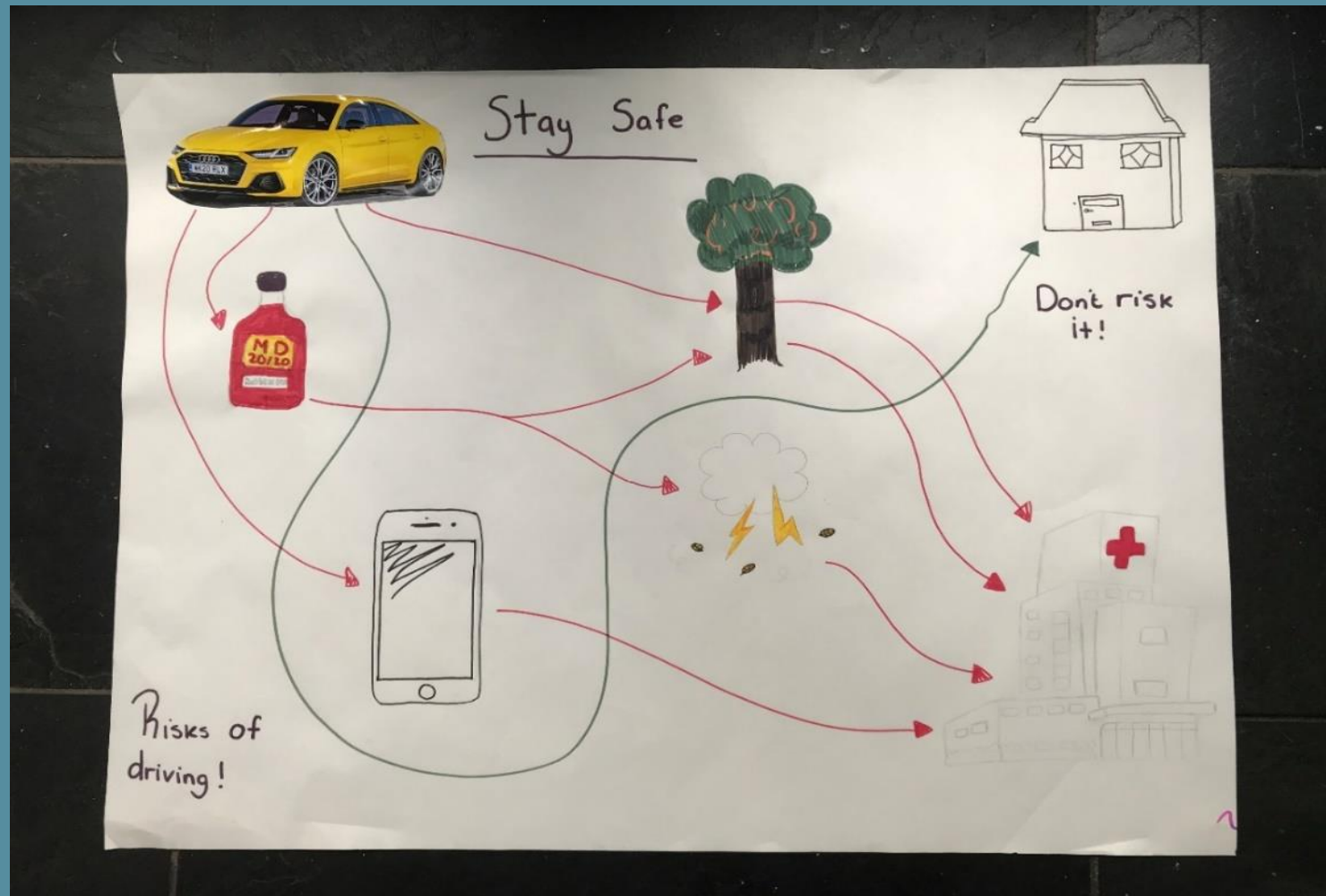
Pupils and teachers alike responded well to The Journey performance and it seems to supplement what is already being offered in primary schools

The Journey

- key learning point around car stopping distances
- fear of death/accidents was strong among this group
- need to reinforce importance of wearing a helmet when cycling/scootering - pupils rated this as being only moderately risky
- good awareness of themselves as road safety role models
- evidence of a primacy-recency effect for recall - length and complexity could be reduced to improve retention of key messages



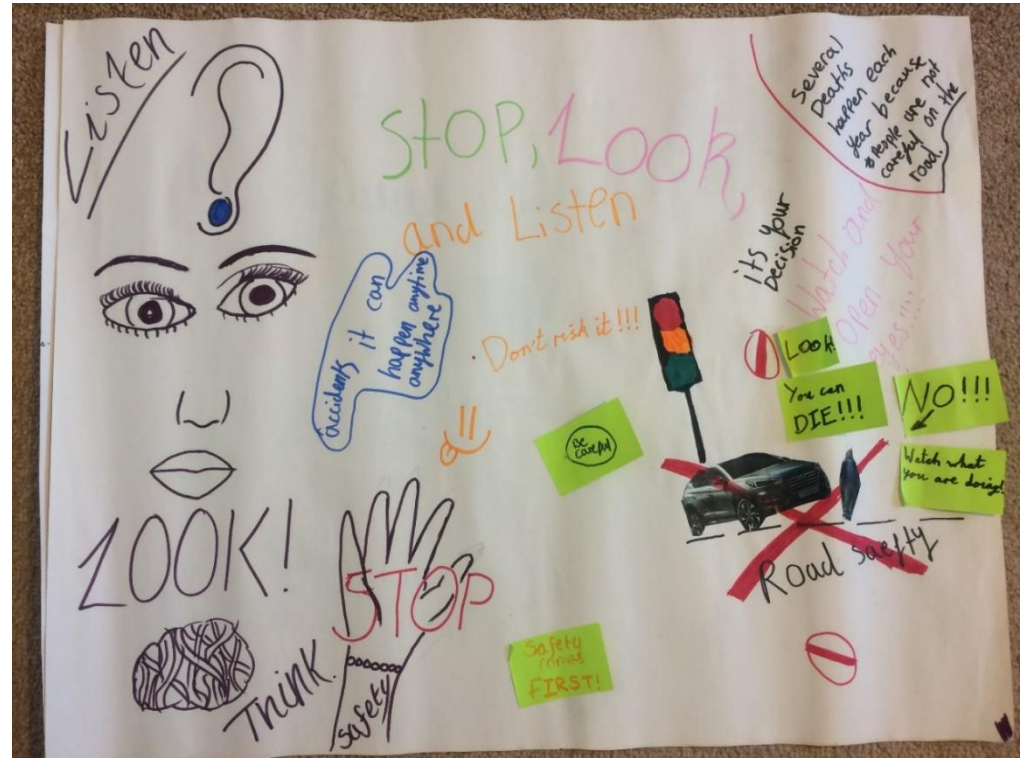
School Daze



All pupils and teachers found the performance entertaining, engaging and interesting throughout

School Daze

- relatability of the School Daze characters a particular strength
- recall of main messages reasonably strong but there was less recall of factual content
- evidence that pupils may be more likely to remember events if they happen to someone they know or like
- schools particularly welcomed the timing of the performance at the start of the new school year with pupils transitioning to high school, but there was an identified need for older pupils at S2/3/4



Road Safety

Main messages from the performance.

Road Safety - Look before you cross the road.

Bullying.

DON'T RISK IT
IT'S YOUR CALL

I liked the fact that they said it was a bit more interesting rather than just an ordinary presentation.

The actors were good at portraying the various messages.

STOP, LOOK, THINK!

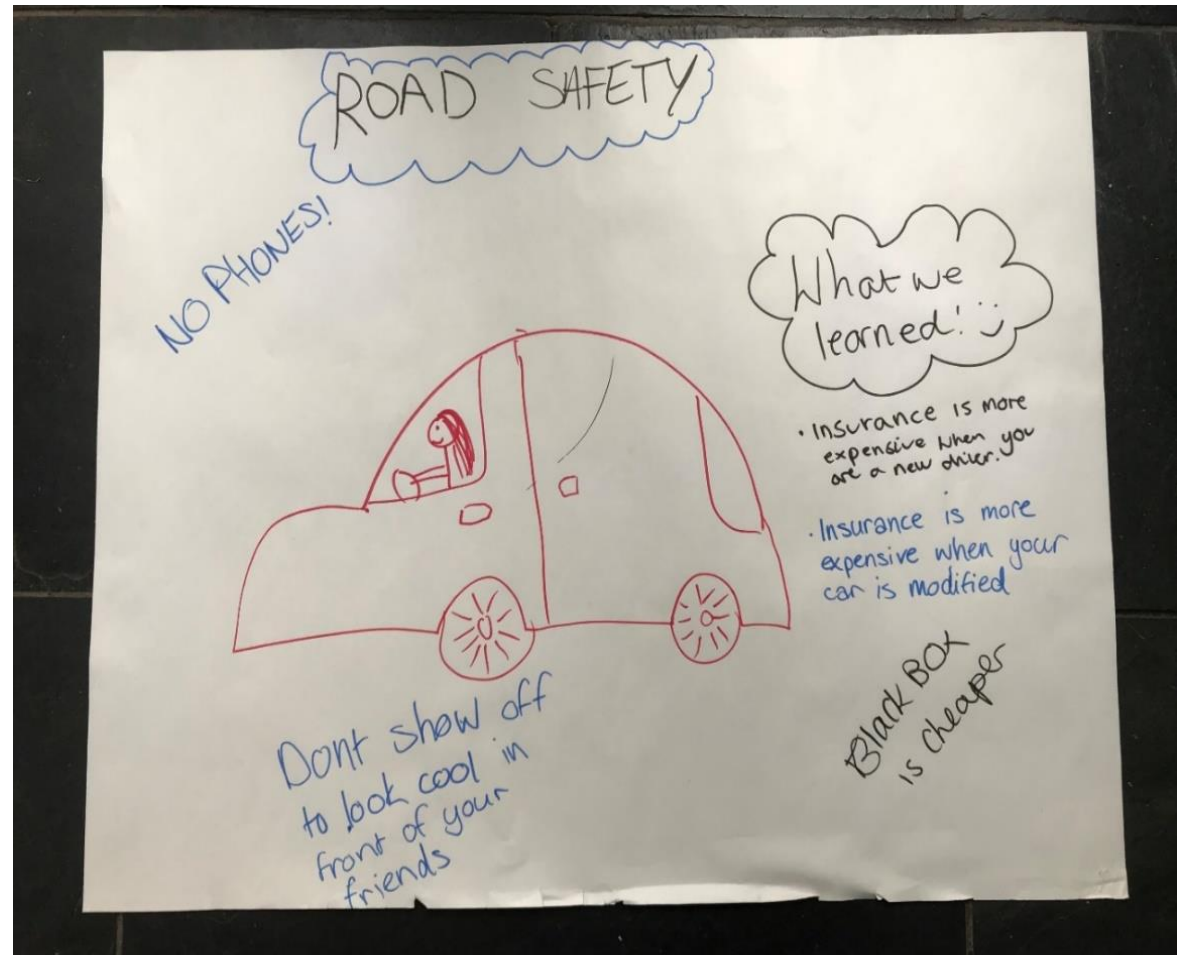
Safety is important

DON'T RISK IT!
IT'S YOUR CALL!

very little negative feedback but considerably more variation in self-reported risk

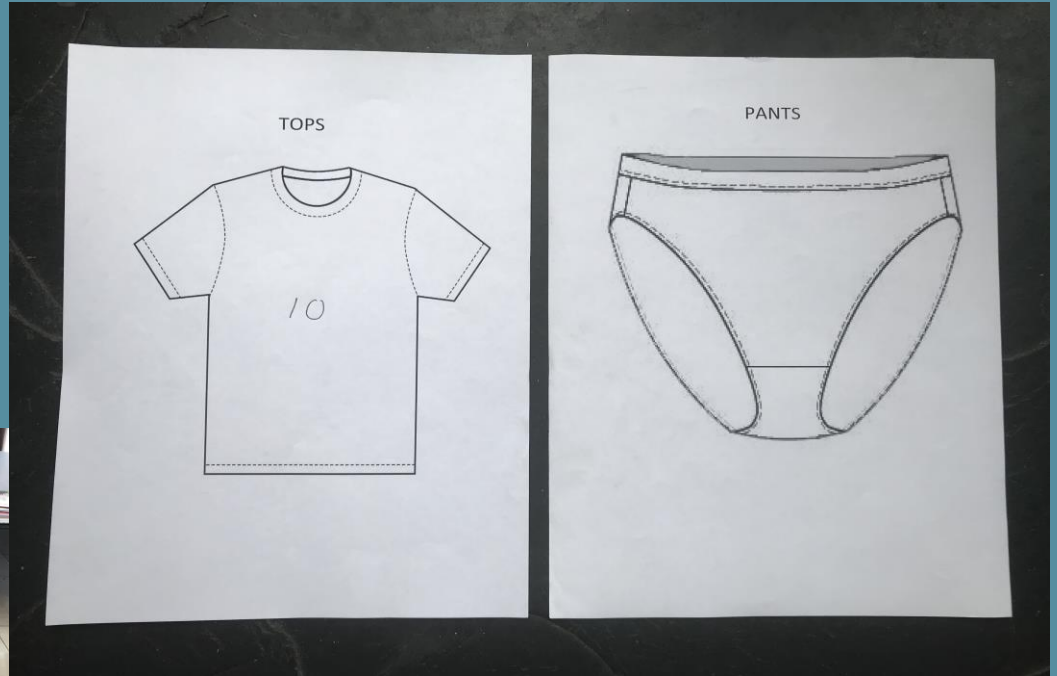
Friends Disunited

- risky pedestrian behaviours were more evident
- older pupils failed to recognise the risks attached to unsafe pedestrian behaviours (with less expressed fear of consequences too)
- greatest perceived risks were those linked to illegal behaviours (such as driving while drunk or intoxicated)
- cost messages had greatest resonance



Better Late Than Dead on Time

Relatable to a diverse audience group i.e. 'something for everyone'



A chance to revisit road safety, which most adults had not done in years

Better Late Than Dead on Time

"...we already know this stuff. We're more likely to be the victim of someone else's bad driving, rather than causing an accident, I think." [Male, 40+]

"I'd be lying if I said I'd never done anything dangerous. I remember when you would get in a car with someone who'd had a drink. Everyone just did it." [Female, 65+]

"Road safety is just common sense though, isn't it?" [Male, 60+]

"Road safety just doesn't seem to be on the awareness agenda. When I was growing up, you had a lot more education and the roads are even more dangerous now." [Female, 50+]

The biggest challenge for this tour is ensuring that it reaches a sufficiently diverse audience - closer working with a range of partners to identify suitable audiences, and a longer lead time to advertise/accommodate



Recap - Broad Themes

Understanding and Relatability

- understanding of content was clear
- no ambiguity about the road safety themes being conveyed
- relatability a real strength of all tours

Mode of Delivery

- audiences welcomed theatre as a mode of delivery
- exposure to educational drama of this kind otherwise limited

Individual Differences

- no clear gender differences across any of the audience groups
- no notable differences by geography/SIMD
- youngest audiences showed greatest awareness of need for positive role modelling

Self-Perceptions

- all audiences more likely to see themselves as victims of others' unsafe behaviour rather than as perpetrators of risk themselves

Recall and Impacts

Recall of Content and Main Messages

- recall strong in the short-term (on the day)
- particularly good immediate recall of hard-hitting statistics
- some statistics misinterpreted
- longer-term recall (at 3 months) less concrete

Behaviour and Attitude Change

- no measurable impacts on road safety attitudes
- no measurable impacts on self-reported frequency of engaging in risky road safety behaviours
- audiences felt that they were already safe in their road safety behaviours (especially older audiences)
- all audiences showed a good awareness of road safety risks
- the programme reinforces what audiences already know

Assessing Value for Money

Other than reducing the reach of the TiE programme, the evaluation showed that there appears to be little scope for cost savings

- money is already spent efficiently
- there are few costs incurred beyond the core RSS allocation

Added value is achieved from the guaranteed reach that theatre provides when compared to online and printed resources, i.e. captive audiences

There is also a strong probability, based on learning from the research, that if TiE was removed or reduced, it would not be replaced with alternative provision by schools or local authorities themselves

The value in retaining TiE, although not measurable, is that this situation of 'no provision' is avoided

Reach of the Programme



School Performances	Year 1		Year 2		Year 3	
	Schools	Pupils	Schools	Pupils	Schools	Pupils
The Journey	216	11,737	226	12,982	244	13,360
School Daze/Roddy Hogg	125	17,932	127	15,700	136	19,354
Friends Disunited	92	16,722	82	8,740	74	10,433
Total	433	46,391	435	37,422	454	43,147

Community Performances	2017		2018		2019	
	Venues	Audience	Venues	Audience	Venues	Audience
Better Late Than Dead on Time	41	1,600	40	1,355	41	1,150

Conclusions

- strong appetite for the continued delivery of TiE among learning professionals, pupils and local authorities alike
- the biggest challenge appears to be around getting key partners more involved in consolidating the messages that the programme delivers, especially learning professionals and local authorities
- ongoing monitoring and evaluation also seem key. Measuring impacts is challenging, but more reliable and independent means of assessing impact on an ongoing basis will help to inform the assessment of value in the longer term