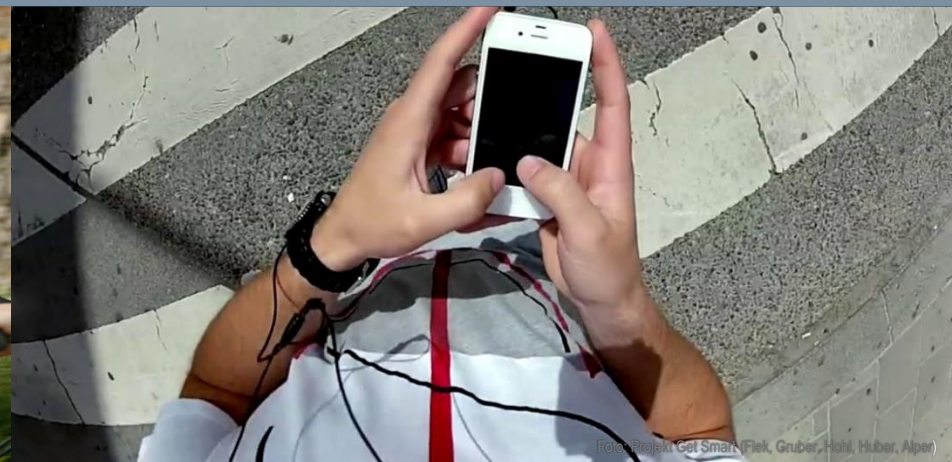


Distraction for 15-19 Year Olds

Experiences with a workshop on distraction

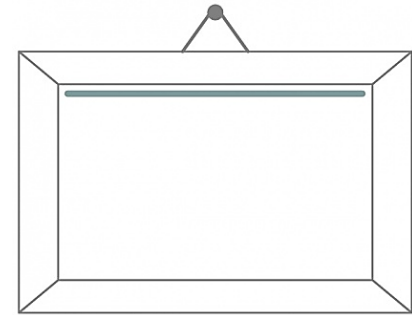


Austrian Road Safety Board (KFV)
Eveline Braun
Daniela Knowles

European Traffic Education Seminar
October 25th 2017
Mechelen, Belgium

Overview

- Legal frame of RSE in Austria
- Why distraction and why 15 to 19 year olds?
- Conception of measure
- Implementation of workshop
- Results of evaluation
- Strengths and weaknesses



RSE in Austria

Preschool (2,5 to 6 years)

- RSE not obligatory
- Voluntary measures exist

Primary School (6 to 10 years)

- RSE obligatory
- 10 hours each school year
- Collaboration with police and parents

Secondary school (11 to 18 years)

- RSE not obligatory
- Schools can offer non-committal tutorials
- Nearly no voluntary measures exist



RSE should (where possible) over all grades be integrated in other school subjects
„Unterrichtsprinzip“

Why 15 to 19 Year Olds?

RSE for Youth

- RSE not obligatory and therefore hardly existent
- Need for attractive measures
- School – „last chance“ to use this access with wide range

Developmental Aspects

- Development of sense for dangers
- Development of habits
- Self determined mobility
- Traffic participation as drivers (moped, car) → high risk group

Conception of Measure

Target Group

- Youth aged 15-19 years
- especially senior high schools, vocational schools and polytechnic institutes

Place

- Secondary schools all over Austria

Duration

- 100 min (2 lessons) per school class

Conception of Measure

Aim of the Measure

- Awareness raising
- Knowledge enhancement

Background

- Provide new information
- Give numbers and examples to show the danger
- Start with own past experience
- Work with experience at workshop

Conception of Measure

Methods & Strategies

- Moderator communicates topics via ppt
- Screenplay of presentation (order of arguments)
- Involve youth
- Elements to identify
- Activating elements: video, quiz, exercise
- Attractive design




Overview on Topics

1. Distraction – What is it? Why and how do you get distracted?
2. Distraction affects everyone
3. Danger and consequences of distraction
4. Importance of attention
5. Mythos Multitasking
6. Legal aspects of distraction in traffic
7. What can I do?



Psychological Background (1)

Four Levels Model (Kirkpatrick and Kirkpatrick, 2006):

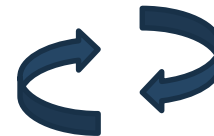
1. REACTION: How do participants repond to the measure?
Do they accept it? Do they like it? → Motivation for more 
2. LEARNING: Enhancement of Knowledge, Changes in Attitudes,
Development of Skills  
3. BEHAVIOUR: Transfer to every day life
4. SYSTEM: Impact on System

Kirkpatrick, D. L. & Kirkpatrick, J. D. (2006). *Evaluating Training Programs: The Four Levels* (3. Aufl.).
San Francisco: Berrett-Koehler.

Psychological Background (2)

Script of PPT:

1. Video as trigger to get attention and access to topic
2. Field report from participants → personal access
3. Own definition on distraction; scientific definition
4. Information → enhancement of knowledge
5. Awareness raising → feeling of dangerousness
6. Exercise and Test → „It concerns me!“
7. Further Information
8. Legal Information
9. Video
10. What can I do by myself? → personal intention



Example from Workshop (1)

How can people, especially youth, be made aware of distraction?

An Example from Switzerland.

What do you think about it?



<https://www.youtube.com/watch?v=P9UxWcZbGMQ>

„Today I’m telling you about Jonas... he loves electronic devices....and he will disappear.“

Example from Workshop (2)

Field report

Have you ever noticed, that you were distracted?

What was distracting you?
What were you doing when being distracted?



Example from Workshop (3)

Group exercise

SMS blind flight



Write a text message and walk straight ahead.
 How long is the distance you covered in blind flight till you finished your message?

How difficult is it to write and walk at the same time?



13,8 m
— ACHTEN
— STRASSE
— DIE
— AUF
— NICHT
— 1 sec
— SIE
— WENN
— ZURÜCK
— BLINDFLUG
— IM
— 50 km/h
— BEI
— SIE
— LEGEN
— STRECKE
— DIESE
<small>© 2017 KfV</small>

Example from Workshop (4)

Give Away at the End of Workshop

WORKSHOP 

ABLENKUNG
ABLENKUNG ist die **HAUPTUNFALLURSACHE NUMMER 1**
auf **ÖSTERREICHS STRASSEN.**




spiel das interaktive Video unter www.ab-gelenkt.at
ein Service des Kuratoriums für Verkehrssicherheit www.kfv.at

Mein persönlicher **VORSATZ**
GEGEN ABLENKUNG
im **STRASSENVERKEHR:** 



My personal willful intent against distraction in traffic

Frame

- Workshop is financed by states and KFV → free for pupils and schools
- Workshop can be booked by interested schools on demand
- Number of workshops per year is limited (as the funding is restricted)
- 5 moderators (2 men, 3 women)
- Training of moderators by KFV
- Moderators receive detailed background information on distraction (statistics, scientific results) as well as a manual on how to conduct the workshop

Evaluation: Feedback of Youth

Sample: 1,121 filled in questionnaires

Time period: 03–06/2016

Topics Questionnaire Youth:

- Did you like the workshop overall?
- Did the moderator communicate the contents well?
- How many new information did you get?
- Matched the amount on information the duration of the workshop?
- Would you recommend the workshop?
- What did you like most?
- What would you suggest to improve?



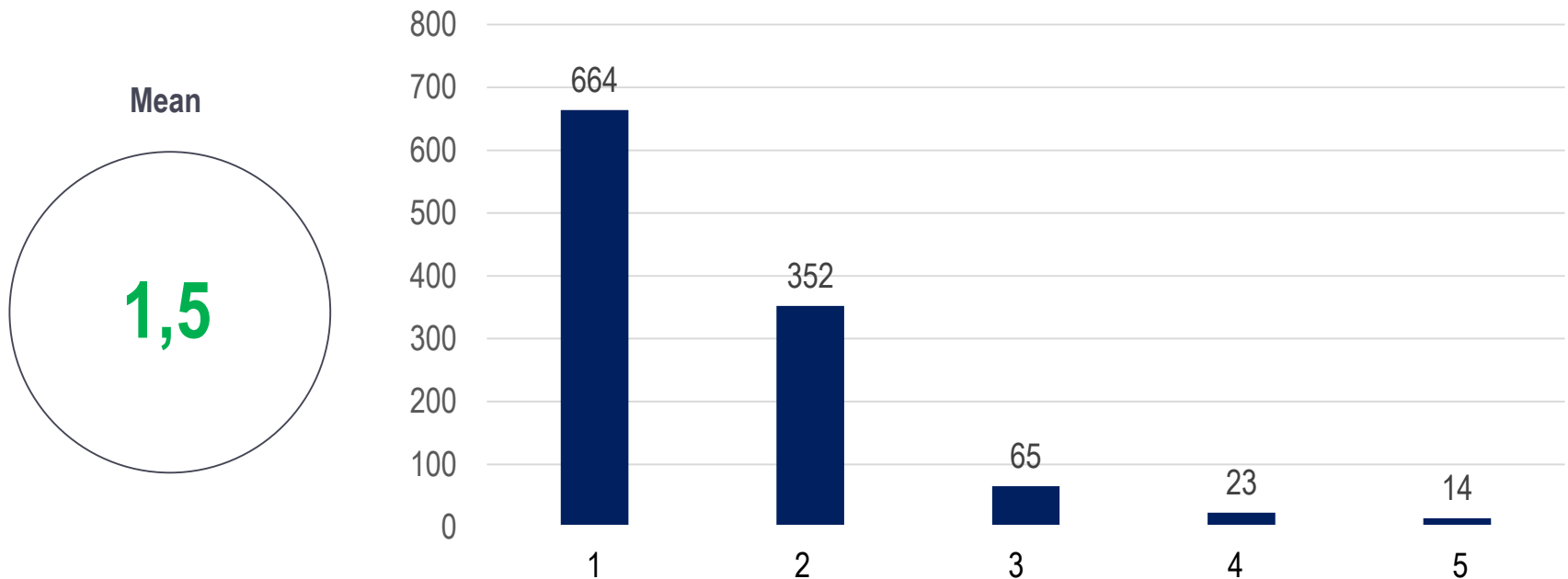
Youth Feedback (1)



1) How did you like the Workshop overall?

(1 = very good; 5 = not at all)

n = 1,118



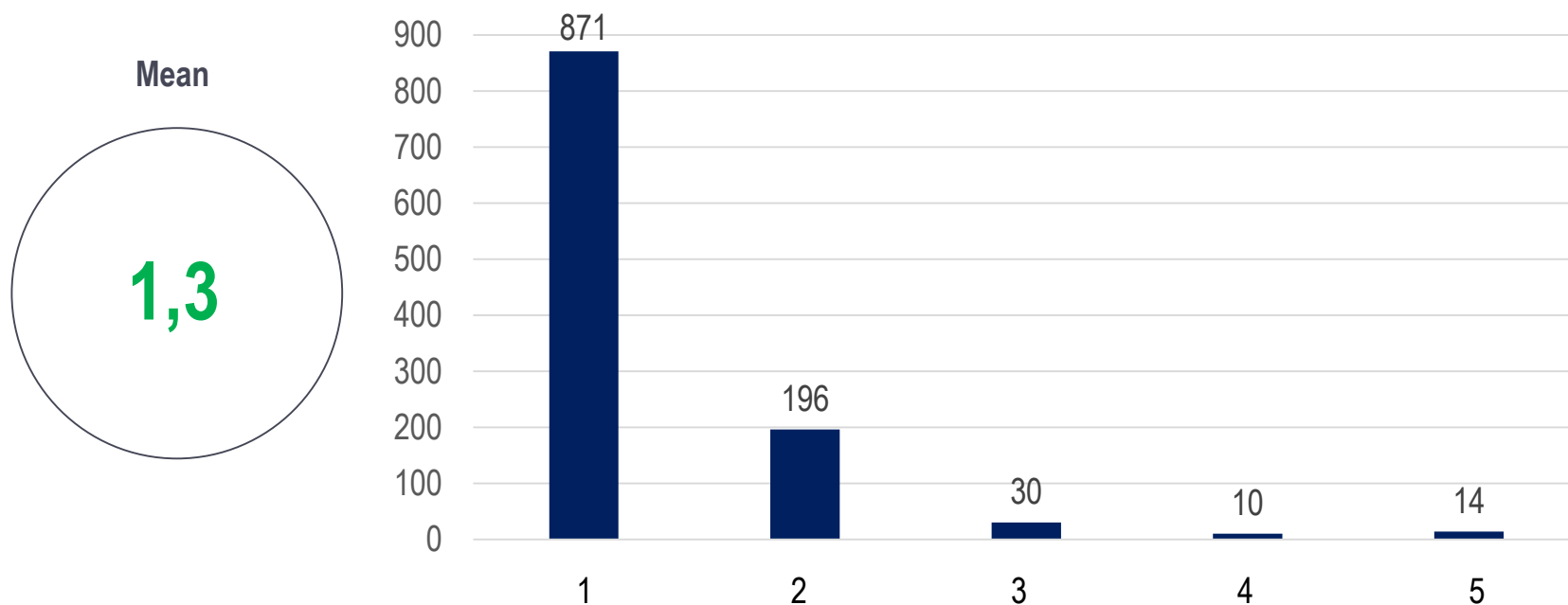
Youth Feedback (2)



2) How did the moderator communicate the contents ...?

(1 = very well; 5 = not at all)

n = 1,121



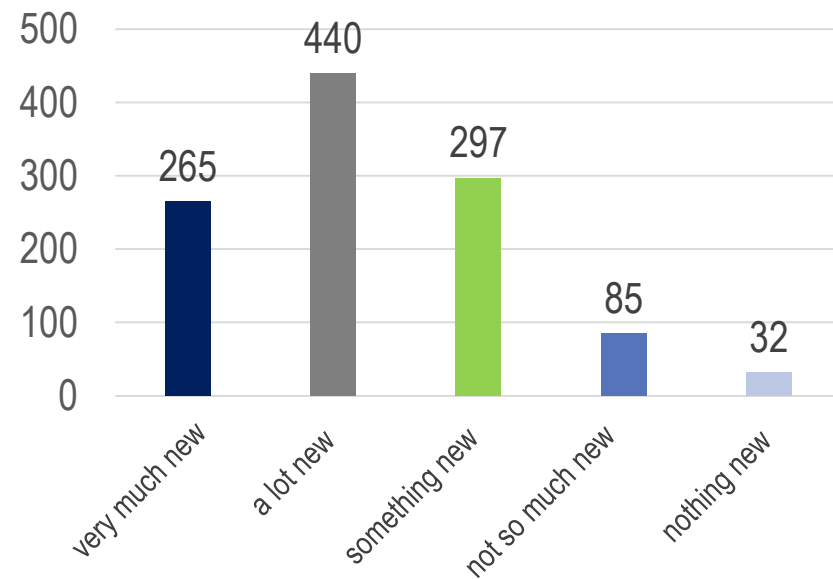
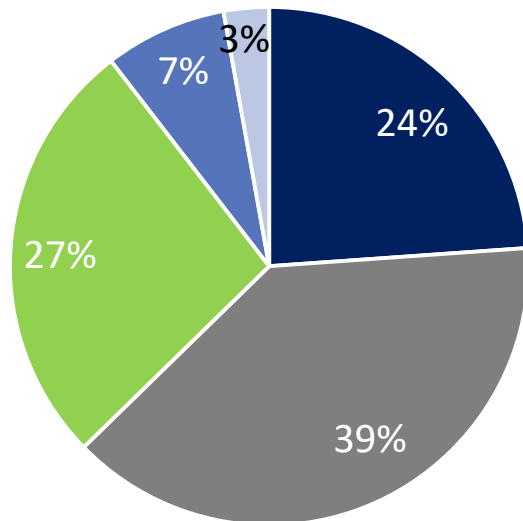
Youth Feedback (3)



3) How much new information for you?

(1 = very much; 5= not at all)

n = 1,119



Youth Feedback (4)



- 93% said amount of contents fitted perfectly.
- 88% would recommend the workshop.
- Youth enjoyed videos the most.
- 73% would not change anything, an additional 10% even wishes more time and contents.

Evaluation: Feedback of Moderators

Sample: 50 filled in questionnaires

Topics Questionnaire Moderators:

- How motivated were the youths at the beginning?
- Did they actively participate?
- What did they like most?
- Which topics/information were not so interesting for them?
- How difficult was it to hold the workshop?
- Did you have to skip anything?



Moderators' Feedback (1)

2) How actively did pupils participate?

(1 = very active; 5 = not at all)

N= 50



Mean

1,7

Moderators' Feedback (2)

3) What did they like most?

N= 50

Videos	34
Discussions	8
Gorilla Concentration Test	4
Everything	4
Moped part	3
to share experience	2
No answer	4



Evaluation: Changes in Workshop

Due to results of evaluation, slide adaptations were made:

- More videos
- Small change in order



Implementation



March 2016 to Oktober 2017:
570 Workshops



<https://www.kfv-aktionen.at/index.php/workshop-ablenkung>

Strengths and Weaknesses

Strengths

- High number of Workshops, nationwide
- Broad coverage of youth (through different school types)
- Free of charge
- High interest of schools and federal states
- Deals with important topic
- Topic supported by schools because they are affected
- Awareness raising on a wide scope
- Reaches youth in a phase of development (formation of habits)

Weaknesses

- Only pupil with interested/highly motivated teachers or headmasters have the possibility to attend the workshop as it has to be requested
- The amount of workshops is limited per year
- Outcome highly depends on moderator (→ training costs in time and money)
- Single measure
- Does not take into account age differences of young people

Thank you for your attention!



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