DON’T DRINK AND DRIVE WORK TOWARDS YOUNG PEOPLE

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ABSTRACT
Drinking and driving is a problem in most countries. In Sweden we have two categories that are at high risk of drinking and driving. One group is people who are addicted alcohol and the other group is young people between the ages of 15-24 yrs. In order to reduce the risk of young people the Swedish Road Administration (SRA) launched the project Don’t Drink and Drive (DDD) in 2003. SRA financed the project the first five years and after that the responsibility was handed over to the municipalities. Two of these, namely the cities of Linköping and Norrköping, continue to work with DDD targeting young people aged 17 to 18 years old. At this age they are about to take their drivers’ license and therefore more interested in topics related to driving. In the two cities a close relationship has been developed with schools and projects are carried out on a regular basis. Every year the project reaches around 4500 young people. The seminar communicates the message of drink driving both emotionally and factually. The presentation will describe how the work is organized, how it is applied but also present some results from a survey evaluating parts of the project.

1 INTRODUCTION
In Sweden there are more than 15,000 car trips made everyday by drunk drivers (SRA, 2012). This represents approximately 0.2 percent of the traffic. During 2011, 319 people were killed in road accidents and 21 percent of those were killed in an alcohol related traffic accident. In absolute terms, this means that it was 67 people killed in alcohol related accidents during 2011 (SRA, 2012). Figure 1 shows that the number of alcohol-related accidents have decreased since 2007.
Alcohol-related accidents

Figure 1 presents the number of alcohol-related fatal accidents from 2007 to 2011 but also the proportion of all accidents. (SRA, 2012)

Figure 2 shows that the number of drunk drivers involved in fatal accidents were relatively low during 2011. However, the proportion in relation to all fatal accidents was almost 20 percent.
Drivers killed in alcohol-related accidents

Inappropriate drinking and driving is a major road safety problem especially among young drivers and passengers. In depth studies of fatal accidents show that 30-40 percent of motorists aged 18-29 years had been driving under the influence of alcohol (SRA, 2003). Furthermore, self-reported survey data also indicate that it is quite common for young people to ride with other intoxicated drivers. Approximately 10-15 percent of young people say they have done this in the past year. Among middle-aged drivers (55-64 years), the proportion is much lower. However, it is not a significant difference between young and middle-aged drivers who state that they have been drinking and driving. Less than 5 percent stands for the older age (SRA, 2012). See figure 3.
Research shows that the risk of being killed in traffic if the driver is intoxicated increases dramatically and it also increases much more for younger intoxicated drivers than for middle-aged. According to a Norwegian study (cited in Englund et al, 1998) middle-aged drivers are 150 times more likely to be killed in traffic if they drink and drive (BAC 0.5). This can be compared with young drivers who are 900 times more likely to be killed, according to the same study.

There are broadly two categories of people driving intoxicated: "people who are addicted to alcohol " who more regularly drive intoxicated and "infrequent drunk drivers" who drive intoxicated when they end up in special situations (SRA, 2012). For alcoholics methods such as alcohol interlocks and/or rehabilitation could be appropriate measures while the second category are considered to be more affected by prevention information and education measures. A general problem with influencing attitudes towards drinking and driving among adolescents and young drivers is that most people already think that alcohol and driving do not mix, and it's wrong and irresponsible to drive intoxicated (Englund, Nyberg and Thiseus, 1996; Haglund and Åberg, 1997; Levy and Hedengren, 2004; Nolén et al, 2002).

Despite, and as previously noted, a large proportion of fatal crashes among young drivers are actually alcohol related. It is therefore reasonable to assume that a large proportion of these young people belong to the category of "infrequent drunk drivers" or "infrequent passengers to drunk drivers" and that they should therefore be influenced by prevention information and education measures.

The problem with alcohol in traffic has also been highlighted in the European project Euro Bob (IBSR, 2007) comprising 15 member countries. The aim was to reduce the number of intoxicated drivers. The method used in the campaigns was to designate a sober driver (Bob) who could drive his/her friends home. The final report showed that the concept had worked, but in order to sustain the effect it is important to repeat the message. Within the framework of Euro Bob the Swedish part was conducted in the county of Skåne and included both a large
media campaign and school activities for high school students. Two different questionnaires were used to evaluate the project. The evaluation concluded that the large media campaign was not sufficient to influence young people's knowledge, attitudes and intentions while school activities were considered to have the potential to influence young people in a positive direction (Nolén and Hellstén, 2006; IBSR, 2007).

An important conclusion from various attempts to change young drivers behaviour is that it requires a sound understanding of what determine the same. Another conclusion is that we are not only governed by reason but by emotions, which may explain why only the dissemination of knowledge is not enough. Most young people are well aware that you should not drive when drinking alcohol, but this information will not always change their behaviour.

The aim of this paper is to describe the project DDD in more detail together with a short evaluation of the same.

2 PRESENTATION OF THE PROJECT -DDD
SRA national project DDD (SRA, 2012) is an example of an educational program. It ran nationally for 5 years between 2002-2007 supporting larger cities and organisations financially to inform the target group about the risk of drinking and driving. After 2007 the national project continues only with information on their website but without financial support. The target group is young people aged 15-24 and it aims to influence young people so that they never drive under the influence of alcohol or drugs, that they refuse to ride with impaired drivers and that they prevent other drivers from driving under the influence (DUI). The project has information disseminated via a national website, multimedia performances, experience days, and messages on the subway, commuter rail, bus, radio, cinema and television. Evaluations conducted after the first year showed that the campaign received good attention and was perceived as positive. Nearly half of the respondents were also convinced that the campaign affected the behaviour of the target group (Marker, 2004). Furthermore, evaluations of experience days in high schools show that both students and teachers appreciated these days. The students also reported a better understanding of the negative consequences of DUI (Hellstén, 2004).

After years with financial support from SRA the cities of Linköping and Norrköping still continues to work with DDD when a lot of other cities and organizations have stopped due to lack of financial support. In Linköping and Norrköping the target groups are people aged 17 to 18 years old. At this age they are about to take their drivers’ license and therefore more interested in topics related to driving. These cities have developed a close relationship with schools and run projects on a regular basis. Every year the project reaches around 4500 young people.

3 METHOD
The project always takes place in the month of September. This month is chosen since the weather is rather pleasant which is important since some of the activities are held outdoors. The schools in these cities are contacted six months before the event take place and report how many students they have in their school. All the high school in both cities participates with their students. The project leader then customizes a schedule according to their
preferences, i.e. dates and times. The project leader also contacts all the partners involved in the project.

The program is divided into two parts: one emotional part including a lecture from a person who has been involved in a DUI accident or who know somebody who has. The experience part deals with traffic safety in general including speed and the use of seatbelt.

3.1 Part 1: Lectures appealing to the emotion
Before the more emotional part starts candles (photo 1) are lit for each person who died in an alcohol-and drug-related traffic accidents during the past year in Sweden. The first lecturer is an emergency service driver, who tells the young students about different traffic accidents that has happened in their own neighbourhood. Pictures are shown of the drug/alcohol accidents that have happened and he/she tells them what has happened and the outcome of the accidents. After this lecture, which lasts about 30-35 minutes, a second presentation is made. This lecture differs and is either someone who has lost a relative in a DUI accident or someone who has been involved in a DUI accident. The lecturer you can see in the photo number 2 is a woman who has had her mother being hit by a drunk driver and she tells the audience about the accident. She explains how it was to get the terrible message and how it changed the whole life of her family forever. At the beginning of the emotional pass students has been informed about the content of the session and that it could upsetting. Therefore there is a school nurse or a mental health counsellor in place who they could talk to and that the students themselves could at any time leave the room if they needed to. This happens on a few occasions.

![Photo 1. Candles](image)

![Photo 2. Lecture Therese Eklund](image)

3.2 Part 2: Own experience
Before starting the experience day students are divided into groups of about 40-50 students. During this day the students visit different stations to get information about traffic safety in general and the consequences of DUI. The different stations are as follows: Emergency service, the police, insurance company, reflection exercises with the Swedish church, crash sled and a turnover car.
Emergency service
Students listen to a person from the emergency services (photo 3) that tell them about his/her experiences of road accidents and how students can help if they arrive first to an accident. He/she describes how it is to arrive at the scene of accident, what it looks like, what needs to be done but also all the emotions that come with it.

Photo 3 Emergency services

The police
The police are also present and tell the students about the drunk driving and how they shall blow into a Breathalyzer. They also explain what happens if the results is positive. The police talks about the consequences and penalties of being caught drinking and driving. The students listened intently and usually ask many questions.

Insurance company
The person from the insurance company shows a slideshow about some young people who have been drinking and then takes an uninsured car ending up in a road crash. The person from the insurance company then discusses financial consequences. He/she informs them about the financial consequences in relation to this particular accident where alcohol was involved. This example demonstrates that drinking and driving could have far reaching effects on their economic situation.

Reflection exercises with the Swedish church
The Swedish church helps out together with the mental health counsellors from the different schools and leads the reflection exercise. This exercise raises questions about drugs/alcohol and how the students might choose to act in different situations. The students can answer yes or no to the different questions and then the results are presented on a screen. When the answers are displayed the person from the church and the counsellor discuss the answers with the students and what they stand for.
Crash sled and rollover car
FMK (Defence Motor Club) demonstrate how it is to crash at 7km/h using a crash sled (see Photo 4). The students can themselves try out how it is to get out of a car that ends up upside down but also how it feels when the seatbelt has become stuck in the rollover car (see Photo 5). Both these stations inform students about the importance of wearing a seatbelt. They also explain the use of the airbag system and how the speed limit affects a crash.

Dropouts
The school reports the numbers of students who took part in the different exercises. The actual numbers of students that participate differs between the schools. A general dropout of around 10 percent is normal.

4 EVALUATION

4.1 Method
Participants and Procedure
After the DDD project 2291 students completed a short survey including three questions. The questions are:
Question no.1:
Do you believe that after these experiences today and further on work in school can contribute that fewer younger people are involved in alcohol-related accidents?
Question no.2:
What do you think have most effect in the work against drink drivers? In this question the
students get to rank all the activities that they have experienced during the day.
Question no 3 asks if the students have got the courage and argument to stop an intoxicated
driver who are about to drive?

The teacher handed out the survey questionnaire after the students have completed the
experience days and it was handed in on the same day to the project leader.

4.2 Results
The results from question number one showed that 1571 students (69 percent) strongly
believed that these DDD days could contribute to fewer young people becoming involved in
alcohol-related accidents.

In question number two the students answers that the most effective work in the prevention
of alcohol and drugs in traffic, were the information from the emergency service, closely
followed by the lecture during the emotional part. The rollover car was also very popular by
the students.

The survey question number three also found that 1796 students (78 percent) said that they
would have the courage to stop a friend from drinking and driving.

A large number of students also indicated that they found the days useful and that it should
be given to everyone. They also give examples on more things to work with. Some of these
are that give these days to all people, younger people who has been drinking/driving to
lecture, tougher punishment to persons who drink and drive and encourage words such “keep
up the good work!

Discussions and conclusions
Some of the students are already well aware that they should not drink and drive but that does
not always prevent them from doing the same. In order to change young people’s behaviour
the message must become more emotional discussing the consequences of the DUI and how
to prevent it. In this paper a project called “Don’t Drink and Drive” has been presented. The
project includes an emotional part and a part where students experience various traffic safety
related activities. These activities are more general dealing with speeding and seatbelts
although one part tries to make the students more aware of their own attitudes and norms.

The results from a short survey showed that students appreciated the project and felt that it
had changed them. They also wanted the project to become more widespread.

However, more large scale surveys are needed in order to fully appreciate the impact of the
project on the target group.

Thus the cities of Linköping and Norrköping will continue the important work of reaching
out with information about the risk of driving under the influence.
REFERENCES


