Charrette Handbook I Canadian Automobile Association + Institute Without Boundaries I March 2014

ONTARIO ROAD SAFETY RESOURCE

Improving road safety through education and awareness.

FOREWORD

"The Ontario Road Safety Resource has the potential to be an exciting and engaging educational resource."

– Luigi Ferrara

When the Institute without Boundaries (IwB) was approached by the Canadian Automobile Association (CAA) to help improve the awareness, use and accessibility of the Ontario Road Safety Resource, we were excited to contribute to such an important project.

To fully explore the challenges and opportunities associated with this project, IwB and CAA hosted a one day intensive charrette with professionals from the Ministry of Transportation, Ontario Physical Health and Education Association, Ministry of Education, Public Health Organizations, CAA, George Brown College Design Faculty and students.

This document provides an overview of the charrette process, the results of the charrette and recommendations for next steps that can assist to increase awareness and access to the Ontario Road Safety Resource.

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Rethinking the Ontario Road Safety Resource

What is a Charrette?

A charrette is a collaborative and creative process that brings together designers, key stakeholders, and other professionals to develop innovative solutions to complex problems. Over an intensive period of brainstorming, discussion and expert consultation, multidisciplinary teams create a broad range of ideas around a central theme. Participants are encouraged to view problems though various lenses to gain new perspectives that can generate innovative results.

Charrettes originated as a design process used by architects, urban planners and designers to bring together community members, developers and professionals, groups that often hold competing interests and agendas, to address complex projects such as neighbourhood planning, urban development and construction projects. By working together in a charrette,these groups are able to develop feasible solutions that meet everyone's needs.

The School of Design frequently hosts charrettes for community, commercial and institutional projects, ranging from transportation to curriculum development.

SECTION ONE

CHARRETTE CONTEXT

"IN 2009, OVER 26,000 PEOPLE IN ONTARIO VISITED AN EMERGENCY DEPARTMENT FOR TREATMENT OF AN INJURY SUSTAINED WHILE CYCLING"

--

Office of the Chief Coroner, Ontario

CHARRETTE CONTEXT

The Purpose of the Charrette; Why re–launch the Ontario Road Safety Resource?

Charrette Objective:
Increase school age children education and awareness on road safety through the re-launch and promotion of an updated Ontario Road Safety Resource that is used by Ontario teachers of all grades.

Charrette Context:
Increased injuries and fatalities on our roads and highways in recent years have prompted both government and non-government organizations to acknowledge the need to educate school age children about road safety issues. CAA has been identified as a key partner in the implementation of such an educational resource.

The existing Ontario Road Safety Resource was put together by the Ministry of Transportation (MTO) and the Ontario Physical Health and Education Association (OPHEA) in 2009.

This valuable resource includes an online platform and detailed curriculum planning for kindergarten through grade 12, which can be accessed publicly at http://www.ontarioroadsafety.ca

The online portal is broken down into four key resources for the following grade divisions:

- Kindergarten to Grade 3 (Primary)
- Grade 4 to 6 (Junior)
- Grade 7 to 8 (Intermediate)
- Grade 9 to 12 (Senior)

Each resource includes valuable division level information, cross-curricular lesson plans, as well as a community engagement toolkit. This provides users with materials, activities and suggestions to integrate road safety into their curriculum planning.

This resource was distributed to schools and teachers across Ontario, but received minimal feedback and limited success. While this cannot be traced to any particular aspect of the project, the current format of the content is not intuitive and enticing for users. It features a text-based website and detailed curriculum plans that lack visuals.

This charrette focused on developing ideas for improving the existing Ontario Road Safety Resource and increasing awareness and uptake to integrate road safety into educational curriculum across Ontario. Campaigns, events and programs that educate children about road safety are an area that CAA envisions developing further. By participating in this charrette key stakeholders were able to contribute to the development of an engaging resource that is appealing to teachers and students in Ontario.

Left:
A screenshot of the existing Ontario Road Safety Resource

Right:
A resource from the community engagement toolkit that provides children with information to encourage proper bicycle helmet safety.

SECTION TWO

CHARRETTE PROCESS & SCHEDULE

CHARRETTE OVERVIEW

This section highlights the key challenges and objectives of the charrette that have been identified by CAA.

Key Challenges
The charrette sought to address issues including website capabilities, rapid technological advancement and changing laws that affect out-of-date content as well as topics such as active transportation. Some key challenges that were considered during the charrette included:

- **Low awareness of the Ontario Road Safety Resource**
- **Low uptake of the Ontario Road Safety Resource**
- **Low profile of road safety as a classroom subject**
- **Competing demands on teacher (classroom time is limited)**
- **Competing voices and varying needs amongst schools regarding road safety**

Key Objectives of the Charrette:
Working together in diverse teams, this charrette engaged stakeholders and professionals to address the challenges identified, as well as:

- **Envision marketing solutions to improve awareness and uptake of the Ontario Road Safety Resource and target key market demographics.**
- **Generate ideas for a feedback and tracking system that verifies usage of the Road Safety Resource.**
- **Develop solutions that increase the accessibility and attractiveness of material for students and teachers.**

"IN 2010 THERE WERE OVER 65,000 ROAD RELATED INJURIES AND FATALITIES IN ONTARIO AND OVER 6,000 OF THOSE WERE INDIVIDUALS UNDER 25 YEARS OF AGE."

CHARRETTE SCHEDULE

TIME	DETAILED ITINERARY
9:30 - 10:00	Participants Arrived at GBC School of Design
10:00 - 10:30	Charrette Kickoff: *The IwB provided an overview of the charrette process and CAA highlighted the key challenges associated with the Ontario Road Safety Resource*
10:30 - 11:00	Initial Brainstorming & Analysis: *All charrette participants helped to identify key challenges and opportunities associated with the Ontario Road Safety Resource as well as opportunities for improvement*
11:00 - 12:00	Team Breakout Session One - 100 Ideas: *Charrette participants were divided into four teams and encouraged to brainstorm ideas that addressed the challenges and opportunities identified in the initial brainstorming session*
12:00 - 12:30	Team Breakout Session Two - Clustering Ideas: *Charrette participants clustered their ideas into key categories to identify, summarize and strengthen key concepts.*
12:30 - 1:30	Lunch & Voting For Ideas: *Over lunch, teams shared their key ideas and charrette participants were encouraged to vote for their favourites that would be further investigated.*
1:30 - 3:00	Team Breakout Session Three - Idea Development & Analysis: *The four most popular ideas identified during the voting process were analyzed and developed in more detail by the charrette teams. Each team worked on one idea to explore its viability, strategies for implementation, etc.*
3:00 - 3:45	Team Presentations: *Each team presented their final concepts and analysis back to the group, allowing for feedback and comments from all charrette participants.*
3:45 - 4:00	Closing Remarks: *The charrette was concluded with a brief discussion amongst charrette participants and closing remarks from CAA & IwB representatives.*

CHARRETTE PARTICIPANTS

This one day intensive charrette included participants from a variety of backgrounds and age groups to help develop innovative ideas for the relaunch of the Ontario Road Safety Resource. Below is a list the key groups that were represented during the charrette process:

Breakdown of Charrette Participants:
OPHEA
Canadian Automobile Association
Ministry of Transportation
Ministry of Education
Metrolinx
Web & Game Design Faculty, GBC
Active Health Kids Canada
Various Municipal & County Health Organizations
College & Grade School Students

Summarizing Charrette Results

This section provides a detailed summary of the charrette results, including the initial brainstorm session, team breakout sessions and final presentations that were made by each of the charrette teams.

This charrette was extremely successful in generating a multitude of ideas to improve and market the existing Ontario Road Safety Resource.

SECTION THREE

CHARRETTE RESULTS

INITIAL BRAINSTORMING SESSION RESULTS

The initial brainstorming session was focused on better understanding the challenges and opportunities associated with the Ontario Road Safety Resource. The charrette participants contributed to this process by brainstorming the criteria, attributes, opportunities and key assets that would inform the afternoon work sessions. The ideas generated by the group included the following:

Target Audience

- School age children (K-12)
- Parents
- Teachers
- Parent councils
- Community
- Business industry
- Strategic partnerships
- Associations

Key Considerations

- Decision-maker "buy-in" - how do you use them to support?
- Value Proposition - What's in it for me? How do we make it matter? Why is this relevant?
- Key delivery mechanism – website is main vehicle to disseminate info; although it currently is not compatible with search engine optimization (SEO)
- How youth can be a positive influence on adults? (e.g. kids are often advising parents not to text while driving)
- How do we make safety "cool"?
- How do we make safety "fun"? Consider humour, theme song and mascot
- Scalable options
- Risk assessment capabilities
- Strategic partnerships

Criteria & Opportunities for Content:

- English/French bilingual
- Material that applies to different age groups and demographics
- Positive message, positive reinforcement
- How do we make the design accessible? Consider icons that are easy to identify, create infographics that are playful and simple
- Identify the various digital platforms and applications and how those can work together (e.g. smart phones, apps)
- Interactive components (e.g. webinars, games)
- Usability; must be user friendly

Tools to Assist with Redevelopment

- Incentives and prizes for usage
- Pop-up Safety villages
- Workshops
- Youth champions, peer-to-peer mentorship
- Reward system for use (schools/ teachers that use it)
- Reduced transit fares
- Cross advertising
- Community engagement
- Highlight success stories
- Kickstarter campaign for projects
- Community starter kit that can be changed based on the project area
- Connect transportation specialist high skills major (SHSM) to reach feeder schools (see Ministry of Education)
- Feedback like Amazon ratings
- Professional learning sessions for teachers with parent attendance supported as well
- Promotion and events in school and out in the community

Opportunities for In-School Promotion:

- How Road Safe is your school quiz
- Safety drill similar to fire drills
- Safety buddies similar to reading buddies
- Visit classrooms similar to the way firefighters visit and give small presentation
- Link with different school programs (gym or health)
- Competitions (e.g. poster design contest, scavenger hunts)

In this initial brainstorming session there were also some key insights from stakeholders that were involved in the development of the Ontario Road Safety Resource. Some of the key insights included:

- Initial funding for the Ontario Road Safety Resource Guide was targeted towards research and content development and did not focus on the website or method of delivery
- While some information in the resource needs to be updated, the majority of content is extremely valuable and does not necessarily need to be changed
- The primary challenge moving forward is how to make the resource more exciting and engaging
- Uptake of the resource to date has not been successful

These insights helped begin the discussion and idea generation and were taken into consideration by charrette participants as they divided into four working teams for the afternoon.

TEAM BREAKOUT RESULTS

Highlighting the process and results from breakout session one.

After the initial brainstorming session, charrette participants were divided into four teams, which brainstormed more specific ideas for how to improve the Ontario Road Safety Resource. Ideas developed during this session focused on the following criteria:

- Envision marketing solutions to improve awareness and uptake of the Ontario Road Safety Resource and target key market demographics.

- Generate ideas for a feedback and tracking system that verifies usage of the Ontario Road Safety Resource.

- Develop solutions that increase the accessibility and attractiveness of material for students and teachers.

This section highlights the key ideas and/or concepts that were developed during this process, which were then presented by each team over lunch to all participants.

TEAM ONE
Team Breakout Session 1: Results

Team one focused their efforts on ways to create new demand for the Road Safety Resource. While hundreds of initial ideas were produced, team one distilled these into three main concepts that are described below:

1. Oscars of Safety

Students would be encouraged to come up with videos regarding road safety from across Ontario. These would encourage creative skills development while applying and sharing their knowledge about road safety to a broad audience.

Winners would be selected based on categories - similar to the oscars - to incentivize participation in the event. For example, awards could be provided for best safety program, most innovative safety video, most impactful performance, most educational, best acting, etc. This could also be applied to other genres of awards and competitions, such as graphic design or poster contests, etc.

The winners would receive prizes and recognition for their entries that may be tied to scholarships, etc. The winners could also become champions for the competition in various ways by helping with promotion, judging or content development.

2. Mind Craft

Inspired by the original Minecraft game, Mind Craft would establish an interactive environment where students can explore and uncover tidbits of information regarding road safety.

This would be played from a first person perspective that enables users to act out scenarios and collect rewards over time as they are immersed in a gaming platform.

This would build off the success of the existing gaming platform, utilizing a similar style of gameplay. It is a supplementary learning tool that would allow students to play and learn from home.

3. Bus as a Promotional Vehicle

This concept was centred around the mode of transportation that is most commonly associated with school age children - the bus.

Building off of the fact that students across Ontario are already using buses as a mode of transportation, this would insert technology into buses across Ontario that students can interact with to learn about road safety. This would enable students to utilize the time they spend on the bus to learn and play via touchscreens or other technology that may be inserted into the back of seats.

TEAM ONE PARTICIPANTS:

Natalie Zeitoun
(Road Safety) Regional Marketing Planner, Ministry of Transportation

Jennifer Cowie Bonne
CEO, Active Healthy Kids Canada

Jennifer Juste
TDM Coordinator, City of Guelph

Laura Clinton
Education/Non-Profit

JP Amore
Game Design Faculty, George Brown College

Apostolo Zeno
IwB Special Projects Associate, George Brown College

Svetlana Iagodina
Studying Advanced Digital Design, George Brown College

TEAM TWO:
Team Breakout Session 1: Results

Team two had a number of ideas, but there was a clear focus regarding how to make the information more accessible and user-friendly. Team two distilled their ideas into the following key concepts described below:

1. Customized Toolkit

The customized Road Safety toolkit was a concept that focused on organization and hierarchy of content to enable users to easily access what they want to learn.

This idea stemmed from the non-intuitive interface that currently exists and considered a number of ideas for the reorganization of content including:

- Organization by user group (e.g. parent, student, teacher)
- Increased visual content to navigate key informational areas
- Organization by geographical setting (e.g. rural vs. suburban vs. urban/city could be better tailored to address road safety issues that better apply to those user groups)

2. Information Installation

This idea was centred around the creation of an information kiosk regarding road safety that could be set up at schools or events to increase awareness. This would have a dedicated team of volunteers and/or staff that could set up, inform and take down the travelling kiosk throughout Ontario to increase awareness. It was also mentioned that the appropriate space to launch this new information installation would be at the Science Centre.

3. Digital Approach / Augmented Reality

The digital approach sought tapping into recent technological trends that will help increase awareness of the Ontario Road Safety resource while making content more fun and intuitive for users. This concept included the following technologies:

- QR Codes, which enable students to use mobile applications to visualize or access content online
- Geocaching that would help indicate the best times to cross the street, and apply point systems to users to encourage safe activity

TEAM TWO PARTICIPANTS:

Lisa Thompson
(Road Safety) Regional Marketing Planner,
Ministry of Transportation

Barbara Taylor
Toronto Public Health Nurse

Anne Marie Hayes
President, Teens Learn to Drive

Catherine Mahler
Curriculum and Assessment Policy Branch,
Ministry of Education

Rocco Panacci
Game Design Faculty, George Brown College

Graeme Kondruss
IwB Special Projects Associate, George Brown College

Duncan Marshall
Graphic Design Student, George Brown College

TEAM THREE:
Team Breakout Session 1: Results

Team three came up with a variety of concepts that were centred around how to make the existing Ontario Road Safety Resource more fun and intuitive for users. After developing a number of key categories for consideration they developed four main concepts:

1. Safety Licensing Game

To encourage school age children to learn about road safety, team three explored the creation of a licensing game that would allow kids to obtain a road safety "license" by completing challenges that could be offered online or via a mobile application.

Users would be tested on their road safety knowledge through a variety of interactive games. The licensing system would then offer rewards to users as they gained points and graduated to higher levels of licensing that could mirror the Ontario licensing system.

This could be run by MTO in partnership with other private or public organizations that could help to promote and incentivize the use of this game/resource.

2. Road Safety Kiosk

This concept explored the idea of developing a standard road safety kiosk that could be embedded in schools across Ontario as well as at other key locations that are commonly accessed by school age children (e.g. movie theatres, community centres, public parks, etc.).

The kiosk was envisioned as a static object that would enable users to engage with it via touch screens or computers that provide road safety information. To make it more attractive to use, there was also consideration given to games and rewards that would incentivize its use by school age children.

3. Mobile Pop-Up

This concept focused on a pop-up station or travelling team that would help increase road safety awareness and encourage use of the resource. As one option, the team proposed the idea of road safety superheroes that would be linked to the key topics associated with the existing resource and help increase aware-ness through strategic branding initiatives.

This was also seen as a way to organize the content of the road safety resource to make it more engaging and intuitive for school age children.

4. Website Redevelopment

The team felt that the redevelopment of the existing website to better organize content and increase the visual aesthetic was essential. Below are some key ideas that were considered for the reorganization of content/redevelopment of the website:

- Creation of a homepage that is representative of a street, which would enable users to navigate the street to access key information that is applicable
- Organization of content that is tailored to specific user groups including teacher, parents and students (e.g. the student portal could be more visual, while the teacher portal could be tailored to lesson plans to reduce overall costs of design and development)
- Creation of road safety superheroes that could help brand and organize content into key safety categories that correspond with the existing resource
- Clear and simple home page with clear branding that lets users know they are accessing the Ontario Road Safety Resource

TEAM THREE PARTICIPANTS:

Jennifer Lay
School Travel Program Advisor, Metrolinx

Christine Allum
Community Relations Specialist, CAA

Sarah Gallsworthy
Project Coordinator, RBC First Office for Injury Prevention, Sunnybrook Hospital

Valerie Smith
Acting Director, Parachute

Ramon Delgado
Game Design Faculty, George Brown College

Robert Giusti
IwB Special Projects Associate, George Brown College

Tyler Madill
Studying Design Management, George Brown College

TEAM FOUR & SUMMARY OF RESULTS
Team Breakout Session 1: Results

Team four focused their ideas around one central concept:

The group unanimously agreed that even though the content for the Resource was developed in 2009, the information is extremely valuable and still applies today. However, the main challenge was in how the information was originally packaged and disseminated.

In order to preserve the assets of the original content, the group felt it was necessary to propose a re-branding of the Resource that would include a fun and captivating design, an interactive website, incentive-based programming, a series of school and community events, and an engaging and interactive marketing and communications strategy that could be integrated in schools throughout the province and rolled out across various digital platforms.

Knowing that the uptake for the Resource in the past was extremely low, they began to determine what aspects of a safety campaign could engage the various audiences. The group determined that putting the emphasis on "safety" was the main challenge. Therefore, they decided to focus their attention on promoting "risk taking" which would create a sense of excitement and adventure.

The team started out by asking the question "What's the right format to teach risk?" Recognizing that the idea of "risk" would mean something different to different age groups (e.g. crossing the street for a grade one student versus driving a car for a high school student), the team began to identify a variety of ways to promote the concept of "risk-taking" in a road safety campaign.

TEAM FOUR PARTICIPANTS:

Tracy Nickleford
Community Relations Manager, CAA

Tammy Shubat
Curriculum Consultant, OPHEA

Janet Vendrig
Public Health Nurse, Durham Region

Xavier Masse
Advanced Digital Design & IwB Faculty, George Brown College

Luigi Ferrara
Dean, Arts & Design, George Brown College

Lucia Piccinni
Producer, IwB, George Brown College

Gianluca Montesano
Grade 12, Cardinal Carter School of the Arts

Ginny Chen
Graphic Design Graduate, George Brown College

Conclusion

Upon completion of the first breakout session, teams convened and voted for their favourite ideas that would be carried forward in the second breakout session. The key ideas that were selected from this process included:

- Mindcraft (Gamification of the Resource)
- The Customized Toolkit (Improved Website & Content Organization)
- Safety Licensing Game (The Creation of Road Safety Licensing System for School Age Children + Rewards)
- Risk Taking Campaign to Promote Road Safety

These four main concepts were developed in more detail by each of the four teams who initially came up with the ideas. Teams were encouraged to use the 6 design levers (who, what, when, where, why and how) to push the design development of these ideas.

Metro Trains: Dumb Ways to Die Campaign, Melbourne Australia

FINAL CONCEPT DEVELOPMENT

Highlighting the final concepts developed by each charrette team.

This section showcases the final ideas that were developed by each charrette team. These ideas built upon the concepts developed during breakout session one, and aimed to establish clear strategies and objectives that would flesh out the viability of these options for CAA.

Teams were encouraged to manifest these strategies and objectives through a timeline and series of next steps. The teams were also challenged to explore two different implementation strategies based on a $25,000 and $250,000 budget.

While the ideas are still preliminary and were fleshed out over a short period of time, many of the key concepts present viable opportunities that could assist CAA to improve and promote the Ontario Road Safety Resource.

TEAM ONE
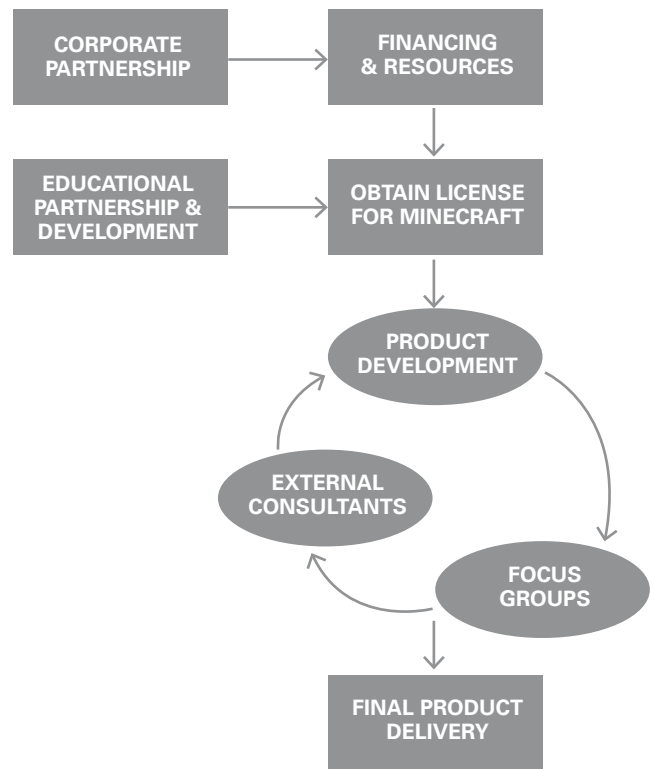# Mind Craft: Final Concept Development

This concept focused on a video game that would educate children through a reward system. It was generally accepted that the best way to deliver interesting and alternative educational content would be to step away from the school, and develop something independent, a supplementary way of educating students.

The game would be a mod from the online minecraft game and would immerse children in an interactive environment where they would mine for educational content. The goal of the game would be to successfully find all required content and answer the questions correctly through a series of "missions" and first-person tests.

In terms of cost, a partnership can be established in a variety of ways. One would be to partner with a college or university, where students can develop and design the minecraft mod at relatively low costs. An additional, more lucrative partnership would be one with a corporate organization, such as Canadian Tire. Similar to Driver Exams, the game could be set up at kiosks at local stores. Users will learn about the game through various marketing channels and at their schools. In this example, a student would visit a local store, and play the game. On successful completion of the game, the student receive a certificate of completion and an incentive. The concept of training youth for real-life safety, such as bike safety, could result in a discount voucher, $50 off a new bike.

The $25,000 scenario would be realized via a strategic partnership with a college or university that could help coordinate and deliver labour and services (students and faculty). This would include the license for the game and the development and build for one game level for one demographic.

The $250,000 would consist of hiring a studio to design a custom game with multiple levels for multiple demographics. This would cost considerably more due to professional experience but could be offset through strategic partnerships and grants. Below is a diagram that illustrates a process that could be followed to develop the final product.

| WHO	WHAT	WHEN	WHERE	WHY	HOW
• Students K-12	• Host website • Provide content • Link to minecraft MOD • 1st person view in game	• This could be launched in phases • One year for development & testing	• Online • With established networks • Integrated as kiosks at local stores	• To make road safety education fun • To leverage current/modern trends • It can be self-contained	• Developed by students from a local university or college • Hire a custom design studio

TEAM TWO
Customized Toolkit: Final Concept Development

The team's final concept was the redevelopment of the information architecture for the existing website. The idea was to create a series of questions/categories that would organize the existing content into the most relevant information that could then be downloaded.

For example, a user on the website would be asked what their location was, what age group the information is intended for and what kind of vehicle safety they needed. Once submitted the website would organize the documents into the most relevant based on the subject matter. This would make the website more user friendly and easier to find - for example information on school bus safety for elementary students in rural Ontario.

It was also suggested that the user experience of the website itself be improved by using icons and drop down menus so people would be more likely to use it and web traffic would increase.

In the $250,000 scenario it was proposed that content be supplemented with physical aids and tools that would be delivered to help teach and promote the material. There would also be an exhibition(s) that would promote the site and its content through information and interactive installations. It would be strategically put in places like the Science Center that target specific users (students, teachers, parents).
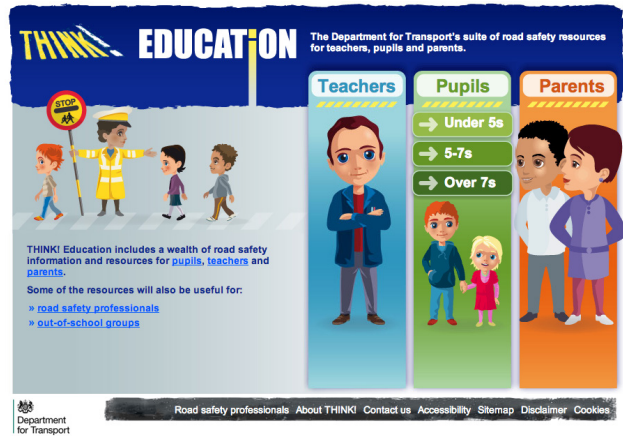
Above: An example of an existing road safety resource that was developed by the Department of Transport, UK. The resources home page has visual indicators that allow the user to easily identify which portal they would like to enter (e.g. teacher, pupil or parents).
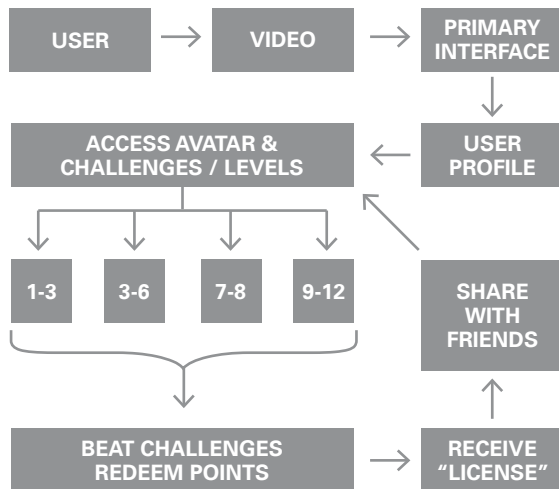
This then leads to different content for each user group that is more tailored to their needs. This provides an example of content organization. The link to the website is provided below: http://think.direct.gov.uk/education/early-years-and-primary/

WHO	WHAT	WHEN	WHERE	WHY	HOW
• Educators/teachers • Parents • Community groups • Youth (Pre-K to Grade 12)	• Information architecture (French/English) • User-centered design • Mulit-media • Links and resources (annotated bibliography)	• ASAP; 2015 • Launch and promotion would tie into school year • Ad and promotion at conventions in the fall	• Online, new url • Links on multiple sites, social media, community, government, health • Classrooms, living rooms, community centres	• Saves lives, creates accessibility, user specified • Cost effective (can reorganize content accessibility rather than recreating a completely new platform) • Easy to update, low maintenance • Easy to share	• Reorganize website so users can select specific resources • This could be broken down into educators, parents and community members, children and local institutions

TEAM THREE:
Safety Licensing Platform: Final Concept Development

Team three built upon their original concept to develop a licensing game and point system that rewards users for gaining knowledge and completing tasks associated with content that is derived from the existing Ontario Road Safety Resource.

Exploring in more detail how a user could be engaged in participating in a licensing game and point system, the following scenario was developed:

```
USER  →  VIDEO  →  PRIMARY
                    INTERFACE
                        ↓
ACCESS AVATAR &   ←   USER
CHALLENGES / LEVELS   PROFILE
   ↓    ↓    ↓    ↓
 [1-3][3-6][7-8][9-12]      SHARE
                           WITH
                           FRIENDS
BEAT CHALLENGES  →  RECEIVE
REDEEM POINTS       "LICENSE"
```

Key to the success of this platform was the creation of a multifaceted web and mobile platform that would be responsive to all types of operating systems. The primary interface was envisioned including an enticing video that explains the benefits and showcases the licensing/point system in less than one minute. This would be followed by a primary interface that encourages users to create a user profile, where they would obtain an online avatar. Through their user, they would access a series of challenges and games that, if successfully completed, would enable them to gain points and work toward 'licenses'. Using these points, they could obtain real rewards that would be provided by partnership/sponsoring companies and entice further use. Tying this to social media outlets was also key to success and would enable further promotion of the Ontario Road Safety Resource.

To fund this project, it was suggested that CAA, MTO and OPHEA partner with a local institution and obtain grants to develop the primary user experience and interface. This should include design, programming and content expertise to create a successful design. Team three saw the difference between a $25,000 and $250,000 project was the engagement of a professional firm to assist with design and development of the final product.

Additional partnerships that were suggested to explore included; Scene Card, Tim Hortons, Bicycle Companies (e.g. Giant), Insurance companies, Toronto Auto Show & Bicycle Show, Science Centre, etc.

WHO	WHAT	WHEN	WHERE	WHY	HOW
• Kids, pre-teens and teenagers • Families • Funding / corporate sponsors such as: car companies, Ministry of Transportation, Drive Wise, Apple, Samsung, Google	• Graduated licensing game • Point system that incentivises use and enables users to use points to get promotional products that are associated with road safety • Mobile application, online portal and possible kiosks	• Start educating early • Concept and design development 2014-2015 • Promotion beginning early 2015 • Launch first day of school 2015-2016 school year	• Online • Kiosks placed at drivers licensing offices in Ontario • Mobile (anywhere, anytime) • Redeem points at partnership store and enterprises across Ontario (e.g. Canadian Tire)	• To incentivize discounts on safety products and possibly car insurance • For fun! • To promote Road Safety across Ontario	• Through the creation of an online portal and application that is developed by students and/or professionals • Rewards people for use and offers a fun and engaging platform • Utilizing existing technologies

TEAM FOUR
Risk Taking Campaign: Final Concept Development

Building off of the teams' original concept, there was a realization that in order for this campaign to be successful, the emphasis must be on "healthy risk-taking" which would promote an understanding of how to keep yourself safe while participating in fun and adventurous activities.

The first step for this campaign would be re-branding the website with a series of fun and playful icons that would promote the idea of play and "healthy risk-taking." This would be followed by the creation of a slogan and series of different marketing techniques. The team developed a slogan that could be used for a campaign: "Do it Right! Be a Road Hero."

The campaign would consist of famous champions for different age groups and road activities that would become the campaign's mascots. For example, Clara Hughes could be the champion for cycling safely and Tony Hawk could be the spokesperson for skateboarding safely. A typical advertisement would feature the message:

"I risk everything… but I wouldn't risk this. Do it Right! Be a Road Hero."

The team also discussed creating crowd source content by asking others to record and submit their own "road hero" message via YouTube or Vine, thereby allowing participants to personalize and create their own messaging around road safety.

Next the team determined that the campaign needed to have an interactive element that would engage participants. It was determined that a game was an ideal fit because it could consist of different levels that would work with different age groups. This could be a typical gaming format or was proposed as an alternative reality game that could be played virtually and in person with others in a pop-up space. The game's premise had to reward "safe" behavior and the incentives would grow with the individual. The incentives would have to be tied to key partners that could provide discounts and other perks for those who participated.

Key partners could include:

- Shoe company – possibility to earn rewards and customize shoes; can also team up with a company to insert a digital tracking device to monitor how many steps you take and link it to fitness programs/active transportation

- Bike – incentives could include discount on new bike

- Athletic and apparel companies – could provide safety accessories such as helmets

- Sports franchise

In the $25,000 scenario the campaign would consist of a new language based on icons and graphics for the website. The $250,000 budget would allow for the full campaign development and execution.

WHO	WHAT	WHEN	WHERE	WHY	HOW
• Students • Boys and girls clubs • Teachers and/or Educators • Parents	• Engage in healthy risk-taking activities • K- 3: basic knowledge • 4-6: Think before you act • 7-8: Be a leader • 9-12: Peer to peer • Utilization of the resource and tools	• Year round with focus on dedicated week or days to highlight • It can be delivered on-demand • School year with emphasis on certain week/ days	• Online • Home • School • With friends • In class • Field trips • Community events • Workshops • Parent council meeting • School board meeting • Online forum	• It is analytical • To promote good Judgement, Mindfulness and creative thinking • For curriculum fulfillment • To ensure public safety • For curriculum fulfillment • To ensure public safety	• Utilizing online tools, videos, social media, etc. • By creating a loyalty program • Through easily identifiable Iconography and branding

Note: Team four explored how the campaign would be focused according to two main target groups/audience. Students and Boys & Girls Clubs, is shown in black text above, and Teachers, Educators and Parents are shown in red.

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SECTION FOUR

RECOMMENDATIONS

RECOMMENDATIONS

Moving forward to improve and increase awareness of the existing Ontario Road Safety Resource.

With a number of innovative ideas developed during the charrette, there are clear synergies between concepts that can be leveraged moving forward. Below are the recommendations for improving the Ontario Road Safety Resource and suggested objectives that can assist with successful implementation:

Develop a Brand Campaign & Direction

To raise awareness of the Ontario Road Safety Resource, CAA should invest in the development of a brand and campaign (e.g. Because I am a Girl). When developing this brand direction and campaign, the content and web development should be considered and/or worked on simultaneously. Below are some recommendations for implementation:

- CAA should partner with a private company that is invested in road safety and would fit well with their existing social marketing and/or corporate responsibility

- Leverage advertising dollars by establishing partnerships with local organizations and private companies whose values align with those embedded in the Road Safety Resource

Partner with a Media Company

To build off of branding and web development efforts, CAA should engage local media companies to assist with the promotion of a road safety campaign. This would significantly enhance awareness of the media campaign and create new opportunities to promote future initiatives and events.

Create a New, Responsive Web Interface

All charrette teams suggested that the existing web interface be improved to increase the aesthetic and navigation to create a more intuitive and exciting user experience. This should also improve the organization of content to facilitate better wayfinding, which will allow users to find and locate relevant data more easily. In developing this new interface, CAA should consider the following:

- Engaging a local university or college to assist with the design development of the road safety resource

- Establish a clear brand and direction for the campaign of the Road Safety Resource prior to the development of a new web interface

Partner with an Entertainer/Entertainment Company

In order to develop an in class experience for young children, CAA should consider partnering with an entertainer and/or entertainment company. This would help to establish a unique experience that combines existing content with media elements to introduce key principles from the Road Safety Resource and promote the web interface to young children

These elements can begin to create a more holistic and engaging experience that encourages the use and awareness of the Ontario Road Safety Resource. To be successful, it is essential that new partnerships be established and CAA continues to emphasize the importance of road safety and the impact it can have to produce real economic and social benefits.