IMPACT YOUR SCHOOL

IMPACT the students at your school about distracted driving.

Impact Teen Drivers
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Letter From Executive Director

In the United States, more tween and teen deaths are caused by automobile crashes than homicide and drug use – combined! Most of these tragic deaths are the result of inexperience and distractions. Impact Teen Drivers aims to reduce these preventable deaths by raising awareness and providing education about the very real danger of distracted driving and inexperienced decision making. Impact Teen Drivers is a nationwide nonprofit organization formed as a partnership among the California Teachers Association, California Association of Highway Patrolmen, and California Casualty.

Our goal is to stop the #1 killer of young people in America—reckless and distracted driving. Impact Teen Drivers focuses on connecting with young people, parents, and educators on an emotional or visceral level. Our materials do not include graphic or gory details as research has shown that connecting with teens on a visceral level makes a stronger long-term attitude and behavior change. In order to see a sustained behavior shift and commitment to driving distraction-free in our driving culture, we need to provide quality awareness and education materials that are easily accessible to those serving our communities. We want people to recognize the importance of focusing on their safety when in a vehicle- whether as a driver or passenger.

Impact Your School is all inclusive! This handbook provides community leaders including law enforcement, first responders, educators, health professionals, parents, and teens themselves the tools to present to and engage high school and college age students as well as non-driving age elementary and middle school students about driver and passenger safety.

If you would like further information on any of the Impact Teen Drivers programs, or to receive more information about bringing our live saving programs to your school please contact us (916) 733-7432, info@impactteendrivers.org.

Thank you for what you do for our kids and communities!

Sincerely,

Kelly K. Browning, Ph.D.
Executive Director
Did You Know?

• The #1 killer of young people in America is distracted and reckless driving. Almost 4,000 teens lose their lives every year and 400,000 are seriously injured in car crashes.

• Each teen passenger increases the risk of a teen driver’s crash with three or more passengers quadrupling the risk.

• Three-fourths of all fatal car collisions involving teen drivers were not drug or alcohol related.

• Teens have the lowest rate of seat belt use of any age group.

• Middle school is the tipping point for passenger deaths in car collisions. Between ages 12 and 14, the number of deaths rises sharply and continues to rise through the teen years.

The statistics could go on! With so many organizations already working to promote safe passengers, safe drivers, and good decision making behind the wheel, Impact Teen Drivers has created the Impact Your School handbook featuring evidence-based curriculum to give you another tool to add to your toolbox!

For more information about Impact Teen Drivers, statistics and links to research, and to see the videos and presentation materials discussed below, please visit www.impactteendrivers.org

Please join Impact Teen Drivers’ social media networks and encourage your audience to join too!
www.facebook.com/impactteendrivers
www.twitter.com/impactdrivers
www.twitter.com/whatslethal
Introduction

Each person who is willing to be a presenter in front of an audience has their unique way of preparing for the event. Some prefer to “wing it” while others may want to study the exact details of a step-by-step guide they can follow. Regardless of the method for preparation, what is important is that the person who is sharing the message knows how to fluently address the topic while maintaining the attention of their audience. Impact Teen Drivers provides a wide array of resources for presenters to utilize within the delivery of their message regarding distracted driving. The most important is the 10 Step Facilitator Guide for the “What do you consider lethal?” presentation- an easy-to-use presentation outline that can be adjusted to fit your audience, time available, and other unique constraints.

There are online resources through the website http://impactteendrivers.org/resource-sets in which materials can be referenced and/or downloaded. If you have not visited the site, you should start there. In addition, be sure to become familiar with the teen website www.whatdoyouconsiderlethal.com so that you can refer tween and teen audiences to the many items available on the site designed for their style.

This guide is intended to serve a few additional purposes:

- Collect some of the online resources into a single, printable guide
  - High school “What do you consider lethal?” presentation 10 Step Guide
  - Middle school curriculum including role playing activities
  - Elementary school curriculum including activity sheets
- Provide a guide that can be kept on the desktop for quick reference
- Enhance the online digital and educational kit hardcopy resources with instructions and suggestions for use

Impact Your School is intended to provide a comprehensive reference guide that may help you navigate all the resources Impact Teen Drivers has to offer. It is our hope that whether you are an educator, law enforcement official, parent, community member, or teen that this guide will assist you. The topics addressed in this guide answer questions many of our presenters had when they first started doing Impact presentations. It is our hope that this guide provides you answers as well. Thank you for being willing to help promote this cause.

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**Teachers:**

The Impact Teen Drivers curriculum and materials are meant to be flexible. If you cannot hold a 50 minute presentation, consider incorporating information into your classroom in small increments.

For ideas on school-wide events and activities, download the *Make an Impact* handbook from http://impactteendrivers.org/resources/educators
Using The Resources

DVD

• The DVD can work on a DVD player or a DVD-ROM in a computer. When inserted, the menu screen will come up. The Classroom Video is at the top left and the other videos are organized under headings, described below.

• The DVD includes:
  o Classroom video: statistics, on-the-street interviews, and the true story of a teen that lost his life while with 4 friends (10 minutes)
  o True Stories: videos that feature the real stories of teens who lost their lives and the real family and friends left behind (about 5 minutes each)
  o PSA: thoughtful public service announcements on the topic of distracted driving (30 seconds-1 minute each)
  o Contest: 2 videos that introduce Create Real Impact, a peer-to-peer educational grant contest (30 seconds and 1 minute 45 seconds)
  o RU Lethal: funny and quirky take on the important driving topics of cell phones, texting, and seat belts (about 5 minutes each)
  o GDL: Graduated Driver Licensing video with state-specific information as well as a link to other states’ GDL videos (about 5 minutes)

• These videos and more are available online at http://www.impactteendrivers.org/resources/videos and http://www.impactteendrivers.org/resources/psa

• Suggestion: Teachers: if you don’t have time for a full presentation, consider showing a video at the end of a class period and spend 5-10 minutes discussing it. Teachers, law enforcement, parents, or students: ask the student government in your high school or in all of the local high schools to share audio or visual PSAs during the morning announcements throughout the school year.

Posters

• There are six posters available online for printing as well as hard copies included in the educational kit. Five are “words” posters featuring answers from focus groups with teens and one features a skull made up from dots.

• Suggestion: Hang posters in classrooms and around your school. If your classroom has computers, download the poster files and use them as the desktop image or as the screensaver. Download them at http://impactteendrivers.org/resources/tools
Dialogue

- Ask the audience: “What do you consider lethal?” and have a volunteer write their answers on a board in the front of the room.
- Ask the audience: “What do you think is the #1 killer of teens in America?” and have the scribe write down those answers.
- Giveaway: give the volunteer a t-shirt.

Fact

- Call up 3-5 volunteers from the audience, handing them each a “words” poster (not the skull poster). Have them hold the poster out of view until their turn. Stand next to each volunteer one at a time and have them turn around or hold up their poster. Explain: “When teens were asked the same question, the top 4 items show their answers. However, the bottom answer shows what we know is lethal when in a vehicle.” (Continue until all 4 posters are discussed).
- Call up 1 volunteer from the audience to hold up the skull poster. Explain: “Every dot on this poster represents a teenager who died in a single year across America. The red dots account for 2535 murders, the yellow dots for 2,386 suicides, the green dots for 2,269 disease related death, and the pink are 1,335 other types of injuries. But the white dots represent the highest number of deaths with 3,947 driving crashes… The skull shows that there are so many more traffic related teen deaths each year in comparison to any other cause.”
- Giveaway: Allow the volunteers to keep the posters, if not mounted or laminated. If they are, give them a poster pack

Probability Wheel

- The probability wheel, also called “wheel of death,” shows the increased probability of being in a car crash based on the scenario chosen, which includes day or night and number of passengers on the outer wheel, distractions on the middle wheel, and cell-phone specific distractions on the inner wheel.

Suggestion: The probability wheel is great to be used in math and statistics classes, but can be used by any teacher as a 10 minute activity to incorporate safe driving into the classroom. You could also arrange a lunchtime event- set up a table where students can use the probability wheel for a chance to spin a prize wheel or get a raffle ticket!

Handheld hardcopy:

- Have a person select a scenario by holding their thumb at either daytime (yellow section) or nighttime (red section) driving and the number of passengers.
• Turn the blue wheel, making a selection of a common habit they might have seen others do in a vehicle; line up the arrows with the outside ring and then hold that with their thumb also.
• Turn the pink/green wheel, making a selection of another common habit; line up the arrows with the blue wheel.
• With all arrows lined up, look in the small window at the center of the wheel to find a number representing the increased probability of being in a car crash with the choices they made.
• See if they can figure out the choices needed to get 0%.

**Online or downloaded file:**

• Mark the box for either daytime or nighttime and number of passengers. Notice the increased probability of being in a car crash that appears in the upper right hand corner of the wheel. Click “Next” in the upper right corner.
• Mark the box of the common distraction that the group chooses. Notice the increased probability of being in a car crash. Click the “Next” link on the right edge of the wheel.
• Mark a final selection of another common distraction. Notice the final increased probability of being in a car crash.
• If choosing to do another scenario on the downloaded file, you will need to close file and reopen to reset the wheel. If choosing to do another scenario on the online version, you can either close the webpage and reopen it or click on the choice made at the last page to undo and use the “Previous” button to undo the other choices before starting again. The “Start Over” button will send you to the first page but will not undo the choices.

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**When to Use Discussion Questions:**

Discussion questions are used as a part of the 3rd Step in the 10 Step Guide. The 10 Step Guide is set for an hour and discussion questions can be an opportunity to extend the presentation if you have longer than that. The reflection Questions are best used in smaller group settings where students can write and share their thoughts.

Discussion questions can be found on page 10 and reflection questions on page 11.
Using Guides and Outlines

The following outlines are examples of how you can provide an Impact Teen Drivers presentation solo or as a team. Some of the following are noted as available as individual PDFs for download at http://impactteendrivers.org/resources/educators. Each of the outlines has a certain approach they work best for:

- **10 Step Facilitator Guide:**
  - This step-by-step guide will walk any presenter through a presentation with the order, length of time, resources to use, and discussion topics to emphasize.
  - (Available as an individual PDF)

- **Discussion Guide Questions:**
  - For use after the Classroom Video, this is a list of questions that relate back to the classroom video so that the audience can reflect on what was seen then apply it to themselves. Reflection questions for discussion or written assignments are also included.

- **Non-Driving Age Curriculums:**
  - Included at the end of this handbook are presentation outlines and activities for middle school and elementary audiences. The elementary also has some activities that can be used for preschool-aged children. (Middle school and elementary curriculums available as individual PDFs)

If you have any questions on how to use the guides or how to successful host a presentation, please email info@impactteendrivers.org. In the subject line include “Attention: Education Outreach Coordinator.” If you want or need additional training, we can schedule an online webinar or an in-person Train the Trainers workshop for you and your group or organization. Contact info@impactteendrivers.org with “Train the Trainers” included in the subject line.
10 Step Facilitator Guide

What Do You Consider Lethal?

Length: 60 minutes

1st Step: INTRODUCTION (5 minutes)

Format: Engage the audience by asking them questions:

✓ What do you consider lethal or deadly to your age group?
  ✓ They may answer, “drugs,” “guns,” “drinking and driving,” “suicide,” etc. but press them on what specifically makes those things lethal. If someone says “drugs,” ask them what about drug-use is deadly, e.g.: “My doctor tells me to take ibuprofen for a headache...is that lethal?” Lead them to CHOICE—the choice to take too many or the choice to take an illegal drug.
✓ Have them raise their hands to provide answers, and throw them WDYCL t-shirts once they have reached one that highlights CHOICE.

2nd Step: POSTERS (5 minutes)

Format: Introduce posters and engage audience.

✓ We asked teens across the nation to share what they thought was most lethal, and the top four listed on the poster are some they came up with. Swords, grizzlies, crack, AIDS...why would we have added lipgloss to that list? How could lipgloss be lethal?

*Answer you’re looking for is “Applying lipgloss while driving a car is lethal.”
✓ Why? Because you have your hands off the wheel, eyes off the road, and you’re not concentrating on driving. You are lethal because you are CHOOSING to put on lipgloss behind the wheel of a car.

3rd Step: CLASSROOM VIDEO (10 minutes)

Format: Introduce the classroom video, “What is Lethal” on the DVD or from a downloaded version (www.impactteendrivers.org/resource), explaining that everyone in the video are real people—not actors.

4th Step: DISCUSS CLASSROOM VIDEO (5-7 minutes)

Format: Give background on Donovan, and others (See The Story Behind the Story), and share the details of the crash:

✓ Coming home for the movies eagerly caught up talking about the movie, music blaring, just being kids
✓ Driving a little too fast (prior to this night—Danica teased about being "granny" driver)
✓ At one point one of the boys in backseat teased about not being able to keep the car going straight—right then Danica had a choice—she could have said "no, I can't...why don't you guys calm down and I will slow down" (you see the 3 boys in the backseat were wrestling over energy-drink and bag of chips)
✓ She didn't—what did she do [ask audience]...that's right she said, "like this" and jerked the wheel...that decision cost Donovan his life and changed hers forever.
✓ You see this isn't about bad kids doing bad things...this is about good kids making a poor decision—It is about the importance of good decision-making in the car and speaking up when a situation is unsafe—each one of the surviving four kids has said they all knew things were just a little too crazy in the car and felt scared...if they had spoken up, their friend Donovan would be alive today. Remember we all have responsibilities in car—whether as a driver or passenger!

***Include the part about the boys in the backseat choosing to NOT put their seat belts on—despite their parents’ cars never moving without their kids being buckled up—Danica (the driver) will tell you she had no idea the boys in the backseat were not buckled up...until she saw them being ejected from the car...this is why it is critical to empower young people to understand it is their responsibility to make good decisions when in car---whether as a driver or passenger and regardless of whether you are there to remind them. ...Donovan would probably be alive today if he had chosen to put his seat belt!
✓ 50% of people who lost their life last year would be alive today if they had chosen to buckle up.

Convey core messages:
- Friends, music, and commotion as distractions
- Speeding (driving too fast for the conditions)
- Choose to buckle up
- Choose to speak up when in unsafe situations
- We are not always given a second chance to make a good decision; make a good choice the first time every time.

5th Step: SKULL POSTER (5 minutes)

Format: Discuss poster with participants:
✓ What image do you see in the poster?
✓ What color is the image?

Explain that each dot represents a teen who lost his or her life over the course of one year in the U.S. Each dot has a color that represents the cause of death (using statistics from the Centers for Disease Control). As the poster shows, the majority of dots are white—representing driving collisions.

The #1 Killer of Young People in America IS Car Crashes—most are caused by Reckless and Distracted Driving
✓ Almost 4000 teens lose their lives every year in car crashes
  o 2/3 are passengers
  o 75% of fatal teen crashes do not involve alcohol and drugs
✓ Almost 400,000 teens are seriously injured every year in auto collisions
6th Step: WHEEL OF DEATH (4 minutes)

Format: Explain how to use Wheel of Death (increased probability of getting in a crash – above your everyday probability just for getting behind the wheel). Using the Wheel of Death, take them through a scenario of your choosing, making up a back story, and emphasizing how each added distraction increases the probability of a crash. For example, 2 passengers driving during day, reaching for your phone = 1085% or 11 times greater probability of being in a crash by the decisions made in your car...then add in sending one quick text—the probability jumps to 1885%

✓ Let the students play with the probability wheels if they have them.

7th Step: GDL (7 minutes)

Format: Facilitate Driving & Graduated Drivers Licensing (GDL) Discussion. Ask questions about the GDL of specific state to gauge knowledge of participants, and then ask them personal questions about their opinions and behavior:

✓ How many of you have your license?
✓ How many of you have your permit?
  ✓ What are the restrictions (nighttime/passengers)?
✓ The reason for passenger and nighttime restrictions is not fight against fun, but to gradually introduce you to potentially more dangerous experiences as you gain experience

8th Step: PERSONAL VIDEO (7 minutes)

Format: Watch one of the true story videos on the DVD or downloaded from the website www.impactteendrivers.org/resource

✓ Ask for feedback and provide time to debrief (remind teens these are REAL stories about REAL teens).

9th Step: NEXT STEPS (5 minutes)

Format: Reiterate that car crashes are 100% preventable, and there are actionable steps to take to start making a difference. Explain the iCommit Cards, the Create Real Impact Contest, and the WhatDoYouConsiderLethal.com website.

iCommit Cards

✓ If appropriate, pass out iCommit cards to teens and have them sign then return the cards (consider using the cards like raffle tickets and offer some sort of prize).
Discuss the importance of making a conscious decision to make right choices.

Announce the Create Real Impact Contest

✓ How can you get involved and pass on the message in an inspired and creative way? (see CRI Contest Handout).


✓ Categories include: video, music, art, writing.
✓ Winners have the opportunity to earn $1500 for their school or personal education grants of $500 or $1500 as well as national recognition for their entry.

WhatDoYouConsiderLethal.com
✓ Encourage teens to go to http://whatslethal.com and take the online pledge. They can also share their own story about distracted and reckless driving.
✓ Tell them to use their voice in sharing this message with friends by coming to the website together and watching the videos or spinning the “wheel of death.”
✓ Check out our latest contests and win an education grant – Create Real Impact
✓ Ask them to join us on Facebook and Twitter.
  ✓ Facebook: www.facebook.com/impactteendrivers
  ✓ Twitter: @whatslethal and @impactdrivers

10th Step: CONCLUSION (5 minutes)

Format: Briefly recap the key messages from the presentation, leaving them feeling inspired and empowered to advocate change in their own communities.
✓ Talk about how preventable the consequences of reckless driving are; encourage students to change their driving behavior in order to avoid becoming a statistic, etc. There are no makeup tests or do-overs in life. You can make 999 right decisions, but that one poor decision could cost you your life or the life of someone you love.
✓ Please choose to make good decisions behind the wheel and as a passenger.
✓ See if there are any questions students have that have not been covered.
✓ Thank them for opening the dialogue about the importance of stopping the number one killer of teens.
Discussion Questions (After Classroom Video)

Utilize these discussion questions as a part of the 3rd Step of the 10 Step Guide. If you have more time than the 5-7 minutes described in the hour-long presentation, then you can choose to use more of these questions, keep the discussion going longer with more time for answers and dialogue, or use the “Reflection Questions” on page 11.

Question 1: NOW what do you consider lethal? Allow time for answers.  
Follow-up: Our perception of what we consider lethal is often times based on the obvious – the things that we KNOW are deadly. But what if our perceptions change? What if our knowledge of what is lethal broadens to include texting while driving? Will we make a change? You obviously wouldn’t snuggle up with a polar bear at the zoo because you know the outcome of that little decision would be tragic. The same can be said for reckless and distracted driving. Just because a tragic outcome is not a foregone conclusion does that mean the danger is diminished? When the rest of your life hangs in the balance, why would you make the decision to do something you know increases the odds of you dying in a horrible car crash? These are things to think about each time you are in a car.

Question 2: Who is impacted by these tragedies? Allow time for answers.  
Follow-up: What we need to realize is the fact that a car wreck like the one that took Donovan's life impacted not only the people in the car, but the community as a whole. The ripple effect of a deadly car wreck is far reaching and long lasting. Yes, the kids in the car were dramatically affected by this tragedy, but the pain and suffering doesn’t stop there.

Follow-up: Reckless driving is basically doing anything that could cause you to lose control of the car. Speeding, swerving, trying to impress a girl by drag racing the guy next to you—those are all the obvious types of reckless driving. The less obvious would be things like driving with your knee to free up both of your hands, or driving too fast for weather conditions—you might be driving the speed limit, but it is raining cats and dogs which means you should be driving 20 miles under the speed limit.

Question 4: What is Distracted Driving? Allow time for answers.  
Follow-up: Distracted driving is getting behind the wheel, and then allowing things around you to pull your concentration away from the road where it belongs. Texting, applying makeup, messing with your iPod, talking on the phone, loud music, loud friends – all of these are examples of things that could cause you to take your attention off the road. What we have to realize is the fact that each of us are different, and what doesn’t distract one person, distracts another. The important thing to know is what distracts YOU.

Additional questions: Make it personal.  
What distracts you? Was this new information? Does the fact that the number one killer of teens in America is distracted and reckless driving surprises you? What will you do to change your habits and reduce your chances of getting into a horrible car crash? How can you share this with your friends?
Reflection Questions

This time is intended to give the students an opportunity to quietly reflect on what has been seen or heard. Each one can be a prelude to dialogue or kept private to be used as a turn-in assignment for class credit. The same questions are also available on the website resources page: [www.impactteendrivers.org/resources](http://www.impactteendrivers.org/resources). The dialogue can be done in small groups, large groups, or as a writing assignment for personal reflection.

*Suggestion:* Teachers, consider making this writing assignment a graded assignment or an extra credit assignment. You can also tie the Create Real Impact contest writing category into this assignment for the benefit of your students and your school. For more information about Create Real Impact, visit [www.createrealimpact.com](http://www.createrealimpact.com)

1. Reflection Questions for after Classroom Video
   - What kinds of choices did the teens featured in the video make?
   - What were the consequences of those choices?
   - If you drive, what kinds of choices have you made in the past that could have caused a crash?
   - Do passenger’s choices affect the driver? If so, how?
   - What other consequences can distracted driving cause, besides those shown in the video?
   - Once the students have finished, have them share and discuss their answers.

2. Other Reflection Questions
   - Your friend has just bought a new car and wants to take you for a ride. He or she is driving through your neighborhood 20 miles over the speed limit. What would you say?
   - You are heading to a movie with friends. You are legally able to drive passengers so you are the driver. What are some things you could say or do if your friends are trying to distract you while you are driving?
   - Discuss the possible repercussions of a collision caused by distracted or inexperienced driving (i.e. death, guilt, debilitating injury, disfigurement). Discuss the permanence of these conditions and how it can affect your life or the lives of others.
   - How important is it that you always pay attention to what is around you? Why?
   - A defensive driver anticipates danger to avoid crashes. Give examples of defensive driving. How can passengers help with defensive driving?
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Middle School Curriculum

Length: 50 - 55 minutes

1) Topic Introduction (5-8 minutes)
   - Initial dialogue: You will ask the students 2 questions and solicit response from them..."What do you consider lethal?" ..."What do you think is the #1 killer of teens in America?" As teens give an answer, toss them a t-shirt.
   - Ask for 4 volunteers from the audience to come up and hold a poster while you discuss them or use poster slides on a PowerPoint. Point out that the top items shown on the poster are responses from other teens to the same questions. Point out that the bottom item is the real answer: reckless and distracted driving is responsible for 75% of teen car crash fatalities. **NOTE: emphasize that when a car crash happens, passengers are in as much danger as the driver.**
   - Hold up the “Skull” poster and explain: each dot represents a teen death in a single year, in comparison to (read the other causes of death across top of poster)...automobile accidents represent so many more that the white dots create a skull. **NOTE: emphasize that some dots were passengers.**

2) Group Discussion Activity- Seat belts (12 minutes)
   - Role Play: Activity 5; have the audience pretend to be in the front seat
   - Video: RU Lethal video related to seat belts (see page 14 for website address)
   - Lesson: provide specific actions that can be taken if a similar situation occurs

3) Watch Personal Story: Donovan or Hunter (5 minutes)
   - Prior to the video, explain that there are no actors or actresses in the video; they are all real people
   - Donovan: [http://impactteendrivers.org/resources/videos/personal/donovan](http://impactteendrivers.org/resources/videos/personal/donovan)

4) Discussion (10 minutes)
   - Talk about what the passengers could have done differently on the road trip that might have made the outcome turn out differently. Was the driver the only one responsible for what happened?

5) Group Discussion Activity- Speak Up (12 minutes)
   - Role Play: Activity 1; have the audience pretend they are the passenger
   - Video: RU Lethal video related to speaking up (see page 14 for website address)
   - Lesson: provide specific actions that can be taken if a similar situation occurs
6) Conclusion (5 minutes)
   o Wrap up the presentation. Emphasize the importance of using your voice! Speaking up can truly make the difference between everyone getting home safely and tragedy striking.

*Suggestion:* Break this into pieces if you cannot hold a complete presentation. For example, use steps 1 and 2 one day, step 3 another, and so on.

*Other tools to use:*
   o Probability Wheel (5 minutes): Use hard copy or use online version to create real life driving scenarios that show how distractions, including passengers, increase the risk of a collision; use with corresponding RU Lethal webisodes and/or Role Play Activities
     o For example, use the Role Play Activity 2 about music and use the probability wheel to see how operating a stereo or music device would increase the risk of a collision

   o Additional RU Lethal episodes and other Role Play activities are available for future presentations or discussions
     o See below for activities
     o Visit [http://impactteendrivers.org/resources/videos](http://impactteendrivers.org/resources/videos) for RU Lethal videos

   o Enlist local high school students to participate in this presentation! Middle schoolers often look up to older teens. The message can be made even more powerful with the voices of high schoolers participating in or leading the presentation.
Role Play Activity #1: Speak Up

*Read the following scenario:*
You are most likely to get in a car crash with a teenage driver due to their lack of experience in good decision making behind the wheel. So, what can you do to make a difference as a passenger?

*When and Where:* You’ve gone to your friend’s house to celebrate his brother’s 17th birthday. When the party is over, you realize their parents have already gone to bed and you forgot to ask them for a ride home. When you mention this to your friend, he asks one of his brother’s buddies to give you a ride and offers to ride along.

*What:* Immediately the driver starts speeding and acting careless. You and your friend are both laughing and acting like it’s fun but as it gets worse, you get scared. You try bracing yourself by holding onto the edge of the seat but now he starts weaving in and out of traffic; barely missing the other cars. Your friend is still laughing and you are concerned about them thinking you’re a ‘big baby’ if you say anything.

*Watch RU Lethal Webisode: Speak Up*

*Ask the audience: How Can A Passenger Help? (Gather multiple answers)*

*Follow up:* Your parents would rather you call them for a ride than you be in an unsafe situation. Talk to them about being able to call them any time of day or night if you need a safe ride. Also talk with your parents about the ground rules for who is allowed and not allowed to drive you! You can easily turn down a ride by saying “Sorry, I would get in a lot of trouble with my parents and I don’t want to be grounded.”

One thing to consider in setting these ground rules is if the teen is legal to drive passengers! In Hunter’s story, the driver was not legally allowed to drive passengers due to Graduated Drivers Licensing laws. Passenger restrictions are put in place to protect the driver from distractions and protect passengers from new drivers. You can find each state’s laws for teen drivers at [http://www.iihs.org/iihs/topics/laws/graduatedlicenseintro?topicName=teenagers](http://www.iihs.org/iihs/topics/laws/graduatedlicenseintro?topicName=teenagers)

If you are in a car and a similar situation occurs, then speak up! As soon as a driver of any age starts to drive too fast or is reckless, tell them to slow down or calm down. If the driver will not listen to you and continues, ask them to let you off at a public place that is safe and familiar. Call someone immediately to pick you up.
Role Play Activity #2: Music

**Read the following scenario:**
Distracted driving is the #1 killer of teens in America with 4,000 teens killed every year in the United States and over 400,000 seriously injured. And guess who is most likely to be driving...another teen. So, what can you do to make a difference as a passenger?

*When and Where:* Your older sister just got her driver's license and she picked you up after softball practice. You throw your bag into the trunk and hop into the passenger seat.

*What:* As you start travelling, she tells you all about new music she just bought with an iTunes gift card. She starts reaching in the backseat for her purse, pulls it onto the console between you, then fumbles in her purse until she finds the iPod. After pulling the iPod out, she tries to plug it so the music comes through the speakers while scrolling for the album on the screen.

*Watch RU Lethal Webisode: Music*

*Ask the audience: How Can A Passenger Help? (Gather multiple answers)*

*Follow up:* As soon as the driver starts to take their hands off the wheel when driving, ask if there is something you can reach for them. Find what they are looking for and then ask what they need to have done with it. Be the 'Master of the Music' in the car so the driver keeps both hands on the wheel.

This scenario says “new driver”- make sure to check that your state’s laws for new driver passenger restrictions! Don’t help someone break the law! Some states allow no passengers under a certain age, some allow only family members, and some allow no passengers at all. Even if it is legal for your sister or brother to drive you, remind your sibling and your parents that a driver in their first year of driving is at the highest risk of crashing. It’s your life your brother or sister is holding in their hands and if that scares you, tell your parents!

Call your parents before you get into a dangerous situation by riding with someone who is unsafe or not legally allowed to drive you. They will thank you for making a good choice! Talk with your parents about the ground rules for who is allowed and not allowed to drive you. You can find each state’s laws for teen drivers at [http://www.iihs.org/iihs/topics/laws/graduatedlicenseintro?topicName=teenagers](http://www.iihs.org/iihs/topics/laws/graduatedlicenseintro?topicName=teenagers).
Role Play Activity #3: Eating/Drinking

Read the following scenario:
Plan enough time in your road trip to be able to squeeze in all that you want to do without rushing. So, what can you do to make a difference as a passenger?

When and Where: You got home from school and got carried away playing video games so didn’t eat dinner as your Mom expected you to. When she gets home late, you have to grab your gear and rush to practice. You’re hungry. So your Mom goes through the drive-thru to buy a fast food dinner for you both.

What: Your mom unwraps her sandwich, lays out a napkin, and finds a handy location for her French fries – all while driving. You notice that she is looking down as she takes each bite to make sure she has not dropped anything on her clothes. When she grabs for her French fries, she looks over and reaches over; causing her to swerve a few times.

Watch RU Lethal Webisode: Eating and Drinking

Ask the audience: How Can A Passenger Help? (Gather multiple answers)

Follow up: Help get prepared for a road trip so that there is no need for the driver to drive fast to make up time. Ask the driver to go inside to eat rather than going through the drive-thru and eating while driving. Let them know that eating while driving is a choking hazard! It may sound funny but very serious crashes have occurred because the driver was choking on food. If the driver insists on eating and driving, you be the one to unwrap, position and hand food items to the driver so they can watch the road.

Sometimes it can be intimidating to speak up to your parents or other adults about their driving habits. However, if you feel like there is something you need to say, say it! Enlist the help of other passengers in the car by including them in the conversation and speak in a non-confrontational way. Remind your mom and dad that they are your driving role models. Studies show parents really are the #1 influencers of their children’s driving behavior! They should drive the way they want you to drive when you get your license.
Role Play Activity #4: Texting

Read the following scenario:
When a driver is using their cell phone to text message while driving, it is just as dangerous as if they were driving while drunk. So, what can you do to make a difference as a passenger?

When and Where: Your brother stayed after school to watch your team practice so he could give you some pointers, as you had asked him to do. But practice ran over time and now he is running late to meet up with some friends.

What: As soon as you get in the car, your brother starts text messaging his friends. They text back and forth, even after he’s started to drive. Since he doesn’t want to get a ticket, he holds his cell phone below the steering wheel. This causes him to look down every time he sends or reads a message; often swerving. There is a lot of traffic and you notice cars are stopping up ahead; but your brother is looking down.

Watch RU Lethal Webisode: Texting and Driving

Ask the audience: How Can A Passenger Help? (Gather multiple answers)

Follow up: As a passenger, you are that extra set of eyes the driver needs. Speak up calmly and ask them to put the phone down including that it is your safety at risk when they are doing that. Tell them you can be in charge of their phone: tell them who is texting and send message replies (only if they ask you to) and answer calls to let the caller know the driver will return their call when you get where you’re going. Do NOT grab the phone while the person is driving. That could cause the driver to swerve and crash. The best thing would be to have the driver put the cell phone in the trunk so it doesn’t become a temptation to begin with!

In this scenario, it is your brother who is texting while driving. Most states have texting and driving laws. Your parents need to know that your brother is breaking the law. Even if it is not illegal in your state, he is doing something dangerous that is putting your life a risk. See your state laws at http://www.ghsa.org/html/stateinfo/laws/cellphone_laws.html.

Do you know how long the average text takes to type and send? Three to five seconds! In three seconds, a car driving 65 MPH on the highway travels 100 yards, the length of a football field! Texting drivers may think their peripheral vision will help see dangers on the road, but it doesn’t. For those 100 yards, the driver is driving blind.
Role Play Activity #5: Seatbelts

Read the following scenario:
Almost two-thirds of the young people who die in car crashes are not wearing seat belts. Simply wearing a seatbelt may be enough to save your life or the lives of the other people in the vehicle if you get thrown around. So, what can you do to make a difference as a passenger?

When and Where: You've been invited to go bowling with your cousin and her friends. Being they are all in high school, you watch for cues on how to fit in.

What: On the way home, the driver stops to get gas while the passengers all jump out and buy snacks. When getting back in the car, all of you in the backseat start wrestling around to grab each other's stuff. The driver gets back in the car and starts driving. You know that you have not yet put on your seat belt, but you don't want to stop joining in on the fun long enough to put it on.

Watch RU Lethal Webisode: Seatbelts

Ask the audience: How Can A Passenger Help? (Gather multiple answers)

Follow up: About 50% of people who died last year would be alive if they had chosen to wear their seat belt! As soon as you get in the car, put on your seatbelt so that you cannot forget. Be the voice that reminds everyone to put on their seat belt- check that everyone has their seat belt on and remind those who don't. Be the one who halts any goofing off inside the car so that the driver will not be distracted.

It's not just the person not wearing a seatbelt that can face serious injury or death because of that decision. Did you know that in a crash an unbuckled person becomes a projectile? Yes, that person becomes a fast moving flying object that can actually injure or kill the other people in the vehicle! Unfortunately, it is common in crashes for an unbuckled passenger to cause injuries or fatalities to those who had chosen to buckle up and make sure you speak up so that doesn't happen to you!

Before you get into any car, even with a cousin, make sure you are allowed to ride with this person. Talk with your parents about who is allowed and not allowed to drive you! That makes turning down a ride from an unsafe driver or a young driver who cannot legally drive passengers easy. Just say “Sorry, I'll get grounded if I ride with you.”
Role Play Activity #6: Distractions

Read the following scenario:
Distractions are anything that can take a driver's attention off the task of driving. These can include playing with the radio, holding a drink cup, looking in the mirror to put on makeup or fix hair, and, of course, text messaging. They can also include actions of the passengers inside the car. Of the over 4,000 teens who lose their lives in car crashes each year, 75% of those deaths are caused by reckless and distracted driving.

When and Where: Your family is having a movie night for which both you and your brother have invited friends. The group decides to take an intermission and it's decided some fast food snacks are needed.

What: You and your brother each grab a friend to go with you. On the way back, everyone is fighting over finding a new radio station and in so doing, a drink is knocked over. Your brother drops the hamburger he's eating then reaches for the cup that spilled. When the chaos is over, he looks in the mirror to be sure he doesn't have any food on his face.

Watch RU Lethal Webisode: Distractions

Ask the audience: How Can A Passenger Help? (Gather multiple answers)

Follow up: Do not take part in actions that could distract the driver; it’s your life he has control of in the car. Make sure the music adds to the car ride without being too loud or distracting. If something spills, the front seat passenger needs to immediately take care of it so the driver does not feel like they need to.

It's not just texting that can take a driver's eyes away from the road. A car travelling 65 MPH on the highway travels 100 yards... in just 3 seconds! On the Wheel of Death, it shows that just by reaching for an object a driver increases his risk of crashing by 900%. In other words, nine times more likely to crash. In this scenario, that is not counting the added dangers and distractions of driving at night, driving two passengers, using the radio, or looking into the mirror!

In this scenario, it is a family night activity and your brother is the driver. This means your parents probably allowed you to ride with him to go pick up food but they probably do not know about his distracted driving habits! Tell your parents. Your brother may get upset, but your parents will be glad you told them about his dangerous driving and your concern for your own safety and his.
Required materials: desired medium for bar graph and KWL chart (whiteboard, easel paper, butcher paper, etc.), marker for writing, 4 chairs  
Optional materials: Donovan video, index cards; Captain Power coloring sheets

**Purpose:** to provide information about traffic/vehicle safety *in the context of the children’s lives,* emphasize the importance of being a non-distracting passenger

Depending on the demographics of the school, more children might walk or take public transportation to school rather than riding as passengers in cars. To be inclusive, be sure to address safety within families’ varied transportation methods.

**Length:** 30 minutes without optional coloring activity or video with discussion, up to 45 minutes with optional video with discussion (older students only, if appropriate) or coloring activity (appropriate for younger and older students); preparation not included

**Pre-Class Preparation:** 5 minutes (not included in program length)  
Choose the length of time (30 or 45 minutes), look over the activities listed below, and decide which activities will be appropriate for the participating students. Prepare the transportation bar graph to fill in with students’ input. Prepare the KWL (Know, Want to learn, Learn) chart to fill with students’ input. Both charts should be large enough to be seen by all participants and prepared on a whiteboard, pieces of butcher paper, pieces of easel paper, etc.

Sample bar graph (see example responses in Preschool section below):

<table>
<thead>
<tr>
<th>Bike</th>
<th>Bus</th>
<th>Car</th>
<th>Walk</th>
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</thead>
<tbody>
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</tbody>
</table>
Sample KWL chart (see example responses in Preschool Curriculum below):

<table>
<thead>
<tr>
<th>KNOW</th>
<th>WANT to learn</th>
<th>LEARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Shorter option: If cars are known to be the primary mode of transportation, prepare only the KWL chart.

**Topic Introduction:** 5 minutes
First, introduce yourself!

Next, tell the class, "I am wondering how everyone got to school today. Raise your hand if you got to school in a car today." Repeat the hand raising prompts until all children have raised their hand, using "on a bus," "by bike," "by walking," etc. Graph the results on the bar graph to illustrate how everyone got to school.

Then, introduce that you all will be talking about ways that each student can be safer on the road, no matter how they get around. If the KWL is not a familiar activity in the class, briefly explain the chart by reading the column titles and speaking briefly on what might go into each column.

Ask the students what they know about being safe in a car/on the bus or train/on a bike/while walking. After gathering the “Know” statements and adding them to the KWL chart (checking for accuracy before writing them), ask the students what they want to learn about being safe. After gathering the “Want” statements/questions, explain that the class will look at the chart again and see which questions were answered.

Shorter option: If cars are known to be the primary mode of transportation, work with the prepared KWL chart only.
Activity “What’s Wrong With This Road Trip?”: 15 minutes with re-visit of KWL chart

- Arrange 4 chairs in front of the audience. All chairs face the same way, side by side with 2 in front and 2 in back, to make a pretend car.
- 4 adult or older student volunteers will sit in the chairs like they are going on a “road trip.” Explain in advance that they will act out a collection of bad habits such as: no seatbelts, standing up in the back, bothering the driver, driver on cell, and clustering together with the driver for a picture.
- Narrator to audience: “We are going to go on a ‘road trip’ now. Let’s see how our friends do as passengers.” Volunteer passengers and driver act out unsafe behaviors.
- Shout “FREEZE” and all car volunteers remain where they are at the time.
- Narrator to audience: “Oh my, what was wrong with that road trip?” Get answers from the student audience about what they saw that was unsafe.
- Narrator to audience: “Okay, let’s try this again.” Volunteer passengers and driver put on their pretend seatbelts, stays seated, no cell phones, driver keeps both hands on the wheel, music is low, but they still are talking and looking like they’re having fun.
- Narrator to audience: “Yes, that was much better. Let’s check our KWL chart, see if we can answer some of our questions from before and write in some things you learned.”
- Based on the children’s observations, answer any questions in the Want column by placing the answer in the Learn column. Also, to the Learn column, add additional observations that don’t have a corresponding Want question, as they come up.

Optional Coloring Activity (younger or older students): Captain Power Pages for 10-15 minutes
Depending on the class, this might be appropriate for small groups to work together on, with adults checking in with children, soliciting answers about and drawing attention to what is unsafe or safe in the pictures. This could also be individual work time or a large group activity.

Optional Video and Discussion (older students): Video 5 Minutes, Discussion 10 minutes
Watch the video of Donovan’s story. Discuss the roles of passengers in making safe choices, and contrast with the actions of the passengers in the video. If responses are few, have the children anonymously (no name) write one sentence on an index card, piece of paper, etc. about how they feel or what they think about what they saw. The facilitator can collect them and read them to the class.

Conclusion with Passenger Power Salute: 5 minutes
Say “You all knew a lot about being safe passengers. Let’s look at our KWL chart one more time.” Briefly review how to be safe as a passenger in cars/buses/etc. while referring to the KWL chart.
Teach the Passenger Power Salute for all the “passengers” in the audience who knew a lot about being safe (reference to the Know column) and learned a lot about being safe (reference to the Want and Learn columns). See Passenger Power Salute on page 24s.

**Preschool Curriculum**

**Required materials:** desired medium for bar graph and KWL chart (whiteboard, easel paper, butcher paper, etc.), marker for writing  
**Optional materials:** Passenger Power coloring sheets to leave with the teachers for a later activity

**Purpose:** provide information about traffic/vehicle safety in the context of the children’s lives, emphasize the importance of being a non-distracting passenger

**Length:** 10-15 minutes of in-class time, including Passenger Power Salute movement time

Keep in mind that young children cannot be expected to maintain focused attention while seated and quiet for more than about twice their age in minutes. For example, a 6 minutes circle time (sometimes known as “class meeting” or “large group activity time”) is appropriate for 3 year olds, while a 10 minute circle time is appropriate for 5 year olds.

**Pre-Class Preparation:** 5 minutes (not included in program length)

Two charts, large enough to be seen by all participants, should be prepared. A blank bar graph to find the children’s mode of getting to school and a Know chart regarding traffic/vehicle safety should be ready before beginning. Unlike an elementary lesson, the length of a preschool circle time does not invite coming back multiple times to the chart. Charts could be prepared on a whiteboard, pieces of butcher paper, an easel-sized pad of paper, etc.  
*Shorter option: If cars are known to be the primary mode of transportation or time does not permit, prepare the Know chart only.*

Sample bar graph (with example responses):

<table>
<thead>
<tr>
<th>Bike</th>
<th>Bus</th>
<th>Car</th>
<th>Walk</th>
</tr>
</thead>
<tbody>
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<td>x</td>
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</tr>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample KWL chart (with example responses):

<table>
<thead>
<tr>
<th>Know</th>
<th>Look</th>
<th>Wear</th>
<th>Listen</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

*If possible, check in with the teachers regarding appropriate caretaker references, such as “parents and guardians,” “mommies, daddies, and grandmas,” etc. to be respectful of all family types of the class. “Grown ups that take care of you” is one way to be inclusive of all family types.

**Topic Introduction:** 5-7 minutes
First, introduce yourself!

Next, tell the class, "I am wondering how everyone got to school today. Raise your hand if you got to school in a car today." Repeat the hand raising prompts until all children have raised their hand, using "on a bus," "by bike," "by walking," etc. Graph the results on the bar graph to illustrate how everyone got to school.

Then, say “I think that you all know how to be safe while [insert the class’ transportation modes here]. I would like to hear what you all know about being safe!” Prompt them to raise quiet hands, or otherwise follow the class’ usual method of circle time sharing. A teacher, teacher’s aide, or the facilitator may wish to get the children started by sharing one way to be safe.

*Shorter option: If cars are known to be the primary mode of transportation, work with the prepared Know chart only.*

**Discussion and Passenger Power Salute:** 5-7 minutes
The facilitator says, “I see that you all know a lot about being safe!”

Then, the facilitator should add to the discussion one or two critical points that have not come up. One such point might include being quiet passengers by using their inside voices while inside the car. Another key point is talking about how it is the job of grown ups who take care of them to keep them safe, and grown ups do this by keeping their eyes on the road, helping them sit down while on the bus, etc. Write short versions of these down on the Know chart, for the classroom to keep and display.

Teach the Passenger Power Salute. Encourage the children to stand up to do the Passenger Power Salute. See Salute below.

Passenger Power Salute

![Passenger Power Salute](image)

Step 1 Buckle: Reach from shoulder to opposite hip like you are buckling the seatbelt.

Step 2 Seatbelt: Reach up to opposite shoulder like you are grabbing the seatbelt.

Step 3 Salute: Throw both fists high in the air and shout “Passenger Power”.

Answers to “Circle what is wrong in this picture”
Driver on cell phone, driver only using one hand, backseat passenger throwing paper airplane, backseat passengers standing up, backseat passengers not wearing seatbelts, backseat passenger playing loud guitar

**Passenger Power!**

As a **Passenger** you have the **Power** to keep people safe by letting the driver of the car pay attention to their driving. And if you ever feel unsafe, speak up and talk to the driver about it. Remind them that your life is in their hands -- so they need to be careful. Use your **Passenger Power** to get to where you are going safely!
Circle what is wrong in this picture:
Word Search

Circle the words that tell how to stay safe in a car.

Wear seatbelt
Sit down
Inside voice
Behave
Low music
Play quietly

Passenger Power

L S P A E B W L S T O P
O I A L I B I N L P A L
W T T B Q E Q O U P L A
M D A W U H I I L T L Y
U O T V D A E I S Q I Q
S W E B S V N I I O D U
I N S I D E V O I C E I
C L E N U V Y B Q V S E
W E A R S E A T B E L T
T A D O E W E L Y O Y L
I A E L M N U W D T D Y
D B T T T U L L M E M S
Captain Power!

Captain Power Reminds You How Powerful You Are!

You have the power as a passenger to make a difference. If you are a good passenger, the driver can be a good driver so that everyone can get to where they are going safely.

Ride safe,
Captain Power
Acknowledgments

Impact Teen Drivers’ Impact Your School handbook was made possible with support from the California Highway Patrol and the California Office of Traffic Safety.

Remember: YOU can make a difference!

www.impactteendrivers.org / www.whatdoyouconsiderlethal.com