



## What Do You Consider Lethal?-10 Step Facilitator Guide

This facilitator guide is designed for community members (from law enforcement and health professionals to parents), whose role in delivering Impact Teen Drivers' *What Do You Consider Lethal?* Program is indispensable. Each *What Do You Consider Lethal?* Presentation is intended to be dynamic and personalized. This guide is not a script, but is meant to be a general outline from which to work. However, in order to maintain its evidence-based effectiveness, **the order and basic content of the presentation is standardized.**

**Presentation:** *What Do You Consider Lethal?*

**Length:** 60 minutes

### 1<sup>st</sup> Step: INTRODUCTION (4 minutes)

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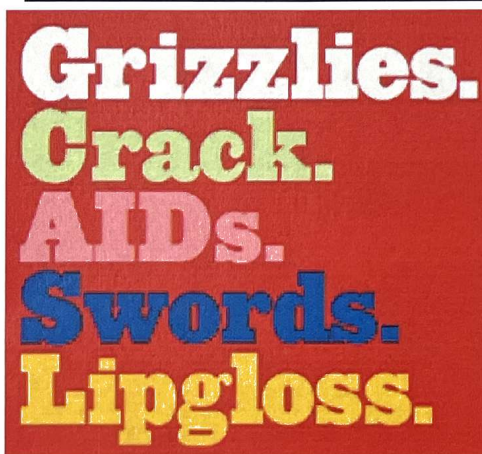
**Objective:** This first step is meant to raise interest by asking the question, "What do you consider lethal?" and to frame danger as often involving choices made by human beings. Asking a question is a surefire way to engage the audience, but once they've offered their initial responses, it is crucial for them to acknowledge (via their own explanations) *how* something becomes dangerous, how it involves choice:

**Format:** Engage the audience by asking them questions:

- ✓ What do you consider lethal or deadly? What is dangerous to your age group?
  - ✓ They may answer, "drugs," "guns," "drinking and driving," "suicide," etc., but press them on what specifically makes those things lethal (except suicide—just acknowledge and move on). 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 not follow the directions and 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 or some other type of prize once they have reached one that highlights CHOICE.

### 2<sup>nd</sup> Step: POSTERS (5 minutes)

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**Objective:** The posters are an engagement tool to help teens really understand what is most lethal to their age group, and how the most deadly trend consists of behaviors that are not bad or dangerous until someone makes the choice to do them behind the wheel of a car.

**Format:** Introduce posters and engage audience. \*This is the time to have fun with the subject before transitioning into the sobering personal stories.

- ✓ 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. Grizzlies, crack, AIDS, swords...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 may be lethal."

- ✓ Why? Because you have your hands off the wheel, eyes off the road, and you are not concentrating on driving. You are lethal because you are CHOOSING to put on lipgloss behind the wheel of a car.
- ✓ Applying makeup or shaving while driving increases your chance of crashing by about three times. (NHTSA and VTTI)

**Piranhas.**  
**Poison.**  
**Ebola.**  
**Chainsaws.**  
**Lattes.**

←Hint: How could lattes be lethal?

Drinking a latte takes your hand off the wheel which is a manual distraction.

**Cobras.**  
**Tsunamis.**  
**Cancer.**  
**Assassins.**  
**Texting.**

←Hint: How could texting be lethal?

**Texting behind the wheel of a car can be lethal.**

Crash risk is four times higher when a driver uses a cell phone, whether or not it is hands-free.

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### **3<sup>rd</sup> Step: *What's Lethal?* CLASSROOM VIDEO (10 minutes)**

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**Objective:** This dynamic 10-minute video gives an overview of the issue of reckless and distracted driving that includes relevant statistics, on-the-street interviews, and the true story of a teen who lost his life in a crash. The purpose of this step is to give participants a basic comprehension of the issue and start getting them emotionally invested. Download the Classroom Video from the ITD Website.

**Format:** Introduce the classroom video explaining that everyone in the video is real—no actors.

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### **4<sup>th</sup> Step: DISCUSS *What's Lethal?* CLASSROOM VIDEO (5-7 minutes)**

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**Objective:** This portion compels participants to identify with the tragedy and understand that the way to avoid it in their own lives is to consciously make good driving decisions; it sustains the emotional intensity while relaying simple traffic safety messaging.

**Format:** Give background on Donovan and others (See *The Story Behind the Story* on page 6), and share the details of the crash.

Convey core messages:

- ✓ Friends, music, and commotion as distractions
- ✓ Speeding (driving too fast for the conditions)

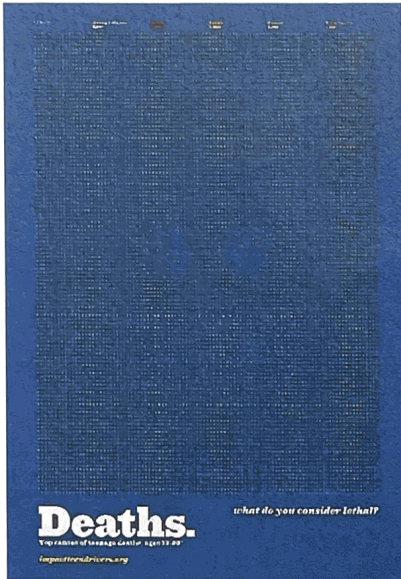


- ✓ **Choose** to buckle up
- ✓ **Choose** to speak up when in unsafe situations
- ✓ We are not always given a second chance to make a good decision; make a good choice the first time every time.

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### 5<sup>th</sup> Step: SKULL POSTER (5 minutes)

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**Objective:** The skull poster is an engagement tool to present the statistics in a compelling way. It is visual aid that clearly demonstrates that car crashes are the leading killer of teens in America.

**Format:** Discuss poster with participants:

- ✓ What image do you see in the poster?

Explain that each dot represents a teen that lost their 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 in a one year time period). As the poster shows, the majority of dots are white—representing driving collisions.

#### *Shocking Stats*

- ✓ The #1 killer of young people in America IS car crashes—most are caused by reckless and distracted driving.
- ✓ Almost 4000 young people (14-20) lose their lives every year in car crashes.
  - 50% are passengers (therefore it is critical to teach young people to speak up as passengers)
  - 75% of fatal teen crashes do not involve alcohol or drugs.
- ✓ Almost 400,000 teens are seriously injured every year in auto collisions.

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### 6<sup>th</sup> Step: WHEEL OF DISTRACTION (4 minutes)

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**Objective:** The Wheel of Distraction is another tool for engaging the statistics associated with reckless and distracted driving in a dynamic and interactive way. Its purpose is to reframe seemingly harmless everyday activities as lethal when done behind the wheel. The Wheel has distractions and circumstances that one can choose to control inside the car, so it compels teens to fathom their own power as a driver and passenger. Think about how you can incorporate GDL lead in.

**Format:** Explain how to use Wheel of Distraction (increased risk of getting in a crash – above your everyday risk 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 risk of a crash.

- ✓ For example, two passengers driving during day, reaching for your phone = 1085% or 11 times greater risk of being in a crash due to the decisions made in your car...then add in sending one quick text—the risk jumps to 1885% (or 19 times)
- ✓ Let the students operate the physical relative risk wheels if they have them. Have them figure out how to decrease their chances of getting in a crash, getting down to zero percent.

***Wheel continued: 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 done or have seen others do in a vehicle- line up the arrows with the outside ring and then have the person hold that with their thumb as well.
- ✓ 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 risk of being in a car crash with the choices they made.

***Wheel continued: Online or downloaded file***

- ✓ Turn the outermost wheel to either daytime or nighttime and number of passengers. Notice the increased risk of being in a car crash that appears in the center of the wheel.
- ✓ Turn the blue wheel to a common distraction that the group chooses. Notice the increased risk of being in a car crash.
- ✓ Mark a final selection of another common distraction on the pink/green wheel. Notice the final increased risk of being in a car crash.

## **7<sup>th</sup> Step: Graduated Driver Licensing (GDL) (7 minutes)**

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**Objective:** This step promotes a deeper understanding of GDL laws and why they are so important. At this point in the presentation, participants will feel an emotional and personal connection to the issue, so this step ensures that the emotional investment transfers to GDL.

**Format:** Facilitate driving & Graduated Driver 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 permit?
- ✓ How many of you have your license?
  - ✓ What are the restrictions (nighttime/passengers)?
- ✓ The reason for passenger and nighttime restrictions is not to fight against fun, but to gradually introduce you to potentially more dangerous experiences as you gain experience.
- ✓ Consider sharing an example of how many hours teens spend on other activities. For instance, it's estimated that the average teen who plays soccer will have practiced *over 1500 hours* by the time they are a sophomore in high school.

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### 8<sup>th</sup> Step: PERSONAL VIDEO (7 minutes)

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*If an affected family member is present they can share their personal tragedy instead of showing a second personal video. However, always make sure that the presentation stays on track and doesn't include graphic images as teens tend to disassociate.*

**Objective:** This step offers another opportunity for participants to relate to the issue and comprehend their own susceptibility to distractions.

**Format:** Watch one of the true story videos downloaded from the website. We have a variety of videos to choose from, so you may cater to the demographics of your community.

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

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### 9<sup>th</sup> Step: NEXT STEPS (5 minutes)

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**Objective:** There is nothing worse than focusing on a problem without highlighting a solution, so this step ensures that attendees understand there are avenues they can immediately pursue to continue spreading this message, and they are left feeling empowered to make change.

**Format:** Reiterate that car crashes are 100% preventable and there are actionable steps to take to start making a difference.

Explain the following tools and the different avenues they can pursue to:

- ✓ Individually and consciously commit to safe driving: **iCommit Cards or Pledge**
- ✓ Creatively spread the message of safe driving: **The Create Real Impact Contest**
- ✓ Learn more and get involved:
  - **WhatDoYouConsiderLethal.com**
  - **Facebook:** [www.facebook.com/impactteendrivers](http://www.facebook.com/impactteendrivers)
  - **Twitter:** @whatslethal and @impactdrivers

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### 10<sup>th</sup> Step: CONCLUSION (5 minutes)

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**Objective:** The conclusion leaves them feeling inspired and empowered to advocate for change in their own communities.

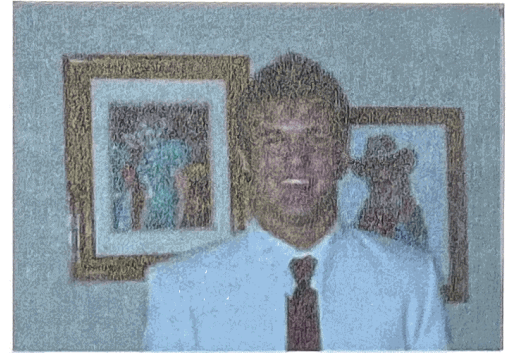
**Format:** Briefly recap the key messages from the presentation.

- ✓ The consequences of reckless driving are 100% preventable; 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 thousandth being a 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 #1 killer of teens!
- ✓ Make sure you end with a strong empowerment message!



# Story Behind The Story: Donovan

Follow-up Lessons to What's Lethal Video  
"When Friends Become Lethal"



## Who were they when the night began?

Key lesson: *These were good teens with bright futures.*

- Donovan was known for loving life and just liking to have fun. When not on the football field, he spent his time playing guitar, snowboarding, surfing, and hang gliding. He was an athletic scholar with a near perfect GPA and was his high school's star running back. He had received 25 letters of interest from colleges across the nation, so there were going to be scouts watching his senior season. This was an exciting time, just two weeks before the senior year was to begin and one day before scouts could personally contact him. He was on the threshold of his dream to play college football.
- Danica and Donovan were both leaders at the school as well as on their sports teams. She had known Donovan since 6<sup>th</sup> grade, grew up around his house, and loved his family dearly. In their junior year they had started dating. She was headed to college to be a fashion designer.

## What happened that night?

Key lesson: *Everyone in the car is responsible for keeping the road trip safe. Elements that may seem to add fun, like music and teasing, can be lethal distractions.*

- There were no drugs or alcohol involved; just friends letting the "fun" in the car get out of control.
- On the way home from the movies on a two-lane country road, the faster Danica drove the more her passengers made her feel like she was adding to the fun. So she would drive faster, they would tease her, and she would drive even faster.
- The last teasing remark from the passengers to the driver was, "Can't you keep the car going straight?" In response, she chose to jerk the wheel, fully losing control of the car as it started to spin.
- They were going so fast that when the car hit the first tree it bounced off. When this happened, the back door flew open and the 3 boys in the back seat were ejected. They had not put on their seat belts because they CHOSE instead to wrestle around over an energy drink and a bag of potato chips.
- Danica was trapped in the car after it hit a second tree and it took the Jaws of Life to get her out. There was no one around to help them so, as they waited, she sat trapped in the car with its headlights illuminating her three friends lying motionless on the ground in front of her.

## Driver

Key lesson: *The driver is the captain of the car and cannot cave-in to peer pressure.*

- Before this night, Danica had always been called the 'granny' driver because she never went over the speed limit or broke a traffic law, and she always wore her seat belt.
- On this night, she chose to cave-in to peer pressure by driving recklessly. Instead of admitting to her friends that she couldn't keep the car going straight, and slowing down, she jerked the wheel, which caused the car to spin out of control.
- This car crash was her first traffic offense. The one time she caved-in to passenger peer pressure to drive differently than she normally did or felt comfortable doing, it cost her friend his life.
- Her first thought: "Back up, let me do it over. I don't normally drive like this." But it was too late. Life does not have a RESET button.

## Passengers

Key lesson: *Speak up if you feel unsafe. Your voice may be the one that saves lives.*

- With music blasting, they were singing along with the radio...joking...laughing...and the three boys in the backseat were wrestling around over a drink and chips.
- When the driver started going fast they were scared, but nobody wanted to speak up and bring down the 'fun.' They all kept adding to the chaos even though they were afraid.
- After the crash, Alex had to check for the pulse of the boys who were not moving.
- Dustin was the one to check Donovan's pulse and realize his 'best friend who meant the world to him' was dead, lying in a pool of blood.
- Gavin woke up out of a coma two weeks later not certain he'd walk again due to his injuries.
- And then there was Donovan. Two weeks before his senior year... lying dead on the road.

## Legal Consequences

Key lesson: *Reckless and distracted driving is a crime and can come with serious penalties, but often the emotional consequences overshadow legal consequences.*

- Three months after the crash, charges were brought against Danica by the District Attorney's Office. She was charged as a juvenile with four counts felony vehicular manslaughter and three counts of reckless driving resulting in bodily injury.
- Danica spent five months going to court hearings during her senior year. Along the way, she found out each count carried a minimum of one year of imprisonment; she was facing 4+ years. Since she had turned 18 by this time, her time would have been spent in an adult facility.
- Donovan's family fought for Danica and pled for her freedom, and the judge heard their plea. Instead, she had mandatory community service and traffic school, after which the DMV suspended her license for a year.
- Danica's message to everyone is that she did not need a judge to give her a sentence or tell her she'd done something wrong. She gave herself a 'life sentence' when she jerked the wheel of the car; every day she continues to deal with the fact that her decision took the life of her friend.

## Community

- Football teammates had to rearrange positions to cover for Donovan and start the season just one week after their friend's funeral. They struggled all season.
- The circle of friends Donovan and Danica shared were initially supportive to her, but as the senior year progressed and Donovan's absence was felt, those friends turned on Danica. She ended her senior year feeling alone and abandoned, even by the other car passengers.
- Donovan's friends, some since kindergarten, lost their 'Leader of the Pack.' Their senior year was a disappointment as they experienced events they'd expected to share with their close friend. Little by little the circle of friends broke apart into a splintered group.