



## 10 Step Facilitator Guide

### *What Do You Consider Lethal?*

Length: 60 minutes

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#### **1st Step: INTRODUCTION** (5 minutes)

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**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.

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#### **2nd Step: POSTERS** (5 minutes)

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**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.

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#### **3rd Step: CLASSROOM VIDEO** (10 minutes)

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

## 4<sup>th</sup> Step: DISCUSS CLASSROOM VIDEO (5-7 minutes)

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**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.

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

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**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
  - 2/3 are passengers
  - 75% of fatal teen crashes do not involve alcohol and drugs
- ✓ Almost 400,000 teens are seriously injured every year in auto collisions

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

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**Format:** Explain how to use Wheel of Death (increased probability of getting in a crash – above your every day 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.

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

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**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

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

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**Format:** Watch one of the true story videos on the DVD or downloaded from the website [www.impactteendrivers.org/resource](http://www.impactteendrivers.org/resource)

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

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

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**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](http://www.facebook.com/impactteendrivers)
    - ✓ Twitter: @whatslethal and @impactdrivers

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

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**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.