

WHO CAN MAKE A DIFFERENCE?

FACILITATOR GUIDE

6TH through 8TH grade

Presentations, Activities, and Materials



Contents	
Health Education Standards	4
Presentation Outlines.....	8
Safety Days Lesson Plan	9
Classroom Presentation	12
Activities	29
One-Minute-to-Win-It Relay.....	30
<i>Passenger Point</i> Public Service Announcement (PSA)	32
Safe Car Ride, Unsafe Car Ride Role Play.....	34
<i>Clues-to-Use</i> Crossword Relay	36
<i>We Can</i> Poster	37
<i>Passenger Power</i> Elementary Presentation	38
Printable Materials	39

Dear Teachers and Community Champions,

Impact Teen Drivers (ITD) provides educators with evidence-based resources that address a critical issue affecting our youth—reckless and distracted driving, which is the leading cause of teen fatalities in America. ITD seeks to change the culture of driving to one that is distraction-free, and that change can start before students begin driving. The ‘Who Can Make a Difference?’ middle school curriculum provides students with engaging, educating, and empowering messages and activities about being a safe passenger in a car.

Our middle school curriculum guide is specifically tailored for teachers and program facilitators. You can easily include the interactive activities, materials, and engaging tools into your lesson plans. These activities emphasize the importance of making safe choices as a passenger by encouraging students to speak up when they feel unsafe, reminding them to always wear their seat belt, and demonstrating the importance of removing distractions from the car to allow the driver to focus on the road. We provide lesson plans to conduct a single presentation or a five-day option to spread smaller segments over multiple days.

All our programs are available in both English and Spanish to ensure inclusivity and accessibility for students. ITD is proud to work alongside you to save lives and reduce injuries caused by reckless and distracted driving.

For additional information about ITD, please visit impactteendrivers.org, email us at info@impactteendrivers.org, or call (916) 733-7432. Thank you for your unwavering commitment to making a difference in your schools and communities.

Sincerely,

Impact Teen Drivers

Health Education Standards

Who Can Make a Difference? curriculum is crafted based on extensive research and aligns seamlessly with health education standards at both the national and state of California levels. It incorporates engaging activities to teach young students about injury prevention and fundamental safety principles. This approach educates them about being cautious passengers and lays the groundwork for developing lifelong good driving habits.

National Health Education Standards: These standards are a framework created by the Society of Health and Physical Educators – Grades 6-8 ([2024](#)).

- Standard 1: Use functional health information to support health and well-being of self and others.
 - 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being.
 - 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness.
 - 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries.
 - 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions.
 - 1.8.5 Analyze connections between health literacy and health outcomes.
 - 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being.
 - 1.8.7 Explain how health care promotes personal health
- Standard 2: Analyze influences that affect health and well-being of self and others.
 - 2.8.1 Analyze the interrelationships between various influences on health and well-being.
 - 2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity.
 - 2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways.
 - 2.8.4 Apply strategies and resources to manage influences that impact health and well-being
- Standard 3: Access valid and reliable resources to support health and well-being of self and others.
 - 3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals.
 - 3.8.2 Identify supports and barriers to accessing valid and reliable health information, products, services, and other resources.

- 3.8.3 Access valid and reliable sources of health information, products, services, and other resources.
- 3.8.4 Analyze the validity, reliability, and accessibility of health information, products, services, and other resources.
- 3.8.5 Use strategies to manage misinformation and disinformation.
- Standard 4: Use interpersonal communication skills to support health and well-being of self and others.
 - 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others.
 - 4.8.2 Apply active listening skills and strategies in a variety of interpersonal contexts.
 - 4.8.3 Use various communication strategies to seek and offer support and assistance.
 - 4.8.4 Demonstrate ways to communicate boundaries and consent for a variety of situations.
 - 4.8.5 Use refusal skills and strategies in a variety of situations.
 - 4.8.6 Use skills and strategies to prevent, manage, or resolve conflict.
 - 4.8.7 Use collaboration skills in a variety of situations.
 - 4.8.8 Use negotiation skills in a variety of situations.
 - 4.8.9 Demonstrate strategies to communicate with others with different perspectives and values.
 - 4.8.10 Demonstrate ways to communicate empathy and compassion.

California Health Education and Content Standards: These standards are adopted by the California State Board of Education.

State Standards: Grade 6

Injury Prevention and Safety

- Standard 1: Essential Concepts
 - 1.6.S Examine safety procedures when using public transportation and traveling in vehicles.
- Standard 2: Analyzing Influences
 - 2.1.S Analyze the role of self and others in causing or preventing injuries.
 - 2.3.S Analyze personal behaviors that may lead to injuries or cause harm.
- Standard 3: Accessing Valid Information

- 3.1.S Identify rules and laws intended to prevent injuries. 3.2.S Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.
- Standard 4: Interpersonal Communication
 - 4.1.S Practice effective communication skills to prevent and avoid risky situations
- Standard 5: Decision Making
 - 5.1.S Use a decision-making process to determine a safe course of action in risky situations.
- Standard 6: Goal Setting
 - 6.1.S Develop a personal plan to remain safe and injury-free.
- Standard 8: Health Promotion
 - 8.1.S Support injury prevention at school, at home, and in the community.
 - 8.3.S Encourage others to practice safe behaviors, including the proper use of safety belts when riding in cars, wearing helmets when riding bicycles, and wearing mouth guards when participating in athletic activities.

State Standards: Grades 7 and 8

Injury Prevention and Safety

- Standard 1: Essential Concepts
 - 1.9.S Describe the behavioral and environmental factors associated with major causes of death in the United States
- Standard 2: Analyzing Influences
 - 2.2.S Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors.
- Standard 3: Accessing Valid Information
 - 3.1.S Analyze sources of information regarding injury and violence prevention
- Standard 4: Interpersonal Communication
 - 4.1.S Report to a trusted adult situations that could lead to injury or harm.
 - 4.4.S Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.
 - 4.6.S Differentiate between passive, aggressive, and assertive communication.
- Standard 8: Health Promotion
 - 8.1.S Support changes to promote safety in the home, at school, and in the community
 - 8.3.S Demonstrate the ability to influence others' safety behaviors (e.g., wearing bicycle helmets and seat belts).

Presentation Outlines

Objectives:

1. Students will understand the importance of safe behavior as passengers in a car.
2. Students will learn to differentiate between safe and unsafe car ride practices.
3. Students will demonstrate the ability to make informed decisions regarding their safety in a car.

Get creative with your presentation. Mix and match the material provided throughout this guide to fit the student needs, your time, and your own style. The structure provided is flexible.

Safety Days Lesson Plan

Middle School

You can spread the message out over multiple days or by hosting a Safety Week on *Who Can Make a Difference?* The lessons can be conducted by the teacher, guest speakers, or a combination. Detailed instructions for each Teach Back Activity can be found in the related section of this guide. Also, engage the parents by sending home the Talking Points included in the Printable Materials section of this guide to encourage conversation.

Day	Lessons	Teach Back Activity
Safety Day 1 20 -30 minutes	Slides 1-6 - Safe Riding - Video #1: Speak Up. Save a Life. Visual Distractions.	Relay: 1-Minute-to-Win-It A timed competition to list examples of primary types of distractions.
Safety Day 2 20-25 minutes	Slides 7-10 - Video #2: Speak up. Save a Life. Cognitive Distractions. - Choices & Risks Using Wheel	Passenger Point Public Service Announcement (PSA) Write a 1-minute PSA on how to speak up to a driver.
Safety Day 3 20-25 minutes	Slides 11 & 13 - Video #3: Personal Story – Ryan - Cell Phone Distractions	Safe Road Trip, Unsafe Road Trip Role-play as teams an example of an Unsafe Road Trip versus a Safe Road Trip.
Safety Day 4 20-25 minutes	Slides 12-13 - Video #4: Personal Story – Hunter - Passenger Distractions - Graduated Drivers License Passenger Restrictions	Relay: Use the Clues Crossword Puzzle Relay A timed competition to complete a crossword puzzle then circle in the answer 'clues' of an unsafe road trip.
Safety Day 5 20-25 minutes	Slide 14-15 - How Can You Make a Difference? - Make a Difference Pledge	- We Can Poster Create a poster on who can make a difference. -OR- - Conduct <i>Passenger Power</i> elementary class lesson.

Parent Talking Points

(available in the Printable Resources section)

Day	Talking Points
Safety Day 1	• Everyone in a care needs to wear their seat belt 100% of the time. • Buckle up your seat belt before the car starts moving, keep the seat belt snug and low across your hips and chest. • Never unbuckle your seat belt while the car is moving, stay seated, and face forward during the ride. • The driver is focused when the passengers are calm, and the inside noise level remains low. • Look both ways when crossing the street. When in a car, help drivers watch out for pedestrians. • It's important to obey road signs while walking or biking. • Basic traffic rules include stop, look both ways, and use crosswalks! • When making a turn, a driver uses a car blinker, and you need to use hand signals when on a bike.
Safety Day 2	• It is a choice to both drive and ride safely. • Multi-tasking can lead to more mistakes and make completing a task take longer. • Simple everyday behaviors become dangerous when a driver chooses to do them behind the wheel of a vehicle...anything that takes their eyes, ears, hands, or mind off driving is dangerous! • Speak up if you see someone driving or riding unsafely. This includes the driver eating, drinking (even non-alcoholic beverages), not wearing a seat belt, using the phone or messing with the stereo, and speeding, which is reckless driving. • Driving laws are there to keep you safe, as are the people who enforce them.
Safety Day 3	• Many distractions can happen in the car including using a phone and having loud music on. • Use your voice and speak up if you feel unsafe – even if it is a family member driving. Your voice can be equally as important as anyone else in the car. • In a car or on a bike, scooter, skateboard – we can always change our behavior and make safe choices.

Safety Day 4	• Speak up if you see someone driving or riding unsafely. Everyone in the car can make the choice to help make the ride safer for everyone. • Parents are the number one role models for their children's driving/riding attitudes and behaviors. • It is important you share this message with other people your age; you can help save lives! • Be sure you are following your state's Graduated Driver Licensing law for passengers.
Safety Day 5	• There are so many simple things we can all do to help keep our car rides safer. You should Know Your Driver. Think about if you really know that person, is it legal AND safe for you to ride with them? • Know the other passengers too, are they people you can trust to make safer choices? • Stop Distractions! You can help keep the noise level low, encourage everyone to wait to eat until the car is parked, or some other way. • Ensure Everyone Wears a Seat Belt. This is one of the most important things you have 100% control over. If you don't get a working seat belt, don't get in that car. • Make Good Choices Every Ride. Everyone thinks it won't happen to them, or an unsafe choice might be OK just this one time. But it does happen every day, and it only takes one time. There's no do-over after a car crash. • Speak Up When You Feel Unsafe. Talk the driver or another passenger, whether it's simple and direct, it's funny, or it's extra kind.

Classroom Presentation

- Purpose:** To emphasize the preventability and dangers of reckless and distracted driving, good decision- making and speaking up, strategies and solutions for young passengers and teen drivers to be safe
- Presenter:** ITD champions, law enforcement, first responders, injury prevention teams, educators, student leaders (high school and college), etc.
- Length:** 35-50 minutes (length varies based on activities chosen)

Opening Discussion (Slides 1) – 3 to 5 minutes



1. **Objective:** This first step is meant to engage students in a conversation about the power they must make a difference in their own lives and the lives of others. Ask students: *Captain Power and his passenger pets want to know how you stay safe in the car?"*
2. **Facilitator Script:** Hello! I want to ask you all to take a minute and think about what it means to make a difference and I want you to think about a time someone made a difference in your life, your week or even just in your day! Maybe you forgot your lunch, and someone shared theirs...maybe you forgot your gym sneakers...Can anyone share? (Have 3-4 students share their answers).
3. **Transition:** Those were awesome examples. Today we are going to explore ways that you can make a difference and maybe even save a life.

Who Influences You? (Slide 2) – 2 to 3 minutes



1. **Objective:** This step is meant to engage students in a conversation about who influences them and how they influence others.
2. **Facilitator Script:** So, who influences you? (Have 2-3 students share their answers and affirm or redirect their answers as needed). Those were some great examples.

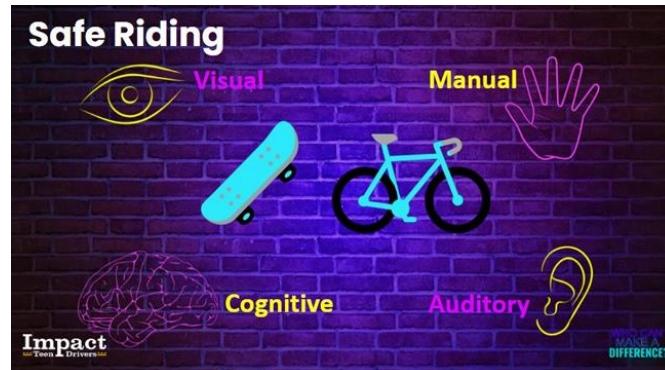
Influencers can be friends, parents, coaches, teachers, neighbors, and more.

Now, how do YOU influence others? Can we get a few examples of ways that you have influenced someone else? (Have 2-3 students share their answers and affirm or redirect their answers as needed).

Yes! Lots of examples. All of us have influenced our friends, whether it's trying new food, seeing a particular movie, or maybe it was about making a safety choice.

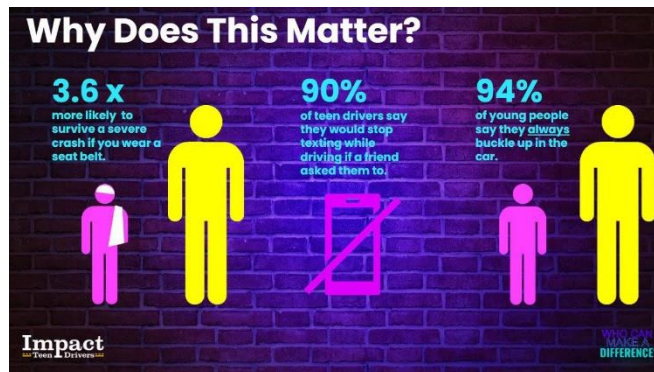
3. **Transition:** Today we are going to explore how your choice to speak up can make a difference and save lives.

Safe Riding (Slide 3) – 3 minutes



1. **Objective:** Students will identify the four primary types of distraction (visual, manual, cognitive, and auditory) as well as the importance of helmets.
2. **Facilitator Script:** (Take 1-2 responses per question)
 - a. What are some things that might take a biker's or skater's eyes off the road? (Phone, dropped something, or looking at a friend, etc.). These are **visual** distractions.
 - b. What are some things that might take the biker's hands off the handlebars? (Texting, eating something or drinking coffee or water, etc.). These are **manual** distractions.
 - c. What could cause a skater's mind to not be focused on the road? (Conversation, argument, thinking about a problem at school or work, being tired, etc.). These are **cognitive** distractions.
 - d. What are some things that could make a biker's or skater's ears not alert to what's going on around them? (Headphones too loud, friends too loud, etc.). These are **auditory** distractions.
 - e. Why are helmets so important? (They **protect** your head/brain).
3. **Transition:** Let's see how this connects to riding and driving in a car.

Why Does This Matter? (Slide 5) – 1 to 2 minutes



1. **Objective:** Students will learn that injuries and deaths in teen driver crashes can be prevented by simple behaviors.
2. **Facilitator Script:** There are so many things you can do to help keep yourself and your friends safer on the road.

I mentioned earlier that seat belts are your number one line of defense in a crash, they are so important for your safety. You are 3.6 times more likely to survive a severe crash if you are wearing your seat belt correctly! And most young people do wear their seat belt, 94% of young people say they always wear one while in a vehicle.

And your voice matters. 90% of teens say they would stop texting while driving if a friend asked them to.

3. **Transition:** Now we know that not only our choices to be safer matter, but we also know some specific choices we can make to help keep ourselves and others safer on the road. Let's watch another example.

Video #1: Speak Up. Save a Life. Visual Distraction (Slide 6) – 2 to 4 minutes

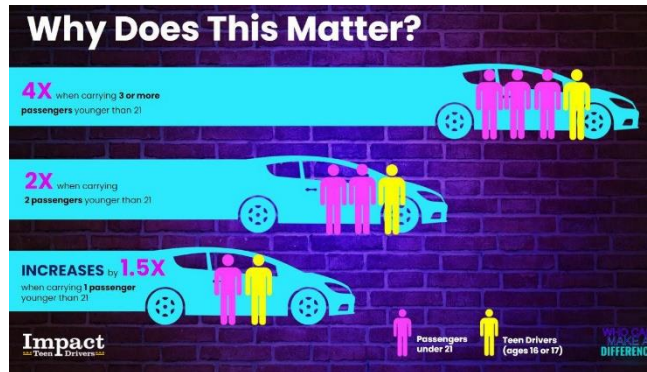


1. **Objective:** Students will learn how to effectively speak up to their peers during unsafe situations. This video demonstrates a passenger causing a visual distraction for the driver and the driver speaking up calmly to keep the car ride safer.

The *Speak Up. Save a Life. Visual Distraction* video is already included in the PowerPoint presentation deck. The video can also be accessed on YouTube: <https://youtube/RbCdPuMReuE>

2. **Facilitator Script:** What was not safe about that passenger's behavior? What was the driver doing right? Have you ever been in a car where a passenger was causing a distraction? (Have 1-2 students share their answers per question).
3. **Transition:** So, in this example, the driver spoke up for herself so she could focus on the car ride. Now, I'm going to ask some questions I want you to answer to yourself silently. Have you ever thought about what makes a good driver? How about a good passenger? Let's see what goes into being a good driver or a good passenger.

Why Does This Matter? (Slide 7) – 2 to 3 minutes



1. **Objective:** Students will learn that teen driver crashes are the number one cause of preteen and teen serious injury and loss of life.
2. **Facilitator Script:** So, while you might have driven something in that past, like a golf cart, a go-kart, or something like that, most of you are not a lot, if at all, right? Why am I here at your middle school talking about being a safe driver and safe passenger? Did you know that the leading cause of serious injury and loss of life for people your age is teen reckless and distracted driving car crashes? Let me share how being a passenger can make the ride riskier for everyone.

Adding one teen passenger to a teen driver's car increases the risk of a fatal crash by one and a half times. Two teen passengers double the risk. And when a teen driver is carrying three or more teen passengers, the risk of a fatal crash quadruples.

And I want you to know that these injuries and deaths are 100% preventable. You can make the choice as a passenger to NOT get in a teen driver's car, especially if their license does not allow them to carry teen passengers. You might even need to tell an adult that you cannot ride with that teen driver. What are some ways you could tell someone that you cannot ride with a teen driver? (Have 2-3 students share suggestions). Yes, you could say your parents don't allow it... that you don't want them to get an extra ticket if they get pulled over with you in the car...

3. **Transition:** Everyone has the power to make the choice to drive and ride distraction-free and make safe choices, whether you are a driver or a passenger.

Video #2: Speak Up. Save a Life. Cognitive Distraction (Slide 8)– 2 to 4 minutes



1. **Objective:** Students will learn how to effectively speak up to their peers during unsafe situations. This video demonstrates a passenger causing a visual distraction for the driver and the backseat passenger speaking up calmly to keep the car ride safer. Resource Provided: there is a printable template to create the Red, Green and Yellow signs within the Activities section of this guide.

The *Speak Up. Save a Life. Cognitive Distraction* video is already included in the PowerPoint presentation deck. The video can also be accessed on YouTube: <https://youtu.be/3v9KoFaLxPg>

2. **Facilitator Script:** Who spoke up in this scenario? That's right, it was another passenger talking to the front seat passenger. The back seat passenger just spoke right up, "Hey!" What are some ways that you can speak up to a friend? (Have 1-2 students share their answers).

OK, maybe we just tell them plain and simple "Stop doing that," maybe we make it a little funny "I don't want the cafeteria pizza to be my last meal, please stop distracting the driver," or maybe we say something friendly "I like hanging out with you lots of place, let's not make it the hospital though, can you keep your eyes on the road?"

3. **Transition:** OK, we've learned about different types of distraction and how we can choose to be a safe driver or passenger. Let's see just how much risk comes along with choices a teen driver could make and how things can be different.

Choices and Risks (Slides 9–10) – 3 to 5 minutes



1. **Objective:** The interactive Relative Risk Wheel or *Wheel of Death* supports students' concrete understanding of statistics associated with high-risk behaviors for teen drivers their passengers.
2. **Technical Support:** Click Risks on the slide to be taken to the web-based Wheel. Or download the Wheel at that link, prior to your presentation, to embed the wheel into your PowerPoint. Instructions are available in the downloadable file.

Move the Wheel by clicking and holding each circle in turn and dragging it to align the little arrows. Visit the Wheel at <https://www.impactteendrivers.org/wcmad-wheel/>

3. **Facilitator Script:** Choose a day or night scenario that is likely to be familiar to a middle school student. Talk through the number of passengers riding with a teen driver, what the distractions are, and what the increased risk of a fatal crash is for each scenario.

Sample: A teen sibling is driving you and two friends home from Saturday morning basketball practice. You all decide to go through the drive-thru for sodas and fries. Imagine the driver taking a sip of their drink when they get a text message. Does this ride sound like a ride you might be a part of? Do you see how three passengers, eating and drinking, and reading a text in the daytime increases the fatal crash risk to almost 782% or 8x? If this driver were to text back, the crash risk goes up to 1282% making this ride almost 13x riskier.

Let's see what changes can be made to improve the safety of this ride. What could our driver have done differently with the phone? (Ignore it, put the phone in "do not disturb" mode before driving, etc.). That changes the risk to 482%. Wait until you get

home to eat, and the increased risk goes down to 282%. If the ride was just you and your sibling, things would get a whole lot better, 139%.

4. **Transition:** This is why our actions in a car matter. These simple things that are OK to do outside of a car can have lifechanging consequences if done while driving.

Personal Story: Hunter or Ryan (Slides 11-16) – 7 to 8 minutes

Slide #'s vary depending on which story is used; resume on slide #17

Remove the slides for the story you are NOT sharing.

1. **Objective:** Show either Hunter's Story (Teen Version) or Ryan's Story. Students will connect emotionally with a real story and see the importance of good decision making around teen driving and riding, the importance of speaking up, and the preventability of real crashes and fatalities.
2. **Technical Support:** Choose either Hunter's Story (Teen Version) or Ryan's Story prior to your presentation. The videos are available to download at <https://www.impactteendrivers.org/personal-stories-videos> to include in your PowerPoint presentation deck.

You can also access the videos on YouTube.

- Hunter's Story (Teen Version): <https://youtu.be/vT2bhstHxmk>
 - Hunter's Story (Teen Version with Open Captions): <https://youtu.be/8FlsYXRq9N4>
 - Ryan's Story: <https://youtu.be/Cyl0nCsdmjc> (please note that the 0 in this URL is the numeral zero)
3. **Facilitator Script:** I'm going to share a real story with you, I am not going to show you anything gory or graphic. Play Slide 9, with the appropriate video.
 4. **Transition:** Do you see that this crash was 100% preventable? Let's talk about what you can do to make a difference.

Who Could Have Made a Difference? – The Story Behind the Story (Slide 13 for Hunter, Slide 16 for Ryan) – 3 to 5 minutes

1. **Objective:** Students will engage in a discussion about Hunter's Story or Ryan's Story.
2. **Facilitator Script:** After viewing the video, cover the correct Story Behind the Story using the details below respectively and discuss what could have been done differently. A printable copy for both is in the Printable Materials section of this guide.

Story Behind the Story for Hunter Clegg



Hunter Clegg was charismatic and vibrant, with a spirit that drew people of all ages to him. Hunter was very adventurous and loved the outdoors. He was gentle and kind, freely giving his time to support others. At 14 years old, Hunter was getting ready to become a high school freshman.

The Day of the Crash

Hunter had a close group of friends that he had grown up with and been friends with for years. One weekend, Hunter and his group of friends decided to go on an overnight camping trip together. They had a great time hiking, fishing, and hanging out. When it was time to go back home, the boys got into the car with Hunter's friend's older brother who was going to drive. The driver was 17 years old, inexperienced, and had an Intermediate License (e.g. Provisional, Junior, Learner License) that he had only held for 2 months.

As they were driving **through the mountain roads, the passengers started egging on the young driver to drift around a corner.* He managed to drift around the first corner, and wanting to be the cool friend, decided to go even faster and to drift around the next corner. Unfortunately, the next corner came up too quickly. The inexperienced driver overcorrected the steering wheel, shot across the road, and hit a tree directly where Hunter was sitting, taking Hunter's life. The others walked away physically unharmed, but mentally devastated by the loss of their close friend.

Choices That Could Have Prevented the Crash

Passengers

- The passengers could have chosen not to put peer pressure on the driver to drift around the corner.
- Instead, the passengers could have spoken up when the car ride became unsafe. They could have said that they felt uncomfortable and unsafe.
- The passengers could have encouraged the driver to stay focused on the road and drive at an appropriate speed.
- The passengers could have chosen not to get into the car since the driver had an Intermediate License (it was not legal for driver to drive with teen passengers without an adult in the car).

Driver

- The driver could have spoken up about the driving restrictions of his Intermediate License and refused to drive the boys.
- The driver could have chosen not to cave into peer pressure.
- The driver could have asked the boys to settle down and be good passengers.
- The driver could have chosen to drive safely.

Message: This crash and Hunter's death were both 100% preventable. It is the driver's responsibility to get the passengers to where they are going safely. As a passenger, it is important that you do not distract the driver or encourage them to make poor choices. You have the power to speak up and use your voice to keep the car ride safe. You need to know your driver and only ride with drivers who have plenty of driving experience and who hold a valid license with no passenger restrictions.

**Optional to share depending on the audience (ex. if you are presenting in an urban area, sharing this information may not relate to the audience and can be excluded).*

Story Behind the Story for Ryan



Ryan was a funny, smart, and friendly 13-year-old. She was someone who could light up a room the moment she walked in. She became friends with almost everyone she met. Ryan and her 16-year-old sister, Riley, were very close. They hung out together all the time.

The Day of the Crash

One day after school, Riley and Ryan started to drive home from school. Riley's friend asked for a ride home, so she got to sit in the passenger seat while Ryan sat in the back seat of the car. Riley made the good decision to give her friend her cell phone to choose some music as they began to drive home. **They were driving on a rural two-lane highway with no shoulder. (*optional to share depending on the audience (example: if you are presenting in an urban area, sharing this information may not be relatable to the audience and can be excluded).*

About a half mile from the school, Riley's friend was trying to shuffle the playlist. A crash had happened about a mile up the road on the other side of a small rise in the highway. As a result, the crash started to cause traffic to back up. Riley was not aware of the traffic that was backed up as she drove over the rise in the road and due to inexperience, she was not scanning the horizon to look for hazards. When Riley realized that traffic had stopped in front of her, Riley slammed on her brakes and lightly tapped the car in front of her.

The car behind them was driven by a 17-year-old girl who was driving her brother home after school. The driver was talking to her mom via speaker when

she came over the hill. Due to inexperience and that moment of inattention, she did not start to slow down in time and crashed directly into Riley's car. Trapped between the two cars, Riley's car became like an accordion. Ryan and Riley were both taken to the hospital and Ryan was pronounced dead from her injuries.

Choices That Could Have Prevented the Crash

- Riley and the passengers in her car could have made sure the cell phone was put away so it would not distract them.
- The driver in the car behind them could have put away her cell phone so she was not distracted.
- The young, inexperienced drivers could have chosen not to have passengers in the car with them.
- Riley's friend could have chosen not to ask for a ride home, remembering that teen passengers are distractions.
- Riley could have scanned the horizon for hazards, seeing the traffic up ahead and stopping with enough distance between her car and the car in front of her.

Message

This crash and Ryan's death were both preventable. As a passenger, you must encourage everyone in the car to put away distractions. You have the power to speak up and use your voice to keep the car ride safe. It is important the driver always keeps their attention on the road and puts away any distractions. Even hands-free cell phone use can be a dangerous distraction as it takes your mind off driving. Young drivers need to get plenty of experience before they start adding passengers to the car with them.

How Can You Make a Difference? (Slide 17) – 2 to 3 minutes



1. **Objective:** This step revisits and summarizes, in a concrete and direct way, the positive behaviors and safer choices that have been discussed throughout the presentation, to emphasize that the problem of reckless and distracted driving is preventable and has simple solutions.
2. **Facilitator Script:** There are so many simple things we can all do to help keep our car rides safer. You should Know Your Driver. Think about if you really know that person, is it legal AND safe for you to ride with them?
 - a. Know Your Passengers too, are they people you can trust to make safer choices?
 - b. Stop Distractions, you can help keep the noise level low, encourage everyone to wait to eat until the car is parked, or some other way. What are some other ways you might help stop distractions? (Take 1-3 answers from students).
 - c. Ensure Everyone Wears a Seat Belt. This is one of the most important things you have 100% control over yourself. If you don't get a working seat belt, don't get in that car.
 - d. Make Good Choices Every Ride. Everyone thinks it won't happen to them, or an unsafe choice might be OK just this one time. But it does happen every day, and it only takes one time. There's no do-over after a car crash.
 - e. Speak Up When You Feel Unsafe. We went over some ways that you might talk to a driver or another passenger, whether it's simple and direct, it's funny, or it's extra kind.
3. **Transition:** Speaking up is the most powerful tool you have! It's your right to get where you are going safely, and it is no one's right to hurt someone else through their behavior in a car.

Make a Difference Pledge (Slide 18) – 2 to 3 minutes



1. **Objective:** Encourage students to take the Make a Difference Pledge. The Make a Difference Pledge summarizes the concrete action steps a pre-teen or young teen can take to help keep car rides safer for everyone.
2. **Facilitator Script:** You know a lot about how to make a difference and help stop reckless and distracted driving. The Make a Difference Pledge is available here: impactteendrivers.org/our-programs/middle-school.
 - a. Facilitator Tip: Make a Difference Pledge Cards are available to request or order.
 - b. If you prefer to order Pledge Cards, please contact us to receive the information for the order form.
3. **Conclusion:** Who Can Make a Difference? You can, I can, together we can!

Scan the QR code to access the Middle School Pledge.



Wrap Up (Slide 19) – 2 to 3 minutes



1. **Facilitator Script:** Thank students and the teacher/adult for participating in the Who Can Make a Difference? Program.
2. Feel free to customize this slide with your name and contact information.

Questions about this program or Impact TeenDrivers:

Contact Impact Teen Drivers at info@ImpactTeenDrivers.org (916) 733-7432

Activities

One-Minute-to-Win-It Relay

Materials

- Pencil and paper for each student
- Timer
- Dry erase board, chalkboard, or wall mounted poster paper for five teams
- Dry erase markers, chalk, or markers (depending on board type being used)
- Display slide #3 in front of the room

Procedure – ‘Quick List’ Round

1. Have each student take out a piece of paper and pencil from their desk or table.
2. The students will refer to the four primary distractions shown on slide #3 from the Facilitator slide deck as the facilitator calls out one at a time, with one minute in between: **Visual, Manual, Cognitive, Auditory**.
3. Use the timer to give them only one minute to write down what they think of per distraction. Repeat for each of the primary distractions shown on the slide.
4. When you call out one of the four primary distractions (i.e. **Visual**), the students are to write down as many examples of visual distractions as they can think of for one minute then call out the next primary distraction (i.e. **Manual**) for students to start a new list for that one. Continue by calling out **Cognitive** and then **Auditory**.
5. Call out “*Pencils down*” to regroup and start the last two lists. This time there are two modes of movement you will call out, giving them one minute to list ways a rider can stay safe or ways for them to *not* be distracted.
6. Call out “*Pencils ready*” then start by saying **Skateboard** and time for one minute. Next call out **Bicycle** and complete the last minute.
7. Call out “*Pencils down*” to stop this part of the relay.
8. Ask students to count how many items they have total between all the six lists they wrote down (**Visual, Manual, Cognitive, Auditory, Skateboard, Bicycle**). The students with the top 5 scores will compete in the *Distractions Down Round*.

Procedure – ‘Distractions Down’ Round

1. Each of the top 5 score winners needs to pick another student to be their Scribe.
2. Both the Score Winner and their Scribe will go to a part of the dry erase board, chalkboard, or to a wall mounted poster sheet as instructed. Be sure each team Scribe has a writing tool to use.

3. Using the timer, give all teams one minute to write down their list.
4. The Score Winner will dictate to their Scribe **ways a safe passenger can keep distractions from happening on a road trip**. The Scribe will write down what is being said by their Score Winner as quickly as possible but clear enough for others to read.
5. Call out “*Markers Down*” when the timer ends. The Scribes must stop writing immediately.
6. Call upon each team to have the Score Winner share their list. They can only share and get point credit for a complete listed item.
7. The winner of the *Distractions Down Round* is the one who had the most items listed of how to be a safe passenger.
8. *Optional: if you choose, and are prepared to do so, the Score Winner and their Scribe can be given a token prize (i.e. Candy, bookmark, pencil, or classroom privilege for coming in first place).*

Passenger Point Public Service Announcement (PSA)

Materials

- Scratch lined paper for script draft
- Blank white letter size paper or poster paper
- Pens or markers

Purpose

Each student is to create script for a Public Service Announcement (PSA) titled *Passenger Point*. The PSA must be between 30 seconds to one minute when the script is read. The script is to contain one statement a passenger could state when speaking up to the driver or the passengers during unsafe road trip situations.

Procedure

1. Have the students use scratch lined paper to write a script to be read aloud during a fictitious PSA on the radio. They can lead in describing or explaining the situation going on which is creating an unsafe road trip situation then make their Passenger Point statement.
2. Some examples might be:
 - a. It's just me and my bestie heading to the football game when she swerves into the drive through lane. I'm always up for a quick bite so I go along and get some fries too. But now we're cruising again and she's getting crazy trying to dip her fries in ketchup while driving. I'm going to make a Passenger Point...."Hey, a friend feeding you fries while you drive is better than scraping them off the pavement. Open up, here comes your 'friend fry'..."
 - b. This is it, the birthday bash of the school year. My older sister was headed in the same direction, so I snagged a ride. But as I'm looking in the passenger mirror adding some final touches my sister starts doing the same using the rear-view mirror. Yikes. We just crossed the yellow line. "Sis, you're looking really good tonight but if you don't watch the road the only one who's going to see you is the ambulance driver after we crash."
3. The script needs to end with a simple Passenger Point they could say to the driver or the other passengers. The point can be serious or funny but must send a clear message of why they are speaking up.

4. Here are some Passenger Point examples:
 - a. I don't want the cafeteria pizza to be my last meal, please stop distracting the driver.
 - b. I like hanging out with you in lots of places, let's not make the hospital one of them. Can you keep your eyes on the road?
 - c. Hey. Slow down. We're not in a race and this old junker is not your race car.
5. Once the draft script has been thought through, have them write it on a blank piece of paper with the Passenger Point standing out in big, bold letters at the bottom of the page. They can add illustrations and decorate the page as time permits.
6. Display Passenger Point posters around the room for students to read and vote on. The class votes for the top three which can then be shared verbally with the class.
7. *Optional: Make arrangements to display the winning PSAs on campus in a location where other classes can read them.*

Safe Car Ride, Unsafe Car Ride Role Play

Materials

- 5 chairs (two in the front and 3 in the back to design the car)
- Printed list of roles to assign to each student on the team
- Scenarios describing various car ride situations written on paper or index cards
- *Optional: cardboard and supplies to create a car shape to hold beside the chairs to resemble a car*
- *Optional: timer, additional props (seat belts, steering wheel, costumes, etc.).*

Preparation

1. Have the list of roles below available for teams to look at if they need ideas.
2. Write each of the scenarios on an index card or paper then place in a separate bowl or basket for a student from each team to select.
3. If you choose to extend the activity by having teams create cardboard cars, complete this before proceeding.

Procedure

Roles: There will be two different skits for each team to act out; the first will be an unsafe car ride and the second will be a safe car ride. Explain to the teams the safe car ride must include them making safe choices (stay seated, wear seat belts, talk quietly, not use cell phones, and the driver with both hands on the wheel).

1. Divide the class into teams of five. Have each team decide who is going to be the driver, front seat passenger and the three back seat passengers. Each role needs to come up with behaviors or distractions which would make a road trip unsafe. Offer the teams a chance to glance at the list below to spark some ideas if needed.
 - Driver
 - keeps looking at the back seat to see what is going on.
 - who can't find a good song on the radio and keeps looking away to change the station.
 - Front seat passengers
 - wants to sing every song as loud as possible and take selfies on their phone.
 - trying to play a card game with the driver.
 - Back seat passengers

- keeps unbuckling and getting out of their seat the whole car ride.
- throwing snacks around the car and at the driver.
- unbuckling the passenger next to them.
- kicks the back of the driver's seat the whole ride.
- wants the driver to look behind them at the silly face they are making
- keeps asking "are we there yet?".
- keeps saying they need to go to the bathroom.

Scenario and Role Play: Each team needs to select a different scenario to act out.

1. Have a member from each team reach into the bowl or basket and select a scenario you've written down. The scenario chosen is what the team acts out and references in dialogue during their skit.
 - a. the driver is taking the passengers to the park.
 - b. the driver is taking the passengers to go get ice cream.
 - c. the driver is taking the passengers to go get dinner in town.
 - d. the driver just picked all the passengers up from school.
 - e. the driver is taking the passengers to camp.
 - f. the driver is taking the passengers to school.
2. When the class is ready, select a team to start the *unsafe car ride* scene and allow the students to play out their roles for about 1–2 minutes.
 - a. Tell students to "FREEZE".
 - b. Ask the audience to share what they saw that was bad or unsafe behavior in that car ride (optional: record student responses on the board, flipchart, etc.).
 - c. Address major distractions from the examples provided above. If not, say "What about... [any distraction that was not mentioned]?"
3. Next, ask the team to show the class what a "safe car ride" looks like and allow students to play out their roles for about 1–2 minutes.
 - a. Tell students to "FREEZE" and praise them for doing a much better job at being safe in the car!
 - b. Ask the audience to share the safe behaviors they saw in the car. (Optional: record student responses on the board, flipchart, etc.).
4. Repeat for each team.
5. *Optional: Safe passenger behavior responses can be displayed in the classroom to remind students of the importance of being a safe passenger every time they get into the car.*

Clues-to-Use Crossword Relay

Materials

- Copies of the unfinished crossword puzzle (available in the Printable Materials section of this guide)
- Copy of the answers to the crossword puzzle
- Pencils for each student
- Timer

Procedure

1. Place a copy of the crossword puzzle face down on each student's desk with instructions for them not to turn it over until you start the relay.
2. With the timer ready, call out "Start".
3. The students are to turn over the crossword puzzle and fill it in. Once the puzzle is complete, then have them circle the answers within the puzzle which represent a distraction to a driver which they could help prevent.
 - a. The answer key to the crossword puzzle is found in the Printable Resources section of this guide.
 - b. The answer of distractions to circle is #1 voice, #2 music, #3 hands, #8 food, and #10 texting.
4. When the student has finished both tasks, they are to raise their hand. Keep track of the first two students done. However, let the whole class continue for up to 3 minutes then call out "Pencil's down".
5. Choose the first person who finished to read the answers of the crossword puzzle, giving the class a chance to fill in what they missed.
6. Choose the second person to share what answers they circled.
7. Share this **message** below with the class to summarize the activity:

There are 'clues you can use' during road trips to keep it safe. As a passenger, keep your eyes peeled for clues the driver is going to take their hands off the wheel, their eyes off the road, or their mind off driving. When you see a clue, jump into action to help. What are some things you can do if you see those clues? (i.e. Control the music and their cell phone, do not eat in the car, keep the noise volume down, or reach for items so the driver doesn't try to do so).

We Can Poster

Materials

- Slide #19 displayed in front of the room or written on a dry erase board/chalkboard
- Slide #17 displayed in front of the room or printed to distribute
- White poster board or large blank paper for each student or team
- Pencils, pens, and markers
- Timer

Procedure

1. This activity can be done as teams or independently. If you choose to use teams, divide the class into teams of 2-3 students and ask them to gather before instructions are given.
2. Display slide #16 in the front of the room or write the words from the slide on a dry erase board or chalkboard for the class to see (Who Can Make a Difference? You can. I can. We can.). Instruct everyone to include these words somewhere on their poster.
3. Display slide #14 in the front of the room or pass out printed copies.
4. Instruct them to either select one of the ways being displayed of how they can make a difference or think of something on their own. Draw a picture, series of pictures or cartoon illustrating the action they chose.
5. When the allotted time ends display the posters around the room with a post-it note numbering each poster (i.e. 1, 2, 3...). Write the numbers on a dry erase board, chalkboard, or wall mounted paper where students can tally their votes.
6. Give students five minutes to walk around and pick their top three favorites then add a tally mark after the poster numbers you've written down in the room.
7. Announce the top three poster winners and share them with the class.
8. *Optional: if you choose, and are prepared to do so, the Score Winner and their Scribe can be given a token prize (i.e. Candy, bookmark, pencil, or classroom privilege for coming in the top three).*

Passenger Power Elementary Presentation

Materials

- Access to Impact Teen Drivers website for the elementary school program

Objective

Middle school students can use their voices to be a safe passenger by doing a presentation for elementary aged students. The format can be a single classroom visit, hosting a Safety Week for five shorter daily visits, or they can serve as Safety Buddies assigned to a classroom to visit at least five times over the course of the school year.

Procedure

1. To spotlight and emphasize using their own voices to Speak Up, provide an opportunity for them to do presentations to elementary aged students.
2. Impact Teen Drivers provides all the free resources they will need based on a superhero named Captain Power and his Passenger Pets, storybooks to read aloud, coloring pages, activities, and games.
 - a. **Facilitator Guide:** A step-by-step guide for them to follow (similar to this guide) is available at [Elementary School – Impact Teen Drivers](#) then click on the **View Our Elementary School Education Resources** button. The guide includes a lesson plan to host a Safety Week or simply split into five Safety Days to fit your own lesson plans. There is also a single presentation format to conduct a 50–60-minute visit to a classroom.
 - b. **Flier to send home to parents:** On the initial website home page for elementary school, there is a link to print a flier to send home to parents announcing the plans to have safety messaging shared with their child.
 - c. **Downloadable books:** There are a total of three books to choose from, written in either English or Spanish.
 - d. **Printable materials:** Detailed instructions for the games and activities referred to are included in the Facilitator Guide.
3. The resources are divided into: PreK–1st grade, 2nd–3rd grade, and 4th–5th grade.
4. If you need training or support, Impact Teen Drivers offers online webinars and can be reached at info@ImpactTeenDrivers.org or (916) 733-7432.

Printable Materials

Parent Talking Points

We Can All Make a Difference

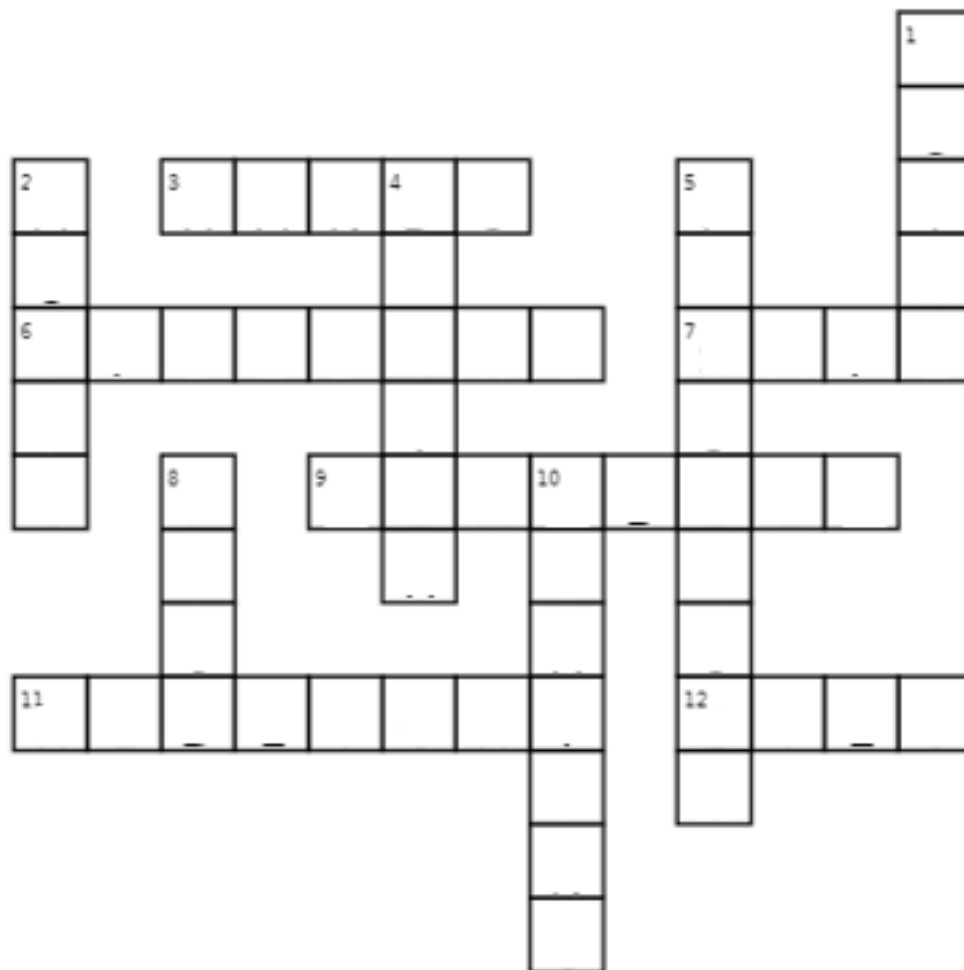
Our school is hosting Safety Days focused on the importance of being a good passenger to help keep road trips safe. These talking points are a summary. Please talk through the points with your student as a review.

Day	Talking Points
Safety Day 1	• Everyone in a care needs to wear their seat belt 100% of the time. • Buckle up your seat belt before the car starts moving, keep the seat belt snug and low across your hips and chest. • Never unbuckle your seat belt while the car is moving, stay seated, and face forward during the ride. • The driver is focused when the passengers are calm, and the inside noise level remains low. • Look both ways when crossing the street. When in a car, help drivers watch out for pedestrians. • It's important to obey road signs while walking or biking. • Basic traffic rules include stop, look both ways, and use crosswalks! • When making a turn, a driver uses a car 'blinker', and you need to use 'hand signals' when on a bike.
Safety Day 2	• It is a choice to both drive and ride safely. • Multitasking can lead to more mistakes and make completing a task take longer. • Simple everyday behaviors become dangerous when a driver chooses to do them behind the wheel of a vehicle...anything that takes their eyes, ears, hands, or mind off driving is dangerous! • Speak up if you see someone driving or riding unsafely. This includes the driver eating, drinking (even non-alcoholic beverages), not wearing a seat belt, using the phone or messing with the stereo, and speeding, which is reckless driving. • Driving laws are there to keep you safe, as are the people who enforce them.
Safety Day 3	• Many distractions can happen in the car including using a phone and having loud music on. • Use your voice and speak up if you feel unsafe – even if it is a family member driving. Your voice can be equally as important as anyone else in the car. • In a car or on a bike, scooter, skateboard – we can always change our behavior and make safe choices.

Safety Day 4	• Speak up if you see someone driving or riding unsafely. Everyone in the car can make the choice to help make the ride safer for everyone. • Parents are the number one role models for their children's driving/riding attitudes and behaviors. • It is important you share this message with other people your age; you can help save lives! • Be sure you are following your state's Graduated Driver Licensing law for passengers.
Safety Day 5	• There are so many simple things we can all do to help keep our car rides safer. You should Know Your Driver. Think about if you really know that person, is it legal AND safe for you to ride with them? • Know the other passengers too, are they people you can trust to make safer choices? • Stop Distractions! You can help keep the noise level low, encourage everyone to wait to eat until the car is parked, or some other way. • Ensure Everyone Wears a Seat Belt. This is one of the most important things you have 100% control over yourself. If you don't get a working seat belt, don't get in that car. • Make Good Choices Every Ride. Everyone thinks it won't happen to them, or an unsafe choice might be OK just this one time. But it does happen every day, and it only takes one time. There's no do-over after a car crash. • Speak Up When You Feel Unsafe. Talk the driver or another passenger, whether it's simple and direct, it's funny, or it's extra kind.

For more information, you and your family can visit the Impact Teen Drivers website at <https://ImpactTeenDrivers.org> There are materials for all ages ranging from car seats to car keys in the hands of a new driver. Explore and engage in this life saving message.

Safe Driving Crossword Puzzle



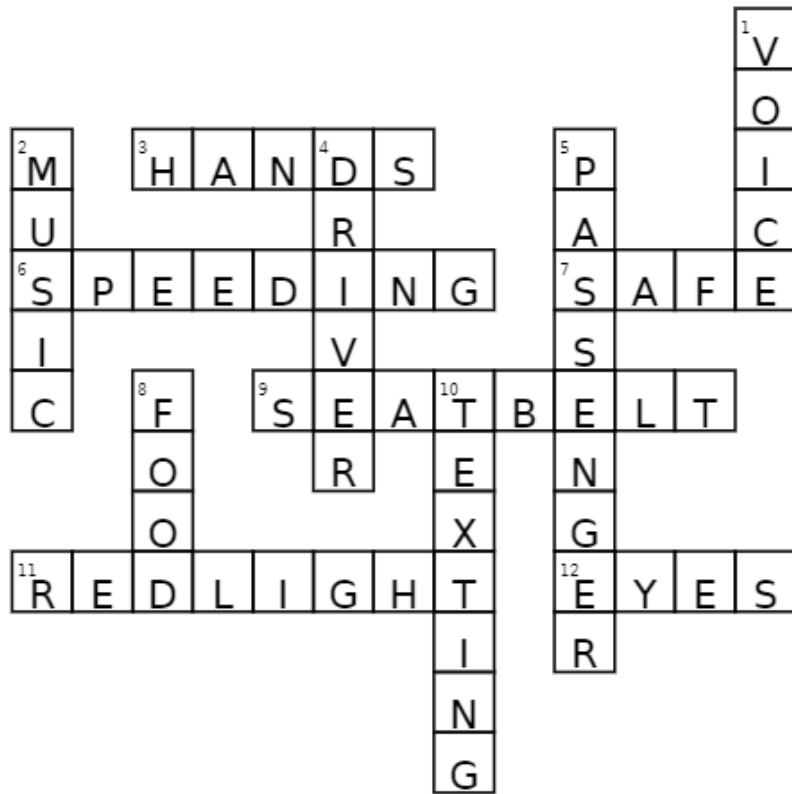
Down:

1. passengers should use their _____ to speak up when they feel unsafe in the car
2. a passenger should make sure the volume is low so the driver can hear
4. this person has the proper license to operate a vehicle
5. someone who is responsible for not distracting the driver
8. no one should be eating in the car because _____ is a distraction
10. the driver should not use their hands to do this on their phone while driving

Across:

3. the driver should have two of these on the wheel at all times
6. when a car is going faster than the speed limit
7. the driver and passenger should be making these kinds of choices in the car
9. something that everyone in the car should be wearing before the car starts moving
11. the drivers should stop the car at this color light while driving
12. the driver should have these on the road at all times while driving

Safe Driving Crossword Puzzle (Answer Key)



Down:

- passengers should use their _____ to speak up when they feel unsafe in the car
- a passenger should make sure the volume is low so the driver can hear
- this person has the proper license to operate a vehicle
- someone who is responsible for not distracting the driver
- no one should be eating in the car because _____ is a distraction
- the driver should not use their hands to do this on their phone while driving

Across:

- the driver should have two of these on the wheel at all times
- when a car is going faster than the speed limit
- the driver and passenger should be making these kinds of choices in the car
- something that everyone in the car should be wearing before the car starts moving
- the drivers should stop the car at this color light while driving
- the driver should have these on the road at all times while driving

Story Behind the Story for Hunter Clegg
(Notes: print pages 43 and 44 to print the full story)



Hunter Clegg was charismatic and vibrant, with a spirit that drew people of all ages to him. Hunter was very adventurous and loved the outdoors. He was gentle and kind, freely giving his time to support others. At 14 years old, Hunter was getting ready to become a high school freshman.

The Day of the Crash

Hunter had a close group of friends that he had grown up with and been friends with for years. One weekend, Hunter and his group of friends decided to go on an overnight camping trip together. They had a great time hiking, fishing, and hanging out. When it was time to go back home, the boys got into the car with Hunter's friend's older brother who was going to drive. The driver was 17 years old, inexperienced, and had an Intermediate License (e.g. Provisional, Junior, Learner License) that he had only held for 2 months.

As they were driving **through the mountain roads, the passengers started egging on the young driver to drift around a corner.* He managed to drift around the first corner, and wanting to be the cool friend, decided to go even faster and to drift around the next corner. Unfortunately, the next corner came up too quickly. The inexperienced driver overcorrected the steering wheel, shot across the road, and hit a tree directly where Hunter was sitting, taking Hunter's life. The others walked away physically unharmed, but mentally devastated by the loss of their close friend.

Choices That Could Have Prevented the Crash

Passengers

- The passengers could have chosen not to put peer pressure on the driver to drift around the corner.
- Instead, the passengers could have spoken up when the car ride became unsafe. They could have said that they felt uncomfortable and unsafe.
- The passengers could have encouraged the driver to stay focused on the road and drive at an appropriate speed.
- The passengers could have chosen not to get into the car since the driver had an Intermediate License (it was not legal for driver to drive with teen passengers without an adult in the car).

Driver

- The driver could have spoken up about the driving restrictions of his Intermediate License and refused to drive the boys.
- The driver could have chosen not to cave into peer pressure.
- The driver could have asked the boys to settle down and be good passengers.
- The driver could have chosen to drive safely.

Message: This crash and Hunter's death were both 100% preventable. It is the driver's responsibility to get the passengers to where they are going safely. As a passenger, it is important that you do not distract the driver or encourage them to make poor choices. You have the power to speak up and use your voice to keep the car ride safe. You need to know your driver and only ride with drivers who have plenty of driving experience and who hold a valid license with no passenger restrictions.

**Optional to share depending on the audience (ex: if you are presenting in an urban area, sharing this information may not relate to the audience and can be excluded).*

Story Behind the Story for Ryan
(Notes: print pages 45 and 46 to print the full story)



Ryan was a funny, smart, and friendly 13-year-old. She was someone who could light up a room the moment she walked in. She became friends with almost everyone she met. Ryan and her 16-year-old sister, Riley, were very close. They hung out together all the time.

The Day of the Crash

One day after school, Riley and Ryan started to drive home from school. Riley's friend asked for a ride home, so she got to sit in the passenger seat while Ryan sat in the back seat of the car. Riley made the good decision to give her friend her cell phone to choose some music as they began to drive home. **They were driving on a rural two-lane highway with no shoulder. (*optional to share depending on the audience (example: if you are presenting in an urban area, sharing this information may not be relatable to the audience and can be excluded)).*

About a half mile from the school, Riley's friend was trying to shuffle the playlist. A crash had happened about a mile up the road on the other side of a small rise in the highway. As a result, the crash started to cause traffic to back up. Riley was not aware of the traffic that was backed up as she drove over the rise in the road and due to inexperience, she was not scanning the horizon to look for hazards. When Riley realized that traffic had stopped in front of her, Riley slammed on her brakes and lightly tapped the car in front of her.

The car behind them was driven by a 17-year-old girl who was driving her brother home after school. The driver was talking to her mom via speaker when she came over the hill. Due to inexperience and that moment of inattention, she did not start to slow down in time and crashed directly into Riley's car. Trapped

between the two cars, Riley's car became like an accordion. Ryan and Riley were both taken to the hospital and Ryan was pronounced dead from her injuries.

Choices That Could Have Prevented the Crash

- Riley and the passengers in her car could have made sure the cell phone was put away so it would not distract them.
- The driver in the car behind them could have put away her cell phone so she was not distracted.
- The young, inexperienced drivers could have chosen not to have passengers in the car with them.
- Riley's friend could have chosen not to ask for a ride home, remembering that teen passengers are distractions.
- Riley could have scanned the horizon for hazards, seeing the traffic up ahead and stopping with enough distance between her car and the car in front of her.

Message

This crash and Ryan's death were both preventable. As a passenger, you must encourage everyone in the car to put away distractions. You have the power to speak up and use your voice to keep the car ride safe. It is important the driver always keeps their attention on the road and puts away any distractions. Even hands-free cell phone use can be a dangerous distraction as it takes your mind off driving. Young drivers need to get plenty of experience before they start adding passengers to the car with them.

Dates to Remember

Child Passenger Safety Week: Third week of September

National Seat Check Saturday: Fourth Saturday in September

Read Across America Day: Annually on March 2nd

National Distracted Driving Awareness Month: April

Global Youth Traffic Safety Month: May

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