

# Breakout: High School Program Resources

## OVERVIEW & PURPOSE

Fellows will have the opportunity to learn how to use the resources included within the What Do You Consider Lethal? High School Program.

- Word Posters
- Skull Poster
- Wheel of Distraction

## OBJECTIVE

Be The Change Fellows will be introduced on how to use or access some of the ITD resources used in conducting High School Programs or when working with teen audiences.

## ROOM SET-UP

Technology Needed: Not Needed

Training Available: View training videos at <https://ImpactTeenDrivers/ITDTrainingLibrary.org>

Materials	Quantity	Notes
Brochure: GDL, English	20	
Brochure: GDL, Spanish	10	
Brochure: ITD, English	20	
Brochure: ITD, Spanish	10	
Pledge Card: WDYCL	25	
Poster Set: WDYCL, set of 6	3	
Tablecloth: WDYCL (available for purchase)	1	
Wheel of Distraction, Handheld	25	
Wheel of Distraction, Big Wheel (available for purchase)	1	
Wheel of Distraction, Easel for Big Wheel (available for purchase)	1	

## **ACTIVITY 1: TEACH WDYCL POSTERS (10 MINUTES)**

### **Description**

The posters serve as an engagement tool to challenge misperceptions about what is most lethal to teens.

These distractions encompass anything that takes your eyes off the road, hands off the wheel, mind off driving, or reduces your auditory awareness.

### **Materials**

- **Poster, WDYCL, Set of 6 – \*you'll need 1 poster sheet for each attendee**

### **Explain the Task**

1. Demonstrate how to talk through the WDYCL poster words. The format on each poster is identical. It includes answers from when we asked teens across the nation to share what they thought was most lethal. The first four words on each poster are responses they gave us.
2. After your introduction, quickly read through the words on the poster being displayed. Ask students to think about why, how, or when the last word could be lethal.
3. While displaying the red poster, ask: "How could lip gloss be lethal?" Collect some answers then explain that applying lip gloss while driving can be lethal because it takes your hands off the wheel and your eyes off the road. Activities like applying makeup or shaving while driving increase your chance of crashing by about three times.
4. Display the pink poster next and ask, "How could a latte be lethal?" After collecting answers, share that drinking a latte while driving can be lethal because it takes your hands off the wheel, causing a manual distraction.
5. Distribute a poster sheet set to teams of 2. Have them practice using the posters and saying the 'script' as you demonstrated with each other.

## **ACTIVITY 2: TEACH SKULL/STATS POSTER (10 MINUTES)**

### **Description**

The skull graphic is an engagement tool used to present statistics compellingly. It is a visual aid demonstrating car crashes are the number one unintentional killer of teens in America. The actual number of deaths for each category, or number of specific-colored dots, is shown across the top of the Skull Graphic poster.

### **Materials**

- **Skull Poster, (blue poster from the WDYCL, Set of 6)**

## Explain the Task

1. Display the skull graphic then ask participants: “What image do you see?”
2. Explain: The graphic is a Skull. Each dot represents a teen that lost their life over the course of one year in the U.S. The dot color represents the cause of death.
  - a. Red dots represent murder. There were 2,535 teen lives lost to violence.
  - b. Yellow is suicide. There were 2,386 teens who sadly took their own life.
  - c. Green is disease. There were 2,269 teens whose bodies lost their battle with health.
  - d. Pink dots include 1,335 teens who died from other injuries.
  - e. The majority of dots are white—representing car crashes. The #1 unintentional cause of death and serious injury for young people IS car crashes—most of which are caused by reckless and distracted driving.
3. Distribute a skull poster sheet set to teams of 2. Have them practice talking about the poster and the statistics the dots represent as you demonstrated with each other.

### **ACTIVITY 3: TEACH WHEEL OF DISTRACTION (10 MINUTES)**

#### **Description**

The Wheel of Distraction is an interactive tool for engaging with the startling statistics associated with reckless and distracted driving.

Its purpose is to reframe seemingly harmless everyday activities as potentially lethal choices 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 consider their own power as a driver and passenger.

#### **Materials**

- Wheel of Distraction, Handheld (each attendee should have one in their folder)

#### **Explain the Task**

1. The Outermost Wheel uses red to represent night time driving which is riskier due to lack of visibility, drowsy or impaired drivers, and animals on the road. The yellow and white segments represent daytime driving.
2. The blue Middle Wheel provides selections of distractions or habits.
3. The pink and green Inner Wheel includes handheld distractions from electronic devices.
4. To operate the Wheel of Distraction,
  - a. Select a scenario by holding a thumb at either daytime or nighttime driving and the number of passengers.

- b. Turn the blue wheel, making a selection of a common habit you might have done or have seen others do in a vehicle - line up the arrows with the outside ring and then hold that with the same thumb.
  - c. Turn the pink/green wheel, making a selection of another common habit involving handheld distractions from electronic devices - line up the arrows with the blue wheel.
5. With all arrows lined up, look in the small window at the center of the wheel to find a number representing the increased probability of being in a car crash with the choices made.
6. An online version of the Wheel of Distraction is embedded within the presentation slide deck. To operate the wheel during your presentation, use the mouse to move the wheels to make selections. The probability percentage automatically adjusts as the arrows are aligned with choices from each wheel.
7. Have each attendee use the Wheel of Distraction found in their folder. If they don't have one, provide them another one. Stand in front of the group and talk through a scenario they follow along with.
8. Have the teams of two practice using the wheel together, talking through the process as though explaining it to an audience.