IN ONE INSTANT
Teen Safe Driving Program

EDUCATOR’S CURRICULUM
Empowering Teens to Make Smart and Safe Choices
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>OUR VIDEO PROGRAM (IN A NUTSHELL)</td>
<td>2</td>
</tr>
<tr>
<td>FOLLOW-UP DISCUSSION</td>
<td>3</td>
</tr>
<tr>
<td>STUDENT ACTIVITY 1: (CLASSROOM ROLE-PLAY)</td>
<td>5</td>
</tr>
<tr>
<td>STUDENT ACTIVITY 2: (THE TEXTING OLYMPICS)</td>
<td>8</td>
</tr>
<tr>
<td>STUDENT ACTIVITY 3: (DRIVING IN JEOPARDY)</td>
<td>9</td>
</tr>
<tr>
<td>STUDENT ACTIVITY 4: (READING &amp; ESSAYING)</td>
<td>12</td>
</tr>
<tr>
<td>STUDENT COMMUNITY SERVICE OPPORTUNITIES</td>
<td>15</td>
</tr>
<tr>
<td>FACT SHEET</td>
<td>17</td>
</tr>
<tr>
<td>ADDITIONAL RESOURCES</td>
<td>18</td>
</tr>
<tr>
<td>DEDICATION &amp; ACKNOWLEDGEMENTS</td>
<td>19</td>
</tr>
</tbody>
</table>
In One Instant: The One-Two Punch

INTRODUCTION

*In One Instant* is an award-winning, emotionally charged program that empowers teens to make smart choices and save lives by reducing distracted and reckless driving. Our program makes the issues relevant and personal for teens, compelling them to take ownership of their decisions while influencing their peers, parents, and siblings to do the same.

We’ve designed *In One Instant* around the **Health Belief Model** – the theory that people only change their behaviors when they believe themselves to be at risk for more serious consequences. To get someone to change their behavior, you have to convince them they’re at risk and then provide them with the tools they need to change their behavior.

Our 35-minute video delivers the first punch - the springboard to alter and implement behavior change. But you, together with your student leaders, can deliver the second punch: a combination of discussion, activities, games, and community involvement, providing teens with the tools they need for long-lasting change. These tools are entertaining, informative, and meet Common Core Standards.

**Follow-up discussion is critical to our success.** Whether you have ten minutes to spare or can dedicate an entire class period, please hold a follow-up discussion immediately after the video program. (We’ve provided a guide to help on Page 3). It’s an essential component that debriefs students and starts a dialogue on the steps teens should take to keep themselves and their friends safe.

Teens often tell us that they want to speak up in unsafe situations, but don’t because they’re afraid of looking uncool. So, dovetailing with the follow-up discussion, we encourage classroom role-play to provide students with a safe space to voice their concerns in ways that feel natural and socially acceptable.

Finally, to keep the message alive throughout the year, we’ve included easy, fun and flexible activities that can be student led, including: The Texting Olympics, Driving in Jeopardy, and many creative community service and club opportunities for students! Jump in with both feet! You’ll learn as much as your students and together we will affect societal change!

“To this day, the emotional impact of *In One Instant* has prevented me from making stupid choices, not only behind the wheel, but in every aspect of my life.”

- Student
In Case You Missed Out: Our Video Program in a Nutshell

Our video program opens with a captivating narrative, drawing students in as they empathize with the characters and personalize the drama that transpires: The narrative begins when our teenage characters ditch first period. An impromptu birthday celebration leads to drinking in the car and texting behind the wheel. Then: a violent collision. Desperation inside the ambulance. The driver gets arrested. Doctors give a crushing report to a crash victim’s parent; the police deliver an even more somber report to another. Later, parents and peers testify in the courtroom, stirring the driver to a heart-wrenching apology. He accepts ownership of his decisions. The heavy iron prison bars swing shut, locking him behind the weight of his choices.

The student audience witnesses all of this. Teens have told us time and time again how emotionally involved they were, feeling as if they had actually lost a friend or gone to jail – all because of one stupid choice.

To reinforce the message, an injured young man appears on screen to tell his true story – how he was transformed from typical and confident, to atypical and brain damaged - all from texting and driving. Afterwards, more personal stories of distracted diving are shared from survivors and their family members.

Then, real high school students, imagining they had been collision victims, deliver speeches about the power of their choices, culminating in a hard-fought lesson about what they would do differently.

We underscore the power of choice and celebrate the richness life has to offer with an inspiring and life-affirming montage set to Beyoncé’s “I Was Here.”

Finally, we deliver a Call to Action, emphasizing the behaviors we encourage teens to adopt, suggesting how to:

- Refrain from cell phone use/texting while driving
- Stand up to peer pressure
- Refrain from driving when impaired
- Pre-plan a safe drive home
- Serve as ambassadors to their peers and be part of the solution

Here’s how we utilize the Health Belief Model: Our video program encourages teens to grapple with their illusions of invincibility.

by giving teens the skills they need to make safer choices when their brains are most receptive.
A pre-selected student concludes the program by inviting everyone to take the Vow to Live Pledge:

“I vow to live a life that will last. A life in which I will not drive under the influence. I will not drive recklessly and I will not drive while texting. I will make sure my friends and family know to do the same. I vow to live a life I can be proud of.” - J. Barnett, 18

These surveys are important, providing us with feedback on our program and how it affects behavior change.

The Second Punch: Follow-Up Discussion

Time Required: Variable, 10 – 60 Minutes

OBJECTIVE:
Immediately after your students have experienced the In One Instant video program, it’s crucial to follow-up with a discussion. The video opens their minds, but the discussion drives the point home. It provides a safe space where students can talk about their feelings and a much-needed respite - debriefing students while empowering them to create their own solutions. (Meets Common Core Standards for Speaking and Listening-see below)

You’ll Need:

- The In One Instant Fact Sheet
- “Talking piece” (any item that students can hold while speaking to facilitate group discussion)
- Timer (if needed, we recommend using http://www.online-stopwatch.com/)
LEADING THE DISCUSSION - PART 1

1) You may want to share a few key statistics about distracted driving from our Fact Sheet.

2) Break students into groups of six to eight (depending on how much time you have) to ensure that every student has a chance to speak. Hand a “talking piece” to each group.

3) Introduce the first discussion prompt: “What was the most impactful part of the video program and how will it change your behavior?”

4) Set the timer for six to eight minutes (depending on the group size) and let the students talk. Each student should have up to one minute to speak. After every minute of discussion, call time to indicate that the next person should start speaking. (If everyone finishes speaking before the minute is up, feel free to move on.)

5) After the first discussion, choose a number of other prompts (below), as time allows. Reset the timer and repeat this process until you have ten minutes left, then proceed to Part 2.

First Prompt: “What was the most impactful part of the video program and how will it change your behavior?”

ADDITIONAL DISCUSSION PROMPTS (in order of importance):

• How do you feel when other drivers are texting near you?
• What will you do to prevent someone from driving impaired or texting while driving?
• How do you avoid giving in to peer pressure?
• How can you voice your concerns and be taken seriously?
• How will you arrange for a safe drive home?
• What’s your emergency plan in case your arranged plan falls through?
• Do you ever feel like it’s dangerous being in the car with certain individuals? What would you do to avoid being in that situation?
• When was your last “near miss” from texting?
• Do you have an example of a time in your life when you stopped someone from texting while driving or driving impaired? (Please ask students not to use names.)
• Give an example when you failed to stop someone? How did it make you feel?

Meets Common Core Standards for Speaking and Listening: Students are challenged to participate effectively in different types of collaborative discussions (i.e., one-on-one, groups, and teacher-led). Students will have to respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. They’ll evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (P. 50 Common Core Standards)
LEADING THE DISCUSSION - PART 2

6) After several rounds of small group discussion, have students either stay in their groups or form one large discussion circle. Review a few prompts that were discussed in their groups with the class.

*If forming one large discussion group, give the “talking piece” to the first person willing to share what their group had to say, then hand it to the next student who wants to talk.

**To save time, you may have students remain in their groups. Have one student per group summarize what was discussed. In this case you would just go from group to group, eliminating the need for the “Talking Piece.”

7) Lead the discussion for as long as you can, addressing the topics you asked them to discuss in groups.

Student Activity #1: Classroom Role-Play

For Grades: 9th - 12th / Time Required: 15–45 Minutes

OBJECTIVE:

It’s often easy for students to discuss things in the abstract, but implementing them in real life can be challenging. Through role-play, students are afforded a safe environment where they can learn how to voice their concerns in uncomfortable and challenging situations by stepping into someone else’s shoes. When teens stand up to peer pressure they take ownership of their decision to make smarter choices; the scenarios below will empower your students to do just that. Not to mention, it’s endlessly fun for the participants and the audience. This activity dovetails nicely with topics covered in the discussion prompts.

You’ll Need:

- Scenario cards (provided after these instructions)
- Timer (we recommend using http://www.online-stopwatch.com/)
- Enthusiasm!

It’s easy! (Even for the theatrically challenged):

1) You’ll need volunteers for the scenarios to be effective. If there are no volunteers, pick students who are confident or engaging.

2) We’ve supplied four possible scenarios, each ranging from two to four people. Do as many scenarios as time allows. Feel free to create your own in addition.

3) After selecting the students for each group, hand them their scenario cards. Students will only have five minutes to read their scenario cards, assign roles, and prepare a rough idea of how it will play out. Each group should prepare separately. Emphasize that scenes will be improvisational.

4) Pick one group to go first and set a timer, allowing about three minutes to perform.
5) You may want to stop the scenario once or twice at key times as you see fit to ask the class questions like:
   a. What is the conflict?
   b. Are the people escalating the conflict or taking steps to resolve it?
   c. What could that person have said instead?
   d. What worked? What didn’t work?
   e. What would you have done or said differently?
   f. Did the role-playing represent what would happen in real life?

Notes:
Depending on the grade level of your students you may want to select which scenarios would be most relevant to your class.

Only intervene if you feel that it will add to the overall role-playing experience. You may need to step in and temporarily stop the scene if students get off topic.

Meets Common Core Standards for Speaking and Listening: Students will adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (P. 50 Common Core Standards) They will learn to make effective word-choices to convey an appropriate message for the given context.

Meets Common Core Standards for Language: Additionally, students will demonstrate an understanding of figurative language, word relationships, and nuances in word meanings. (P.55 Common Core Standards)
SCENARIO CARDS:
Please print out, cut up, and distribute amongst your student groups.

1. Sam is distraught and the two are still texting each other – but the erratic driving is starting to make the other passengers uncomfortable. Sam is determined to fix the relationship, but after sending a few heated texts back and forth, the car starts veering into another lane. Will the passengers intervene? How?
   a. Role 1) Sam, the driver, is texting his/her ex.
   b. Role 2) Parker wants to take the phone from Sam.
   c. Role 3) Tracy agrees with Parker.
   d. Role 4) Casey supports Sam’s “right” to text and drive.

2. Alex and Dylan are on their way to the neighboring town for the big animal shelter fundraiser. They’re in charge of setting it up, but they’re late. Again. Their supervisor has already called twice. With all the tables in the trunk of Alex’s car, no one can set up without them. Alex starts driving faster, weaving in and out of traffic. After nearly hitting another car, Dylan realizes that he needs to stop Alex’s behavior. How should Dylan handle the situation?
   a. Role 1) Alex, the driver
   b. Role 2) Dylan, the passenger

3. Jesse is driving three friends on their way back from a major football win against their rival school. One passenger cranks the volume on the radio and is dancing in the seat. Food is being passed around. One passenger is on the phone with their friend who missed everything and wants to hear what happened. Another passenger is honking Jesse’s horn – it’s all fun and games, but Jesse is on edge and getting distracted. What should Jesse say or do to get the passengers to calm down?
   a. Role 1) Jesse, the driver
   b. Role 2) Morgan, the front seat passenger. Window down, head out, dancing in seat while screaming celebrations at passing cars.
   c. Role 3) Tyler in the backseat, sitting behind Jesse. Leaning forward and honking the horn. Cranking up the radio.
   d. Role 4) Chris, on the phone, yelling to friend. Passing food.

4. Taylor is supposed to drive two friends home, but he/she probably shouldn’t get behind the wheel. As Taylor, Ryan, and Jamie are about to leave the party, Jamie trusts his/her gut and questions whether Taylor should be driving. Taylor insists: “I’m good to go!” Ryan suggests that they spend the night, but Taylor has to be home before curfew and neither of the other two have their licenses. How will they get home?
   a. Role 1) Taylor, the driver, insists on driving.
   b. Role 2) Jamie struggles to convince the other two that they shouldn’t be driving. Suggests alternative after alternative; has parents who wouldn’t be angry if they got a phone call asking for a ride.
   c. Role 3) Ryan, who eventually agrees with Jamie, argues about the alternatives. Doesn’t want any parents involved.

Disclaimer: We recognize that underage drinking is illegal, however, statistics show that impaired driving continues to be a problem for teens. The scenario above gives students a forum to learn how to influence their friends to make smarter choices.
Student Activity #2: The Texting Olympics

For Grades: 9th - 12th / Time Required: 20–40 Minutes

OBJECTIVE:

This activity is designed to demonstrate how much texting impairs one’s ability to accomplish even simple tasks efficiently. Both texting and driving are “thinking tasks” - each requires your undivided attention - as opposed to a “non-thinking” task, which requires little to no attention (like chewing gum). In The Texting Olympics, students will try to text while completing another “thinking task,” and they’ll learn how impossible it is to multitask effectively.

We’ve provided suggestions for activities below, but since some of the materials may not be available in every school, we encourage you to pair your own “thinking task” activities with texting. It’s fun to do and funnier to watch!

(Adaptable to meet Common Core Standards for Literacy in Science - see below)

Thinking Activities to Pair while Texting:

• Ride tricycles through a predetermined course.
• Bouncing a ball across the room or back and forth with a partner.
• Writing on the whiteboard/blackboard.
• Jumping rope.
• Tying your shoes.
• Pouring water into a glass.
• Putting on makeup.
• Reciting a memorized poem.
• Singing a song.
• Throwing wads of paper into the recycling bin.
• Playing ping-pong.
• Tracing a pattern on the board using a pen, or for the adventurous – a laser pointer.

Remember! Students must perform the task while texting. No stopping!
How it works:

1) Allow students to volunteer to participate in each activity. To save time, you may have multiple students perform the same task simultaneously.

2) Student should first attempt the activity normally - without any texting.

3) Next, have the same students try the activity while texting a complete sentence to a classmate.

4) If time permits, have the same students do the activity while reading a text.

5) After completing the tasks, compare results of activities performed while texting versus activities performed without texting.

Think you can multitask better than anyone else? Play this texting and driving simulator game on your smartphone and see how you fare. [http://www.itcanwaitsimulator.org/](http://www.itcanwaitsimulator.org/)

Adaptable to meet Common Core Standards for Literacy in Science: Turn this into a science experiment by having your students come up with hypotheses before doing each task. Then, as they complete the tasks, students would enumerate and record their results, eventually presenting the data in a meaningful way that explains the effect texting has on their task performance. This encourages students to follow a complex multistep procedure when carrying out experiments, taking measurements, and performing technical tasks. Students will synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (Page 62 Common Core Standards)

Student Activity #3: Driving in Jeopardy

For Grades: 9th - 12th / Time Required: 10-40 Minutes

OBJECTIVE:

Driving in Jeopardy is a fun, team-based quiz game that can involve the whole class! The objective is to inform students with unexpected truths and fun facts, with the hope that they’ll share their newfound knowledge with friends and family. It’s competitive, engaging, and easy to implement.

(Meets Common Core Standards - see below)

The Setup:

• Divide your class into two teams. Students can stay at their desks for this.

• Have each team come up with team names.

• Draw a large “T” on the board that you’ll use to keep score.

How it works:

1) Read aloud the first Truth or Myth from the pages provided.

2) Students have **five seconds** to stand if they think it’s true and stay seated if they think it’s a myth.

3) Count how many people are standing and sitting on each side and record each number.
4) Then, tell the class if it was a truth or myth.

5) If it’s true, the number of people standing is equal to the number of points that team will win. If it’s a myth, the number of people sitting equals the points that the team will win.

6) Proceed through as many Truth or Myths as time permits, leaving time at the end for a Lightning Round.

**Lightning Round!**

7) Instead of reading the Truth or Myth cards, move to the Lightning Round questions.

8) Each group will need a pen and paper to answer these questions. Students will get out of their seats and huddle up on opposite sides of the classroom.

9) The teams will select one person to be the writer.

10) Each of the two groups have sixty seconds to collaborate on the questions asked, with one student writing the answers.

11) At the end of the sixty seconds, each team must hold up their answer sheet. The number of correct items listed equals the number of points each team earns.

**True / False Statements:**

1. Teens who smoke are more likely to get into a crash than their nonsmoking peers.
   
   **Answer:** True
   
   **Explanation:** Smoking and driving may seem like they should be unrelated, but actually teens who smoke are twice as likely to get into a car crash than teens who don’t smoke.

2. It’s safer to talk to a passenger in your car than talk on the phone while driving.
   
   **Answer:** True
   
   **Explanation:** A person on the other end of the phone doesn’t know what’s happening in the car, but a passenger can pause conversation when the driving gets tricky.

3. Being awake for 18 hours has the same effect on your driving as being drunk.
   
   **Answer:** True
   
   **Explanation:** Driving drowsy can be just as dangerous as driving drunk – both slow your reaction times, impair your judgment, and drastically increase your risk of a crash.

4. You’re more likely to be cautious if you have to pay your own car insurance or repair bills.
   
   **Answer:** True
   
   **Explanation:** Paying for a car’s expenses is a big responsibility, and teens who pay their bills are more likely to stay safe and take good care of their car.

5. Using a hand’s free device instead of actually holding your phone reduces your risk of a car crash.
   
   **Answer:** False
   
   **Explanation:** It’s the conversation that’s distracting, not holding the phone!

6. Your phone is the only distracting thing in the car.
   
   **Answer:** False
   
   **Explanation:** There are lots of distractions in the car! Even looking in your rearview mirror for too long can be a distraction.

*Continued on next page*...
7. When you pass your driver’s test, you have the skills to drive safely in all conditions.  
   Answer: False  
   Explanation: Being a driver takes years of practicing engaged driving skills. Even some adults are bad drivers!

8. You’re less likely to be in a collision if you own your own car.  
   Answer: False  
   Explanation: Teens who have to ask for keys or share them with a sibling are statistically more inclined to take extra precautions while driving.

9. Teens are the most likely age group to get behind the wheel if impaired.  
   Answer: False  
   Explanation: Adults are! The caveat is that if teens drive drunk, they’re significantly more likely to get into a crash.

10. As a new driver, it’s safer to have a friend in the car.  
    Answer: False  
    Explanation: Teen crash risk increases with every additional teen passenger.

11. Alcohol is the leading cause of teen auto fatalities.  
    Answer: False  
    Explanation: 1 in 3 teen fatalities are caused by drinking, while distracted driving is the number one cause of teen auto fatalities.

12. Seatbelt use is a major factor in teen driving fatalities.  
    Answer: True  
    Explanation: 58% of all teen car crash fatalities are the result of not properly using a seat belt.

13. Sending a text is safer than talking on the phone while driving.  
    Answer: False  
    Explanation: Texting takes a person’s eyes off the road for an average of 5 seconds. Driving at 55mph, that’s like driving the length of a football field blindfolded.

14. It’s safer for teens to drive at night because there is less traffic on the road.  
    Answer: False  
    Explanation: While there may be less traffic on the road, the most dangerous time to drive for teens is from 9pm to midnight. They may be more tired, driving faster to meet a curfew – plus it’s harder to see any obstacles in the road.

15. Most speeding-related fatalities occur on interstate highways.  
    Answer: False  
    Explanation: Almost 90% of speeding-related fatalities occur on roads other than interstate highways.

16. Drivers should always go the speed limit in order to maximize safety on the road.  
    Answer: False  
    Explanation: Speed limits are set for perfect driving conditions. Inclement weather or congested traffic requires a slower speed in order to drive safely.

17. Most fatigue-related crashes involve drivers 30-65.  
    Answer: False  
    Explanation: Drivers under 25 are responsible for most crashes caused by drowsy driving.
18. Teens need 8 hours of sleep in order to be safe drivers.
   **Answer:** True
   **Explanation:** Teen drivers who sleep less than 8 hours per night are a third more likely to get into a car crash than teens that sleep 8 or more hours per night.

Three Lightning Round Questions:

Name as many in-car distractions as you can.

**Possible Answers:** cell phone, cd player, radio, passengers, makeup, people/objects outside the car, food & drinks, laptops, books, magazines, newspapers, strong emotions, pets, looking at rearview mirrors for too long, reaching for something, tiredness

What are the steps a person should do in the car before starting to drive?

**Possible Answers:** Adjust side and rearview mirrors, put away cell phone, change music, clean windshield, buckle up, adjust seat, defrost windshield, turn on heat/air conditioning, program GPS

Name things a driver should do while driving.

**Possible Answers:** Scanning, checking mirrors, watch for obstructions in roadway, be respectful to other drivers, maintain a safe following distance, obey the speed limit, look for red light or stop sign runners.

**Students will work with their peers to promote civil, democratic discussions and decision-making, establishing individual roles as needed. (P. 50 CCS)**

Student Activity #4: Reading and Essaying

*For Grades: 9th - 12th  /  Time Required: 30– 60 Minutes*

**OBJECTIVE:**

Some students are verbal or linguistic learners and best absorb the material when they’re asked to read and write about a subject. To meet their needs, we’ve included an engaging essay about distracted driving from the Huffington Post (on the next page). Have your students read and analyze this article, then ask them to write an essay of their own. (*Meets Common Core Standards - see below*)

**Analysis Questions:**

- What are the central ideas of this essay?
- What is the author’s point of view?
- Is the author’s rhetoric effective? What concepts did he use to build his argument? What emotional devices did he utilize? Could he have done anything differently?
- What data sources does the author use? How could different sources change the tone of the essay?
- Who is the author's audience? What techniques does the author use to appropriately address the audience?

**Essay Topics:**

- How can we change the culture around texting and driving? If science and statistics haven’t impacted people’s actions, what would work?
- What compels a society to follow the law? Can laws more effectively change the culture of texting and driving? If so, how?

*Meets Common Core Standards for Reading Informational Text. Students will analyze the various techniques the author employs. The analysis questions below outline the skills we expect students to practice during this activity. (P. 40 Common Core Standards)*
States Combat Cell Phone Use On The Road But Deaths Persist

By Kevin Short

Citizens and lawmakers nationwide are increasingly aware that using a cell phone while driving is the safety equivalent of taking the wheel after a few drinks. Yet despite a legislative and educational push to end distracted driving, Americans remain stubbornly unwilling to put down their digital devices, with progressively lethal consequences.

In 2015, the most recent year in which data is available, 3,477 people were killed in automobile crashes involving a distracted driver, according to data from the National Highway Traffic Safety Association, and an estimated additional 391,000 injured in crashes involving distracted drivers. The fatal crash rate for teens is 3 times greater than for drivers age 20 and over (IIHS)

When distractions were identified, cell phones were often a leading cause. And most experts say these statistics are vastly underreported, meaning that thousands more lives a year are almost certainly being claimed by an epidemic whose causes are already well understood.

This is not for lack of laws on the books. In the four years since The New York Times published a Pulitzer prize-winning series on distracted driving, most states have enacted some form of prohibition on talking or texting on cell phones while behind the wheel.

Some 47 states plus the District of Columbia now have a ban on texting while driving, according to a survey released this week by the Governors Highway Safety Association, a nonprofit association representing the highway safety offices of each state. However, only 16 states and D.C. require drivers to use a hands-free device while talking on the phone. A total of 47 states report some form of enforcement protocol and public outreach effort aimed at limiting such practices, with the only holdouts being Arizona, South Carolina and Montana.

And yet this legislative response has failed to reverse the trend. According to the GHSA’s study, 15 states say their distracted driving crashes have increased, 11 say they have decreased and 16 report the same rate of crashes.

“Restrictions on cell phone use do not appear to be making the crashes go down faster in states that have the laws,” Russ Rader, senior vice president at the Insurance Institute for Highway Safety, a driving research organization, told The Huffington Post.

Paradoxically, Rader added, cell phone bans appear to reduce instances of people using their phones while driving, yet that fails to translate into a “corresponding effect on crash risk.”

According to the NHTSA, using a cell phone while driving multiplies the risk of crashing by a factor of four, effectively making the practice as dangerous as driving with a blood-alcohol concentration of 0.08 --the legal limit under drunk driving laws. Texting while driving amplifies that risk as much as 23 times.

Dozens of studies have shown that using a hands-free device -- currently prescribed by 11 states that ban driving while using a hand-held phone -- is in fact equally, if not more dangerous, than holding the phone.

Continued on next page…
Nine in 10 Americans now grasp that talking on the phone while driving poses a substantial danger, according to the AAA Foundation for Traffic Safety. Yet seven of 10 report that they themselves talk on the phone while driving, and a third admit to reading texts and emails while behind the wheel.

That need to be connected while on the road has had profound consequences for Jacy Good. While driving home from her college graduation in May 2008, her car was struck by a semi-truck swerving to avoid a reckless driver talking on his cell phone. Both of her parents were killed instantly, and Good was left with lifelong handicaps.

“It’s an addiction. The laws have to be in place, but it has to go beyond that because obviously people aren’t complying with those laws,” Good told The Huffington Post. “It comes down to the social standards we set for ourselves; it needs to be as unacceptable as drunk driving.”

Even as the lethal consequences of this reality grow, so do the temptations to look away from the road and focus on a screen as the current of constant, 24/7 connectivity reaches further into every crevice of American life. Consumers increasingly expect to be wired and available for digital communication wherever the road takes them.

So-called infotainment systems included in cars will expand fivefold over the next five years, according to a forecast from the Automobile Association of America. The car is increasingly becoming a mobile office, social news feed and multimedia hub.

“There is a looming public safety crisis ahead with the future proliferation of these in-vehicle technologies,” said AAA President and CEO Robert L. Darbelnet in the report last month. “It’s time to consider limiting new and potentially dangerous mental distractions built into cars, particularly with the common public misperception that hands-free means risk-free.”

Overall, car accidents have steadily declined since 1975, yet the grave consequences of phone use while driving pull in the opposite direction, remaining stubbornly consistent.

The extent of the problem amounts to a crude science. Experts say data about distracted driving crashes is woefully inaccurate. The National reviewed 180 fatal cell-phone related crashes from 2009-2011. Of these, only half were recorded in the federal data. Even in cases when the driver admitted to cell phone use, only 50 percent of the crashes were properly coded.

These systemic flaws -- in addition to crashes when there are no witnesses, a driver lies about phone use or the police do not ask about distractions -- have led the NSC to estimate that a quarter of all crashes involve phones, a figure far higher than the governmental estimate.

Most states have been making a push to limit such fatalities, taking their cue from The New York Times series and resulting public furor. Some 39 states plus D.C. now identify distracted driving as a priority issue, up from 28 states in 2010. More states than ever are collecting crash data, trying to enforce the state law and launching media campaigns.

“The science is out there, and we’re ignoring it,” Good said. “This is absolutely preventable ... there’s nothing on your phone that is more important than the life I wanted to live or the lives of my parents.”
Additonal Activities & Community Service: Keeping the Message Alive

Empowering teens to make smart and safe choices is a year-round mission. The activities below can be turned into classroom projects, extra credit assignments, and/or community service opportunities. It’s a great way to involve your entire school and community while building your students’ leadership skills and college application resumes. We’ve listed the number of hours we believe these activities are worth, but should your students’ effort exceed these expectations, please have them speak to the community service liaison at your school and adjust accordingly. Keep the message alive! Affect societal change!

To create lasting change, we have to look beyond our personal bubbles of family and friends; we have to look to the community at large and make safe driving a top priority. Consider approaching local businesses and nonprofits and ask for their support (financial, publicity, or otherwise) and bring widespread change to your corner of the country.

CREATE A PLEDGE BANNER 1 Hour

Create a banner with a bold safe-driving message designed by you and your friends! Make a commitment to smart choices by signing your name alongside your peers. Grab a bunch of colored markers and some butcher paper (enough room for all students to sign). Put the banner in a high-traffic area and hang the markers around it. Create a campaign and announce it over the loud speaker. Encourage everyone who passes it to declare their dedication to safe driving by signing their name. After everyone has signed it, take a picture with you and all your friends around it, show your community service liaison to get your hours - and don’t forget to send it to us! You might want to think about sending the picture to your local newspaper or school paper!

SPREAD THE “VOW TO LIVE PLEDGE” 1 Hour

Take the pledge, get involved, and save a life. You and your friends should sign the pledge: (http://inoneinstant.org/pledge) and post it on all of your social media sites, including Facebook and Twitter!

MAKE A REACTION VIDEO 1 Hour

Record your reaction after experiencing the In One Instant video program! Do it in pairs or by yourself, using your smartphone camera. The person on-screen should state their answers in complete sentences. Make sure to shoot these videos in an area with no audio interference. Here’s the question you should answer: “What was the most impactful part of the video program and how will it change your behavior?” Share it with your friends on social media!

CREATE A SLOGAN 1 Hour

You know that really clever slogan AT&T made, “It Can Wait”? We want you to give them a run for their money. If you create a unique safe driving slogan that feels fresh, compelling, and insightful - bring it to your community service liaison for an hour of community service!
Here’s one for the visual artists. Pretend like you’re working for Don Draper (from Mad Men) and create a promotional poster for safe driving. You can put this on your classroom door or on the walls of the school! Share it with your school and community to earn two hours of community service! Don’t forget to send it to us and we’ll post it on our social media!

**WRITE AND PUBLISH**

Calling all student journalists! Write an article related to distracted, impaired, or reckless driving and publish it in the school or local paper (even if it’s a letter to the editor). If you send us a link, we’ll post it on our social media!

**POEMS / SPOKEN WORD**

There have been some fantastic poems written about distracted driving over the past few years. If you can add to the pedigree, your community service liaison will award you with three hours of community service. If you perform it live (or create a video of your performance), your community service liaison will award you four hours! Example of an excellent spoken word performance: https://www.youtube.com/watch?v=uAL30UbIXUI

**WRITE AND PERFORM A SONG**

Do you ever write songs? Whether it’s on an acoustic guitar, keyboard - or even if you rhyme like Macklemore - perform an original song about safe driving and you’ll earn four hours of community service. If you submit it to us, we’ll post it on our social media and you’ll be one step closer to YouTube fame! Funny example of a rap about texting: https://www.youtube.com/watch?v=FWj42BxDXCU

**MAKE MOVIE MAGIC**

For the budding filmmakers: create a 30 second PSA that promotes safe driving. It can be funny or serious - as long as no one actually texts behind the wheel! It should communicate effective ways to become safer drivers.

*NOTE: You may only use original music, songs that are in the public domain, music offered free for educational and/or nonprofit purposes, or tunes, that you’ve licensed. That means no Beyoncé or Jay-Z in the background - unless you can get the rights. Try: www.mobygratis.com for free music.

**ALL-IN-THE-BLANK VIDEO**

Here’s a quick and easy way to get one hour of community service. Below are a number of sentences you and your friends can complete. You can record yourself (or have a friend help) as you recite a sentence you’ve just created in front of the camera. It’s easy! But make sure not to face the sun while you’re recording and don’t look down to read your answers!

What you’ll need:
- A camera (it can be your phone, or a tablet, or even your computer)
- A friend (optional)
- The sentences shown here:

  - I don’t text and drive because ________________________________
  - When I see my parents text and drive I say: ________________________________
  - When I see my friends text and drive I say: ________________________________
  - Texting and driving go together like: ________________________________
  - Not wearing a seatbelt? I say: ________________________________
  - Create your own: ________________________________

*NOTE: You may only use original music, songs that are in the public domain, music offered free for educational and/or nonprofit purposes, or tunes, that you’ve licensed. That means no Beyoncé or Jay-Z in the background - unless you can get the rights. Try: www.mobygratis.com for free music.
Just the Facts

Car crashes are the **#1 killer** of American teens.  
(Insurance Institute for Highway Safety)

Nearly **2 million** injury crashes were reported in the US in 2010 involving distracted driving.  
(Pew Research Center)

The average time drivers take their eyes off the road to send or read a text is **5 seconds**. A driver going 55mph will have traveled the length of a football field—completely blind.  
(Virginia Tech Transportation Institute)

71% of teens say they have sent texts while driving;  
78% say they have read texts while driving.  
(National Highway Traffic Safety Administration)

58% of teen drivers killed in crashes were not wearing a seat belt in 2011  
(Children’s Hospital of Philadelphia)

You are **23 times** more likely to get into a car crash while texting and driving.  
(Virginia Tech Transportation Institute)

71% of all car crashes involving drivers age 16 were caused by driver error in 2012.  
(Centers for Disease Control and Prevention)

Approx. **3,000 teenagers died** in car crashes in 2012.  
(Centers for Disease Control and Prevention)

1 in 3 teen fatalities are caused by drinking.  
(National Highway Traffic Safety Administration)
Additional Resources

Here are some of the best resources from around the web for learning about and promoting engaged driving. You can use the links or the QR codes to get to the website!

**Dopamine and Teenage Logic - The Atlantic**
The role of dopamine in teens’ developing brains and how it affects their decision-making.

**Distracted Driving and Risk of Road Crashes Among Novice and Experienced Drivers - New England Journal of Medicine**
A study on the relationship between distracting activities while driving and the risk of crashes or near-crashes in teens and experienced adult drivers.

**Parent’s Supervised Training Program – Ford Driving Skills For Life**
A comprehensive guide to teaching practical driving skills and techniques, specifically designed for parents.

**Why the Focus Should Be on “Engaged Driving.”**
Dr. Dennis Durbin examines the phrase “distracted driving” and explains why it may not be the best word-choice to influence changes in driver behavior.
http://injury.research.chop.edu/blog/posts/why-focus-should-be-%E2%80%9Cengaged-driving%E2%80%9D-teens
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