



TEEN DRUGGED DRIVING:

A COMMUNITY AWARENESS ACTIVITY TOOLKIT

IDENTIFY, EDUCATE, & PREVENT YOUTH DRUGGED DRIVING



OFFICE OF NATIONAL
DRUG CONTROL POLICY

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Americans are well aware of the terrible consequences of driving drunk and are familiar with the many successful drinking and driving awareness campaigns. With the dramatic increase of handheld phones and personal devices, campaigns and laws targeting talking or texting while driving have also gained prominence. Yet an often overlooked issue, especially among teens and young adults, is drugged driving.

A nationally representative survey by the National Highway Traffic Safety Administration (NHTSA), found that in 2007, approximately one in eight weekend nighttime drivers tested positive for illicit drugs.¹ Worse yet, a 2010 study by NHTSA revealed that 1 in 3 fatally injured drivers, who were tested for substance use and the results known, tested positive for an illicit drug or medication with the ability to impair at the time of the crash.²

The risks are even greater for teens, who, due to their inexperience, are already more likely to be involved in a crash compared with more experienced drivers. When this lack of experience is combined with the use of substances that may alter perception, cognition, reaction time, and other faculties, the results can be tragic.

The statistics are alarming regarding drugged driving in the teenage demographic. Among high school seniors in 2011, approximately 1 in 8 reported that in the two weeks prior to the survey interview they had driven after smoking marijuana - more than reported driving after consuming alcohol.³ Across age groups, the rate of driving under the influence of illicit drugs in 2011 was highest among young adults aged 18 to 25 at 11.6 percent.⁴

1 in 8



weekend nighttime drivers tested positive for illicit drugs in 2007

1 in 3



fatally injured drivers tested positive for some type of illicit drug in 2010

11.6%

of 18-25 year olds have driven under the influence

¹ U.S. Department of Transportation, National Highway Traffic Safety Administration, Traffic Safety Facts. Results of the 2007 National Roadside Survey of Alcohol and Drug Use by Drivers. July 2009 DOT HS 811 175.

² U.S. Department of Transportation, National Highway Traffic Safety Administration, Traffic Safety Facts. A Brief Statistical Summary. November 2010 DOT HS 811 415.

³ Unpublished data from Monitoring the Future, 2011. Ann Arbor: Institute for Social Research, The University of Michigan.

⁴ Substance Abuse and Mental Health Services Administration, Results from the 2011 National Survey on Drug Use and Health: Summary of National Findings, NSDUH Series H-44, HHS Publication No. (SMA) 12-4713. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2012. <http://www.samhsa.gov/data/NSDUH/2k11Results/NSDUHresults2011.htm#2.15>



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ACTIVITIES FOR EFFECTIVE PREVENTION

Drugged driving is a public health concern because it puts not only the impaired driver at risk, but also passengers and others who share the road.

This toolkit provides coalitions, prevention groups, and parent- and youth-serving organizations with facts on the danger and extent of teen and young adult drugged driving, activities to engage teens and the greater community, and resources to further assist with prevention activities. The activities are designed to:

- raise awareness about drugged driving;
- educate and engage parents and teens about the issue;
- provide tips and advice to identify the risks of drugged driving; and
- encourage local media to help raise awareness of the perils of drugged driving.

These activities may be conducted independent of each other; however, they work well in tandem and activity organizers may find that they can build on the momentum from one activity to the next.

At the end of this toolkit you will find fact sheets, tip sheets, and other resources to assist you in implementing these or other drugged driving activities in your community. Please feel free to print and copy these resources for your own use to promote these activities or to hand out at your meetings and events.

We need to work together to increase visibility around the issue of drugged driving. ONDCP hopes that this toolkit will be a resource to help organizations work together to raise awareness of the issue in their communities.



Drugged driving puts the driver, passengers and others who share the road at risk



DRUGGED DRIVING PREVENTION NIGHT

This activity aims to help community- and youth-serving organizations team up with local schools, law enforcement agencies, or partner organizations to host a Drugged Driving Prevention Night. The event aims to engage parents and other adult influencers, as well as teens, in a discussion about the issue of drugged driving, as well as drunk and distracted driving.

The Prevention Night activity is designed to help organizations disseminate information about drugged driving, as well as implement a panel discussion about the issue in a community-wide setting. (A discussion guide is available at the end of the activity.) However, the activity may also be conducted on a smaller scale as a roundtable discussion in a closed-door setting, such as classroom or club meeting.

After participating in Prevention Night, attendees should:

- have a better understanding of the dangers of drugged driving, and that both legal and illicit substances can affect one's ability to drive;
- know what resources are available to provide them with more information and who they can go to for help with addressing the issue; and
- feel empowered to engage their teens, students, friends or peers on the subject of substance use and the potential consequences of driving drugged, drunk, or distracted.

Preparation/What You Need

Before planning the Prevention Night event, consider reaching out to potential partner organizations and local businesses for support with developing the program, securing resources, engaging participants/spokespeople, and promoting the event. Libraries, physician groups, PTA, community centers, driver education

Consider reaching out to potential partner organizations & local businesses for support.

schools, vehicle dealers, and local stores can all complement Drug Free Community coalition capabilities, as well as those of other community- and youth-serving organizations.

You will need the following to conduct a Prevention Night event:

- an appropriate, comfortable space to accommodate your group - keep the anticipated size of the event in mind. Some locations to consider: local community center, public library, school cafeteria or auditorium, church meeting room;
- chairs for event speakers;
- A/V capabilities if using a large room or expecting a large crowd, to include microphones and a sound system;
- tables for setting up resource materials; and
- take-away materials about drugged driving and resources available in the community.

Planning A Prevention Night

- 1** Secure an event moderator, such as a prevention expert or law enforcement officer, to lead the discussion and handle the flow of the event. Prevention Night planners may want to ask a local media personality - such as a popular news anchor or radio disc jockey - to serve as the facilitator for the evening if conducting the event in a more public forum. The moderator will lead the discussion and transition from speaker to speaker as well as solicit questions from the audience at the end of the event.
- 2** Secure participation from as many of the following people to serve as speakers and/or panelists for the evening:
 - local law enforcement;
 - local prevention/treatment experts;
 - school representatives;

- parent organizations;
- a local teen to provide youth perspective; and/or
- a local parent or teen affected by drugged driving (if applicable/available).

Planners may also want to consider inviting important community leaders such as the mayor, school district superintendent, or chief of police to speak at the event.

When reaching out to local law enforcement, find out if your community has a local drug recognition expert (DRE) available to speak. A DRE is a police officer trained to recognize impairment in drivers who have taken drugs other than, or in addition to, alcohol. The DRE State Coordinator will be able to help identify if a DRE is available in your area - State contacts are available online at www.decp.org/coordinators/state/find.cfm.

- 3 Determine the topics, timing, and order of the speakers. The following agenda provides an example of an effective program format; however, planners should shape their program according to the forum, timing, and speakers of their own event:

Moderator (5 minutes)

- Welcome panelists and audience
- Give a general overview of the issue of drugged driving (include relevant national and/or local statistics)
- Provide background on Drugged Driving Prevention Night - why the event is being hosted, partners involved, what the audience will learn and who they will hear from, the general format for the evening

When reaching out to local law enforcement, find out if your community has a local drug recognition expert (DRE).

**Local law enforcement official or drug recognition expert (DRE)
(5 minutes)**

- Discuss the public safety threat of drugged driving; relay firsthand experience
- Provide an overview of what local law enforcement is doing to identify and stop drugged driving
- Discuss the importance of educating teens and parents of the dangers and note prevention programs/efforts offered through the local sheriff's office

Local school official (5 minutes)

- Give anecdote about trends or challenges she or he is seeing in the school setting
- Discuss what local school(s) are doing to educate teens about drugs, drugged driving, and to deter substance use
- Discuss the importance of family involvement and positive role models
- Highlight the importance of extracurricular programs and positive alternative activities

Local prevention expert (5 minutes)

- Highlight prevalent issues in the local community, focusing on the potentially growing issue of drugged driving
- Discuss the important role of education and prevention programs to thwart drugged driving and substance abuse among teens
- Highlight an experience from working directly with teens/teens in rehabilitation programs

Moderator/Discussion leader (15 minutes)

- Lead roundtable discussion
- Call on participants to respond to questions (Discussion Guide located at the end of this section)

4 Develop a list of local resources available in the community, including local support phone numbers and websites, community substance abuse prevention and recovery experts, and prevention and treatment facilities in the area. Compile the information into a document that may be copied and shared with event attendees.

Several additional resources are included with this toolkit for copying and sharing. These materials are also available for FREE downloading and printing at the “Above the Influence” Partnerships website, www.ATIPartnerships.com. Resources include:

- Teens, Drugs & Driving Fact Sheet;
- Tips for Preventing Teen Crashes;
- Teen Tips for Driving “Above the Influence”;
- Teen “Think It’s Harmless?” Poster; and
- Youth-designed drugged driving prevention poster.

The Office of National Drug Control Policy also offers many customizable resources and templates to help Drug Free Community grantees and other community- and youth-serving organizations create prevention materials. Please go to the ONDCP website to access these FREE materials, www.WhiteHouse.gov/ONDCP/drugged-driving.

The National Institute on Drugs and Alcohol also offers a variety of useful resources, which are available for FREE online at www.drugabuse.gov/related-topics/drugged-driving, including:

- [Drugged Driving Drug Facts](#);
- [Marijuana Research Report](#); and
- [Scholastic marijuana poster](#).

- 5 Engage local media. Prevention Night panelists, particularly those with special expertise, may be good spokespeople for local news media opportunities.

Invite the local newspaper, TV, and radio stations to the Drugged Driving Prevention Night, and offer to connect them with the event spokespeople. Securing a local anchor, reporter, or DJ to serve as the moderator may help ensure coverage from that station. Included on page 11 is a sample media outreach letter that Prevention Night planners may use as a template.

Prior to the Prevention Night, find out if the community has a Drug Evaluation and Classification Program - a training program to help officers identify drugged driving. If so, try to secure permission from the program instructor/director to have reporters attend the next DEC training to capture footage from the training along with officer or instructor interviews to support a follow-up news segment. Once permission is secured, this opportunity may also be offered to the media.



Invite the local newspaper, TV, and radio stations to the Drugged Driving Prevention Night

- 6 Delegate responsibilities for the day of the event - someone to manage the guest speakers/panelists, another person to manage the audience as they arrive and circulate the microphone during the Q&A, someone to manage the media, and another to troubleshoot any challenges that may arise during final preparations.

- 7 Host the Drugged Driving Prevention Night! Ensure guest speakers arrive 15-30 minutes early so they have time to get comfortable with the space and each other and take 15 minutes prior to the event to talk with all participants.

PANEL /ROUNDTABLE DISCUSSION GUIDE

The following questions are intended to be a guide in facilitating a panel or roundtable discussion:

- What sets drugged driving apart from driving drunk?
- Would you be able to recognize the signs of someone who is under the influence of drugs? How?
- Have you heard your child or their friends talking about taking illicit or prescription drugs to get high?
- **To teens:** Have you heard your friends talk about taking drugs?
- **To teens:** What do you think parents can do to help keep kids away from drugs? What about preventing drugged driving?
- What do you think those in the education community can do to prevent drugged driving among their students?
- How can parents start a discussion with their teens about drugged driving and substance use?
- **To teens:** How do you resist pressure, particularly when it's coming from a friend? Is it difficult to do that? What can adults in your life do to help you?
- Has the media, celebrity culture, etc., influenced your perceptions of drug use? What about drug/alcohol use and driving?
- Do any of you know someone who has driven after taking a drug or alcohol?
 - If so, ask them to relay what happened and the consequences without disclosing too much detail (e.g., names).
 - If not, ask if anyone can identify a recent incident in the news.



SAMPLE PITCH EMAIL FOR MEDIA

Dear **XXX**,

Some sobering facts:

- In 2010, one in three fatally injured drivers, who were tested for substance use and the results known, tested positive for an illicit drug or medication with the ability to impair at the time of the crash.
- Among high school seniors in 2011, approximately 1 in 8 reported that in the two weeks prior to the survey interview, they had driven after smoking marijuana - more than reported driving after consuming alcohol.
- Thirty percent of high school seniors report driving after drinking heavily or using drugs, or riding in a car whose driver had been drinking heavily or using drugs, at least once in the prior two weeks.

Americans are all too familiar with the terrible consequences of driving drunk. Additionally, a number of recent campaigns have brought to light the dangers of distracted driving. However, drugged driving is an increasingly important public safety issue, especially for teens and young adults, which remains woefully overlooked.

You are invited to **[insert organization name]** Drugged Driving Prevention Night. Local prevention/treatment experts, law enforcement, school representatives, parents, and teens will discuss the prevalence and dangers of drugged driving, the challenges they face, and ways to prevent teen drugged driving. There will be photo and video opportunities, as well as an interactive Q&A session.

We'd love to have you join us. Please feel free to contact me with any questions.

[Insert name and contact info]



D.DRIVER ACTIVITY FOR TEENS

“D.Driver” puts teens in the driver’s seat by using video games and real-life scenarios to help them gain a better understanding of the potential consequences of driving after using drugs and alcohol or while distracted. This activity is part of the activities offered through ONDCP’s “Above the Influence” campaign, which is aimed at preventing youth drug use.

Overview

While most teens today are aware of the consequences of driving drunk and surveys show fewer teens are getting behind the wheel after drinking, driving after using drugs or while distracted are growing threats to safety on the roads. “D.Driver” aims to raise teens’ awareness of the ways in which these three “D’s” – drugs, drinking, and distractions – can affect their ability to drive. By using video games, gaming systems and mobile devices that teens are already familiar with, “D.Driver” offers teens a better understanding of the potential consequences of driving drugged, drunk, or distracted, for themselves and those around them. Through an elevated awareness and follow-up discussions, “D.Driver” helps teens think critically about the potentially life-altering effects of driving “under the influence” or while distracted, and brings to the forefront alternatives to help them remain “above the influence” of these behaviors.

Learning Objectives

After completing “D.Driver,” teens should:

- have a better understanding of the more subtle symptoms and side effects of substance use that affect driving;
- understand the potential effects of drugged, drunk, and distracted driving, and how they affect passengers, pedestrians, and other drivers on the road; and
- gain awareness of their alternatives when faced with potential drugged, drunk, and distracted driving and passenger situations.

Preparation

“D.Driver” is a flexible activity that can be completed in one and a half to two hours, but also may be extended to allow enough time for as many youth who are interested in taking a turn in the “driver’s seat.” This includes time to dedicate to a thorough discussion of all the scenarios and outcomes presented in the activity.

The activity can be done with as few as three (3) teens or more, though it is recommended the size of the group be capped at 10-15 teens to enable an engaging and thoughtful conversation. While pre-licensed and licensed drivers will benefit most from this activity because they have some experience with real-life driving situations, younger teens will also benefit from this activity as they frequently ride in vehicles driven by older teens and adults.

There are four (4) scenarios provided with this activity, and it is recommended that facilitators select at least three (3) scenarios for the teen participants to complete. Conducting the activity with at least three scenarios supports robust, post-scenario discussions while being mindful of time constraints. However, facilitators may have teens complete and repeat as many scenarios as time and participant interest allow.

Using existing video gaming systems and games is beneficial because these resources are easily attained and guaranteed to get teens’ interest. For the purposes of this activity, a list of suggested games is provided - these games achieve the appropriate first-person driving simulation experience and are suitable for a young audience. Facilitators should use their judgment and resources when selecting a game and keep in mind these two qualifications, if choosing a game other than those provided on the list below.

Some facilitators and organizations may not have access to a gaming system or television setup. In this case, “D.Driver” can be performed in a smaller group, using a driving simulation game/mobile application (app) on a smartphone device. Facilitators may also ask participating youth leaders to bring in their personal gaming system from home; however, discretion should be used, as gaming systems may be broken and can be expensive to replace.



The D.Driver activity can be done with as few as three teens



Using existing video gaming systems and games is beneficial because these resources are guaranteed to get teens’ interest

It is important to remember that not all teens may want to be in the spotlight by volunteering to be in the driver's seat. There are several opportunities during the activity for all teens to participate in the discussion, scenario selections, etc.

Additionally, facilitators may find it helpful to have an assistant facilitator to monitor game play and note teachable/learning moments while the other focuses on managing the discussion and follow-up questions that occur naturally among the group. Teen volunteers may also help monitor game play by keeping track of "above the influence" and "under the influence" scores, how many crashes occur, distance traveled, time-keeping, etc.

What You Need

You will need the following to conduct the D.Driver Activity:

- a room with enough space and privacy for the teens to spread out and observe game play, and where loud noise won't distract others. It would also be helpful to be able to control the room lighting;
- video gaming system (recommended: Xbox, PlayStation, Wii) or a mobile device with the ability to download apps, along with necessary equipment (e.g., game controller/paddle). Some gaming systems offer controllers in the shape of a steering wheel for use with racing games; facilitators may want to consider using such devices if available/accessible for the gaming system in use;
- a first person, driving simulation game, either one for a gaming system or a mobile phone app. Please see the full list of suggested games at the end of this activity;
- "D.Driver" Scenario Card Deck, **available for FREE download at www.ATIPartnerships.com**. The scenarios are also included in the **Facilitator Discussion Guide** section of this activity (see below);
- four (4) chairs;
- cell phone (either a prop or teens can volunteer their own);
- anything capable of playing very loud music (stereo, iPod, smart phone);

- alcohol impairment goggles - if these are not available, very dark sunglasses with something smudged on the lenses (e.g., dish soap or Vaseline);
- blindfold or scarf; and
- Facilitator Discussion Guide provided with this activity (see below).

The Activity

- 1** Set up your space. Make sure the television and gaming system are placed in the center, with room enough for one teen to play while others have room to observe. If implementing “D.Driver” using a mobile app, set up the room with a space for the “driver” in a central location, with room for others to observe as he or she plays. Facilitators may also want to arrange four (4) chairs for the driver and any “passengers” they might have (per the scenarios) to sit on – two in the front and two in the back, such as you might find in a vehicle.
- 2** After setup, explain to the teens that they will now be asked to participate in “D.Driver” by either:
 - taking a turn in the “driver’s seat.” These teens will complete one round of the driving simulation game under normal conditions, and one round under the conditions described on the scenario card;
 - being the scenario navigator - making sure the teen in the “driver’s seat” follows instructions given, specifically on how to recreate the conditions of drugged or distracted driving;
 - monitoring scores, crashes, time-keeping, etc.; and
 - participating in the post-scenario discussions.
- 3** Ask for a volunteer to be in the driver’s seat and a volunteer to be the “navigator.” Also ask for volunteers to monitor performance. All participation should be voluntary to enable an environment for meaningful connections to be made and open discussion after the activity.

- 4 The teen in the driver's seat should complete one round of the driving simulation game under normal conditions - a.k.a. "above the influence." Upon completion, the volunteers will document the player's score, crashes, and any other driving errors. (Note: If the selected game has longer "rounds," the facilitator may want to cap each turn in the driver's seat at two minutes OR per the recommended time provided with the scenario.)

- 5 The driver should select a card, face down, from the "D.Driver" Scenario Card Deck and read the card out loud to the group. The navigator then oversees the driver, making sure he or she completely complies with the instructions given on the card to approximate drugged, drunk or distracted driving. (Note: Some of the tactics for approximating the physical side effects of drugs are not long lasting. Make sure the video game or mobile app is set to go so the teen can begin playing immediately after completing the physical activity provided in the scenario - the game's pause feature will be most useful.)



The "D.Driver" scenarios factually describe side effects of substances and distractions, alongside real life, emotionally driven situations that may impact a teen's choice to drive under the influence. This allows teens to have a full understanding of the hypothetical without implicating that they ever have, or ever would, put themselves in the situation presented.

- 6 Once the teen in the driver's seat has followed the instructions of the scenario, he or she should complete the same course of the simulated driving game.

Whether they are being true to their own experiences or just trying to entertain their peers, teens may exaggerate their efforts to recreate the scenarios and side effects. The facilitator should redirect the teens' focus,

whether it is moving on to the next volunteer for the driver's seat or taking a moment to reiterate the seriousness of the scenario given and the potential consequences of the situation presented.

- 7 After each turn, take the time to lead teens in a discussion to allow them to fully understand the consequences of choosing to drive after using drugs, alcohol, or while distracted, the safety implications on all affected, and the tactics and options available to help avoid driving "under the influence" or being the passenger of someone who is.

Refer to the **Facilitator Discussion Guide** provided with this activity. It includes scenario-specific questions to enable relevant discussions and reflections and capture desired lessons learned.

(Please note: There is a possibility that there may be instances where the teens' scores don't decrease from their baseline score or that the tactics to replicate the side effects of drugged or distracted driving do not have a significant negative impact on how well they perform in the game. If this is the case, the facilitator should focus on specific instances where their driving was affected and how it was affected. It only takes one slow reaction, missed turn, or crash to change their lives. Focus on this incident rather than the score to demonstrate the effects of negative influences on their driving.)

- 8 Repeat the activity with at least two (2) to three (3) youth or with as many additional teens as time permits.

Take the time to lead teens in a discussion to allow them to fully understand the consequences of choosing to drive after using drugs, alcohol, or while distracted.

FACILITATOR DISCUSSION GUIDE

At the end of each round of “D.Driver,” when the experience and implications of driving “under the influence” is fresh, engage students in a discussion around each scenario. For some groups, a prompt may be all they need to begin an in-depth conversation around the experiences and observations they have from participating in a round of “D.Driver,” but for others, starting the conversation may be more of a challenge.



In these cases, below are discussion points and facts, some tied to specific scenarios themselves, that may provide a better launch into the type of conversation that allows teens to best understand the reasons for staying “above the influence” in situations of drugged, drunk, and distracted driving.

Scenario 1: Over-the-Counter Drugs

Taking over-the-counter cough medicine, especially without following the proper instructions, can result in impaired motor function, dizziness, disorientation, numbness, nausea or vomiting, increased heart rate and blood pressure, and a sense of distance from reality.

What’s going on?

Bree hasn’t been able to kick the cold she’s had for three days. She thought “doubling up” the dosage of her cold medicine might do the trick, but now she’s feeling dizzy and off-balance. And she just remembered her dad asked her to pick up her little brother from school today. She doesn’t have far to drive, but it’s 3 p.m. and the streets are full of kids walking home and busy daytime traffic.

- Recreate the dizziness and loss of coordination Bree is experiencing from taking over-the-counter drugs improperly by spinning in place rapidly for 30 seconds. Begin driving immediately after spinning. PLEASE NOTE: The effects from spinning wear off quickly; both rounds of play should be limited to 30 seconds for maximum effect and accurate comparison between rounds.

Discussion questions:

- Are you surprised that over-the-counter drugs, like cold medicine, can affect your ability to drive and make decisions?
- Have you ever felt a little “out of it” after taking something over the counter? How do you think that might affect your ability to drive?

Scenario 2: Driving Drunk or Drugged

Alcohol and marijuana affect the part of the brain that controls coordination and judgment. These substances may also increase tiredness and drowsiness.

What's going on?

Ashley got a ride with Emily to Staci's house where they chilled for the night. They stayed out much later than planned, and Emily fell asleep on the couch after having a joint and a beer. It's 3 a.m. and they're finally hitting the road to get home.

- Recreate the side effects Emily is experiencing from drinking and smoking marijuana by completing the race course with your eyes almost fully closed or with a blindfold/scarf partially covering your eyes. Have another volunteer play the role of Ashley, who is trying to help Emily stay on the road and avoid hitting objects.

Discussion questions:

- Sometimes you're not the driver, but your ride home might be under the influence. What would you do in this situation?
- What do you think the driver thinks when they're about to drive friends home if they've been drinking or smoking marijuana? What might make them give up the keys?

Scenario 3: Texting While Driving

A person who texts while driving, on average, takes their eyes off the road for four and a half seconds out of every six. At 55 miles per hour, this means they are driving the length of an entire football field without looking at the road once.

What's going on?

Maddie and Jake's relationship has been great, until recently. They've decided to hang out separately tonight and Jake's been getting updates from a friend telling him that she has been all over someone else. He needs to see this with his own eyes and find out what's really going on, so he hops in his car and starts to send her a text message on his drive over.



- Recreate the experience of texting while driving by typing the following message on a cell phone while driving the course - you may abbreviate these words: Seth told me you're all over someone. On my way. Can't believe you'd do this to me.

Discussion questions:

- When might it seem more important to make a call or send a text, instead of keeping your eyes on the road? How would you handle a situation when you are driving and need to get in touch with someone? In what way would your decision affect your ability to drive?
- Did you know that studies have shown that texting while driving impairs your driving as much as drinking and driving?

Scenario 4: A Crowded Car

Driving with multiple passengers can create a distracting environment in the car.

What's going on?

It's the end of a night out and everything went okay until Stephanie's best friend found out that her boyfriend cheated on her with Katy, Stephanie's other best friend. Stephanie's driving both of her friends home while they argue and keep trying to pull her into the middle, wanting to know whose side she's on.

- Recreate the distractions of traveling with an excited group of passengers by having two other volunteers act out the above scenario and argue constantly around the person in the driver's seat.

Discussion questions:

- How would your friends react if you tried to change their behavior in the car (e.g., asking them to be quiet, turning off music)? How would you handle this?
- Have you ever been at a movie or watching television and been annoyed at someone talking so much that it's hard to pay attention to the movie? Do you think the same kind of thing happens in a car?

OVERALL DISCUSSION QUESTIONS

- Did the “D.Driver” scenario make you think about a time when you or your friends faced a similar situation?
- Before this activity, how aware were you about the dangers of drugged, drunk, or distracted driving?
- How did you feel when “driving” after recreating the feeling of being “under the influence” of drugs, alcohol or distractions? What did these situations and side effects do to your ability to concentrate?
- What pressures do teens face when they are in situations of potential drugged, drunk, or distracted driving?
- How are other people impacted by someone’s choice to drive “under the influence” or while distracted? Before this activity, were you aware of the impact not just on you, but on passengers, other travelers on the road, and pedestrians?
- What alternatives can be chosen to getting in the driver or passenger seat when facing situations of potential drugged, drunk, or distracted driving?
- At the same time, the effects of some drugs and alcohol can take time to set in. While you may feel fine, side effects that impact your ability to drive may set in. You may think you feel fine when you get in the car but five minutes later it’s a different story. What can you do then?
- When you drive drunk, drugged, or distracted, you’re not only endangering yourself, but anyone else in the car with you, other drivers, and any pedestrians on the street. Who in your life would you never want to hurt?
- The effects of things spinning around or trying to play a mobile game while blindfolded can wear off quickly. But the impact of drugs and alcohol can stay in your system for hours, even if you’re not aware of it.
- If your score wasn’t so bad, or even better, when you drove today after recreating drunk, drugged or distracted driving, remember that it only takes one time to seriously impact your life, your passengers’ lives, or the lives of others on the street.

FACILITATOR DISCUSSION TIPS

To maximize engagement and achieve the greatest impact, the discussions should be framed in a way that allows teens to comfortably and candidly make connections between the physical effects of driving under the influence and the potential consequences and impact on themselves, their passengers, and other travelers and pedestrians. This is especially the case with the scenarios surrounding drugged and distracted driving, where teens tend to have less awareness around the side effects of these influences and their impact on driving.

- 1 Framing & Tone:** Teens may want to share instances in which they did not choose to be above the influence in a driving situation. Creating a non-judgmental environment should support this kind of honesty. Choices to not remain above the influence in the past become opportunities to learn, not reprimand.
- 2 Shared Experiences:** If not willing to share their own experiences, teens can find strength in numbers when they realize that they are not alone in struggling with the influence of drugs, alcohol, and distractions in driving and passenger situations. This is where guiding the discussion to allow them to discuss the pressures that cause teens to drive under the influence can be constructive, making the struggle with these choices a more universal experience.
- 3 Consequences & Empathy:** Teens should realize that when they choose to get behind the wheel under the influence of drugs, alcohol, or distractions, there are consequences for themselves AND others. Guide their anecdotes and discussion of personal experiences in a way that highlights the role that others play in the choices they make to get behind the wheel.



SCENARIO 1

Over-the-Counter Drugs

Taking over-the-counter cough medicine, especially without following the proper instructions, can result in impaired motor function, dizziness, disorientation, numbness, nausea or vomiting, increased heart rate and blood pressure, and a sense of distance from reality.

What's going on?

Bree hasn't been able to kick the cold she's had for three days. She thought "doubling up" the dosage of her cold medicine might do the trick, but now she's feeling dizzy and off-balance. And she just remembered her dad asked her to pick up her little brother from school today. She doesn't have far to drive, but it's 3 p.m. and the streets are full of kids walking home and busy daytime traffic.

Recreate the dizziness and loss of coordination Bree is experiencing from taking over-the-counter drugs improperly by spinning in place rapidly for 30 seconds. Begin driving immediately after spinning. PLEASE NOTE: The effects from spinning wear off quickly; both rounds of play should be limited to 30 seconds for maximum effect and accurate comparison between rounds.

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SCENARIO 2

Driving Drunk or Drugged

Alcohol and marijuana affect the part of the brain that controls coordination and judgment. These substances may also increase tiredness and drowsiness.

What's going on?

Ashley got a ride with Emily to Staci's house where they chilled for the night. They stayed out much later than planned, and Emily fell asleep on the couch after having a joint and a beer. It's 3 a.m. and they're finally hitting the road to get home.

Recreate the side effects Emily is experiencing from drinking and smoking marijuana by completing the race course with your eyes almost fully closed or with a blindfold/scarf partially covering your eyes. Have another volunteer play the role of Ashley, who is trying to help Emily stay on the road and avoid hitting objects.

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SCENARIO 3

Texting While Driving

A person who texts while driving, on average, takes their eyes off the road for four and a half seconds out of every six. At 55 miles per hour, this means they are driving the length of an entire football field without looking at the road once.

What's going on?

Maddie and Jake's relationship has been great, until recently. They've decided to hang out separately tonight and Jake's been getting updates from a friend telling him that she has been all over someone else. He needs to see this with his own eyes and find out what's really going on, so he hops in his car and starts to send her a text message on his drive over.

Recreate the experience of texting while driving by typing the following message on a cell phone while driving the course – you may abbreviate these words: Seth told me you're all over someone. On my way. Can't believe you'd do this to me.

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SCENARIO 4

A Crowded Car

Driving with multiple passengers can create a distracting environment in the car.

What's going on?

It's the end of a night out and everything went okay until Stephanie's best friend found out that her boyfriend cheated on her with Katy, Stephanie's other best friend. Stephanie's driving both of her friends home while they argue and keep trying to pull her into the middle, wanting to know whose side she's on.

Recreate the distractions of traveling with an excited group of passengers by having two other volunteers act out the above scenario and argue constantly around the person in the driver's seat.

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SUGGESTED DRIVER SIMULATION GAMES

Below is a list of video games that the “Above the Influence” team has reviewed and finds appropriate for use in this activity, both for content and the ability to recreate driving mechanisms. While any of the systems listed below will work with reinforcing the idea that one’s motor skills and ability to concentrate are affected when driving under the influence of substances or while distracted, some of the gaming systems may offer a more authentic driving experience than others.

If these games/systems are unavailable, facilitators are encouraged to utilize whatever makes participation in “D.Driver” possible, including easy-to-access mobile apps on smartphone devices. **When selecting a game, look for one that provides a “street racing/driving” experience and incorporates obstacles such as people, buildings, lamp posts, and stop signs/lights, rather than straight racetrack driving.**

Please ensure that the content of the selected game is appropriate for a young audience. The Entertainment Software Rating Board (ESRB) provides ratings on all video games. These ratings are designed to provide concise and impartial information about the content in video games and mobile apps so consumers, especially parents and other adults, can make informed choices. ESRB ratings have two equal parts: rating symbols suggest age appropriateness and content descriptors indicate elements that may have triggered a particular rating and/or may be of interest or concern. Please go to www.esrb.org/ratings/ratings_guide.jsp for more information.

PlayStation: F1 2011, Need for Speed, GRID

Xbox: F1 2011, Kinect Joy Ride, Forza Motorsport, Project Gotham Racing, Dreamworks Super Star Kartz

Wii: Mini Desktop Racing, Speed Racer, Sonic & Sega All-Stars Racing, TrackMania: Build to Race

Mobile Apps: Sonic & Sega All Stars Racing, Real Racing 2, GT Racing Motor Academy



DRUGGED DRIVING POSTER CONTEST ACTIVITY FOR TEENS

This activity challenges teens to think critically about the dangers of drugged driving to inspire the development of their own visual expressions about the issue. The activity should be conducted with teens in settings they are familiar and comfortable with - after-school clubs, art class, or on their own. These visual expressions may be shared among the participating teens, the school, or with the greater community.

1 Establish the parameters for art submissions. This is an opportunity to shape a contest around your community's unique environment. For instance, you may ask the teens to include the local high school mascot, a community emblem or landmark, or reference to a special drugged driving event. To help guide teens in developing their submissions, suggested general parameters for artwork includes:

- should be 8 1/2 x 11 and an original creation;
- illustrates and leverages awareness of drugged driving;
- encourages behavior change and sober driving;
- is an original youth-led design;
- does not infringe on copyrights - copying another's music, art, corporate logos, etc.;
- does not include explicit language, corporate logos or name brands, or overt symbols of violence; and
- received by submission deadline.

2 Engage local partners. Work with local art clubs, school districts, libraries, movie theaters, malls, or other community spaces to host an art exhibit of the top submissions and an ongoing display of the best or most original art. Contact local businesses to ask for donated prizes for winning participants.



- 3** Promote the contest. You may want to create a colorful and eye-catching promotional flyer to post around your organization’s facilities or distribute at local schools, or if conducting a community-wide contest, consider reaching out to local television and radio stations with the contest details. A sample flyer is included on page 29 along with sample text you are welcome to use for your flyers. When promoting the contest, be sure to note the activity parameters, submission deadline and location, as well as any prizes.

- 4** Collect submissions and select winners. You may wish to enlist other organization and/or community leaders to help you judge the poster submissions. To ensure a fair selection of the winning submission(s), it may be helpful to establish a scoring system. Below is a sample of how the artwork could be scored.

 - Project description (40 points)
 - Appeals to youth
 - Includes a call to action

 - Drugged Driving Theme (30 points)
 - Raises awareness of the risks and dangers associated with drugged driving

 - Presentation (Design and Quality) (30 points)
 - Creative use of art style/techniques

- 5** Plan the unveiling. While the submissions are coming in, work with local partners to plan an unveiling event. Components of the unveiling may include:

 - a teen panel discussion about substance use, drugged driving, and living above the influence of drugs and alcohol;

 - keynote speakers and leaders from the local community. Consider extending a speaking role to high profile community stakeholders;

- an exhibit of the submissions for attendees to view;
- winning poster unveiling; and/or
- refreshments.

An optional discussion guide is included on page 32 to support a teen panel discussion.

- 6** Invite the local newspaper, TV, and radio stations as well as key community stakeholders to the event. The media outreach letter provided with the Drugged Driving Prevention Night activity may be used as a template to help shape this outreach letter.

It may be harder to draw media to a smaller scale event. Consider sending a picture of the winning submission along with the artist's name, age, and general information about the contest to local media as an alternative.

- 7** Host the event!

//////
SAMPLE PROMOTIONAL FLYER

MAKE SOME NOYS WITH “ABOVE THE INFLUENCE”

**ARE YOU READY TO USE
YOUR ARTISTIC SKILLS
TO TAKE A STAND AGAINST
DRUGGED DRIVING?**

National Organizations of Youth Safety (NOYS) and the White House Drug Policy Office’s **“Above the Influence” (ATI)** want see how you would inspire teens across the country to stay above the influence of drugged driving. Submit your original POSTER DESIGN for a chance to have it showcased during National Youth Traffic Safety Month in May 2011.

Contest Guidelines:

- Entrants must be 14–18 years old.
- Design should be 8 ½ x 11 and an original creation that illustrates and raises awareness of the dangers of drugged driving.
- Design emphasizes the importance of staying “above the influence.”
- Design should be creative, inspirational, unique and highlight a positive slogan or theme.

Grand prize winning poster will be included in a drugged driving publication to be distributed across the U.S. and featured on the ATI Facebook page!

Contest runs March 16, 2011 – April 14, 2011.

Visit www.noys.org for more contest details

Please mail your poster design to:

**NOYS
7371 Atlas Walk Way, #109
Gainesville, VA 20155**



**National Youth
Traffic Safety Month®**



abovetheinfluence.com

SAMPLE PROMOTIONAL FLYER TEXT

Take a Stand Against Drugged Driving

Are you ready to use your artistic skills to stand up to drugged driving?

[Insert organization name] wants to see how you would inspire your friends and other teens in our community to stay “above the influence” of drugged driving. Submit your original POSTER DESIGN for a chance to have it showcased **[insert how/ where design will be displayed]**.

Contest Guidelines:

- Entrants must be 14-18 years old.
- Design should be 8 1/2 x 11 and an original creation that illustrates and raises awareness of the dangers of drugged driving.
- Design should be creative, inspirational, unique, and highlight a positive slogan or theme.

Grand prize winning poster will be featured on the **[insert organization]** Facebook page or website **[if applicable]**!

Contest runs **[month/day/year - month/day/year]**. Please submit/mail your poster design to:

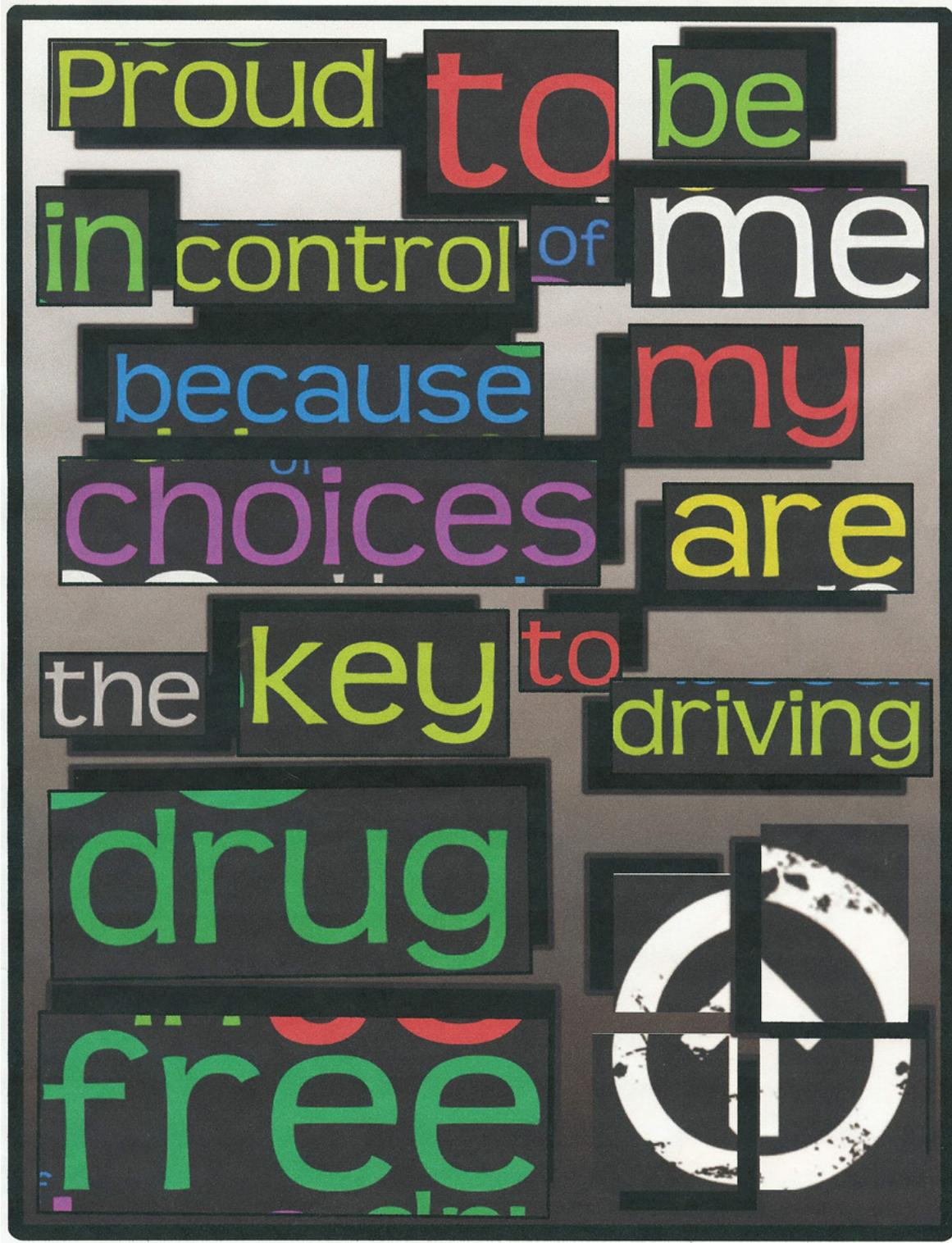
[Insert organization name, point of contact, address and/or any relevant information]

Contact **[insert contact information]** for more contest details.



SAMPLE OF A TEEN POSTER SUBMISSION

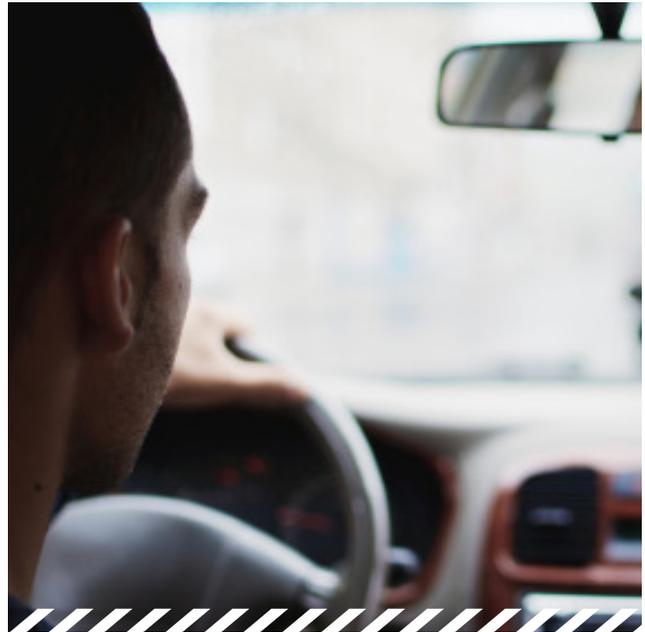
Poster created by Kaylen, age 17, East Grand Forks, MN





TEEN PANEL DISCUSSION GUIDE

- ✓ How do you cope with peer pressure?
 - Is it difficult to do that?
- ✓ What would make it easier to resist drug use?
- ✓ What are some negative influences in your life?
 - What about that is negative?
 - What do you do about that?
 - What kinds of influences do you think your friends face?
 - How do they cope?
 - How do you influence them?



- ✓ Have you heard friends talk about taking drugs?
- ✓ Would you be able to recognize the signs of someone who is under the influence of drugs? How?
- ✓ Has the media, celebrity culture, etc., influenced your perceptions of drug use?
- ✓ What about drug/alcohol use and driving?
- ✓ How do you keep from being pulled into a negative direction?
- ✓ Do any of you know someone who has driven after taking a drug or alcohol? If so, ask what happened and potential consequences the person faced/risks to others? (No need to disclose specific detail such as names.) If not, ask if anyone can identify a recent incident in the news.
- ✓ If one of your friends had been drinking and/or using drugs and then got in a car to drive, what would you do?
- ✓ What do you think parents or other adults can do to help keep kids away from drugs?
- ✓ What about preventing drugged driving?



RESOURCES



TEENS, DRUGS & DRIVING FACT SHEET

Drugged driving, or driving after using drugs, is a significant public health and public safety threat and is a bigger issue than generally recognized. According to the first-ever analysis of drug involvement from the National Highway Traffic Safety Administration's (NHTSA) Fatal Accident Reporting System (FARS) census, one in three (33%) fatally injured drivers with known drug test results tested positive for drugs in 2009.¹ Additionally, data from the 2010 Monitoring the Future study showed an estimated 12 percent of high school seniors reported having driven after smoking marijuana in the 2 weeks prior to their interview; this is more than drove after drinking alcohol (9%).² And in 2011, 11 percent of young people (16 to 25) drove under the influence of illicit drugs in the prior 12 months.³

New and young drivers are the most at-risk for crashes on the roads and are at risk for the most harmful effects of drug use. As teens take to the roads, parents can take action by talking about the dangers of drugged, drunk, and distracted driving. It's important that our youngest drivers learn how to drive safely and make healthy choices.

Below are the most recent teen driving and substance use trends.

THE FACTS

- ✓ Motor vehicle crashes were the leading cause of death for 15 to 19 year olds in 2007.⁴
- ✓ More than five percent of 16 or 17 year olds and nearly 14 percent of 18 to 20 year olds reported driving under the influence of alcohol in the past year.⁵
- ✓ In a 2006 comprehensive study on unsafe driving by high school students, 30 percent of seniors reported driving after drinking heavily or using drugs, or riding in a car whose driver had been drinking heavily or using drugs, at least once in the prior two weeks.⁶
- ✓ Nearly 70 percent of students have consumed alcohol by the end of high school. More than half (54%) of 12th graders in 2012 report having been drunk at least once in their life and about half indicated they have tried an illicit drug, with 40 percent having used on one or more occasions in the prior 12 months.⁷
- ✓ After alcohol and tobacco, marijuana and prescription drugs are the most commonly abused substances by teens. The most commonly abused prescription drugs by teenagers include painkillers (e.g., Vicodin; OxyContin), tranquilizers, and stimulants (e.g., Adderall; Ritalin).⁸
- ✓ In 2011, past month use of illicit drugs, cigarettes, and binge alcohol use were lower among youths aged 12-17 who reported that their parents always or sometimes engaged in monitoring behaviors than among youths whose parents seldom or never engaged in such behaviors.⁹

54%

of 12th graders in 2012 report having been drunk at least once in their life.

70%

of students have consumed alcohol by the end of high school.

- 1 U.S. Department of Transportation, National Highway Traffic Safety Administration, Traffic Safety Facts. Drug Involvement of Fatally Injured Drivers. November 2010 DOT HS 811 415.
- 2 Johnston, L. D., O'Malley, P. M., Bachman, J. G., & Schulenberg, J. E. (2011). Monitoring the Future national results on adolescent drug use: Overview of key findings, 2010. Ann Arbor: Institute for Social Research, The University of Michigan.
- 3 Substance Abuse and Mental Health Services Administration, Results from the 2011 National Survey on Drug Use and Health: Summary of National Findings, NSDUH Series H-44, HHS Publication No. (SMA) 12-4713. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2012. <http://www.samhsa.gov/data/nsduh/2k11results/nsduhresults2011.htm>
- 4 Centers for Disease Control and Prevention. Web-based Injury Statistics Query and Reporting System (extracted June 2011). <http://webappa.cdc.gov/sasweb/ncipc/lead-caus10.html>.
- 5 Substance Abuse and Mental Health Services Administration, Results from the 2010 National Survey on Drug Use and Health: Summary of National Findings, NSDUH Series H-41, HHS Publication No. (SMA) 11-4658. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2011. <http://www.samhsa.gov/data/NSDUH/2k11Results/NSDUHresults2011.htm#3.1.0>
- 6 O'Malley, P.M., and Johnston, L.D. Drugs and driving by American high school seniors, 2001-2006. Journal of Studies on Alcohol and Drugs 68(6):834-842, 2007.
- 7 Johnston, L. D., O'Malley, P. M., Bachman, J. G., & Schulenberg, J. E. (December 19, 2012). "The rise in teen marijuana use stalls, synthetic marijuana use levels, and use of 'bath salts' is very low." University of Michigan News Service: Ann Arbor, MI. Retrieved 01/07/2013 from <http://www.monitoringthefuture.org/pressreleases/12drugpr.pdf>
- 8 Substance Abuse and Mental Health Services Administration, Results from the 2011 National Survey on Drug Use and Health: Summary of National Findings, NSDUH Series H-44, HHS Publication No. (SMA) 12-4713. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2012. <http://www.samhsa.gov/data/NSDUH/2k11Results/NSDUHresults2011.htm>
- 9 Substance Abuse and Mental Health Services Administration, Results from the 2011 National Survey on Drug Use and Health: Summary of National Findings, NSDUH Series H-44, HHS Publication No. (SMA) 12-4713. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2012. <http://www.samhsa.gov/data/NSDUH/2k11Results/NSDUHresults2011.htm#6.8>

Think it's harmless to

DRIVE HIGH?

In 2009, 18% of drivers killed in a crash tested positive for drugs.*

Research shows that drugs affect a driver's concentration, perception, coordination, and reaction time.

How's that for harmless?

Get the facts at abovetheinfluence.com



TIPS FOR PREVENTING TEEN CRASHES

The cause of many teenage crashes is often an issue of attitude and maturity. Parents and caregivers can help shape a responsible attitude about driving and take immediate steps to limit the potential dangers of teen driving.

Remember you are a role model.

New drivers learn a lot by example, so practice safe driving by obeying speed limits and demonstrating safe driving habits.

Provide as much supervised driving as possible.

This will get a teen acclimated to the road before he or she takes a driving test to get a license. Let your teen drive in a wide variety of driving conditions for six months prior to taking their road test to build experience and confidence.

Start out slow.

Start with slow moving traffic environments and gradually introduce your teen to more difficult driving situations, such as highway driving, merge ramps, and major urban areas. Parents need to assure their teens build up their experience before jumping into highway traffic.

Require that your teenager wear safety belts at ALL times - no exceptions.

If you wear your safety belt every time you drive, your son or daughter may adopt this behavior more readily.

Make sure your teen is aware of potential safety issues as well as how to respond to safety or emergency situations.

Keep a highway safety kit in the trunk of your teen's vehicle and review with them how to use its contents.

Choose safe vehicles for your teenagers.

Look for automobiles with high safety ratings (air bags, crumple zones, etc.) and review federal statistics and consumer report literature to help evaluate the safety rating of a vehicle.

Be clear that teens should never use their cell phones or text while they are driving.

If it is necessary to use a cell phone, instruct your teenager to pull over safely to the side of the road to make an emergency call.

Limit nighttime driving.

Since many teen car crashes take place between 9 p.m. and 12 a.m., it's best for beginning drivers to be restricted to driving during the day initially and gradually be introduced to night driving as they gain experience.

Limit the number of passengers allowed in the car when your teen is driving.

Having more passengers in a car increases the chance of greater risk-taking, primarily because of greater peer pressure and more distractions. Check the law in your state to determine how many passengers your teen is legally permitted to have in the car.

Discuss realistic consequences of drug and alcohol use.

Remind them that it is illegal for teens to drink alcohol - and illegal for anyone to use illicit drugs. Discuss how drugs and alcohol can impair their senses, affect perception, and cause delayed reaction time. It's important to note that even one drink or joint can affect the senses, as can prescription drugs, even when taken with a physician's order. Make it clear that alcohol, marijuana, or other drug use when driving is illegal and completely unacceptable.

TIPS FOR DRIVING "ABOVE THE INFLUENCE"

A POSITIVE ATTITUDE MAKES A DIFFERENCE.

Many teen crashes aren't caused by a lack of skills or knowledge, but by attitude and maturity. Be sure to develop and practice a responsible driving attitude.

PRACTICE MAKES PERFECT.

Work with your parents to get plenty of supervised practice for at least six months before you take the driver's license test - consider asking them to establish a set practice schedule with you. Practice driving in different conditions so you know what to expect in inclement weather, heavy traffic, urban and rural situations, and night driving. Ask your parents what tips they have for handling these situations. The more experience you have prior to your driving test, the more confident you will feel behind the wheel.

UNDERSTAND THE IMPORTANCE OF DRIVING "ABOVE THE INFLUENCE" OF DRUGS AND ALCOHOL.

Drinking alcohol or using drugs when driving is totally unacceptable. Not only is it dangerous, it's also illegal and can cost you your license. Just one drink or one joint causes a chemical effect on the brain that can impair the senses and affect judgment and reaction time. Prescription drugs taken with a physician's order might also affect your senses, so be aware of any potential side effects before getting behind the wheel and never take a drug that wasn't prescribed for you.

LIMIT THE NUMBER OF RIDERS.

Limit the number of friends you drive in your car if you're a new driver and be aware of state driving laws that might limit the number of passengers you are legally allowed to drive. Your risk of a fatal crash increases with each additional passenger, and overcrowding your car can leave riders without seatbelts.

DRIVE WHILE THE SUN IS UP.

Stick to daytime driving when you first get started. Your risk of a fatal crash is three times higher at night per mile driven.

TAKE IT SLOW.

Save the highway and other fast-moving, heavy traffic situations until you've had plenty of supervised practice. Gradually take on more difficult driving situations - such as merge ramps, major urban areas, and rush-hour - once you're more comfortable with your driving capabilities. Don't forget, speeding is the #1 reason new drivers lose control of their vehicles.

TIME FOR STORMY WEATHER.

Rainstorms, snow, sleet, and ice can create scary and dangerous driving conditions, even more so for inexperienced drivers. Get as much supervised practice on the road during poor weather conditions as you can.

STOW AWAY THE CELL PHONE.

Talking or texting on your cell phone while you're driving is a dangerous activity and also illegal in many areas. If it's necessary to use your phone, safely pull over to the side of the road before even picking it up.

IT'S ALL ABOUT THE RIDE.

Talk with your parents about what family vehicle you will drive. Larger cars with fully-equipped safety features such as airbags and anti-lock brakes will offer better protection in a crash. Seatbelts come standard in all vehicles and save thousands of lives each year. Plus, a majority of states have seatbelt laws that require drivers and passengers to buckle up. Play it safe - wear a seatbelt every time you get in the car and save your cash for something other than tickets.





DOWNLOAD

Go to www.WhiteHouse.gov/ONDCP/drugged-driving to download the Teen Drugged Driving: A Community Awareness Activity Toolkit and supporting materials.



OFFICE OF NATIONAL
DRUG CONTROL POLICY