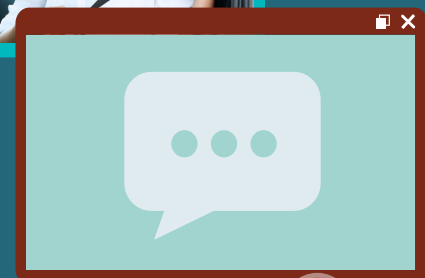
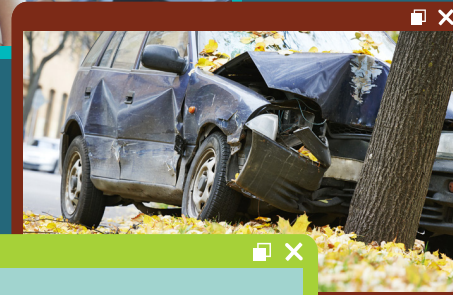


IN ONE INSTANT

AWARD-WINNING
TEEN SAFE DRIVING
PROGRAM



IN ONE INSTANT

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IN ONE INSTANT

THE BEST TEEN SAFE DRIVING PROGRAM FOR VIRTUAL OR IN-PERSON LEARNING

In One Instant empowers your students to make smart choices and save lives by reducing distracted and reckless driving.

This emotionally charged, award-winning program makes the issues timely and personal, compelling your students to own their decisions - while influencing peers, parents, and siblings to do the same.

More than 4,700 high schools nationwide have implemented In One Instant. It's designed around the Health Belief Model, which says people change behaviors when they believe themselves to be at risk for more serious consequences. The program persuades by depicting realistic risks, then providing tools needed to change behaviors.

Start with our 33-minute video (with link for virtual screening), the springboard to behavior change. Teachers and student leaders follow the video screening with virtual/in-classroom discussions, activities, and games providing teens with the tools they need for long-lasting change. These tools are entertaining and informative.

Follow-up activities determine success! Whether you have ten minutes or a couple of class periods, please use the follow-up activities with your students immediately after the video program. We've provided this guide to help. Teens often tell us that they want to speak up in unsafe situations, but they're afraid of looking uncool. It's why the follow-up activities are so important! These conversations and role-plays provide a safe place to voice concerns in ways that feel natural and socially acceptable. We encourage you to begin the follow-up activities immediately after screening the video. But you can implement them throughout the semester or school year. They include flexible and fun activities for virtual or in-person use, and can be student-led.

THANK YOU for your caring investment in these life-saving lessons!



“

“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 ONE INSTANT

VIDEO INTRODUCTION

Our video program opens with a familiar and relatable story, drawing students in as they empathize with the characters.

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's arrest. Doctors give a crushing report to a crash victim's parent, as 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. Prison bars swing shut, locking him behind the weight of his choices.

Teens have told us time and time again how emotionally involved they become with this story, feeling as if they have actually lost a friend or gone to jail – all because of one stupid choice.

Students are equally moved by a young crash survivor who tells his true story of being transformed from a typical and confident teen to a young adult living with brain damage, thanks to texting and driving. More survivors and families share their personal stories. Real high school students, imagining they had been collision victims, tell what they would do differently. All reinforce the many ways driving decisions can change lives forever.

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," which she generously donated as a show of support.

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

- Always use a seatbelt
- 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

The teacher or a pre-selected student leader can be selected to conclude the program by inviting everyone to take the Vow to Live Pledge, which stays on-screen:

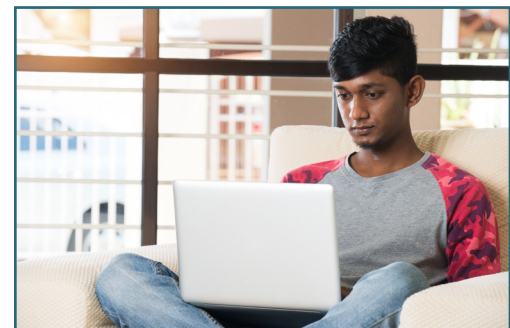
"I vow to live a life that will last. A life in which I will not drive under the influence. I will not drive recklessly and I will not drive while texting. I will make sure my friends and family know to do the same. I vow to live a life I can be proud of."

- J. Barnett, 18



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.



PRE & POST-PROGRAM SURVEYS

Car crashes are the leading cause of unintentional death for teens and young adults. It is critical for traffic safety programs to contribute toward behavior change and encourage young people to consider their actions and choices behind the wheel. The In One Instant Teen Safe Driving Program is rooted in data and includes 2 **anonymous** surveys to track and understand behavior change before and after the program

1. **Before** you implement the program, have your students complete the short, anonymous PRE-PROGRAM SURVEY, available on www.inoneinstant.org/pre-survey
2. **After** your students have completed the program and follow-up activities, direct them to the **anonymous** POST-PROGRAM SURVEY, available on www.inoneinstant.org/post-survey

STUDENT ACTIVITY #1: DYNAMIC POST-VIDEO PEER-DRIVEN DISCUSSIONS

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. Students can participate in follow-up discussions in a large group setting or separated into breakout groups with an advisor and peers (these can be done virtually).

You'll Need:

- "Talking Piece" (any item that students can hold while speaking to facilitate group discussion)
- Timer - if needed, we recommend using www.online-stopwatch.com

LEADING THE DISCUSSION - PART 1

Suggested Software: (Microsoft Teams, Zoom, Blue Jeans, & WebEx)

1. You may want to share a few key statistics about distracted driving from: www.nhtsa.gov/road-safety/teen-driving
2. Break students into groups of six to eight (depending on how much time you have) virtual breakout group sessions to ensure that every student has a chance to speak. Provide each virtual group session with 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?"*

(*Win prizes when you record the answers and share with In One Instant at: info@inoneinstant.org)

LEADING THE DISCUSSION - PART 2

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

**If forming one large session, give the "talking piece" to the first person willing to share what their group had to say, then proceed to the next student who wants to talk on the video conference.*

*** 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 have one team representative, 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.

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?



STUDENT ACTIVITY #2:

ROLE-PLAY

Time Required: 15– 45 Minutes

OBJECTIVE:

The classroom role-play is a fantastic followup activity that students love. Encourage them to play out the scenes with other participants.

Through role-play, students learn how to voice their concerns in uncomfortable and challenging situations, stepping into someone else's shoes - in a safe environment. The below scenarios will empower your students to stand up to peer pressure and own their decisions.

You'll Need:

- Scenario cards (provided after these instructions)
- Timer (we recommend using 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, give them their scenario cards. Students will only have 5 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, or at conclusion, 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?*

SCENARIO CARDS:

Distribute these prompts via email or direct message amongst your student groups.

1. Sam is having relationship stress and the two are texting each other – but the erratic driving is making the other passengers uncomfortable. Sam wants to fix the relationship, but after 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 probably shouldn’t get behind the wheel. As Taylor, Ryan, and Jamie are about to leave the party, Jamie 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 #3:

DRIVING IN JEOPARDY

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. Students can utilize real time response feedback software and website such as www.mentimeter.com or www.polleverywhere.com to collect answers or participate in polls.

Students are able to compete against their friends virtually, and with the share of an educator's screen, watch how they are ranking in the Driving in Jeopardy tournament.

How it works:

1. Read aloud the first Truth or Myth from the pages provided.
2. Students have five seconds to vote in the app if they think it's true or if they think it's a myth.
3. Identify how many people voted on each choice.
4. Then, tell the class if it was a truth or myth.
5. If it's true or a myth, the number of people who voted correctly is equal to the number of points they 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. Place each student in teams or virtual breakout groups. Give 60 seconds to collaborate on the questions. One student should submit the answer.
9. At the end of 60 seconds, each team must come to the main virtual conference room and review their answers. 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. Marijuana impaired drivers have slower reaction times**
Answer: True
Explanation: Marijuana slows reaction times as well as the ability to make decisions
- 5. 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 rear-view mirror for too long can be a distraction.
- 6. 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!
- 7. 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.
- 8. 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.
- 9. 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.
- 10. 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.

11. **Seatbelt use is a major factor in teen driving fatalities.**
Answer: True
Explanation: 56% of all teen car crash fatalities are the result of not properly using a seat belt.
12. **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.
13. **It's safer for teens to drive at night because there is less traffic on the road.**
Answer: False
Explanation: Night time driving is particularly dangerous for teen drivers. Night time fatal crash rate for teen drivers is 3x higher than for adult drivers.
14. **Most speeding-related fatalities occur on interstate highways.**
Answer: False
Explanation: Almost 90% of speeding-related fatalities occur on roads other than interstate highways.
15. **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.
16. **Most fatigue-related crashes involve drivers 30-65.**
Answer: False
Explanation: Drivers under 25 are responsible for most crashes caused by drowsy driving.
17. **Teens need 8 hours of sleep in order to be safe drivers.**
Answer: True
Explanation: Teen drivers who sleep less than eight hours per night are a 1/3 more likely to get into a car crash than teens who sleep eight or more hours per night.

THREE LIGHTNING ROUND QUESTIONS:

1. **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 rear-view mirrors for too long, reaching for something, tiredness
2. **What are the steps a person should do in the car before starting to drive?**
Possible Answers: Adjust side and rear-view mirrors, put away cell phone, change music, clean windshield, buckle up, adjust seat, defrost windshield, turn on heat/air conditioning, program GPS
3. **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.

STUDENT ACTIVITY #4:

TRIKE & TEXT CHALLENGE

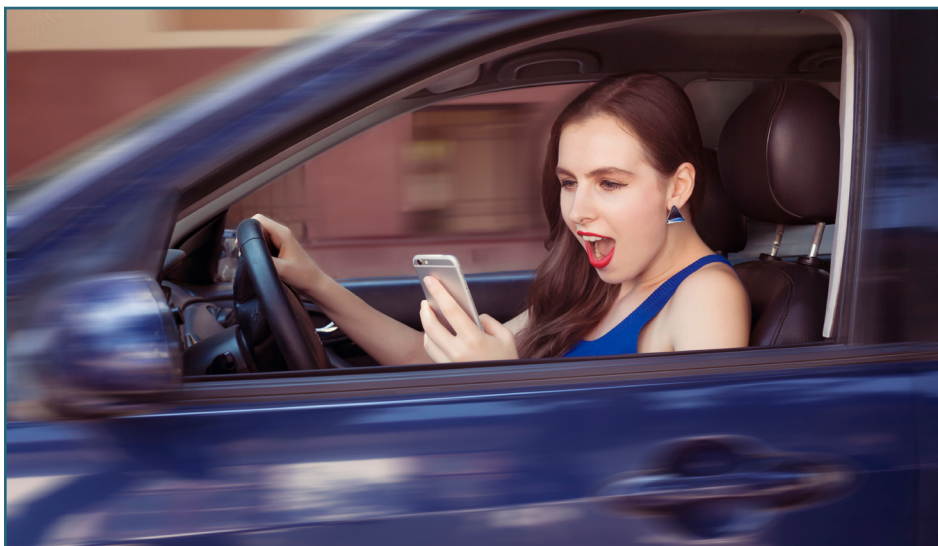
Time Required: 30– 45 Minutes

OBJECTIVE:

Students must maneuver along a small obstacle course on a tricycle while texting. This activity illustrates how distraction and inability to have full control of steering is unsafe.

You'll Need:

- Tricycle
- Cell Phone
- Space for a course
- Barriers/Obstacles to add to the course. (safety cones, chairs, pillows etc.)



VIRTUAL ADVOCACY & DIGITAL PROJECTS

Students are able to create virtual advocacy materials or design digital creative activities that students can present to their peers during later sessions, throughout the school year. Students can encourage their peers to practice safe driving by making videos, graphics, poetry, etc. **Share with the In One Instant community and be part of the solution!**

Go to our Be Heard Gallery www.inoneinstant.org/heard/gallery.html

Below are some examples of virtual advocacy materials or digital creative activities, and an estimated number of hours achieved for community service:

CREATE A GRAPHIC & SPREAD THE "VOW TO LIVE PLEDGE"

1 Community Service Hour

Take the pledge, get involved, and save a life. Visit inoneinstant.org/pledge and post the pledge on all of your social media sites, including Facebook, Tik Tok, Twitter, and Instagram!

MAKE A REACTION VIDEO

1 Community Service Hour

Record your reaction after experiencing the In One Instant video program 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 Community Service 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 and share on social media!

DESIGN A POSTER

2 Community Service Hours

Here's one for the visual artists. Pretend your interning at an ad agency and create a promotional poster for safe driving. 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

3 Community Service Hours

Calling all student journalists! Write an article related to distracted, impaired, or reckless driving and publish it in the 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

3-4 Community Service Hours

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: www.weareteachers.com/poetry-videos-for-middle-and-high-school/

WRITE AND PERFORM A SONG

4 Community Service Hours

Do you ever write songs? Whether it's on an acoustic guitar, keyboard - or a rap - 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: www.youtube.com/watch?v=FWj42BxDXCU

CREATE A POWERFUL PSA

5 Community Service Hours

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. Below are a number of sentences you and your friends can complete. You can record yourself (or have a family member) 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!

- **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: mobygratis.com for free music.

A HEARTFELT THANK YOU

AT&T
Beyoncé / Sony Music
California Highway Patrol
Community Partners
Diane Warren/ Realsongs
Digital Difference
Dr. Merle Price
Dr. Susan Stein
Fox Music, Inc.
Philadelphia Children's Hospital
Primo Driving Schools
Universal Music Publishing Group
Vicki Fox
Warner-Chappell Music

**The dedicated administrators, teachers,
staff, parents, and students of:**

Palisades Charter High
Culver City High
LACES
Santa Monica High
University High
Venice High

**And to all of our Student Leaders
and Educators nationwide.**

IN ONE INSTANT
528 PALISADES DRIVE, SUITE 502
PACIFIC PALISADES, CA 90272

EMAIL: INFO@INONEINSTANT.ORG