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# SHIFTING INTO ACTION: YOUTH AND HIGHWAY SAFETY



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# FOREWORD

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The leading cause of death among youth aged 16 to 24 is alcohol-related motor vehicle accidents. The Surgeon General of the U.S. Public Health Service has indicated that while life expectancy has increased for members of other age groups, it has decreased for youth—mainly because of alcohol-impaired driving fatalities.

Inexperience behind the wheel, risk-taking-behavior, and frequent night driving combine with alcohol and/or other drugs to kill 11 young people each day. Another 360 are seriously injured or crippled each day because driving skills and judgment are impaired by alcohol or other drugs. These figures may be significantly reduced if teenagers use safety belts and refrain from using alcohol or other drugs while driving.

Although young people make up only 10 percent of the driver population and account for only 6 percent of the vehicle miles traveled in this country, they represent 17 percent of all drivers involved in accidents and 16 percent of all alcohol-impaired drivers in accidents.

"Shifting Into Action" provides a systematic framework to help community leaders plan a comprehensive youth program—one that can reduce alcohol-related injuries and fatalities by involving all segments of your community.

This is the first joint publication by the National Highway Traffic Safety Administration, Department of Transportation, and the National Institute on Alcohol Abuse and Alcoholism, Department of Health and Human Services. It is based on two documents previously published by these agencies, "Report of the 1982 National Conference on Youth and Drinking and Driving" (1983) and "Alcohol and Safety Belt Youth Guide" (1983). It symbolizes the need for communities to bring highway safety and alcohol prevention, intervention, and treatment personnel together to address this urgent problem. The document also reflects the support and commitment of each agency in cooperating to promote safety and health for all young people.

# INTRODUCTION

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You and the other members of your community have the power to guarantee that 16- to 24-year-olds will have just as much of a chance to live long and productive lives as the rest of the population. You can reverse the trend that has raised the death rate for young people in the last 20 years, because you can stop alcohol-impaired driving and you can persuade young people to use their seatbelts. You can do it by systematically involving all segments of the community in strategies designed to take into account the unique social norms, values, practices, and needs of your community . . . especially of young people.

There is no single solution nor any simple answer. Your power to make changes will not happen overnight, and it will not continue unless the effort is sustained and built into ongoing programs that will remain even if public outcry is suddenly stilled. This effort will require, most important, that you involve youth; and then parents, physicians, law enforcement personnel, teachers, business people, city council members, judges, homemakers, members of civic organizations, and many others.

We know it can be done, because such programs are working all across the country. Citizen/victim activist and parent/youth activist organizations have been the key ingredient in the Nation's determination to reduce alcohol-related crashes through comprehensive, community-based prevention programs. Mass media and other awareness programs can support these efforts.

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ACQUISITIONS

# UNDERLYING PRINCIPLES

To expand and sustain the current level of interest and support for impaired driving issues, a comprehensive, coordinated effort must be established, one with the components needed to effect a lasting reduction in alcohol-related death and injury.

## Recommended Principles for Successful Programs

### 1. Citizen Support

Community support should be generated for comprehensive programs, thus providing a political base for increased prevention and countermeasure activities. Organized and informed groups can bring about major changes for effective prevention.

### 2. Community Focus

Program emphasis and acceptance of responsibility should be placed at the local level, where as much personal, face-to-face intervention as possible can be undertaken to support the mass media and other awareness programs. Safety-belt education programs are a good example.

### 3. Systems Approach

The functions and resources of all segments of the community should be as well integrated and coordinated as possible. Public information, enforcement, education, prosecution, youth services, licensing, adjudication, treatment, and so forth should develop mechanisms whereby they are interdependent parts of an operating system addressing a common issue—drinking and driving.

### 4. Financial Self-Sufficiency

The National Highway Traffic Safety Administration has found that programs are more successful and better accepted if alcohol-impaired drivers pay local governments for the costs incurred by their alcohol-impairing driving. This may include fines, court costs, and treatment fees.

### 5. General Deterrence

Public programs directed to deterring the population as a whole from committing impaired-driving offenses, since each person is at risk of becoming involved in an alcohol-related accident. This is done by informing the public that laws will be enforced and those committing an impaired-driving offense will be convicted and penalized. The effects of this program can achieve immediate results and help make the problem manageable.

### 6. Prevention and Intervention

Social norms will have to change if long-range prevention is to occur. Alcohol-impaired driving must become a socially unacceptable behavior. This will be accomplished through a comprehensive approach including information, education, legal action, policy changes, networking, and other forms of community action over a long period of time.

# PURPOSE

This guidebook is for community leaders—parents, police officers, physicians, teachers, judges, counselors, and, of course, young people. The purpose is to provide examples and ideas for action that might be taken to prevent alcohol-impaired driving and to increase the use of safety belts, especially among young people.

The guide offers promising program objectives and activities that can be used to promote personal and community safety. These efforts are intended to lead to the formation of a variety of interested groups who will plan and coordinate innovative programs.

Reducing accidents caused by drinking and driving and increasing safety belt use go together as an effective defense against fatalities and serious injuries. Indeed, using a safety belt is an excellent defense in protecting oneself against injury or death caused by an alcohol-impaired driver. Undertaking a nationwide educational program in safety belt use, along with a comprehensive campaign against teenage drinking and driving, is expected to encourage young people to organize to seek their own solutions. Interviews with many young people across the country show that teenagers want to get involved. Looking at programs developed by young people themselves proves that they can and will become involved. If a community sets the stage by showing its willingness to help them set up such programs, young people are quite capable of doing an extremely effective job.

The purpose of this guide is to get us started.

## That Important First Step

How serious is the problem? How pervasive? Once those questions are answered, the next step is to do something about it.

One way to begin is by seeking agreement among key leaders—young and old—on some programs about what will work. Several issues are fundamental to any program dealing with young people:

- **Each locale will have to individualize its approach.**

No single countermeasure or prevention approach will work in one locale the same way it worked in another. While we can learn from others' experiences,

any approach must be started by assessing the local situation, with its unique problems and opportunities. Each community needs to identify its own resources and plan its own activities, countermeasure systems, prevention strategies, and so forth.

- **Planning and evaluation are critical.**

Efforts must be carefully planned and evaluated for success to be measured. This means identifying clear objectives at the start and using some method of measuring and obtaining feedback on meeting those objectives.

- **A "systems approach" is essential.**

Planning efforts must be carefully coordinated. Changes in one element, such as increased "driving while intoxicated" (DWI) enforcement or stronger penalties, will affect operations in other elements of the community, including the courts, jails, rehabilitation agencies, and so on. So planning and feedback should include representatives of the organizations likely to be affected by the programs.

- **Members of the target group need to be involved.**

Special care must be taken to enable young people to feel they have appropriate influence and control in programs that affect them directly. They can also provide ideas and appraisals of the programs to increase their effectiveness.

- **Peer education and youth leadership are important.**

The student body of a high school or college changes every 4 years. Orientation programs for new students can yield lasting results, for both the participants and the school, by improving policies and procedures. Young people helping young people, peer counseling, and programs coordinated by school and community have been most successful. They reinforce a youth approach to both the impaired driving and safety belt problems.

# PROGRAM OBJECTIVES

# IF YOU'RE IN ONE OF THESE GROUPS HERE ARE SOME THINGS YOU CAN DO

1. To increase young people's awareness about the alcohol/highway safety problem and safety belt use in terms of their own experience; to help them learn how big and serious the problems are.

2. To increase young people's perception of their vulnerability; to increase the number of young people who *acknowledge/accept* impaired driving/safety belt use as an issue of personal responsibility; and to increase referrals to appropriate programs for those youth experiencing drinking problems.

## SCHOOL ADMINISTRATORS TEACHERS

- Set an example by wearing your safety belt.
- Incorporate alcohol/safety belt information in various courses (e.g., science, math, driver education, health, civics).
- Set up peer resistance programs that give youth practice in saying no to alcohol and other drugs.
- Adopt appropriate school policies regarding nonuse of alcohol by students and using safety belts when using school vehicles or driving on campus.
- Espouse a safety belt use reward system in conjunction with local businesses for drivers and passengers entering and leaving school property.
- Require safety belt education in driver education, science, and health courses.
- Sponsor a "Highway Safety Week" during the school year; it can be run by the students.
- Sponsor special assembly programs on safety belt and alcohol issues.
- Organize, endorse, and support a "Project Graduation" effort designed to keep the students focused on staying alive.
- Make youth aware that they are in the minority if they drink, not the majority.
- Do not allow youth to leave school ground during the days.
- Help students set up *positive* peer programs.
- Be alert to the possibility of a drinking problem in your students, and make appropriate referrals or set up a Student Assistance Program.

## PHYSICIANS

- Be alert to the possibility of a drinking problem in young patients.
- Provide treatment or referral for young patients with drinking problems.
- Serve on an advisory board to assist courts in handling DWI cases.
- Set an example by wearing your safety belt and not drinking and driving.
- Become knowledgeable about effective interventions you can use with young people and their families when there is an alcohol problem in the home.

## OBJECTIVES

## IF YOU'RE IN ONE OF THESE GROUPS

- Participate in safety belt and child safety seat programs offered by your professional societies and State Highway Safety Office.
- Participate in alcohol prevention efforts sponsored by your State Alcohol Authority.

**3.** To increase young people's perception of the risk of arrest and sanctions for DWI and the risk of serious injury because of safety belt nonuse.

**4.** To increase the use of interventions for preventing alcohol-related problem situations and increasing the use of safety belts.

**5.** To establish societal norms that hold alcohol-impaired driving to be socially unacceptable behavior and safety belt use, socially responsible behavior.

### YOUNG PEOPLE

- Encourage everyone to buckle up when they're in your car. Always wear your safety belt.
- Never ride with an impaired driver.
- Capitalize on your friends' high regard for their bodies; set up programs that enhance this high regard.

### YOUNG PEOPLE

- Recognize that peer pressure can be positive; become involved in positive peer programs.
- Equate "wearing a safety belt with remaining healthy, and counter the false idea that wearing safety belts isn't cool."

### YOUNG PEOPLE

- Organize group activities as alternatives to using alcohol and drugs.
- Serve on a community DWI task force.
- Arrange peer counseling and/or discussion groups for teens who may have a drinking problem and for those at high risk of developing problems (e.g., newcomers, children of alcoholics, and graduating seniors).
- Practice saying no to alcohol and other drugs with your parents and friends; and if you are having trouble doing this, ask for help.
- Place DWI and safety belt posters in fast-food places, on school bulletin boards, and on other appropriate sites.
- Help to arrange presentations on DWI and safety belt use in classes or assemblies (perhaps including such films as "Last Prom" or "Point .08").
- Learn how to say no to a drink, and help others who feel pressured to drink.
- Take your own soft drinks to parties.
- Organize a "Highway Safety Campaign Week" in your school or community.
- Remember you serve as a role model for younger people.
- Sponsor a teenage institute on dealing with hazardous substances (contact local chapters of councils on alcohol and other drug abuse).
- Arrange for a demonstration of a program to convince youth to use safety belts.

## OBJECTIVES

## IF YOU'RE IN ONE OF THESE GROUPS

6. To involve legislators and other public officials in comprehensive countermeasure and prevention and intervention programs.

### JUDGES

- Always wear your safety belt when driving or when riding in a car.
- Require participation in education and treatment programs appropriate to the needs of individual youth.
- Consider innovative sentencing for young drivers, as appropriate (service in a hospital emergency room, elsewhere in the community, and so forth).
- Meet with leaders of youth groups.
- Encourage young people to become familiar with the judicial system as interested and concerned citizens.
- Sentence repeat offenders to attend Alcoholics Anonymous meetings and/or other treatment modalities.
- Consider a method of restitution to victims or victims' families.
- Develop linkages with other programs.

### LEGISLATORS AND OTHER PUBLIC OFFICIALS

- Adopt 21 years as the minimum legal age for the sale, purchase, possession, and consumption of any alcoholic beverage.
- Mandate provisional or restricted licenses for drivers under 18 or 21; e.g., a license would not allow driving after 12:00 a.m., could be suspended automatically for a DWI offense, and would require safety belt use.
- Require first-time DWI offenders to take a comprehensive course on alcohol/safety.
- Set aside a portion of the money collected in motor vehicle fines for prevention of impaired driving.
- Develop more accurate driver records, and (at the State level) participate in the National Driver Register.
- Provide for administrative suspension of a driver's license for refusing or failing a BAC test.
- Take whatever steps are necessary and feasible to reduce the time between arrest and prosecution for DWI.
- Develop and implement a mechanism for coordinating the efforts of police, judges, licensing agencies, treatment services, and voluntary groups to reduce drinking by young people.
- Examine the pricing policies in your State to see if they encourage purchase of alcohol by youth.
- Examine zoning regulations that might encourage increased numbers of alcohol outlets, easy availability for youth, and so forth.
- Legislate and enforce strict laws dealing with server responsibility.
- Improve record keeping to prohibit duplicate drivers' licenses; collect old licenses.

## OBJECTIVES

7. To encourage appropriate role modeling by parents; to stimulate the development of parent support groups; and to increase resources for family life skills development and parent alcohol and safety belt education programs.

## IF YOU'RE IN ONE OF THESE GROUPS

- Urge local news reporting of safety belt and child safety seat use or nonuse, and of alcohol use or nonuse in accidents.
- Consider enacting safety belt use requirements accompanied by youth education and incentives programs.
- Increase penalties and enforce the laws for selling alcoholic beverages to minors.

### PARENTS

- Provide a positive role model for your children—don't drink and drive, and wear your safety belt every time you drive or ride as a passenger.
- Check to see that related curricula, e.g., health, driver education, and science in schools include effective materials on alcohol abuse, prevention and intervention, drinking/driving, and safety belt use.
- Find out if DWI materials are used in driver education courses, and encourage instructors to put a high priority on the topic of impaired driving.
- Discuss the topic with your own teenagers.
- Encourage schools to help young people develop skills that can be used in alcohol/safety belt-related situations (coping, interpersonal communication, decisionmaking, and so on).
- Talk to your children about peer pressure; help them to recognize it and to develop acceptable refusal (saying no) skills. Practice these skills with your children.
- Establish a parent support group in your community wherein social norms can be established for teenagers (e.g., curfews, no drinking, and so forth) and parent peer support can be provided.
- Set up a parent activist group that can work with State and local governments, schools, and law enforcement agencies to influence policies regarding alcohol and safety belt use.
- Develop programs that enable parents and children to communicate more effectively and learn personal and interpersonal skills. Emphasize positive role modeling and effective problem solving.
- Set up parent alcohol and safety belt education programs. Armed with this knowledge, parents can become influential partners with community agencies.
- Get involved with (or organize) a community DWI committee or task force.
- Make using safety belts and not drinking criteria for your children using the car.
- Organize and participate in community-based programs to increase safety belt use through educational media coverage and incentive programs in schools.

## OBJECTIVES

8. To reduce the high costs, in both money and human suffering, associated with alcohol abuse and alcoholism, and with nonuse of safety belts.

## IF YOU'RE IN ONE OF THESE GROUPS

### EMPLOYERS

- Require special training regarding the risks associated with drinking and driving and not using safety belts for all employees whose duties include driving.
- Set up an alcohol education program that provides positive reinforcement for nonuse of alcohol and other drugs. Include a health risk inventory as part of this program.
- Establish a written policy prohibiting anyone from driving company vehicles after drinking and penalties for those who do.
- Require safety belt use by all employees on company business and penalties for those who do not.
- Issue public endorsements of proposed legislation regarding DWI.
- Develop incentives to promote safety belt use by employees.
- Provide dashboard decals or other reminders of company policy concerning DWI and use of safety belts.
- Establish clear policies regarding company functions at which alcoholic beverages are served. Consistently enforce these policies.
- Devote a portion of your advertising budget to messages about alcohol-impaired driving.
- Offer incentives to employees for part of the time they spend on community task forces or DWI or safety belts.
- Offer to pay taxi fares for employees who become impaired and choose not to drive home.
- Set up Employee Assistance Programs to help troubled employees, including those with alcohol problems.
- Consider a transportation service to and from work for those employees who have had their licenses revoked for DWI offenses—first time only.
- Set up a health promotion program that may serve as an alternative to drinking and that stresses messages inconsistent with alcohol abuse.
- Provide assistance to voluntary groups working to reduce alcohol-related accidents and fatalities by young people (offer use of telephone, office space, supplies, and so forth).

### MEDIA PERSONNEL

- Always wear your safety belt when in a motor vehicle.
- Provide time or space for stories concerning the local DWI problem and steps being taken to reduce it.
- Provide editorial support for control and prevention and intervention measures you believe will help reduce the problem, especially among young people.
- Provide prime time or space for public service advertising about alcohol-impaired driving and safety belt use.

## OBJECTIVES

## IF YOU'RE IN ONE OF THESE GROUPS

9. To raise awareness regarding alcohol vendor contributions for solving these problems and to increase their involvement in prevention and countermeasure programs.

- In reporting accidents, mention the fact of alcohol involvement and safety belt use or nonuse as noted in police reports or charges.
- Provide time or space for stories about individuals saved from harm by their safety belt.
- Announce community alcohol and safety belt programs.
- Become involved in DWI and/or Safety Belt Task Forces.
- Promote such activities as "Project Graduation" (see p. 22).
- Report on the latest research about alcohol and safety belt use that would help communities plan successful prevention programs.
- Use statistics and other data to develop news stories that raise awareness of these problems.
- Write feature stories on youth who have chosen alcohol-free lifestyles or who have escaped harm because of their use of safety belts.

### TAVERN AND RESTAURANT OWNERS AND/OR LIQUOR STORE OPERATORS

- Always wear your safety belt as an example for others.
- Demand two proofs of legal age, and refuse to serve underage customers.
- Display informational materials (e.g., posters, pamphlets) regarding DWI.
- Limit the number of "last call" drinks to one per customer.
- Ask your employer for an alcohol-related vendor education program that focuses on server liability and problem prevention.
- Eliminate "happy hour" practices.
- Refuse to serve anyone who appears to be impaired or intoxicated.
- Discourage any customer who appears to be impaired or intoxicated from driving (call a taxi, ask a friend to drive, note risks associated with DWI, and so forth).
- Offer nonalcoholic beverages at reasonable prices.
- Provide server training for all your employees.
- Prominently display your policies regarding excessive drinking.
- Make presentations at meetings of community organizations to demonstrate your concern about the DWI problem.
- Always have available nonsalty snacks with all alcoholic beverages.

## OBJECTIVES

## IF YOU'RE IN ONE OF THESE GROUPS

**10.** To involve pharmacists in raising community awareness about the consequences of drinking and driving and of using alcohol in combination with other drugs.

**11.** To increase awareness of attorneys regarding the contributions they can make to these problems and to involve them in comprehensive community programs.

**12.** To demonstrate that police officers can be effective in their efforts to promote injury-free driving.

### PHARMACISTS

- As a community leader, always wear your safety belt.
- Display informational materials (e.g., posters, pamphlets) regarding DWI and safety belts.
- Discourage purchasers of prescription or over-the-counter drugs from consuming alcohol when such drugs are being used (educate about interactive effects).
- Provide displays and information about local alcohol prevention and treatment programs.
- Provide scientific information about alcohol to youth, teachers, parents, and community leaders.

### ATTORNEYS

- Always wear your safety belt to maximize safety.
- Encourage young clients arrested for DWI to seek treatment for drinking problems (or to accept court referral to a treatment program).
- Promote bar association endorsement of community efforts to reduce alcohol-impaired driving and to increase safety belt use by all drivers and especially by young people.
- Become a member of your community DWI committee or task force.
- Prepare and use victim impact statements.
- Support stricter DWI legislation and mandatory safety belt usage.

### LAW ENFORCEMENT PERSONNEL

- You're the example for others, so always wear your safety belt.
- Use "visibility patrols" at high-incidence locations to deter many potential drinking drivers.
- Set up "sobriety checkpoints" on local roads, checking drivers (including those under 18 or 21) for impairment.
- Consider testing the BAC of every driver who commits a moving violation, and publicize the fact that this is being done.
- Increase enforcement of laws against selling alcoholic beverages to minors.
- Increase patrol activity on Friday and Saturday nights, and publicize the presence of these patrols.
- When evidence of intoxication is present, charge offenders with DWI rather than a lesser offense: publicize this policy.
- Meet with teen leaders in the community to foster a cooperative effort to reduce the incidence of drinking and driving.
- Promote/enforce mandatory safety restraint laws for all vehicle occupants.

## OBJECTIVES

## IF YOU'RE IN ONE OF THESE GROUPS

**13.** To help coordinate these highway safety efforts.

- Present DWI and highway safety information seminars, demonstrate the various equipment used to determine DWI, and present materials and films showing effectiveness of safety belts.
- Participate in safety belt use programs sponsored by professional police organizations.

### COMMUNITY DWI OR SAFETY RESTRAINT COMMITTEES OR TASK FORCES

- Conduct a survey to determine extent of DWI problem or safety restraint nonuse.
- Arrange a survey of public opinion about alcohol-impaired driving (odds are that the results will help convince police and judges that the public favors improved enforcement laws).
- Follow the handling of DWI cases, including those involving young drivers, from original court appearance through final disposition.
- Check your State's driver license test to be sure that it includes questions about drinking and driving, and safety belts.
- Encourage specialized education programs on DWI for judges, lawyers, doctors, police, and tavern/restaurant operators.
- Include the message in all educational and outreach activities that the best protection against serious injury or death caused by an impaired driver is to wear your safety belt.
- Establish and promote a hotline that people can call to report suspected impaired drivers to the police.
- Arrange presentations to teenagers about drinking and driving by their peers, doctors, entertainers or sports figures, people who have been in accidents, and so on—in short, by people whose experience and advice they respect.
- Arrange poster and essay contests on the topic of alcohol-impaired driving; arrange publicity for the contest and the winners.
- Organize self-help groups for friends and relatives of people killed or injured in car accidents.
- Provide "alternative" activities for teens at night and on weekends (parties or other events where no alcohol or other drugs are allowed).
- Support efforts by police, prosecutors, and judges to enforce DWI and safety restraint laws (through letters, public statements, and petitions).
- Arrange displays in shopping malls.
- Distribute pamphlets through schools, stores, and local organizations.
- Ask local merchants to sponsor advertising with an alcohol/safety message over holidays and at prom time.

## IF YOU'RE IN ONE OF THESE GROUPS

- Promote discussions of DWI and safety restraint between teens and others (parents; police; prevention, intervention, and treatment personnel; and so forth).
- Provide local media with information about the problem of alcohol-impaired driving and nonuse of safety restraints among young people and steps being taken to reduce it.
- Solicit cooperation and assistance from automobile dealers, insurance companies, and others with a direct interest in the problem (e.g., they may help by reproducing newsletters, donating office space, placing inserts in mailings to customers).
- Ask community organizations to provide time at meetings for discussion of DWI and safety restraint issues; arrange speakers and/or films for meetings of these organizations.
- Ask community organizations to distribute informational materials about DWI and safety restraint to their members, and provide such materials for distribution.
- Check to see that local police have portable breath-testing equipment in patrol cars, and publicize the availability of this equipment.
- Compile figures on the cost of a DWI conviction (fines, legal and court fees, higher insurance rates, and so on); include this information in the materials aimed at young drivers.
- Involve young people in planning and conducting any of the activities listed.
- Write letters of complaint to managers of TV stations that air movies or programs that treat alcohol-impaired driving casually.
- Review descriptions of impaired driving and safety restraint use efforts in other cities to see which ones might be adapted for use in your community.
- Promote greater use of safety belts by teens as a self-protective measure.
- Arrange appearances by people involved in DWI control (e.g., police, judges, treatment specialists, teen members of local task forces) on TV talk shows and radio call-in shows.
- Assist TV stations in producing a half-hour program on the local DWI problem and the steps being taken to alleviate it.
- Remind bar owners and operators that they may be legally liable for damages caused or incurred by patrons who drive after excessive drinking.
- Ask pharmacists to label prescription drugs that may interact with alcohol and impair driving skills.
- Produce a film or filmstrip for use in schools or with community groups.
- Provide information to political leaders through personal contact.
- Involve all the groups listed in this guide who will implement your recommended actions.

# CONDUCTING A SUCCESSFUL YOUTH CONFERENCE

One way of getting started is to sponsor a conference on youth and drinking and driving and safety restraint use. Such a conference has many advantages. It lets the community know that you are serious about these problems. It draws attention to the problems from the media, the public, and other organizations. And it can serve as a coordinating mechanism for involving the groups mentioned earlier.

Such a conference on drinking and driving was held nationally in March 1983. It was cosponsored by the Departments of Health and Human Services, Transportation, Agriculture, and Education, and was funded by the National Institute on Alcohol Abuse and Alcoholism. The lessons learned from this "Secretarial Initiative on Teenage Alcohol Abuse," are provided here to assist you in setting up such a conference at the State or local level. In addition, models of youth programs that were highlighted at this conference are included in section VII. It is worth mentioning that approximately 80 percent of the participants were high school students and about 20 percent, school superintendents. The purpose of the conference was to have peers influence peers.

## Conference Organizing Steps

### 1. Select and organize a lead agency.

- (1) Within the lead agency, develop a strong Task Group to plan, prepare, and follow up on the conference.
- (2) Establish an extended working group representing all concerned organizational units.
- (3) Contact other units within the agency—protocol, public affairs, publications, and policy offices, as needed.
- (4) Keep department heads and other chief officials informed of progress, directions, and issues.

### 2. Involve other agencies and organizations with an interest in the problem.

- (1) Thoroughly analyze the nature of the problem(s) to be addressed at the conference.
- (2) Determine what other government departments, administrations, agencies, divisions, commissions, and so on, have an interest in the conference problem as a whole, some segment(s) thereof, or certain of its ramifications.
- (3) Inform these governmental units of the proposed conference, and solicit their participation.
- (4) Conduct face-to-face meetings with top unit officials and key staff to determine what conference role they feel is consistent with their technical areas, available resources, and current priorities.
- (5) Conduct further meetings with key staff members to formalize conference responsibilities and to specify a task schedule and a schedule of deliverables, if appropriate.
- (6) Establish a mechanism for ongoing communication between the lead agency and cosponsoring agencies, and encourage the prompt airing of any dissatisfactions. Above all, strive to give cosponsors a strong and continuing sense of joint "ownership" of the conference.
- (7) Make sure that some member of the Task Group becomes informed about relevant activities of cosponsoring agencies: intramural studies, grant programs, contracts, previous conferences, publications, and so on.

### 3. Involve organizations and individuals in the field.

- (1) Publicize the conference extensively in the media to stimulate the curiosity and concern of organizations and individuals in the field. Those with a keen interest will come forward on their own, simplifying the task of contacting concerned parties.

- (2) Identify additional organizations and individuals with a potential interest in the proposed conference.
- (3) Solicit their response to the conference; seek their advice, support, knowledge of additional resources, and any relevant materials they may have to share.
- (4) Establish a mechanism for communicating with key organizations and individuals to inform them of progress, seek their advice, and thank them for their contributions.
- (5) Avoid entanglements with organizations with so rigid a view of the conference problem that exchanging ideas and solutions would be virtually impossible.

**4. Plan as precisely as possible, seeking agreement on conference content, flow, presenters, and participants.**

- (1) Give the conference a clear and meaningful shape by developing a purpose statement and conference themes and by designing an agenda with input from as many planners as possible.
- (2) Define and select suitable presenters according to preestablished criteria and with input from conference planners.
- (3) Define and select suitable participants based on preestablished criteria and input from conference planners.

**5. Prepare for the conference down to the last detail, assuring that set purposes will be served and anticipating the needs of all involved.**

- (1) Prepare presenters for conference work by allowing presenters to visit the site, rehearse, and become familiar with what will be expected from them at the actual conference.
- (2) Prepare participants for the conference as thoroughly as possible.

- (3) Design and arrange for each component of the conference.
- (4) Prepare written conference materials.
- (5) Develop an appropriate and reliable approach for documenting meetings.
- (6) Attempt to gain the understanding and to foster the goodwill of personnel assigned to your function by the conference facility.
- (7) Prepare a volunteer corps for conference work.

**6. Conduct timely and energetic followup activities.**

- (1) Remember, postconference activities are just as important as all other phases of a goal-oriented conference; they should be addressed with equal energy.
- (2) Maintain contact with presenters and participants to track the impact of the conference and to develop more information for assessing individual segments of it.
- (3) Make sure that all individuals who have contributed to the conference are thanked and provided with some sort of feedback on its results—reprints of newspaper and newsletter articles or, if appropriate, copies of the conference report.
- (4) Disseminate conference documents to those people most likely to multiply and enhance their effects.

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*For more detailed steps, you may wish to write to the National Clearinghouse for Alcohol Information, Box 2345, Rockville, Md. 20852 for a copy of the Reports of the 1983 and 1984 National Conferences on Youth and Drinking and Driving.*

# SEVEN MODEL PROGRAMS

Following are profiles of seven model peer programs that were presented at the national conference and a summary of their salient differences and similarities.

At the national conference, an attempt was made to present a spectrum of programs—at one extreme, those addressing drinking and driving exclusively or primarily; at the other, those addressing the problem in the context of wide-ranging activities to prevent health and social problems among youth. The profiles presented next are organized to reflect the spectrum.

- **The first three programs** (the Control Factor, the driver traffic safety portion of the National Student Safety Program, and Project Graduation) are designed primarily to deter alcohol-impaired driving. They may all be called second-generation programs, for they acknowledge the complex etiologic factors that create drinking and driving perils; avoid the scare tactics and preachments of earlier, largely unsuccessful efforts; and concentrate instead on such topics as peer pressure, assertiveness, decisionmaking, and alternatives to drinking and driving, as well as the facts about alcohol effects.
- **The fourth program**, the Peer Resource Education Program (PREP), has broadened its focus from year to year. First designed to train teens as instructors of a fifth-grade alcohol awareness unit, PREP now incorporates community education and peer listening as well.
- **The three remaining models** (the Ohio Teen Institute, Operation Snowball, and the Southern Oregon Drug Awareness youth group) are open-ended. Teens in these programs engage in various activities to prevent health and social problems among their peers, including alcohol abuse and alcohol-impaired driving. The nature of their activities depends on local needs and resources.

Some of the profiles end with audience reactions that were expressed in small group discussions; thus they represent the responses of vocal participants only.

## (1) The Control Factor

John W. Palmer  
Whitney House  
St. Cloud State University  
St. Cloud, Minnesota 56301

Developed at St. Cloud University and now co-sponsored by the Minnesota Safety Council and the State Education Department, the Control Factor trains selected high school juniors and seniors to conduct a set course for freshmen and sophomores dealing with drinking and driving. During three successive classroom periods, teen instructors (usually a team of two) provide students with alcohol facts, decisionmaking tools, and values clarification experiences—control factors that may help them avoid the perils of drinking and driving.

### Objectives and techniques of the three-session course are as follows:

- **Day One**—Day one begins with an attitude test, introduces the concept of “control factors,” then covers basic facts about drinking and driving problems at the national, State, and local levels. Facts are conveyed in a professionally executed slide presentation and a game show format. The discussion of decision-making issues is stimulated by carefully crafted, open-ended questions.
- **Day Two**—Students review the decision-making process, explore the role alcohol plays in society and in auto crashes, and identify alternatives to drinking and driving. Three major tools are used to stimulate discussion: a trigger film suggesting the risks of drinking and driving; a series of large-scale cartoons of situations involving alcohol; and a worksheet (“The Consequence Search”) with multiple-choice responses to a series of drinking-driving dilemmas.
- **Day Three**—By evaluating hypothetical situations, each involving a number of different actors, students begin to recognize the complex layers of responsibility involved in drinking and driving. Day 3 ends with a post-course attitude test.

Results of the Control Factor are very encouraging. From 1980 through December 1, 1984, 1,260 teen instructors were trained in intensive 1-day sessions. The training is so finely tuned that one teen instructor can effectively be teamed with any other teenager who has gone through the program. Together, the 1,260 trained instructors conducted classroom programs for some 25,339 students. More than 12 percent of 8,000 students tested experienced desired changes in their attitudes about drinking and driving.

## **(2) National Student Safety Program (NSSP)**

National Student Safety Program  
Dr. Robert A. Ulrich, Director  
Safety Center  
Central Missouri State University  
Warrensburg, MO 64093

Organized in 1958 by the American Driver Traffic Safety Education Association and now active in 22 States and over 250 high schools, NSSP engages students in four areas of safety education and action: consumer product safety, general safety (e.g., home, school, vacation), special safety (e.g., Halloween, hunting), and driver/traffic safety.

To promote driver/traffic safety, NSSP loans teenagers the following educational materials free of charge:

- "The Price Is High," a skit developed by a student safety group, that explores alcohol myths and conveys correct facts in a game show format. With a cast of four contestants and a game show host, this simple script requires minimal rehearsal and can be mastered quickly by high school drama students.
- A set of transparencies elaborating on the myths and facts introduced in "The Price Is High."
- "Drinking and Driving: What Could You Do?" a film dramatizing the dilemmas of teenagers confronted with drinking-driving situations. The film demonstrates that knowledge alone is not enough to bring

young people safely through such circumstances: planning, self-confidence, and assertiveness are also needed.

NSSP members who are active as peer instructors may become familiar with program materials and techniques for handling audiences at annual national conventions or meetings of their school clubs. Other NSSP members may operate on their own, with support from a teacher or school administrator.

Once they are conversant with the script, transparencies, and film and comfortable with their presentational styles, NSSP students can arrange to conduct the program for their peers. Any high school student can become a member of NSSP or start a safety club; for a \$10 membership fee, each school receives continuing information through a national newsletter.

NSSP also conducts safety belt use programs.

## **(3) Project Graduation**

Ms. Corrine Allen  
The Division of Alcohol and Drug Education Services  
Stevens School Complex  
State House Station 57  
Augusta, Maine 04333

In 1979, during the 2 weeks prior to high school graduation, there were seven alcohol-related fatalities in the Oxford Hills areas of Maine. Determined to avoid a repetition of this experience, the Oxford Hills community organized a nonalcoholic party to keep celebrating seniors of 1980 from drinking and driving.

Maine's Project Graduation grew out of this party. Intrigued by the success of the Oxford Hills event, other communities devised their own alcohol-free celebrations for seniors; 11 were held in 1981, 36 in 1982, and over 80 in 1983, and 142 in 1984. By 1982, the Project Graduation movement had gained the support of State government; together, the Department of Public Safety and the Department of Educational and Cultural Services began to promote the concept statewide, helping local communities establish their own Project Graduation events.

Following a national conference held by the National Highway Traffic Safety Administration and the Illinois State Police, Project Graduation has spread into 39 States.

At the local level, Project Graduation planning typically involves the following approaches and activities:

- A survey to gauge interest among seniors.
- A kickoff meeting where senior class officers, students, business people, parents, school personnel, and civic leaders share their ideas and begin to design the party.
- Media campaigns to generate community awareness and various other techniques to generate support: letters to parents soliciting money, assistance, and in-kind contributions; class meetings to discuss ideas for the party; and additional community meetings.
- Strategies for assuring that the party will remain alcohol and drug free: the presence of law enforcement officers; bands that avoid drug- and alcohol-inspired music; explicit provisions for dealing with party crashers and intoxicated students.

Project Graduation parties vary with local desires and resources. They may be held at health clubs, YMCAs, recreation parks, dormitories, or resorts where graduates can dance, play racquetball, swim, enjoy barbeque dinners and early morning breakfasts, watch slide shows, and so forth. Although good parties require a great deal of planning and work, funds and in-kind contributions tend to be given with such generosity that seniors can attend free of charge, with money often left over for the next year's party.

Although focused on a single week in the life of high school seniors, Project Graduation has far-reaching influence. Throughout the year, it stimulates educational activities on drinking and driving, shows students they can have fun without alcohol, prompts other alcohol-free parties, generates positive peer pressure, and offers support to those who choose not to drink.

#### **(4) The Peer Resource Education Program (PREP)**

Ms. Brenda Stanislawski  
c/o PREP

Ozaukee Council on Alcohol and Other Drug Abuse  
125 North Franklin Avenue  
Port Washington, Wisconsin 53704

Sponsored by the Ozaukee County Alcohol, Drug, and Mental Health Board, the PREP program trains teens to serve as cross-age prevention specialists in their schools and communities. Every spring, six teens from each of the county's five high schools are accepted into the program. Freshmen and sophomores may apply, with the understanding that they must remain alcohol free until reaching legal age to drink, must be committed to the program and reasonably available to work on prevention activities, and must maintain a C average, with no failing grades.

Given the overriding goals of an informed community and a reduction in local alcohol- and drug-related problems, PREP teens strive to:

- become positive role models,
- remain informed about alcohol and drug facts and conversant with PREP's alcohol awareness unit for fifth graders,
- act as effective peer listeners and referral agents, and
- open communication between parents and children in the community.

In pursuit of these goals and objectives, PREP teens attend an annual weekend retreat where they learn facts about alcohol, develop self-awareness and self-confidence, and study the alcohol education unit they will present to fifth graders. At more frequent local workshops and in-service meetings, they discuss teen problems and strategies for solving them.

By one means or another, PREP reaches approximately 50 percent of county students in grades 5 through 12. A fifth-grade alcohol and drug education unit is the centerpiece of PREP's prevention activities. Through this vehicle, teen instructors provide

fifth grade pupils with facts about alcohol and lead them in an analysis of advertising, exploration of alternatives to alcohol and drug use, a five-step decision-making process, and values clarification exercises.

Funding for PREP activities comes from the County Board (52 percent), the United Way (32 percent), and civic groups (16 percent).

### (5) The Ohio Teen Institute (OTI)

Mr. Robert L. Steele  
c/o Ohio Teen Institute  
Teenage Institute for the Prevention of  
Alcohol and Other Drug Abuse  
Division of Alcoholism  
P.O. Box 118  
Columbus, Ohio 43216

OTI originated in 1965, when the Ohio Department of Health sent seven teens to the Midwest Institute on Alcohol Studies. The prototype for programs of its kind, OTI offers a 6-day residential experience during which teens gain self-confidence, self-understanding, social sensitivity, positive addictions, and leadership skills—all helping them avoid alcohol and drug abuse themselves and equipping them to lead community- and school-based prevention activities.

Every summer, OTI draws approximately 500 Ohio teens and 250 adult instructors to Kenyon College where they engage in the following activities:

- **General assemblies** at which specialists speak on alcohol abuse and other teen problems, raising issues that stimulate discussion throughout the 6-day institute.
- **Workshops** focused on alternatives to alcohol and drug abuse, life skills, and the range of skills necessary for prevention programming. In alternatives workshops, teenagers may try sign language, yoga, meditation, and Frisbee, among other games and amusements. In life skills workshops, they may learn how to deal with anger, depression, peer pressure, suicide, and the "rescuer" complex. At prevention workshops, they concentrate on peer listening skills, learn how to organize and

conduct miniworkshops, engage in role playing, and develop alcohol awareness curricula. Participants select 3 to 5 workshops daily from an offering of more than 80.

- **Family Groups** provide OTI teens with a home base throughout their 6 days at Kenyon College. In "family group," 8 to 10 teens meet with one staff member to practice skills, establish a sense of comfort and closeness, and observe group process in action. OTI graduates explain that the ineffable spirit of the institute is born in these family groups.

OTI also provides simultaneous training for adult leaders, which lasts 4 days and centers on working with teens in constructive ways to implement needed local programs.

After the institute, teens operate through one of Ohio's 12 regional councils on alcoholism, which provides support, resources, and advice for their postconference activities, including presentations before PTAs, psychodramas for teen audiences, mini-institutes, education programs for elementary school students, peer listening and referral, and information centers. A tax on alcoholic beverages provides major support for the institute.

### (6) Operation Snowball

Mr. Gary L. Green  
Sangamon-Menard Alcoholism and Drugs Council  
723 South Fifth  
Springfield, Illinois 62704

Operation Snowball began in 1977 as the brainchild of five teenagers who wanted to share the leadership training experience they had gained at the Illinois Teen Institute with other young people in their community. Their energy and enthusiasm were contagious. Soon Snowball groups were established in other Illinois communities; impressed by their efforts, the Illinois Alcoholism and Drug Dependence Association (IADDA) offered to serve as statewide coordinator.

In its present form, Operation Snowball is a peer leadership program that focuses on preventing

alcohol and drug abuse by young people and strives to create a "community of caring" throughout the State. Through a State-regional-local agency network, teens are trained to use affective and experiential teaching techniques to help their peers overcome existing problems and achieve high levels of wellness. Teen-adult Snowball groups franchised by IADDA meet regularly to define local needs and plan prevention activities. These include weekend retreats ("Snowballs") featuring guest speakers, miniworkshops, and small group discussions; advanced leadership training courses ("Avalanches" or "Blizzards"); and elementary or junior high school education programs ("Snowflakes"). At a typical Snowball, teen leaders provide participants with factual information on alcohol effects, suggestions for alternatives to alcohol abuse (positive addictions), and an opportunity to practice communication and decisionmaking skills. In addition to agency support, funds for Snowball activities come from door-to-door appeals by civic groups, bake sales, car washes, and other typical fund raising activities.

Operation Snowball draws student from all segments of the school population. One presenter came to her first Snowball as a "straight kid," self-confident and generally happy but experiencing considerable peer pressure about her lifestyle nevertheless. The Snowball confirmed her decisions and gave her the strength to say no to alcohol and drugs without hesitation and with no second thoughts. The other presenter had been marginally involved in the drug-alcohol scene before her first Snowball, which gave her facts about alcohol and taught her that she could have friends and fun without getting high. In effect, the two came from opposite directions but ultimately arrived at the same place.

### **(7) Southern Oregon Drug Awareness (SODA)**

Ms. Bonnie Talbert  
Medford Senior High School  
1900 North Keeneway  
Medford, Oregon 97501

SODA is an all-volunteer, community-based program involving students, business people, civic group members, parents, and school personnel in a variety of efforts designed to reduce the indiscriminate use of alcohol and drugs. SODA has six task force subcommittees: (1) business and industry, (2) parent education, (3) youth development, (4) school curriculum, (5) community information, and (6) law enforcement.

"Diverse" and "eclectic" best describe the undertakings of the SODA youth group. They include:

- Media production and graphics workshops—These serve as alternatives to drug and alcohol abuse. Startup money for these activities came from the Channel One Program, sponsored by the National Institute on Drug Abuse.
- Prom week events—"Get high on yourself" week and nonalcoholic parties.
- "How to Say No"—An alcohol awareness skit staged by teens before audiences of fifth to eighth graders.
- Schools needs assessments—Needs assessment has resulted, in one case, in an information service, a drinking-driving hotline and safe-ride service, and teen-to-teen listening and tutorial programs. To prepare themselves as peer listeners, SODA youth participate in 3-day training sessions led by professionals concerned with teenage problems, and in weekly meetings focusing on alcohol and drug information, communication skills, program planning, and the like.

SODA teens pride themselves on the broad appeal of their program, which draws members from all high school cliques.

# PROGRAMS TO PROMOTE SAFETY BELT USE

Programs to promote safety belt use are diverse. Strategies that are used include:

## 1. Public Information/Media Advertising

Refers to messages conveyed to large numbers of persons via radio, television, and various print media. Such programs cannot be expected to result in major behavioral changes when used alone, but they are essential elements in any serious program to increase safety belt usage.

## 2. Educational Programs

Refer to active, face-to-face efforts to educate people. The main difference between these and mass media programs is specific target groups are exposed to more detailed information than is possible to convey via most mass media efforts. Educational programs can involve lectures, group interaction sessions, movies, projects, study lessons, and a variety of other methods for different target groups. National organizations such as the PTA, Girl Scouts of the USA, Boy Scouts, teacher associations, etc., are involved in specially designed education and outreach programs.

Such programs can result in significant usage rate increases when properly conducted and followed up. They are even more effective when accompanied by other program elements such as incentives and/or safety belt use requirement policies.

## 3. Incentive Programs

Reward people wearing safety belts. There are a number of types of incentive approaches including: (a) immediately awarding money or prizes to persons observed to be wearing their safety belts; (b) awarding belt wearers with chances to participate in lotteries where larger prizes are given; (c) awarding prizes to entire target groups when certain levels of group safety belt usage have been obtained; or (d) allowing members of a group to be part of a lottery when a target usage rate is achieved.

Incentive programs are especially effective for obtaining rapid increases in safety belt usage. Usage rates from 40-70 percent have resulted from effectively run incentive programs. Incentives should be accompanied by education and/or use requirement policies (where possible) to be most effective and so that usage gains do not substantially diminish over time.

## 4. Safety Belt Usage Requirement Policies

Refer to policies by organizations or employers to require safety belt usage by members or employees while on official business or while on company property. For example, the Boy Scouts have a policy that all vehicle occupants must be belted while traveling on a Scouting excursion. Mandatory use requirements must be enforced to be effective and, like all other elements, are far more effective when supported by other programs.

Well-enforced belt use policies have been found to result in 60-90 percent safety belt usage rates on the job and substantially higher than normal off-the-job rates.

# RESOURCES FOR PROMOTING SAFETY BELT USE

**AUTHOR/SPONSOR:** NHTSA (in cooperation with the National Association for the Education of Young Children)

**NAME OF PROGRAM:** **"We Love You - Buckle Up"**  
This program is designed for preschool and nursery school teachers to introduce safety belts as a good habit, the same as brushing one's teeth regularly. It also encourages children to get other people in a car to buckle up, either adults or other children.

**DATE:** 1984

**TEACHER MATERIALS:**

- Teacher's Occupant Protection Reference Manual
- Storybook
- Buckle-Up Stickers
- Wall chart/poster
- "Child Safety Seats for Your Automobile" brochure

**AVAILABLE FROM:** NHTSA/NTS-13  
Office of Occupant Protection  
400 7th Street, S.W.  
Washington, DC 20590  
(Please enclose self-addressed label with request)

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**AUTHOR/SPONSOR:** NHTSA (in cooperation with National PTA and the National Association of Elementary School Principals)

**NAME OF PROGRAM:** **"A Safer Way for Everyday"**  
This program is designed for elementary school teachers of grades K-3 to teach students the importance of wearing safety belts to protect themselves and others. This program will increase student awareness of the use of safety belts as an integral part of a regular program of health maintenance and encourage students to promote the regular use of belts among their families and friends.

**DATE:** 1984

**TEACHER MATERIALS:**

- Teacher's Occupant Protection Reference Manual
- Six reproducible classroom activity sheets
- Wall chart/poster
- Seat Belt Activity Guide for K-6

**AVAILABLE FROM:** NHTSA/NTS-13  
Office of Occupant Protection  
400 7th Street, S.W.  
Washington, DC 20590  
(Please enclose self-addressed label with request)

**AUTHOR/SPONSOR:  
NAME OF PROGRAM:**

American Seat Belt Council and NHTSA  
**"3 Seconds to Safety"**

This program is designed for students in grades 3-5 and examines the need for seat belts, analyzes the commonly told tales about them, and explains how to wear them. The format of activities is designed to be readily incorporated in reading programs.  
1982

**DATE:**

**TEACHER MATERIALS:**

- Teacher's Guide—supplying background information and suggestions for teaching both the seat belt usage concepts and the reading skills.
- Six spirit duplicating activity masters
- Wall chart/poster

**AVAILABLE FROM:**

NHTSA/NTS-13  
Office of Occupant Protection  
400 7th Street, S.W.  
Washington, DC 20590  
(Please enclose self-addressed label with request)

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**AUTHOR/SPONSOR:**

NHTSA (in cooperation with the Association for the Advancement of Health Education)

**NAME OF PROGRAM:**

**Beating the Odds**

An educational program relating safety belt use to health lifestyles for high school students. Traditionally, young people learn about topics such as nutrition, exercise, smoking, drugs, etc., in health education classes. This teaching unit focuses on the deadliest and most immediate threat to their health—the automobile crash.

**DATE:**

1984

**TEACHER MATERIALS:**

- Teacher's Occupant Protection Reference Manual
- Six spirit duplicating activity sheets on the risks in driving, the myths and misconceptions about seat belt use, automatic belts, and air bags, retractors and how they work, and the responsibility of the automobile driver for her/his passengers.
- Wall chart/poster

**AVAILABLE FROM:**

NHTSA/NTS-13  
Office of Occupant Protection  
400 7th Street, S.W.  
Washington, DC 20590

**AUTHOR/SPONSOR:** NHTSA (in cooperation with the American Driver and Traffic Safety Education Association)

**NAME OF PROGRAM:** **Restrain Yourself**  
This program is designed to teach safety belt use to high school driver education students. This program provides facts, raises issues, and promotes an important behavior needed to protect the health and safety of all vehicle occupants.

**DATE:** 1984

**TEACHER MATERIALS:**

- Teacher's Occupant Protection Reference Manual
- Six spirit duplicating activity sheets on the risks in driving, the myths and misconceptions about seat belt use, automatic belts, and air bags, retractors and how they work, and the responsibility of the automobile driver for her/his passengers.
- Wall chart/poster

**AVAILABLE FROM:** NHTSA/NTS-13  
Office of Occupant Protection  
400 7th Street, S.W.  
Washington, DC 20590

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**AUTHOR/SPONSOR:** Sponsored by NHTSA (in cooperation with the National Association of Secondary School Principals and the Future Farmers of America)

**NAME OF PROGRAM:** **Student Handbook for Alcohol and Restraint Programs (SHARP)**  
This handbook is intended to help young people launch programs that will keep their peers alive and healthy by reducing the number and seriousness of automobile accidents. It describes programs that have been carried out successfully by high school students throughout the country. The handbook addresses the problem and the needs, the activities that students can undertake to be more responsible in their use of alcohol and to wear safety belts, and the resources available to help carry out the activities.

**DATE:** To be available in 1985

**TEACHER MATERIALS:** Student Handbook on Alcohol and Restraint Programs

**AVAILABLE FROM:** National Association of Secondary School Principals  
Division of Student Activities  
1904 Association Drive  
Reston, VA 22091

**AUTHOR/SPONSOR:  
NAME OF PROGRAM:**

NHTSA  
**A Guide to Audiovisual and Print Materials  
of Safety Belts and Child Car Safety Seats**

This document describes the audiovisual materials selected by NHTSA for inclusion in various educational programs. A suggested presentation, using a safety belt quiz, is provided and illustrates the myths and misconceptions surrounding safety belt use.

1983

**DATE:**

**TEACHER MATERIALS:**

N/A

**AVAILABLE FROM:**

NHTSA/NTS-13

Office of Occupant Protection

400 7th Street, S.W.

Washington, DC 20590

(Please enclose self-addressed label with request)

# SOURCES OF INFORMATION

## **Alcoholics Anonymous World Services, Inc.**

P.O. Box 182  
Madison Square Station  
New York, NY 10010

## **American Academy of Pediatrics**

1801 Hinman  
Evanston, IL 60202

## **American Automobile Association**

8111 Gatehouse Road  
Falls Church, VA 22042

## **American Automobile Association Foundation for Traffic Safety**

8111 Gatehouse Road  
Falls Church, VA 22402

## **American Business Men's Research**

1208 Michigan National Tower  
Lansing, MI 48933

## **American Driver and Traffic Safety Education Association**

123 North Pitt Street  
Alexandria, VA 22314

## **American Medical Association**

Safety Education Department  
535 North Dearborn Street  
Chicago, IL 60610

## **American Red Cross**

National Headquarters  
Youth Services Division  
17th and D Streets, N.W.  
Washington, DC 20006

## **Boys' Clubs of America**

771 First Avenue  
New York, NY 10017  
ATTN: Don Jordan

## **Distilled Spirits Council of the United States, Inc.**

Education Department  
1300 Pennsylvania Avenue  
Washington, DC 20004

## **Mental Health Materials Center**

30 East 29th Street  
New York, NY 10016

## **National Association of Governors' Highway Safety Representatives**

444 North Capitol, N.W.  
Suite 524  
Washington, DC 20001

## **National Association of Secondary School Principals**

Division of Student Activities  
1904 Association Drive  
Reston, VA 22091

## **National Association of State Alcohol and Drug Abuse Directors**

444 North Capitol, N.W.  
Suite 530  
Washington, DC 20001

## **National Audiovisual Center**

General Services Administration  
Washington, DC 20409  
301-763-1896 ( Information Services)

## **National Child Passenger Safety Association**

P.O. Box 841  
Ardmore, PA 19003

## **National Clearinghouse for Alcohol Information**

P.O. Box 2345  
Kensington, MD 20852

## **National Clearinghouse for Drug Abuse Information**

P.O. Box 416  
Kensington, MD 20795

## **National Clearinghouse for Mental Health Information**

Room 11A-21  
5600 Fishers Lane  
Rockville, MD 20852

## **The National Commission on Resources for Youth, Inc.**

36 West 44th Street  
New York, NY 10036

## STATE-LEVEL PROGRAMS

**The National Congress of  
Parents and Teachers (PTA)**

Alcohol Education Publications  
700 North Rush Street  
Chicago, IL 60611

**National Council on Alcoholism**

Publications Department  
733 Third Avenue  
Suite 1410  
New York, NY 10017

**National Federation of Parents  
for Drug-Free Youth**

1820 Franwall Avenue, Suite 16  
Silver Spring, MD 20902

**National Highway Traffic  
Safety Administration**

Department of Transportation  
400 7th Street, S.W.  
Washington, DC 20590

**National Safety Council**

444 North Michigan Avenue  
Chicago, IL 60611

**National Technical Information  
Service**

Springfield, VA 22151

**National YMCA—Values  
Education Center**

6801 South La Grange Road  
La Grange, IL 60525

**Traffic Safety Now, Inc.**

c/o Motor Vehicles Manufacturers  
Association  
1620 I Street, N.W.  
Washington, DC 20006

**U.S. Brewers Association**

Alcohol Programs Division  
1750 K Street, N.W.  
Washington, DC 20006

**U.S. Government Printing Office**

Superintendent of Documents  
Washington, DC 20402  
202-783-3238 (Orders and Information)

For information, contact these agencies: State Alcohol and/or Drug Abuse Authority, State Department of Education, State Department of Mental (or Public) Health, State Department of Motor Vehicles, State Highway Safety and/or Department of Transportation.

# SOME FUND-RAISING IDEAS

potluck dinner  
mock wedding  
sell flowers  
lasarium show  
dime-a-dip dinner  
ethnic dinner  
stuffed animals  
a-thons (blow, rock, think, etc.)  
faculty vs. students  
car raffle  
sundae sale  
personalized big hats  
seafood sale  
breakfast with Santa  
teacher auction  
people power hours  
turkey contest  
pocket calendar sale  
car smash  
family portraits  
laugh-a-grams  
celebrity basketball  
raffle from donations  
surfing contest  
lightbulb sale  
boxing night  
booth at county fair  
friendly balloons  
50/50 raffle  
sponge throw

space on the calendar  
kissing booth  
hugging booth  
class-faculty competition  
basketball shoot  
Polaroid Pics of celebrities and  
you (plus cardboard models)  
weightlifting  
junk car raffle  
Ms./Mr. America contest  
garage sale  
newspaper drive  
hanger drive  
stickhorse baseball  
hush day  
battle of the bands  
hypnotist assembly  
bake sale  
birthday cake sale  
unbirthday card delivery  
rent a parking space  
corny carnival  
haunted house  
fashion show  
genie auction  
leftover yearbook pics  
sandwich boards  
wheelchair basketball  
singing-grams  
leg/arm/contests  
Monte Carlo night  
fun night  
cruise-a-thon  
gangster day  
faculty vs. radio staff  
newspaper staff vs. student  
council  
family night  
sports night  
stationery sale

wreath sale  
citywide scavenger hunt  
sports entry fees  
donkey basketball  
ugly legs contest  
concerts  
coffeehouse  
wash-a-plane  
Dutch auction  
deerhides  
limo and driver raffle  
bonus activities books  
coupon event book  
coffee cups  
sell a parking space (closer  
to school)  
shave a faculty beard  
sell a room to decorate  
footwarmers  
book sale  
softball game  
student talent show  
dunk tank  
faculty rescue  
souvenir cups  
faculty behind chicken-wire  
egg-toss  
sell pies  
sell confetti eggs  
pizza night  
flea market  
night-time feature film  
treasure hunt  
scavenger hunt