



THE  
**KIEFER**  
FOUNDATION

**JUST DRIVE CURRICULUM:  
GUIDED LESSON PLANS &  
LEARNING MATERIALS**

# **A FLEXIBLE RESOURCE DESIGNED FOR YOU**

## **USING THIS CURRICULUM GUIDE**

**The Just Drive Curriculum Guide was designed to be flexible and adaptable to meet the unique needs, schedules, and goals of educators and facilitators.**

**While the guide is structured as an eight-week program, it is not required to be delivered in its entirety or in sequence.**

**You are encouraged to tailor the curriculum to best fit your available time and instructional priorities. Lessons may be delivered as part of a single class period, over the course of several weeks, throughout a full academic term, or integrated selectively to support specific learning objectives.**

**Educators may choose to implement individual lesson plans, combine topics, or adjust pacing as appropriate for their students and program structure.**

**We also welcome your feedback. If you have suggestions for improvement, additional topics you would like to see included, or ideas to enhance this curriculum, please contact us at [info@mkiefer.org](mailto:info@mkiefer.org).**



THE  
**KIEFER**  
FOUNDATION



# » Table of Contents



## Curriculum Framework Overview

1-7



## Week 1: Introduction to Distracted Driving

8-10



## Week 2: The Science of Distraction

11-13



## Week 3: Peer Pressure & Passenger Safety

14-16



## Week 4: Technology & Safe Driving Tools

17-19



## Week 5: The Human Cost of Distraction

20-22



## Week 6: Leadership & Advocacy

23-26



## Week 7-8: Driving Change Together

27-30



## Supportive Resource Materials

Appendix

# JUST DRIVE SIMULATOR: 8-WEEK CURRICULUM FRAMEWORK

## WEEK 1: INTRODUCTION TO DISTRACTED DRIVING



- **Theme:** What is distracted driving and why focus matters
- **Objectives:**
  - Define the four types of distraction (visual, manual, cognitive, auditory).
  - Recognize how distractions—especially passengers and phones—impact driver focus
  - Understand how mindfulness and awareness can reduce risky driving behaviors
  - Introduce and allow students to experience the Just Drive Simulator.
- **Activities:**
  - **Distraction Identification:** Present examples of everyday distractions (texting, eating, talking to passengers, loud music, navigation, etc.) and have students identify which category (visual, manual, cognitive, or auditory) each fits into.
  - **Teen Distraction Brainstorm:** In small groups, have students list common teen distractions and rank them from least to most dangerous. Discuss which ones feel “normal” but still take focus away from driving.
  - **“Stay Present” Challenge:** Challenge students to practice one act of mindfulness each day –like silencing notifications, pausing before responding to a text, or practicing deep breaths before driving—to strengthen focus and self-awareness.
- **Extension:**
  - Create a **“Distraction Awareness Wall”** in the classroom or hallway where students post examples of distractions and solutions for avoiding them – including how to “Be a Focused Passenger.”

# JUST DRIVE SIMULATOR: 8-WEEK CURRICULUM FRAMEWORK

## WEEK 2: THE SCIENCE OF DISTRACTION



- **Theme:** How the brain and body react while multitasking
- **Objectives:**
  - Understand how distractions slow reaction time and impair focus
  - Recognize visual, manual, cognitive, and auditory distractions
  - Experience how multitasking impacts awareness and performance
- **Activities:**
  - **Task-Switching Test:** Perform two tasks separately, then together, to show how multitasking reduces accuracy.
  - **Focus Challenge:** Watch a short video to reveal how selective attention causes missed cues.
  - **Reaction Test:** Use a ruler-drop experiment to compare reaction times with and without distraction.
- **Extension:**
  - **Reaction Relay:** Set up a short relay race or obstacle course in the gym or parking lot. Have students run it once while fully focused, then again while completing a simple “distraction” (counting backward, holding a conversation, carrying an object, etc.).
  - **Balloon Balance Challenge:** Have pairs or teams keep a balloon in the air while naming random words, texting a fake message, or answering questions.
  - **“Drive Line” Simulation:** Mark a straight line on the floor with tape. Have students walk it heel-to-toe while looking straight ahead (focused), then try again while looking down at their phone or talking to a friend.

# JUST DRIVE SIMULATOR: 8-WEEK CURRICULUM FRAMEWORK

## WEEK 3: PEER PRESSURE & PASSENGER RESPONSIBILITY



- **Theme:** Speaking up saves lives.
- **Objectives:**
  - Recognize how passengers influence a driver’s focus and decision-making
  - Discuss how passengers can help reduce risky driving.
  - Practice communication skills for uncomfortable situations.
- **Activities:**
  - **Role-Play Exercise:** In small groups, act out real-life scenarios (e.g., a driver checking a text, speeding, or getting rowdy passengers) and practice how to respond assertively but respectfully.
  - **“Good Passenger, Bad Passenger” Sorting Game:** Provide a list of passenger behaviors; have students categorize them as helpful or harmful.
  - **Group Discussion:** Have students share instances where they’ve been in difficult driving situations and how they may have responded. Encourage other students to provide ways they might have spoken up if faced with a similar situation.
- **Extension:**
  - **Passenger Pledge:** Have students write or design a pledge card committing to be an engaged, distraction-free passenger.
  - **“Be the Voice of Reason” Skit Challenge:** Groups create short 1-minute skits showing an unsafe driving situation and how a passenger can intervene respectfully. Encourage humor or creativity – then debrief what phrases or body language felt most effective.

# JUST DRIVE SIMULATOR: 8-WEEK CURRICULUM FRAMEWORK

## WEEK 4: TECHNOLOGY & SAFE DRIVING TOOLS



- **Theme:** Using tech to defeat tech.
- **Objectives:**
  - Identify common sources of digital distraction and how to reduce them through technology
  - Explore tools like Do Not Disturb, driving modes, and built-in safety settings
  - Evaluate the benefits and limitations of in-car systems, apps, and hands-free options
- **Activities:**
  - **Device Setup Workshop:** Have students explore their phone settings to locate and enable Do Not Disturb While Driving or similar safe-driving features. Discuss what notifications still come through and why.
  - **Tech Pros & Cons Chart:** As a class or in small groups, list common in-car technologies (navigation, voice assistants, music streaming, etc.) and evaluate whether they help or hinder driver focus.
  - **Group Discussion:** How can we use the same devices that distract us to actually make us safer? What new tech tools would students invent if they could design a “perfect safe-driving app”?
- **Extension:**
  - **“Picture Your Purpose”** project: Students place a photo of someone they love—family, friends, or even a pet—on their dashboard as a personal reminder of who they drive safely for.
  - Create a **“Wall of Purpose”** where students post their photos or written reflections to inspire others to drive focused and distraction-free.

# JUST DRIVE SIMULATOR: 8-WEEK CURRICULUM FRAMEWORK

## WEEK 5: THE HUMAN COST OF DISTRACTION



- **Theme:** Every distraction has a story
- **Objectives:**
  - Reflect on real stories from victims, families, and first responders to understand the human impact of distracted driving
  - Discuss local statistics and recognize the ripple effects—emotional, legal, and financial—of crashes caused by distraction
  - Encourage personal accountability and empathy for all who share the road
- **Activities:**
  - **Story Viewing & Reflection:** Watch real-life testimonies from survivors or families affected by distracted driving (e.g., The Kiefer Foundation videos). After viewing, students reflect on key takeaways and emotions by writing or discussing: “What one distraction could cost.”
  - **Crash Consequences Discussion:** Review the tangible outcomes of distracted driving crashes—fines, legal penalties, loss of license, or lasting emotional trauma—and discuss how those costs compare to the “cost” of ignoring a text.
  - **Empathy Mapping:** In small groups, have students list everyone affected by one distracted driving crash (driver, victims, families, responders, community) to visualize the chain reaction of harm.
- **Extension:**
  - **Guest Speaker Visit:** Host a presentation from a law enforcement officer, trauma nurse, or Kiefer Foundation representative to share firsthand experiences and answer questions.

# JUST DRIVE SIMULATOR: 8-WEEK CURRICULUM FRAMEWORK

## WEEK 6: LEADERSHIP & ADVOCACY



- **Theme:** From awareness to action.
- **Objectives:**
  - Understand how laws and policies save lives by reducing distracted driving
  - Explore what it means to be an advocate for safer roads
  - Develop persuasive communication and leadership skills to influence change
- **Activities:**
  - **Legislation Research:** Have students investigate their state’s current distracted-driving laws (e.g., texting bans, hands-free provisions, penalty structures). Compare your state laws to other states that have enacted stronger, fully hands-free policies. Discuss the potential benefits of closing loopholes or improving enforcement.
  - **Persuasive Pitch:** Working individually or in small groups, students create a short pitch advocating for a stronger hands-free law. Encourage them to include facts, emotional appeal, and a clear call to action. Students can present their pitches to the class, simulating a “committee hearing.”
- **Extension:**
  - **Letters That Save Lives:** Students write letters to legislators, community leaders, or local news outlets explaining why hands-free laws matter and how distraction affects their generation.
  - **Encouraging Enforcement:** Draft a letter or host a meeting with local law enforcement encouraging stronger enforcement of existing hands-free laws and thanking officers for their role in keeping roads safe.

# JUST DRIVE SIMULATOR: 8-WEEK CURRICULUM FRAMEWORK

## WEEK 7-8: DRIVING CHANGE TOGETHER



- **Theme:** Celebrate progress and share the message
- **Objectives:**
  - Review key lessons from the Just Drive program.
  - Demonstrate understanding of distracted driving prevention through creative outreach and peer education
  - Inspire peers, families, and the community to stay focused behind the wheel
  - Celebrate commitment to safe driving by taking the message beyond the classroom.
- **Activities:**
  - **Just Drive Awareness Week:** Plan a themed week with daily activities such as “Pledge Day,” “Chalk the Walk,” safety trivia, or lunchtime tabling to engage peers and staff.
  - **Simulator Showcase:** Invite other classes, student groups, or community members to experience the Just Drive Simulator. Students can serve as facilitators—showcasing their favorite learning module or lesson takeaway.
  - **Parent Partnership Night:** Invite families to participate in discussions about positive role modeling and supporting teens as safe drivers and passengers.
  - **Creative Showcase:** Display student-made PSAs, artwork, or projects from previous weeks in hallways, at community centers, or on school news segments to amplify the message.
- **Extension:**
  - Partner with school clubs or local organizations to plan a **Just Drive Awareness Day** or ongoing campaign that keeps the message visible year-round.



# LESSON PLAN

WEEK 1

SUBJECT




Introduction to Distracted Driving

THEME

What is Distracted Driving and Why Focus Matters

## LEARNING OUTCOMES

By the end of this lesson, students will be able to:

-  Define the four types of distraction: visual, manual, cognitive, and auditory
-  Recognize how distractions (especially passengers and phones) impact focus
-  Explain how mindfulness and awareness improve attention while driving

## MATERIALS

- Whiteboard or chart paper
- Markers or sticky notes
- Distraction cards or list of examples (texting, eating, changing music, etc.)
- Just Drive Simulator access (optional for this week's introduction)
- Student journals or reflection sheets

## LESSON DURATION

1-2 class periods  
(45-60 minutes each)

## WARM UP: WHAT DOES "DISTRACTION" REALLY MEAN?

### Ask:

- "What comes to mind when you hear the phrase distracted driving?"
- "Do you think most people realize when they're distracted?"

Record answers on the board. Introduce the four types of distraction and provide quick examples of each.

**Facilitator Tip:** Keep examples relatable—like changing music on Spotify, group chat notifications, or joking with passengers.





# LESSON PLAN

## ACTIVITY: DISTRACTION IDENTIFICATION (15 MINS)

Give students printed or projected examples of common distractions (e.g., eating, loud music, texting, reaching for something).

- Students identify which category (visual, manual, cognitive, auditory) each one fits into.
- Discuss which types are most common among teens and why.

## ACTIVITY: TEEN DISTRACTION BRAINSTORM (15 MINS)

In small groups, students list as many distractions as they can think of from daily life.

- Rank them from least to most dangerous.
- Groups share results and discuss surprises.
- **Facilitator Tip:** If time allows, invite students to simulate non-driving distractions—like balancing a ball while talking—to illustrate divided attention.

## ACTIVITY: “STAY PRESENT” CHALLENGE (10 MINS)

Lead a brief mindfulness moment: have students close their eyes, take a few slow breaths, and focus on one sound in the room.

- Connect this to driving: being fully aware and in the moment can prevent distraction.

Encourage students to try one act of mindfulness each day (silencing notifications, pausing before reacting, etc.).



# LESSON PLAN

## ACTIVITY: SIMULATOR INTRODUCTION (OPTIONAL / 15 MINS)

Introduce the Just Drive Simulator and its purpose: showing how distraction affects reaction time and decision-making.

- Provide a brief demo or allow a few students to try it.
- **Ask:** “What surprised you most about how distraction feels in the simulator?”

## ACTIVITY: REFLECTION & DISCUSSION (10 MINS)

Use guiding questions:

- Which type of distraction do you think causes the most crashes?
- How can being mindful help you stay focused in real-life situations?
- What distractions do you think you’ll personally need to watch out for?

## HOMEWORK OR DISPLAY PROJECT

Create a “**Distraction Awareness Wall**” - Students post examples of distractions they encounter daily and ideas for preventing them—especially tips on being a focused passenger.

**Optional addition:** include mindfulness quotes or personal commitments (“I will silence my phone before driving.”)

## FACILITATOR NOTES

- Reinforce that everyone—drivers, passengers, and pedestrians—plays a role in distraction.
- Keep the tone empowering, not scolding. The goal is awareness and personal ownership.



# LESSON PLAN

WEEK 2

SUBJECT




The Science of Distraction

THEME

How the Brain and Body React While Multitasking

## LEARNING OUTCOMES

By the end of this lesson, students will be able to:

-  Explain how distractions slow reaction time and reduce awareness
-  Identify visual, manual, cognitive, and auditory distractions
-  Experience firsthand how multitasking affects focus and coordination

## MATERIALS

- Stopwatch or timer (or phone timer)
- Rulers (for reaction test)
- Tape (for “Drive Line” simulation)
- Balloons (for Balloon Balance Challenge)
- Printed or projected instructions for each station
- Reflection sheets or notebooks

## LESSON DURATION

1-2 class periods  
(45-60 minutes each)

## WARM UP: “CAN YOU REALLY MULTITASK?” (10 MINS)

### Ask students:

- “What are some things you do while driving or riding that split your focus?”
- “Do you think multitasking helps or hurts performance?”

List answers on the board, then explain how the **human brain can only focus on one conscious task at a time.**

Briefly introduce the concept of **reaction time** and why even a small delay matters when driving.

## ACTIVITY: TASK-SWITCHING TEST (10-15 MINS)

- Have students recite the alphabet (A-Z) and then count 1-26.
- Then repeat while alternating between the two (A-1, B-2, C-3...).
- Time each round and compare.
- **Debrief:** Ask, “What changed when you switched between tasks?” Discuss how this relates to looking between a phone and the road.
- **Facilitator Tip:** This quick test works well as a group demonstration or individual competition.

## ACTIVITY: FOCUS CHALLENGE (10 MINS)

Play a short “selective attention” video (like the famous basketball passing/gorilla awareness test).



Afterward, ask who noticed key details.

- **Debrief:** Connect this to inattentive blindness – when drivers miss hazards because they’re focused on something else.

## ACTIVITY: REACTION-TIME STATIONS (20 MINS)

Break students into rotating groups for hands-on challenges that represent different types of distraction:

- **Station 1 – Ruler Drop:** Test reaction times with and without distraction (like answering a question mid-drop).
- **Station 2 – Balloon Balance:** Teams try to keep a balloon in the air while doing a secondary task (talking, counting backward, etc.).
- **Station 3 – Drive Line:** Tape a straight line and have students walk heel-to-toe focused, then repeat while looking at their phones or talking.

Each group records their results and observations.

**Facilitator Tip:** Keep the tone fun – emphasize safe play and observation.



# LESSON PLAN

## ACTIVITY: REFLECTION & DISCUSSION (10-15 MINS)

Bring everyone together to process what they learned.

**Ask:**

- “Which distraction was hardest to overcome?”
- “How did your reaction time change when multitasking?”
- “How could this impact driving performance?”

Have students write a short paragraph summarizing what surprised them most about their own focus or reaction time.

## OPTIONAL ACTIVITIES OR HOMEWORK

- **Reaction Relay:** Create a short relay or obstacle course. Students run it once focused, then again while performing a simple distraction (counting, talking). Compare times.
- **Visual Display:** Post group results or photos from the activities on a bulletin board labeled “Distraction Delays You.”
- **Mindfulness Tie-In:** Encourage students to reflect on how being aware and fully present can improve both driving and everyday performance.

## FACILITATOR NOTES

- Reinforce that distraction isn’t just about phones – it’s about attention and awareness.
- Encourage students to think critically about their daily habits (texting, playlist changes, group chats).
- Link back to Week 1’s mindfulness exercise: awareness is the antidote to distraction.



# LESSON PLAN

WEEK 3





SUBJECT Peer Pressure & Passenger Responsibility

THEME

Speaking Up Saves Lives

## LEARNING OUTCOMES

By the end of this lesson, students will be able to:

-  Recognize how passengers influence a driver's focus and decision-making
-  Identify ways passengers can help prevent distractions
-  Practice communication skills for speaking up in uncomfortable or unsafe situations
-  Build confidence in being a responsible, safety-minded passenger

## MATERIALS

- Printed “Good Passenger / Bad Passenger” behavior cards
- Scenario prompt cards for role-play (or slips of paper with examples)
- Poster paper or whiteboard for group discussion
- Student journals or reflection sheets
- Optional: props for skits (keys, phone, steering wheel cutout, etc.)

## LESSON DURATION

1-2 class periods  
(45-60 minutes each)

## WARM UP: “WHAT KIND OF PASSENGER ARE YOU” (10 MINS)

### Ask students:

- “What do you usually do when you’re riding with friends or family?”
- “How do passengers help—or hurt—a driver’s focus?”

List answers on the board. Guide them toward the idea that everyone in a vehicle contributes to safety.

- **Facilitator Tip:** If students say “I’m not the driver yet,” emphasize that passengers play a major role in distraction, especially for new drivers.



# LESSON PLAN

## ACTIVITY: GOOD PASSENGER/BAD PASSENGER (10-15 MINS)

Provide a list of passenger behaviors (e.g., “helping with navigation,” “screaming lyrics,” “handing the driver their phone,” “telling the driver to slow down”).

- Students categorize each as **helpful** or **harmful**.
- Discuss why each example matters and how tone or timing can change the outcome.

## ACTIVITY: ROLE-PLAY SCENARIOS (20-25 MINS)

Break students into small groups. Give each group a scenario where the driver is distracted, pressured, or unsafe—examples:

- Texting while driving
- Driving too fast to impress friends
- Arguing or laughing loudly
- Passengers fighting or playing loud music

Each group creates a **1-minute skit** showing how a passenger can intervene respectfully. Encourage humor, realism, and creativity.

After each skit, debrief with the class:

- What strategies worked?
- What tone or body language helped the passenger be heard?
- What would you do differently in real life?

**Facilitator Tip:** Applaud every group. Keep it safe, judgment-free, and fun.



# LESSON PLAN

## ACTIVITY: GROUP DISCUSSION - FINDING YOUR VOICE (10 MIN)

### Ask:

- “Why is it hard to speak up when someone is driving unsafely?”
- “What could you say to a friend without sounding bossy?”
- “How does being a good passenger show you care about your friends?”

Encourage students to come up with short, respectful “speak-up” phrases like:

- “Hey, can I text that for you?”
- “Let’s turn down the music until we park.”
- “I’ll change the song—just keep your eyes on the road.”

## OPTIONAL ACTIVITIES OR HOMEWORK

- **Passenger Pledge:** Have each student design a pledge card committing to be an alert, distraction-free passenger. They can decorate it with their name or personal reason for driving safe.
- **“Be the Voice of Reason” Skit Challenge:** Allow extra time for groups to polish and perform their skits for another class or during morning announcements.
- **Classroom Display:** Create a “Ride Right” board featuring pledge cards, safe passenger tips, or favorite speak-up phrases.

## FACILITATOR NOTES

- Reinforce that leadership often means speaking up kindly, even when it’s uncomfortable.
- Encourage students to apply these lessons as passengers today, before they become drivers.
- Tie this week back to mindfulness: a calm, aware passenger helps create a calm, focused driver.



# LESSON PLAN

WEEK 4

SUBJECT

Technology & Safe Driving Tools

THEME

Using Tech to Defeat Tech

## LEARNING OUTCOMES

By the end of this lesson, students will be able to:

- 🎯 Identify common sources of digital distraction and how to reduce them
- 🎯 Explore phone and vehicle tools designed to promote safer driving
- 🎯 Evaluate the pros and cons of in-car technology and hands-free systems
- 🎯 Reflect on personal motivation for staying focused behind the wheel

## MATERIALS

- Student smartphones or tablets (optional for demo)
- Chart paper or whiteboard
- Markers or sticky notes
- Internet access or screenshots of phone settings (Do Not Disturb, Driving Mode, etc.)
- Printer or display space for “Wall of Purpose” project

## LESSON DURATION

1-2 class periods  
(45-60 minutes each)

## WARM UP: “OUR RELATIONSHIP WITH TECHNOLOGY” (10 MINS)

### Ask students:

- “What are your favorite apps or tools to use while driving or riding?”
- “What notifications do you find hardest to ignore?”

List responses on the board, then introduce the idea that **technology can both distract and protect**, depending on how we use it.

**Facilitator Tip:** Encourage honesty. Many students will admit to texting at stoplights or changing music while driving – use those examples to open the conversation.



# LESSON PLAN

## ACTIVITY: DEVICE SETUP WORKSHOP (15-20 MINS)

Have students explore their device settings (or demonstrate on screen):

- Locate and enable **Do Not Disturb While Driving** or similar modes.
- Show how to customize auto-reply messages or link DND to Bluetooth.
- Discuss what notifications still come through and why.

### Discussion prompts:

- “What surprised you about your phone’s safety features?”
- “Why do you think more people don’t use them?”

**Facilitator Tip:** If phones aren’t allowed, provide screenshots or printed guides for different operating systems.

## ACTIVITY: TECH PROS & CONS CHART (15 MINS)

On chart paper, list common in-car technologies (navigation, voice commands, infotainment systems, hands-free calling, music streaming, etc.).

As a class or in small groups, evaluate:

- Does it help focus?
- Does it hurt focus?
- What are possible solutions or improvements?

### Example:

Technology	Helps Focus	Hurts Focus
GPS Navigation	✓	
Music App Scrolling		✗
Voice Assistant	✓	✗ (if misheard)



# LESSON PLAN

## ACTIVITY: CREATIVE BRAINSTORM (10-15 MIN)

Ask students to imagine they're designing a new "Safe Driving Tech Tool."

- What problem does it solve?
- How does it encourage focus?
- What features would make it appealing to teens?

Invite a few volunteers to share their ideas with the class.

## PICTURE YOUR PURPOSE PROJECT (15-20 MINS OR HOMEWORK)

- Option 1: Place the photo in their car, locker, or binder.
- Option 2: Create a "Wall of Purpose" in the classroom where students post their photo or write a short reflection beginning with:

"I drive safe for..." or "My reason to Just Drive is..."

## OPTIONAL DISCUSSION

- "How does seeing your purpose change your mindset about safety?"
- "Why is it easier to make good choices when you connect them to someone you care about?"

## FACILITATOR NOTES

- Keep the tone positive: this lesson is about empowerment, not guilt.
- Encourage students to share tech hacks that help them stay focused.
- Reinforce that technology isn't the enemy – distraction is.

Tech can be a powerful ally if used intentionally.

- Consider sharing a short clip or testimonial from The Kiefer Foundation showing how innovation supports safe driving.





# LESSON PLAN

WEEK 5

SUBJECT




The Human Cost of Distraction

THEME

Every Distraction Has a Story

## LEARNING OUTCOMES

By the end of this lesson, students will be able to:

-  Reflect on real stories from victims, families, and first responders to understand the emotional impact of distracted driving
-  Recognize the ripple effects of a crash – emotional, physical, legal, and financial
-  Develop empathy and accountability for making safe choices behind the wheel

## MATERIALS

- Access to survivor/family testimonial videos (e.g., The Kiefer Foundation’s video series)
- Projector or screen for video playback
- Student journals or reflection sheets
- Chart paper or whiteboard
- Markers or sticky notes
- Optional: guest speaker (law enforcement, trauma nurse, or safety advocate)

## LESSON DURATION

1-2 class periods  
(45-60 minutes each)

## WARM UP: “THE COST OF A SECOND” (10 MINS)

### Ask students:

- “How long do you think it takes to glance at a text?”
- “What could happen in that same amount of time on the road?”

Write responses, then share: At 55 mph, a five-second glance is like driving the length of a football field blindfolded.

**Set the tone:** this lesson is about real people, real consequences, and real choices.



# LESSON PLAN

## ACTIVITY: STORY VIEWING AND REFLECTION (20-25 MINS)

Show one or two short videos featuring stories from families or survivors impacted by distracted driving.

After viewing, give students quiet time to reflect in writing:  
“What one distraction could cost.”

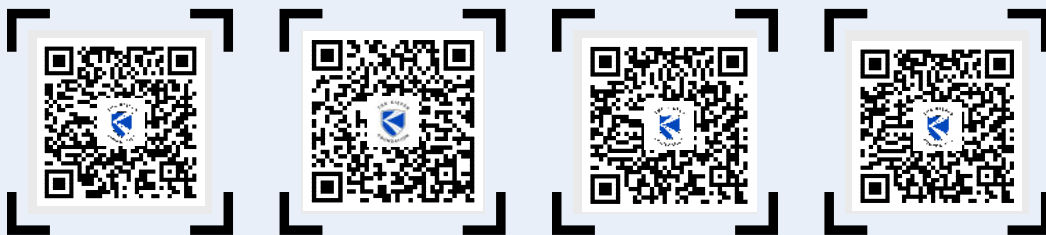
Encourage them to write freely – a reaction, a feeling, or a personal connection.

### Discussion prompts:

- What moment in the video impacted you most?
- How did the crash affect people beyond the driver?
- How does this change how you view distraction?

**Facilitator Tip:** Provide a supportive atmosphere.

Allow silence – these stories can be powerful and emotional.



## ACTIVITY: CRASH CONSEQUENCES ANALYSIS (15 MINS)

As a class, list the visible and invisible consequences of a distracted driving crash.

Examples might include:

- **Visible:** damaged vehicles, fines, injuries, legal charges
- **Invisible:** guilt, trauma, lost trust, lifelong regret

Have students draw a “ripple map” on paper, showing how one crash affects dozens of people (driver, passengers, families, first responders, community).



# LESSON PLAN

## ACTIVITY: GROUP REFLECTION (10-15 MIN)

Ask students:

- “What surprised you most about the real consequences of distraction?”
- “Why is empathy important when we talk about driving?”
- “How does seeing these stories inspire you to make safer choices?”

## OPTIONAL DISCUSSION OR ENRICHMENT

- **Guest Speaker:** Invite a local officer, trauma nurse, or Kiefer Foundation representative to share personal experiences.
- **Letters for Change:** Have students write a short letter to a policymaker, peer, or future self about what they learned from these stories.
- **Community Display:** Create a “Wall of Remembrance” or “Every Distraction Has a Cost” board featuring quotes or drawings from student reflections (no graphic imagery – focus on inspiration and prevention).
- **Moment of Silence:** End class with one minute of silence to honor lives lost to distraction.

## FACILITATOR NOTES

- Approach this week with empathy and care, this can be an emotional session for some students.
- Frame the lesson around hope and prevention, not guilt.



# LESSON PLAN

WEEK 6

SUBJECT





Leadership & Advocacy

THEME

From Awareness to Action

## LEARNING OUTCOMES

By the end of this lesson, students will be able to:

-  Understand how laws and policies can reduce distracted driving and save lives
-  Identify opportunities to advocate for stronger hands-free laws or better enforcement
-  Demonstrate persuasive communication skills through writing and public speaking
-  Build confidence as youth leaders in their community's road safety efforts

## MATERIALS

- Internet or printed handouts summarizing your state's distracted driving laws
- Chart paper or whiteboard
- Markers or sticky notes
- Copies of sample advocacy letters or templates
- Optional: guest speaker from law enforcement, local government, or a road safety organization

## LESSON DURATION

1-2 class periods  
(45-60 minutes each)

## WARM UP: "WHY LAWS MATTER" (10 MINS)

### Ask students:

- "Do you think people change their behavior because of laws – or because of awareness?"
- "What distracted driving laws do we currently have in our state?"

List responses, then explain: **laws set expectations, but enforcement and culture make them real.**

Introduce how The Kiefer Foundation and other advocates have influenced state policy to strengthen distracted driving legislation.



# LESSON PLAN

## ACTIVITY: LEGISLATION RESEARCH (15-20 MINS)

Divide students into small groups and assign each group one topic:

- Your state's current distracted driving laws
- Another state's hands-free or stronger enforcement law
- The benefits and outcomes of stricter policies

Each group researches or reviews printed summaries and answers:

- What does the law prohibit?
- What are the penalties?
- How effective do you think it is?
- What changes would make it stronger?

**Facilitator Tip:** If tech access is limited, provide printed summaries or state fact sheets from NHTSA, GHSA, or The Kiefer Foundation.

## ACTIVITY: PERSUASIVE PITCH (20-25 MINS)

Explain that advocacy is about telling a story that moves people to act. Students create a **short persuasive pitch** (2–3 minutes) advocating for a stronger distracted driving law or increased enforcement.

### Encourage inclusion of:

- A clear argument (What change are they proposing?)
- Emotional appeal (Why does it matter to them personally?)
- Evidence (Facts, statistics, or stories learned from earlier weeks)

Invite volunteers to present to the class as if speaking to a committee or local leader.

Applaud all participants and emphasize how civic voices drive real change.



# LESSON PLAN

## DISCUSSION: ENFORCEMENT AND RESPONSIBILITY (10-15 MIN)

### Ask students:

- “How can law enforcement help prevent distracted driving?”
- “Why is enforcement just as important as awareness?”
- “What can citizens do to encourage officers to uphold hands-free laws?”

Brainstorm ways to show appreciation for officers who prioritize road safety (letters, social media shoutouts, safety events).

## OPTIONAL OR ENRICHMENT

- **Letters That Save Lives:** Have students write letters to legislators, community leaders, or local newspapers supporting stronger hands-free laws or thanking officers for enforcing them.
- **Encouraging Enforcement:** Draft a joint class letter to local law enforcement encouraging continued focus on enforcing distracted driving laws.
- **Advocacy in Action:** Plan a Hands-Free Awareness Day at school where students gather pledges or share facts during announcements.
- **Student Safety Coalition:** Invite interested students to form a “Just Drive Leadership Team” to continue safety advocacy projects beyond the program.
- **Civic Connection:** Arrange a visit or Zoom Q&A with a policymaker, safety advocate, or officer who can discuss real-world challenges and successes in changing driving behavior.



# LESSON PLAN

## FACILITATOR NOTES

- Empower students: remind them their voices are valuable and can shape the future of road safety.
- Keep advocacy positive and solution-focused – emphasize collaboration between youth, lawmakers, and law enforcement.
- Encourage creativity in the persuasive pitches – speeches, short videos, posters, or written campaigns all work.
- Link this week back to Week 5: empathy drives action, and advocacy turns emotion into progress.



# LESSON PLAN

WEEK 7-8

SUBJECT





Driving Change Together

THEME

Celebrate Progress and Share the Message

## LEARNING OUTCOMES

By the end of this lesson, students will be able to:

-  Reflect on and articulate key lessons from the Just Drive curriculum
-  Use creative outreach and leadership to promote distraction-free driving
-  Inspire peers, families, and community members to stay focused behind the wheel
-  Demonstrate how individual choices contribute to a safer driving culture

## MATERIALS

- Just Drive Simulator (if available for demonstrations)
- Art supplies (poster board, markers, tape, scissors)
- Access to video equipment or school media tools (optional)
- Pledge cards or banner paper for “Just Drive” commitments
- Access to school communications (morning announcements, bulletin boards, social media)

## LESSON DURATION

1-2 class periods  
(45-60 minutes each)

## WARM UP: “LOOKING BACK TO DRIVE FORWARD” (10-15 MINS)

Begin with a discussion or journaling activity:

- “What has changed most about the way you think about distraction?”
- “Which lesson or simulator experience stuck with you the most – and why?”
- “What message do you want others to take away from what you’ve learned?”

Encourage students to share insights aloud or on sticky notes to create a “Lessons Learned” wall. **Facilitator Tip:** This warm-up helps students connect emotionally before they plan outreach activities.



# LESSON PLAN

## ACTIVITY: JUST DRIVE AWARENESS WEEK PLANNING (20-25 MINS)

Guide students in designing a themed awareness event to engage their peers and community.

Examples of daily activities:

- **Pledge Day:** Invite students to sign a “Just Drive” commitment banner.
- **Chalk the Walk:** Write safety messages on sidewalks or parking lots.
- **Trivia Tuesday:** Share distracted driving facts during morning announcements.
- **Safe Selfie Day:** Encourage photos of students activating Do Not Disturb mode.
- **Focus Friday:** Host a final reflection or celebration.

Students can divide into teams for logistics, decorations, announcements, and simulator management.

**Facilitator Tip:** Provide planning checklists and assign clear student roles (event coordinator, media lead, etc.).

## ACTIVITY: SIMULATOR SHOWCASE (20-30 MINS)

Invite other classes, student groups, or community members to experience the Just Drive Simulator.

**Students act as facilitators, explaining:**

- How the simulator works
- What scenarios they found most eye-opening
- What the experience taught them about reaction time, distraction, and decision-making

Encourage visiting participants to take the “Just Drive Pledge” after trying the simulator.



# LESSON PLAN

## ACTIVITY: PARENT & COMMUNITY PARTNERSHIP (30-45 MIN)

If possible, host a **Parent Night** or community open house.

- Students present short PSAs, posters, or videos created throughout the program.
- Families discuss safe driving expectations and role modeling, and complete the “**Parent/Teen Safe Driving Contract**”.
- Invite a law enforcement or Kiefer Foundation representative to speak briefly.

**Facilitator Tip:** Position this event as a celebration and call to action, not a lecture – focus on hope, empowerment, and shared responsibility.

## OPTIONAL OR ONGOING PROJECTS

- **School Collaboration:** Partner with student government, SADD, or other clubs to plan a Just Drive Awareness Day or recurring safety campaign.
- **Community Connection:** Display student work or pledges in a local library, DMV, or community center.
- **Media Outreach:** Share event highlights, photos, or stories with local newspapers, school newsletters, or social media to spotlight student leadership.
- **Just Drive Leadership Team:** Encourage students to continue advocacy year-round by organizing monthly activities or speaking to younger classes about distraction-free driving.



# LESSON PLAN

## FACILITATOR NOTES

- Keep this week positive, celebratory, and student-led – it’s about empowerment and impact.
- Encourage creativity in how students share the Just Drive message – songs, videos, artwork, or live demonstrations all work.
- Tie back to the very first lesson: Driving safely begins with focus – and that focus starts long before you get behind the wheel.
- Consider recognizing outstanding participants or awarding certificates to student leaders.

# Supportive Resource Materials



[Distraction Identification Cards](#)

Week 1



[Good Passenger/Bad Passenger](#)

Week 3



[Distracted Driving Role-Play](#)

Week 3



[Enable Do Not Disturb](#)

Week 4



[Sample Advocacy Letters](#)

Week 6



[Teen & Parent Driving Agreement](#)

Week 7-8

# Distraction Identification Cards

The images in this activity may not show individuals behind the wheel; however, **all scenarios should be assumed to be taking place while driving**. Cards should be **printed and cut out** prior to use, then presented to participants to identify the type or types of distraction shown — visual, manual, cognitive, and/or auditory. Emphasize that some behaviors may fall into **multiple distraction categories** at the same time. An **answer key is provided on the final page** for facilitator reference. For additional implementation guidance, please refer to the **Week 1 Lesson Plan Guide**.

---

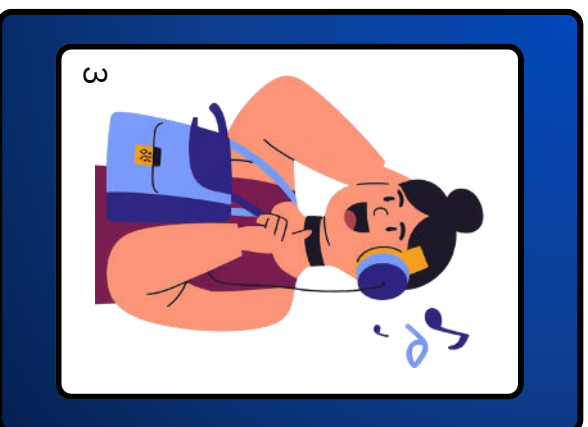
Using a Phone



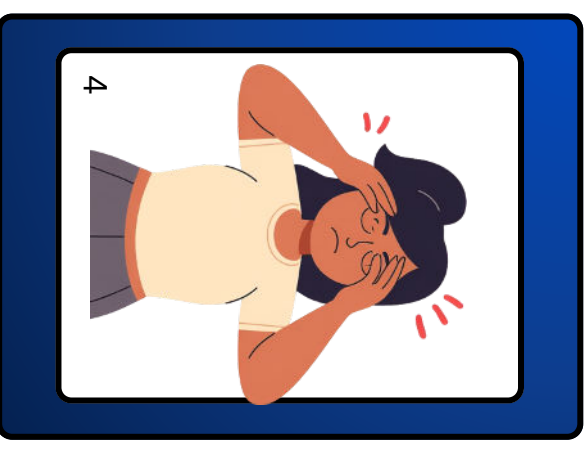
Eating



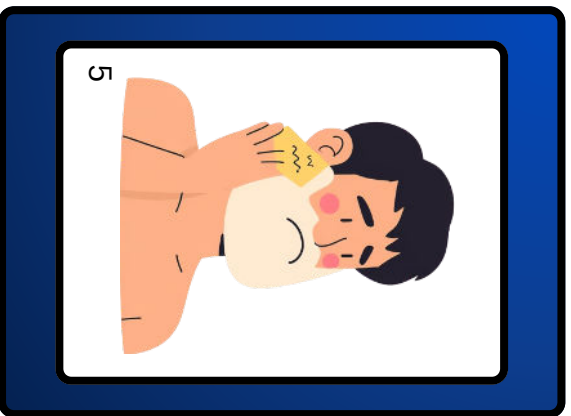
Listening to Music



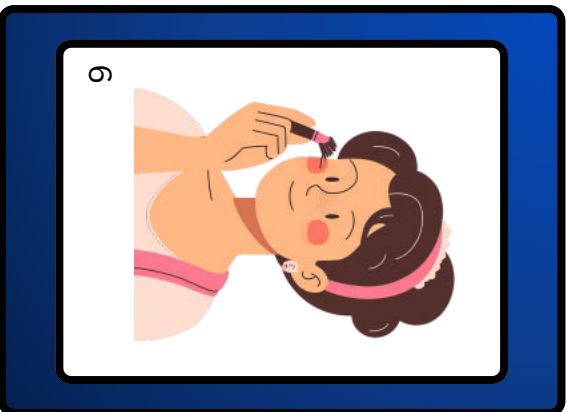
Stressed



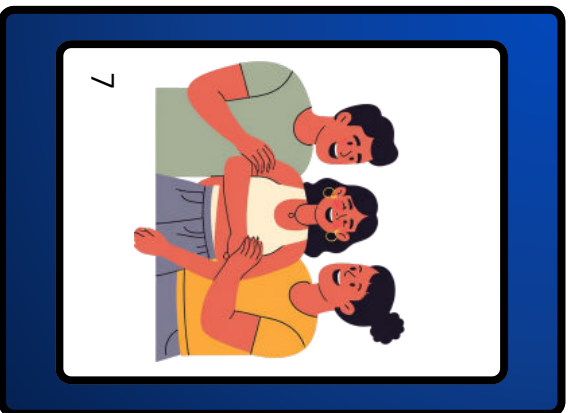
**Shaving/  
Grooming**



**Applying Makeup**



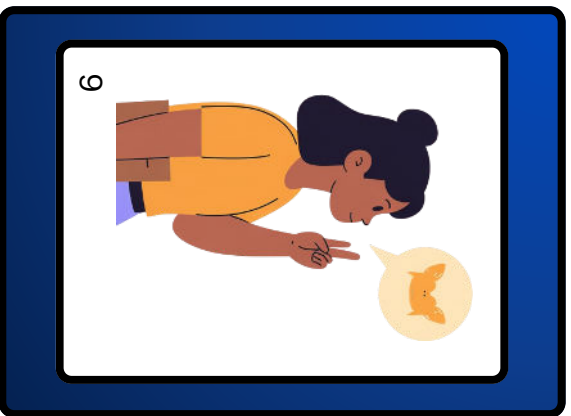
**Interacting with  
Passengers**



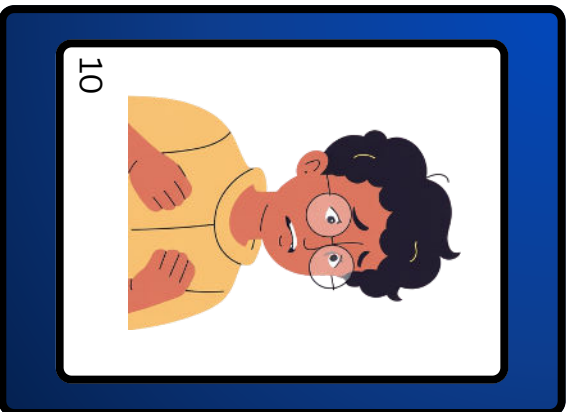
**Interacting with  
Infotainment System**



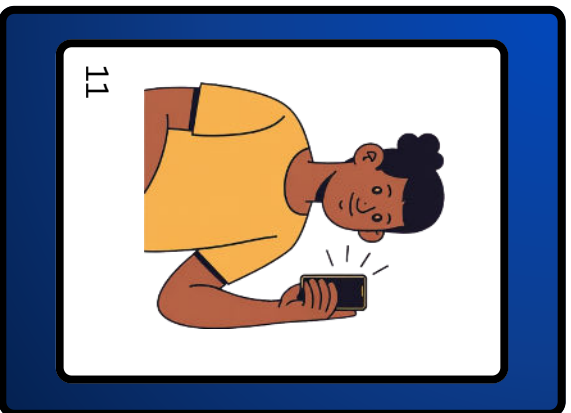
**Daydreaming**



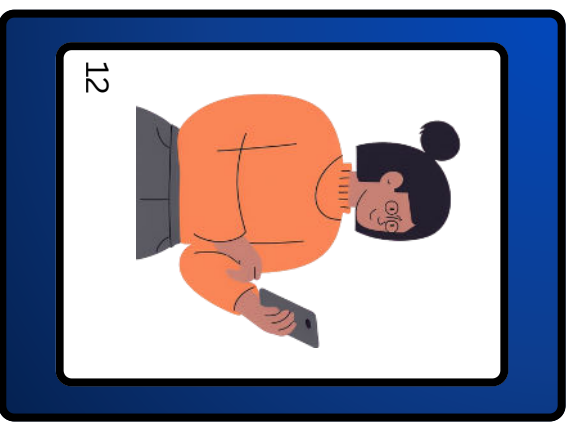
**Angry/  
Emotional**



**“Vlogging” or  
Filming a Social Post**



**Watching a  
Movie/Live Stream**



# Distracted Identification Answer Key

- 1) Using a phone - Visual, Manual, Cognitive, Auditory**
  - Viewing the screen, holding or typing on the device, mentally engaging with content, and listening to calls, alerts, or audio.
- 2) Eating - Manual, Visual**
  - Hands off the wheel and eyes diverted from the road.
- 3) Listening to music - Auditory, Cognitive**
  - Sound engagement and mental distraction, especially with high volume or emotionally charged content.
- 4) Stressed - Cognitive**
  - Mental focus is divided due to worry, pressure, or emotional overload.
- 5) Shaving or grooming - Visual, Manual, Cognitive**
  - Eyes off the road, hands off the wheel, and attention focused on the task.
- 6) Applying makeup - Visual, Manual, Cognitive**
  - Requires visual attention, fine motor control, and mental focus.
- 7) Interacting with passengers - Cognitive, Auditory (sometimes Visual)**
  - Conversation diverts mental attention; turning to look at passengers adds visual distraction.
- 8) Interacting with an infotainment system - Visual, Manual, Cognitive, Auditory**
  - Screens, touch controls, voice prompts, and audio feedback divide attention.
- 9) Daydreaming - Cognitive**
  - Mental attention is disconnected from driving tasks.
- 10) Being angry or emotional - Cognitive**
  - Strong emotions reduce situational awareness and reaction time.
- 11) Vlogging or filming a social post - Visual, Manual, Cognitive, Auditory**
  - Camera setup, speaking, monitoring audio, and self-focus pull attention away from driving.
- 12) Watching a movie or live streaming - Visual, Cognitive, Auditory**
  - Eyes, mental focus, and audio engagement are directed away from the driving environment.

# GOOD PASSENGER/BAD PASSENGER

## CHECKLIST

AS YOU READ EACH PASSENGER BEHAVIOR, CATEGORIZE THE ACTION AS EITHER "HELPFUL" OR "HARMFUL" TO YOUR DRIVER.

- 
- |    |  |                                     |                                     |
|----|--|-------------------------------------|-------------------------------------|
| 01 | <b>OFFERING TO HANDLE NAVIGATION SO THE DRIVER CAN KEEP EYES ON THE ROAD</b> | HELPFUL<br><input type="checkbox"/> | HARMFUL<br><input type="checkbox"/> |
| 02 | <b>FILMING A LIVESTREAM OR RECORDING THE DRIVER</b>                          | HELPFUL<br><input type="checkbox"/> | HARMFUL<br><input type="checkbox"/> |
| 03 | <b>ENCOURAGING THE DRIVER TO PULL OVER IF THEY ARE TIRED OR UPSET</b>        | HELPFUL<br><input type="checkbox"/> | HARMFUL<br><input type="checkbox"/> |
| 04 | <b>HELPING WATCH FOR ROAD SIGNS OR EXITS</b>                                 | HELPFUL<br><input type="checkbox"/> | HARMFUL<br><input type="checkbox"/> |
| 05 | <b>DISTRACTING THE DRIVER WITH JOKES OR PHYSICAL HORSEPLAY</b>               | HELPFUL<br><input type="checkbox"/> | HARMFUL<br><input type="checkbox"/> |
| 06 | <b>HELPING KEEP THE CAR QUIET IN HEAVY TRAFFIC OR CONSTRUCTION ZONES</b>     | HELPFUL<br><input type="checkbox"/> | HARMFUL<br><input type="checkbox"/> |
| 07 | <b>SCREAMING OR SINGING LOUDLY WHILE THE DRIVER IS NAVIGATING TRAFFIC</b>    | HELPFUL<br><input type="checkbox"/> | HARMFUL<br><input type="checkbox"/> |
| 08 | <b>ENCOURAGING RUNNING RED LIGHTS OR STOP SIGNS</b>                          | HELPFUL<br><input type="checkbox"/> | HARMFUL<br><input type="checkbox"/> |
| 09 | <b>ASKING THE DRIVER TO HURRY BECAUSE YOU'RE LATE</b>                        | HELPFUL<br><input type="checkbox"/> | HARMFUL<br><input type="checkbox"/> |
| 10 | <b>HELPING WATCH FOR ROAD SIGNS OR EXITS</b>                                 | HELPFUL<br><input type="checkbox"/> | HARMFUL<br><input type="checkbox"/> |
-

# GOOD PASSENGER/BAD PASSENGER

## CHECKLIST

AS YOU READ EACH PASSENGER BEHAVIOR, CATEGORIZE THE ACTION AS EITHER "HELPFUL" OR "HARMFUL" TO YOUR DRIVER.

- |    |  |                                     |                                     |
|----|--|-------------------------------------|-------------------------------------|
| 11 | <b>PRESSURING THE DRIVER TO "DO SOMETHING COOL" OR PARTICIPATE IN NEW SOCIAL MEDIA TREND</b> | HELPFUL<br><input type="checkbox"/> | HARMFUL<br><input type="checkbox"/> |
| 12 | <b>OFFERING REASSURANCE INSTEAD OF CRITICISM</b>   | HELPFUL<br><input type="checkbox"/> | HARMFUL<br><input type="checkbox"/> |
| 13 | <b>HANDING THE DRIVER THEIR PHONE WHILE DRIVING</b>  | HELPFUL<br><input type="checkbox"/> | HARMFUL<br><input type="checkbox"/> |
| 14 | <b>DISTRACTING THE DRIVER DURING BAD WEATHER OR HEAVY TRAFFIC</b>                            | HELPFUL<br><input type="checkbox"/> | HARMFUL<br><input type="checkbox"/> |
| 15 | <b>HELPING SPOT PEDESTRIANS, CYCLISTS, OR ANIMALS NEAR THE ROADWAY</b>                       | HELPFUL<br><input type="checkbox"/> | HARMFUL<br><input type="checkbox"/> |
| 16 | <b>CALLING OUT HAZARDS LIKE SUDDEN STOPS OR MERGING TRAFFIC</b>                              | HELPFUL<br><input type="checkbox"/> | HARMFUL<br><input type="checkbox"/> |
| 17 | <b>ENCOURAGING SPEEDING OR RISKY MANEUVERS</b>   | HELPFUL<br><input type="checkbox"/> | HARMFUL<br><input type="checkbox"/> |
| 18 | <b>ARGUING WITH THE DRIVER</b>   | HELPFUL<br><input type="checkbox"/> | HARMFUL<br><input type="checkbox"/> |
| 19 | <b>HELPING MANAGE YOUNGER PASSENGERS OR SIBLINGS</b>   | HELPFUL<br><input type="checkbox"/> | HARMFUL<br><input type="checkbox"/> |
| 20 | <b>ASKING PERMISSION BEFORE ADJUSTING MUSIC OR CLIMATE CONTROLS</b>                          | HELPFUL<br><input type="checkbox"/> | HARMFUL<br><input type="checkbox"/> |

# DISTRACTED DRIVING

## ROLE-PLAY SCENARIOS

Cut out the cards below. Break students into small groups. Give each group a scenario where the driver is distracted, pressured, or unsafe.

Each group creates a 1-minute skit showing how passengers can intervene. Encourage humor, realism, and creativity.

The driver is speeding, rolling through stop signs, or weaving slightly because “we’re already late.”

The driver says, “Hold on, I just need to respond to this really quick,” while still driving.

Friends are hyping the driver up. The driver accelerates quickly, takes sharp turns, or brags about handling the car.

Music is blasting. Everyone is yelling over it. The driver keeps turning around to talk.

Passengers start arguing or roughhousing while the driver keeps glancing back.

The driver suddenly realizes they’re about to miss a turn and starts reaching for the phone or screen.

The driver is eating, drops food, and tries to grab it while driving.

The driver insists a hands-free call is safe but is clearly distracted and missing traffic cues.

# DISTRACTED DRIVING

## ROLE-PLAY SCENARIOS CONTINUED...

It's raining, snowing, or dark, but the driver is driving like conditions are normal.

The driver is quiet, tense, or emotional after a bad day or argument.

The driver starts recording a video, livestreaming, or asking passengers to film them driving.

The driver is scrolling through menus, apps, or settings on the car screen.

The driver is yawning, reacting slowly, or zoning out after a long day.

A parent is driving while talking on the phone, adjusting controls, or turning around to talk to kids in the back seat.

The driver is newly licensed, visibly anxious, and overreacting to traffic while also being distracted by passengers talking.

The driver is extremely chatty, turning around to talk and missing traffic cues while driving.

# How To Enable *Do Not Disturb* While Driving

## iPhone - Do Not Disturb While Driving



1. Go to Settings > Focus > Driving
2. Choose how *Driving Focus* turns on (see options below)
3. Turn on “Auto-Reply” to let contacts know you’re driving.

- **Automatic Activation:** When iPhone detects you might be driving.
- **Manual Activation:** When you turn it on in Control Center.
- **CarPlay Activation:** Automatically when iPhone is connected to CarPlay.
- **Bluetooth Activation:** When your iPhone is connected to a car’s Bluetooth system.

## Android - Driving Mode



1. Go to Settings > Notifications > Do Not Disturb
2. Look for: “Driving Mode”, “Modes”, or “Schedules” (Options vary by device.)
3. Choose how notifications are limited while driving.
4. Enable “Auto-Reply” to let contacts know you’re driving.



**Auto-Reply Example:** “Hey! I’m driving right now... I’ll respond once I’m safely parked.”

### Tip!

Many Android phones also reduce distractions automatically when connected to Android Auto or car Bluetooth.

# STUDENT NAME

## HIGH SCHOOL NAME

123 Anywhere St., Any City | hello@emailaddress.com | Club or Class Affiliations

---

### **ATTENTION: Senator/Representative Name**

DATE

Title/District Information

123 Anywhere St., Any City

### **Subject: Awareness of the Distracted Driving Problem**

Dear CONTACT NAME,

I am writing to raise awareness about the ongoing and growing impact of distracted driving on roadway safety in our state. While many people associate distracted driving primarily with texting, the reality is much broader. Hands-free phone use, infotainment systems, and in-vehicle distractions continue to divert drivers' attention in ways that significantly increase crash risk.

Distracted driving is now a leading factor in serious and fatal crashes nationwide, and its effects reach far beyond individual drivers. Families, first responders, and entire communities bear the consequences of preventable collisions caused by momentary lapses in attention. Despite this, distracted driving often remains misunderstood, minimized, or under-addressed in public policy conversations.

States that have taken a comprehensive approach—combining strong laws, public education, and visible enforcement—are seeing measurable improvements in driver behavior and roadway safety. These efforts not only save lives but also reduce the long-term economic and emotional costs associated with traffic crashes.

I appreciate your leadership and hope you will continue to support efforts that elevate awareness, prioritize prevention, and encourage safer driving behaviors across our state. Thank you for your time and your commitment to public safety.



**STUDENT NAME**

---

# STUDENT NAME

## HIGH SCHOOL NAME

123 Anywhere St., Any City | hello@emailaddress.com | Club or Class Affiliations

---

### **ATTENTION: Senator/Representative Name**

DATE

Title/District Information

123 Anywhere St., Any City

### **Subject: Addressing Weak or Outdated Distracted Driving Laws**

Dear CONTACT NAME,

I am reaching out to encourage a thoughtful review of our state's distracted driving laws and how effectively they reflect today's driving environment. Vehicle technology, mobile devices, and driver behavior have evolved rapidly over the past decade, yet many distracted driving statutes have not kept pace with these changes.

Laws that are unclear, outdated, or difficult to enforce can unintentionally undermine roadway safety. When drivers do not clearly understand what is permitted or prohibited, compliance suffers. Likewise, when enforcement is limited or secondary, laws lose their deterrent effect and fail to meaningfully change behavior.

Across the country, states with comprehensive hands-free laws and primary enforcement have demonstrated stronger compliance and safer roadways. Updating distracted driving laws to reflect current risks sends a clear message that driver attention is essential and that safety is a shared responsibility.

I respectfully urge you to consider opportunities to modernize and strengthen our state's approach to distracted driving. Doing so would align policy with current realities, support law enforcement, and help prevent crashes before they happen. Thank you for your consideration and your ongoing service to our community.



**STUDENT NAME**

---

# STUDENT NAME

## HIGH SCHOOL NAME

123 Anywhere St., Any City | hello@emailaddress.com | Club or Class Affiliations

---

### **ATTENTION: Senator/Representative Name**

DATE

Title/District Information

123 Anywhere St., Any City

### **Subject: Support for Stronger Enforcement of Hands-Free Laws**

Dear CONTACT NAME,

I am writing to express strong support for enhanced enforcement of our state's hands-free driving law. While the presence of a law is an important first step, enforcement is what ultimately determines whether that law changes behavior and improves safety.

Without consistent and visible enforcement, distracted driving laws risk being perceived as optional rather than essential. Drivers are more likely to comply when they understand that hands-free laws are actively enforced and that distraction behind the wheel carries real consequences. This clarity benefits not only drivers but also law enforcement officers who work to keep roadways safe.

Strong enforcement, paired with public education, reinforces the message that attention belongs on the road at all times. It also supports a broader culture of safety—one where preventing crashes is prioritized over responding to them after the fact.

I appreciate your leadership in advancing policies that protect drivers, passengers, pedestrians, and first responders. I hope you will continue to support efforts that strengthen enforcement and ensure distracted driving laws achieve their intended purpose: saving lives.

Thank you for your time and dedication to public safety.



**STUDENT NAME**

---

# TEEN & PARENT DRIVING AGREEMENT

I, \_\_\_\_\_, will drive carefully and cautiously and will be courteous to other drivers, bicyclists, and pedestrians at all times.

## GRADUATED DRIVER LICENSE RESTRICTIONS

### (TEEN DRIVER CURFEW)

*It is recommended that a new teen driver does not transport more than one non-family passenger under the age of 18 for the first 6 months of licensure, and no more than three non-family members under the age of 18 in the second 6 months. Source: Advocates for Highway & Auto Safety*

For the first \_\_\_\_\_ months, I will not transport more than \_\_\_\_\_ passengers under the age of 18. If I transport more than \_\_\_\_\_ passengers under the age of 18 during this time period, the penalty will be the loss of my driving privileges for \_\_\_\_\_ weeks/months.

This restriction will be re-assessed after \_\_\_\_\_ months of successful compliance.

DRIVER INITIAL

I understand that while I have my driver license at \_\_\_\_\_  
I will not drive from the nighttime hours of \_\_\_\_\_

Age 16

10PM to 5AM

Age 17

1AM to 5AM

DRIVER INITIAL

## DRIVING BEHAVIORS

### I PROMISE THAT I WILL OBEY ALL THE RULES OF THE ROAD. I WILL:

- Always wear a seat belt and make all my passengers buckle up.
- Obey all traffic lights, stop signs, other street signs, and road markings.
- Stay within the speed limit and drive safely.
- Never use the car to race or to try to impress others.
- Never give rides to hitchhikers.



If I violate the rules of the road, the penalty will be the loss of my driving privileges for \_\_\_\_\_ weeks/months.

DRIVER INITIAL

### I PROMISE THAT I WILL MAKE SURE I CAN STAY FOCUSED ON DRIVING. I WILL:

- Drive with both hands on the wheel in the proper positions (9 and 3 as recommended by the National Highway Traffic Safety Administration)
- Never eat, drink, or use a cell phone to talk or text while I drive.
- Drive only when I am alert and in emotional control.
- Call my parents for a ride home if I have had any alcohol or drugs that impair my driving ability.
- Always take my medicine on time (if I am taking medicine for ADHD) and not drive if I am unable to focus my attention completely on driving.

If I violate the above terms concerning staying focused on driving, the penalty will be the loss of my driving privileges for \_\_\_\_\_ weeks/months.

DRIVER INITIAL



# TEEN & PARENT DRIVING AGREEMENT

## I PROMISE THAT I WILL RESPECT LAWS ABOUT DRUGS AND ALCOHOL. I WILL:

- Never drive impaired.
- Never allow any alcohol or illegal drugs in the car.
- Be a passenger only with drivers who are alcohol and drug free.

If I violate the above terms concerning drugs and alcohol, the penalty will be the loss of my driving privileges for \_\_\_\_\_ weeks/months.

DRIVER INITIAL

## I PROMISE THAT I WILL BE A RESPONSIBLE DRIVER. I WILL:

- Drive only when I have permission to use the car.
- Not let anyone else drive the car unless I have permission.
- Not drive someone else's car unless I have my parents' permission.
- Pay for all traffic citations or parking tickets.
- Maintain good grades at school.

If I violate the above terms concerning being an overall responsible driver, the penalty will be the loss of my driving privileges for \_\_\_\_\_ weeks/months.

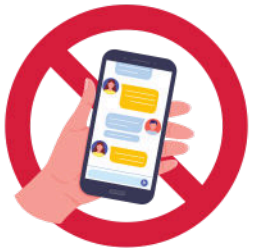
DRIVER INITIAL



I agree to follow all the rules and restrictions in this contract. I understand that my parents will impose penalties (see above), including removal of my driving privileges, if I violate the contract. I also understand that my parents will allow me greater driving privileges as I become more experienced and as I demonstrate that I am always a safe and responsible driver.

TEEN SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

PARENT SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_



## PARENT AGREEMENT



- I also agree to drive safely and to be an excellent role model, which includes not driving while talking on my phone, texting, or driving impaired by drugs or alcohol.
- I promise to never call or text you when I know you are driving.
- I agree to not task you with driving your younger siblings around, because I know children can be distracting, and you are still getting your experience on the road.

PARENT SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

PARENT SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_



THE  
**KIEFER**  
FOUNDATION

**When You're Behind  
The Wheel, Please  
Remember to....**



**Just Drive**

**MITCHEL'S  
STORY AND  
OUR MISSION**



**Mitchel Kiefer** was a student, athlete, and friend whose life was cut short by a distracted driver in 2016. He was just 18 years old. Today, his story is saving lives.

The Kiefer Foundation was established in Mitchel's memory with a mission to **end distracted driving** and all associated traffic deaths and injuries.



Follow Us @KieferFoundation



[www.mkiefer.org](http://www.mkiefer.org)



[info@mkiefer.org](mailto:info@mkiefer.org)