



“Shattered Dreams”

a guide for program planners

Second Edition

~~DEAD~~

Drinking Ends All Dreams

Shattered Dreams: A Guide for Program Planners

Second Edition

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A publication of:

The South Texas Injury Prevention and Research Center
at the University of Texas Health Science Center at San Antonio

Funded by:

The Office of Juvenile Justice and Delinquency Prevention
and the Texas Alcoholic Beverage Commission

This publication was produced under the US Office of Juvenile Justice and Delinquency Prevention Contract # 2001-AH-FX-4048 with the Texas Alcoholic Beverage Commission (TABC) and the TABC's Enforcing Underage Drinking Laws Contract #81003 with the South Texas Injury Prevention and Research Center at the University of Texas Health Science Center at San Antonio to improve compliance with underage drinking laws. The views expressed herein do not necessarily represent the positions or policies of the Office of Juvenile Justice and Delinquency Prevention or the Texas Alcoholic Beverage Commission. No official endorsement by the Office of Juvenile Justice and Delinquency Prevention or the Texas Alcoholic Beverage Commission of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred.

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Price, M.A., Guerra, C., Muñoz, C.L., Salazar, C.I. (Eds.). (2004) *Shattered Dreams: A Guide for Program Planners* (2nd ed.). University of Texas Health Science Center at San Antonio, South Texas Injury Prevention and Research Center

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This publication is also available on the following websites:

- The South Texas Injury Prevention and Research Center at <http://sthr.uthscsa.edu/stiprc/>
- The Texas Alcoholic Beverage Commission at <http://www.tabc.state.tx.us/>

Layout and design by: esd & associates, San Antonio, TX, www.esdandassociates.com

Table of Contents

Foreword	5
About the guide and Acknowledgements	6
Project overview and history	7
Underage drinking and impaired driving	8
Effectiveness of <i>Shattered Dreams</i>	12
Getting Started	15
Start-up Team Activities	18
Creating Program Teams	19
Team Assignment Sheet	21
Master Program Activities List.....	22
Campus Organization	29
Campus Team Activities.....	30
Sample releases and permission forms.....	35
Texas Essential Knowledge and Skills (TEKS) Objectives	37
Operations	41
Operations Team Activities	42
Day 1 Schedule (crash scene, living dead, etc)	43
Day 2 Schedule (assembly, debriefing).....	45
Parent - Student Workshop	47
Parent-Student Workshop Team Activities	49
Agenda	50
Activity Materials.....	51
Sample letters and forms	53
The Living Dead	55
Living Dead Team Activities	56
Instructions for Living Dead participants	58
Mock Crash	59
Mock Crash Team Activities	60
Instructions for Mock Crash participants.....	61
Mock Death Notification	63
Mock Death Notification Team Activities	64

Student Retreat	65
Student Retreat Team Activities	69
Agenda	71
Activity Materials.....	72
Parent Retreat	93
Parent Retreat Team Activities	95
Agenda	96
Activity Materials.....	97
Mock Memorial	105
Mock Memorial Team Activities.....	106
Activity Materials.....	107
Student – Parent Support	111
Student-Parent Support Team Activities	114
Debriefing Session Format.....	115
Public Relations	117
Public Relations Team Activities	118
Logo Use Guidelines and Agreement.....	121
Mock Trial (Optional)	127
Mock Trial Team Activities	130
Program Impact (Optional)	131
Program Impact Team Activities	133
Suggested Survey.....	134
Scholarship Team (Optional)	141
Scholarship Team Activities.....	142
Sample Donation Request Letter	143
Follow-up activities	145
Recommended follow-up activities	146

Foreword

The tragic loss of life, productivity, and potential resulting from teen drinking and driving is staggering. The following data from the National Highway Traffic Safety Administration illustrate the effects:

- Motor vehicle crashes are the leading cause of death for people from 15 to 20 years old. (NHTSA, 2003)
- In 2002, 3,827 drivers 15 to 20 years old were killed, and an additional 324,000 were injured in motor vehicle crashes in the United States. Twenty-nine percent of these teen drivers had been drinking. (NHTSA, 2003)
- About three out of ten Americans will be involved in an alcohol-related auto crash at some time during their lives. (MADD, 2003)

This needless suffering can be prevented, and I applaud those interested in reducing the tragic waste of life and potential. The attitudes of some teens influence the development of the problem of underage drinking and driving. Teens do not expect to be injured, much less to die from injury. Some even view disability or death from injury as an act of God or as an unpreventable accident. Such beliefs make it difficult for them to assume responsibility for the consequences of their actions.

In addition, many teens and adults do not appreciate the sheer magnitude of the results of drinking and driving. The number of teens who die annually in alcohol-related crashes is equivalent to having a 727 aircraft full of teenagers crash every two weeks. One can imagine the media attention that would be directed toward the crash of a commercial airliner filled with teenagers; however, this same number of teen deaths on the nation's roadways is barely even noticed.

I support the *Shattered Dreams* program because it is designed to prevent the many problems resulting from teen drinking and driving. Through role-playing, teens and parents are exposed to the seriousness of such problems. Students, who act out the death of teens, visibly engage their peers to consider the gravity of the problem. Abstract concepts become more concrete, and the consequences of actions become obvious. *Shattered Dreams* is an educational program, not just a one-time scare tactic.

Please consider the severity of the problem of drinking and driving. Then, I encourage you to commit yourself, your school personnel, and those in your community to the prevention of this problem through your participation in the Shattered Dream program.

Ronald M. Stewart, M.D.

Trauma Medical Director, University Hospital, San Antonio, Texas
University of Texas Health Science Center at San Antonio

About the Guide

This guide is designed to walk *Shattered Dreams* planners through all of the steps necessary for a successful program. Each section of the guide tackles one program component providing an overview, purpose, activity list, suggested agenda, forms, and other materials.

This is the second edition of the program guide. Several improvements have been made to the program and planning materials since the first edition (1998) based on lessons learned while conducting the program at more than 200 schools across Texas. Importantly, parental involvement has been increased with two new components: the parent – student workshop and the parent retreat. These components emphasize the important role that parents play in preventing underage drinking and impaired driving. Both have been developed to complement the existing program components.

This guide is free for use by any school or community interested in conducting a *Shattered Dreams* program. Please feel free to duplicate sections and use sample materials. Letters and forms should be modified as needed to meet local school or district requirements.

Acknowledgments

In addition to the contributors to this revision of manual, the editors gratefully acknowledge the assistance of the Texas Shattered Dreams Coalition that developed and expanded the *Shattered Dreams* program. Among the hundreds of concerned individuals and institutions which have assisted in this endeavor, the following are recognized for their extraordinary efforts:

Airlife Medical Transport, Jacque Burandt, MEd (University Health System), George Castaneda (San Antonio Police Department), Machele Cevallos (San Antonio Fire/EMS), Susan Douglass, MSN, RN (University Health System), Henry Galindo (Harlandale ISD), Greg Hamilton (Former Chief of Enforcement for TABC), Sarah M. Harding, MA (South Texas Injury Prevention and Research Center), Christine Hernandez (Former State Representative), George B. Hernandez, Jr., JD, (University Health System), Randy Jenkins (San Antonio Fire/EMS), Julie Klumpyan (Valero), Richard Long (San Antonio Police Department), Tom Longo (USAA), Danny Muzny (San Antonio Police Department), Cheryl Narvaez (Harlandale ISD), Albert C. Ramirez, Ronald M. Stewart, MD (University of Texas Health Science Center @ San Antonio), Roberto Villarreal, MD (The University of Texas Health Science Center @ San Antonio)

Project Overview and History

Shattered Dreams is a two-day, school-based program that promotes responsible decision-making among high school students regarding underage drinking and impaired driving (driving after drinking or riding with a drinking driver) by showing them how irresponsible choices can end all dreams. The program was developed by the Bexar County DWI Task Force Advisory Board on Underage Drinking in 1998 as an expansion of the “Every 15 Minutes” program introduced in Chico, California. The “Every 15 Minutes” program was started by the Chico Police Department and named to signify the number of alcohol-related fatalities in the United States during the mid nineties. The *Shattered Dreams* program emphasizes the results of alcohol-related crashes: the shattered dreams of those who drive after drinking, the innocent victims, and their friends and families.

Shattered Dreams is designed to be a comprehensive underage drinking and impaired driving prevention program that involves the school administration and faculty, students, parents, community organizations, law enforcement, emergency medical services, and area hospitals in the planning and implementation of the activities. Due to the comprehensive nature of the program, planning with these organizations usually begins six months prior to the main two-day event. The partnership between the school and community organizations serves as a foundation for follow-up activities to reinforce the program’s prevention messages.

The program includes the following interactive components:

- Parent – student workshop 
- The Living Dead
- Mock alcohol-related crash (including medical and law enforcement response)
- Mock death notifications
- Student retreat
- Parent retreat 
- Mock memorial
- Mock sentencing trial (optional) 

These interactive components are supplemented with student-parent support, public relations, evaluation and follow-up activities. Aspects of most of the activities can be incorporated into the classroom according to the Texas Education Agency’s Texas Essential Knowledge and Skills (TEKS). Unless noted as optional, each program component should be included in any *Shattered Dreams* event to be sure the full impact is achieved.

Underage Drinking and Impaired Driving

Shattered Dreams began as a response to a community need to prevent injury and death resulting from underage drinking and impaired driving crashes. The program was originally modeled on another community-driven intervention with the goal of first raising awareness of 'real life' risks and then changing students' and parents' beliefs and behaviors as well as the community at large to reduce underage drinking and impaired driving (driving after drinking or riding with a drinking driver). Since its inception, the developers of *Shattered Dreams* have collaborated with injury prevention and behavioral researchers to better understand how the program influences young people, their parents, community members and school systems. The result has been the application of behavioral theories that shed light on the problems of underage drinking and impaired driving as well as how people change after participating in the program.

Underage Drinking

Underage drinking is a significant risk factor for teens in Texas. In a recent survey, about half of teens reported drinking in the past thirty days¹. Thirty-one percent of teens also reported binge drinking (having five or more drinks on one occasion). Most high school students (71%) report that alcohol is easy to obtain with most getting it from friends and at parties².

Research has shown that alcohol affects youth differently than adults. Because the adolescent brain is still developing, it is much more vulnerable to the long-term effects of alcohol³. Teen drinkers may suffer damage to the hippocampus, the part of the brain associated with learning and memory, and the prefrontal cortex, which controls executive functions like decision-making and attention. Damage to these and other structures can result in decreased brain functioning and size. In fact the brains of teen drinkers have been found to be roughly 10% smaller than non-drinking teens (due to cell death and shrinkage).

Environmental issues play a major role in underage drinking. Having friends who drink, attitudes of parents toward drinking, and alcohol advertising all influence teens' decisions⁴. Teens with friends who drink are much more likely to drink. Similarly, teens whose parents are accepting of underage drinking are more likely to do so. Recent studies have also shown that youth are overexposed to alcohol advertising in the US⁵. These studies have shown a strong correlation between higher retention of advertising messages (such as remembering slogans) and positive attitudes toward drinking⁶.

Teens who drink often display other risky behaviors. In a national survey of youth in grades 7-12, underage drinkers also reported:

- Driving after drinking
- Physical fighting in the past year
- Carrying a weapon
- Being truant

More than 36% of adolescent drinkers reported engaging in at least one alcohol-related risky behavior suggesting the need for programs that not only address underage drinking but also address other risky behaviors⁷.

Impaired Driving

Although youth are less likely to drive after drinking than adults, their risk of being involved in a crash when they do is much higher⁸. The increased risk begins at low levels of alcohol consumption and is probably due to the combination of alcohol with driver inexperience. Teen drivers with blood alcohol content levels between 0.05-0.08 are far more likely to be involved in a crash than sober teen drivers (17 times more likely for males and 7 times more likely for females). On average, one quarter of drivers between the ages 16-19 who are killed in crashes are legally intoxicated.

Texas leads the nation in alcohol-related crash deaths among 15 to 20 year olds⁹. In 2000, almost half of the fatal car crashes among 15 to 20 year olds were alcohol-related. About 16% of high school students recently reported driving after drinking and 40% reported riding with a drinking driver in the past month¹⁰. Males (20%) were more likely than females (12%) to have driven after drinking.

The decision to drive after drinking or ride with someone who has been drinking seems to be related to teens' perception of their ability to control the situation, how likely they think it is that they will be caught and how common they think the behavior is among their peers¹¹. When teens think the chances of being caught are low (by either their parents or the police), they are more likely to drink and to drive after drinking. Research has shown that communication between teens and parents about drinking and driving is poor. Most teens surveyed said that they would choose drinking and driving rather than appear irresponsible in front of their parents. While many teens do not experience peer pressure to drive after drinking, most feel reluctant about confronting a peer about drunk driving.

Consequences and Costs

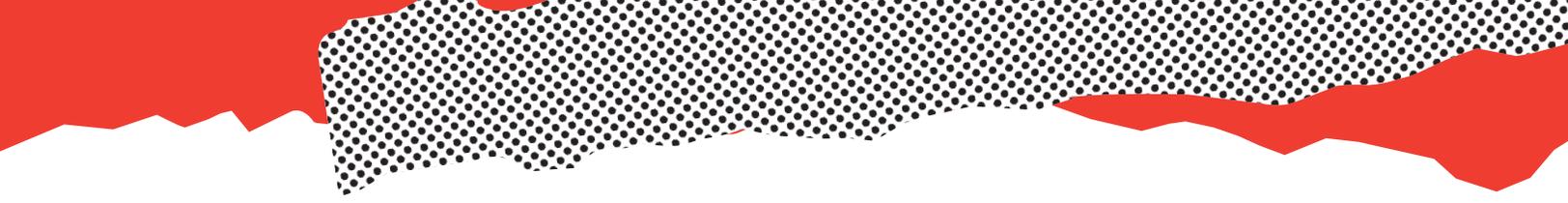
Teens face legal consequences for buying or consuming alcohol and represent a danger to themselves and others when they drive after drinking. In 1997, the State of Texas passed a zero tolerance law making it illegal for anyone under 21 years of age to possess alcohol or to drive with any detectable alcohol in their system. National studies suggest, however, that teens have limited awareness of these laws and that improved knowledge increases compliance¹².

The cost of underage drinking in Texas was \$5.5 billion in 2001 including traffic deaths, violent crime, and other behaviors that threaten the well-being of youth¹³. Over \$1.3 billion of this cost is from alcohol-related automobile crashes¹⁴.

"More young people drink alcohol than use other drugs or smoke tobacco, and underage drinking costs the nation an estimated \$53 billion annually in losses stemming from traffic fatalities, violent crime, and other behaviors that threaten the well-being of America's youth¹⁵."

Effective Intervention

Research has shown that underage drinking and impaired driving can be prevented in much the same way that other health-related behaviors are addressed. Changing health behavior can be accomplished on an individual, interpersonal or community level. Programs targeting *individual change* directly impact attitudes, knowledge and behavior of the person. Programs that strive to produce *interpersonal change* focus on peer influence or pressure, role modeling and social norms (what people perceive as normal or usual behavior). Programs that influence change on the *community* level focus on systemic changes to the environment to support healthy behaviors and discourage unhealthy behaviors.



When approaching complex problems like underage drinking and impaired driving, a comprehensive program with interventions at each level have the most impact. For *Shattered Dreams*, the primary focus is on changing the attitudes and behaviors of individuals (students and adults) regarding underage drinking and impaired driving. The program components encourage changes in thinking and behavior based on the stages of change or transtheoretical model¹⁶. According to this theory, behavior change occurs in stages with different strategies (or processes) assisting the progress through the stages.

Stages of change

- In the first stage, *precontemplation*, the individual hasn't considered that their behavior may be problematic.
- In the next stage, *contemplation*, the individual begins to recognize the possible problems but hasn't committed to changing the behavior.
- In the third stage, *preparation*, the individual has decided to change and is getting ready to do so by learning new skills.
- In the fourth stage, *action*, the individual makes the change.
- The fifth stage, *maintenance*, is an ongoing process of reinforcing or "sticking with" the behavior change.

Shattered Dreams program components are designed to appeal to students at each stage and to facilitate progress from one stage to the next with different activities. Some activities raise awareness among those who have not considered the risks of underage drinking or impaired driving (*precontemplation*). Other activities provide opportunities to learn new skills that help make change possible (*preparation*) and still others support individuals who are initiating or maintaining alcohol-free behavior (*action and maintenance*). Overall, each program component motivates students to become or remain alcohol-free by: increasing the advantages (like avoiding risk) while decreasing the disadvantages (such as peer pressure) in the eyes of the students and, by increasing student's confidence that they can do so (*self-efficacy*).

The *Shattered Dreams* program also works to produce change at interpersonal and environmental levels. Some program components support interpersonal change through observational learning or role modeling for students to observe their peers practicing alcohol-free behaviors. Similarly, activities designed to reveal misperceptions that teens and adults have about underage drinking help change notions about 'normal' behavior (everybody is NOT drinking). On the environmental level, the program provides parents and other adults in the community with information on risks of providing alcohol to youth while promoting the development of ongoing alcohol-free activities for youth (such as Safe Prom or Project Graduation).

It is important to keep in mind that the students who directly participate in *Shattered Dreams* (on the planning team, as the living dead or crash participants) have the most opportunity for skills development, increased self-efficacy and change because they attend the overnight retreat and their parents attend the parental workshop. These students often becoming peer leaders on this issue and support ongoing prevention or alcohol-free activities in their schools and communities.

What Texas Teens Are Saying

The Texas Alcoholic Beverage Commission completed a series of focus groups with 73 teens across Texas in 2003. The purpose was to identify trends in underage drinking, possession and/or purchases of alcoholic beverages and to gather youth input regarding their peers, law enforcement, parents, other role models and incidents that have influenced their decisions about drinking.

Three key points from across the state were:

- The opinions and values of parents and family members are important to teens.
- Immediate and severe consequences for alcohol violations will deter underage drinking.
- Young people are more interested in hearing facts and testimonials in underage drinking campaigns (versus other approaches).

The students also suggested that prevention campaigns should address short-term problems and immediate issues (high school/college) versus long-term consequences. They felt that reality-based campaigns, regardless of the "scariness," are the most effective in getting teens' attention.

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Effectiveness of *Shattered Dreams*

The main goal of *Shattered Dreams* is to reduce underage drinking and impaired driving among teens. Impaired driving is driving after drinking any alcohol or riding with a driver who has been drinking. This goal is accomplished through:

1. changing teens' beliefs about alcohol (expectancies and social norms)
2. creating positive peer influence and communication about alcohol risks among teens
3. increasing awareness of the negative health and legal consequences of underage drinking and impaired driving among teens and parents
4. increasing knowledge of underage drinking (zero tolerance) laws among teens and parents
5. increasing communication about alcohol risks between teens and parents

To date, over 175 high schools have implemented *Shattered Dreams* throughout Texas and the United States. The program has been conducted in small, rural schools, large suburban and urban schools, and private schools. Several Texas schools have conducted the impact component (or program evaluation) of their *Shattered Dreams* events. More than 2000 students have completed surveys before and after participating in the program (pre-test and post-test). Results from these surveys indicate that student awareness of the risks and consequences of underage drinking and impaired driving increases after the program. These surveys also suggested that students had less positive expectancies about alcohol after participating in the program.

In 2003, the South Texas Injury Prevention and Research Center at the University of Texas Health Science Center began a one-year program evaluation of *Shattered Dreams* as part of an Enforcement of Underage Drinking Laws (EUDL) program funded by the Office of Juvenile Justice and Delinquency Prevention through the Texas Alcoholic Beverage Commission. This evaluation study involved three suburban high schools in San Antonio, Texas. Two schools participated in *Shattered Dreams* during the 2003-04 school year and the third served as a wait-listed control school. Of the students who participated in the program, 83% believed that their friends would be less likely to drive after drinking as a result of *Shattered Dreams*. A majority also reported that as a result of *Shattered Dreams*, they were more likely to talk with their friends about the risks of underage drinking and impaired driving (80% and 87%, respectively).



For the complete technical report on the *Shattered Dreams* evaluation, visit the program website:
<http://sthrc.uthscsa.edu/stiprc/>

Impact among Parents

Research has shown that parental expectations are a significant factor in preventing underage drinking. Teens whose parents express strong norms against alcohol use tend to share these values against drinking. Studies also demonstrate that parental education about drinking and impaired driving can improve parental monitoring and prevent these behaviors. In recognition of the important role parents play, two additional parental components have been developed for *Shattered Dreams* (the parent-student workshop and the parent retreat). Preliminary analyses of these components demonstrated increases in parent knowledge of zero tolerance laws after participating in the program. The parents also showed a greater awareness of the importance of parent-child communication to decrease risk of underage alcohol use, and of the legal consequences for adults who provide alcohol to minors.

What Parents Say about *Shattered Dreams**

What impact do you think this program will have in your home?

"[This program] provided us with an opportunity to think and better understand underage drinking and to take time and listen to our children."

"I believe that my daughter will experience a change and will place a greater value on life."

"Will allow us to be more open and involved with everyone in our family."

*Selected responses on the parent post-program survey

Student Point of View

The following letters were written by high school students who participated in *Shattered Dreams* during the 2003-04 school year. They provide insight on the emotional impact of the program that can not be captured in student survey data.

I sit now reflecting on the events of the past week. Yes, Shattered Dreams did touch me in a very real and deep way. And not in the sense you might think. I did not envision myself in that wreck or my parents' reactions and pains. I saw it for what it truly was and who was involved in that "wreck". Guess what? They were my friends, people I cared for and people who cared for me. Some I loved so that I would forfeit my very existence so that they could live. I said to myself, "What if I did that to them, what if I ruined the lives of the people I loved." How could I carry the death of someone I loved, but not only deal with their tragic demise....I would have killed them?" Oh, how terrible death would be in itself without knowing that you, yourself, did it. Oh no, friend, I could not bear that in mind, so imagine reality. I could not live with that. It was then I knew I would never chance drinking and driving. I knew then I must try to prevent drunk driving. I could be a designated driver. I knew I could make a difference. I came thinking Shattered Dreams was a day off, a joke. Oh, but it was so much more. I said to myself, "You must make a difference. If not for you, then for the people you love. They ask, "Did Shattered Dreams have an impact on you?" I reply, "You have no idea."

Jessica Manor, Sophomore
Miami High School

Shattered Dreams was quite the eye opener. It opened my eyes and shook the views of Berkner High School. This past year I was a junior and am inching closer to my senior year; the golden year where everyone just wants to have fun! Shattered Dreams taught me that there are consequences to what we may view as fun. Through Shattered Dreams I learned about how drinking affects your body, your family, friends, and most importantly your future. The program seemed very real, and it touched the hearts of many students. Throughout the day, I had students that I had never met before come and tell me about how the program really affected them. I think this is a great program that truly highlights the realness and seriousness of drinking and driving. Overall this is a wonderful program and I am very blessed that I got to be a part of Shattered Dreams in such a big way, and would love to see other high schools do this program. I would love to see other lives touched like my friends and mine. Realistically it did not change everyone and that weekend I know of individuals who went drinking, but like they said, "If it stops one person from drinking and driving, and it saves one life, then it was all worth it."

Missy Zabka, Junior
Berkner High School

Getting Started



The Start-up Team



The Start-up Team usually consists of key people from the school, student body and community who are interested in bringing a *Shattered Dreams* event to their community. This group really “gets the ball rolling.” Once the decision to have a *Shattered Dreams* event is made, this group recruits additional school faculty, students, and community members to the various activity teams. Members of the start-up team usually take on team leader positions for activity teams or become members of the operations team. Oftentimes, one of these individuals will take on the role of program coordinator.

Building the *Shattered Dreams* Program Team

The first step in forming the team is identifying the *Shattered Dreams* program coordinator. This should be someone who is charismatic, passionate, a tireless spokesperson and a good salesperson! The coordinator will be the ultimate decision-maker when a consensus can not be reached. Therefore, someone neutral with no agenda should be the head. It should be noted that micro-managers or those who are too complacent are not good selections for this position.

With the leader in place, a core group of decision-makers and visionary people must be recruited. Twelve to fifteen members should be the goal. (Too few members burns the group out, too many members dilutes the decision-making process and bogs down the momentum needed to get things done.) Members should be a good cross-section of the community, including: school personnel, law enforcement, medical professionals, mental health professionals, business people, student organizations, non-profit organizations, faith community members, parents, and other youth advocates. Some of the members may wear several “hats” from these suggested groups. The members selected should be self-starters with experience in conducting programs. The members should be committed to reducing underage drinking and impaired driving with this and future programs in the community.

Getting the Community Involved

After completing these initial steps, it is time to expand into a larger working group by recruiting other members. The most important step to addressing a community problem is getting the community involved. Be bold and inclusive, reaching out to existing and new partners. Approaching new people can be difficult, but taking the initiative pays off in a well-rounded team. Consider diversity and other local issues to ensure a cross section of stakeholder participants. Members usually contribute: time (those with time to commit), talent (those with special talents/contacts) and treasure (those who have access to donations/fundraising). The most productive project teams have a couple of members who bring each type of resource to the team. Recruitment for the program team should be personalized so that those invited feel a stake in the outcome. This can be done in many ways. For example, invitations with a short explanation, followed up by personal calls and/or visits can contribute to the success of this expansion.

Maintaining the Program Team

Organizing team meetings according to the activity lists and timelines will demonstrate respect for members' time. An ongoing agenda, using a timekeeper to keep on track, and minutes-keeper (outline format) will keep the focus. Keep the meetings to no more than one hour in duration. Provide simple refreshments, if possible. Regular standing meeting days/times are strongly recommended so that members can plan ahead to attend. Most importantly, be flexible without sacrificing the cohesiveness of the team.

Keeping members interested and involved is difficult, but manageable when basic guidelines are set and followed early on. General ground rules should be created and agreed to, such as making sure there is balanced representation from the time, talent, and treasure groups. Ensure everyone's voice is heard. It will be necessary sometimes to make a concerted effort to draw the quiet members into the discussions and decisions that must be made. Review meeting attendance at regular intervals to make sure tasks are being accomplished on time.

Celebrate all successes, small and large, recognizing all members and showing appreciation for their commitment on a regular basis. Be sensitive to issues that can cause conflicts when giving recognition. For example, a neutral way of recognizing sponsors would be to list them in alphabetical order. Always remember you must crawl before you walk, walk before you run and run before you fly! Keep in mind that you may fall along the way, but you get right back up and keep going.

For a continuing comprehensive approach, plan follow-up activities after completing the *Shattered Dreams* program. As a result of the program, others in the community will voice an interest in reducing underage drinking and impaired driving. Welcome new members into the team and begin planning follow-up activities. Capitalize on the momentum, energy and collaboration created by the event to produce long-lasting community change that will keep teens safe and alcohol-free!

Start-up Team Activities

Team Leader: _____

Team Members: _____

Task:	Person Responsible:	Date Completed:
6 Months Before the Event:		
Establish your planning committee by inviting individuals from various professional groups suggested in "Creating Program Teams" (p. 19-20)		
Organize and conduct first committee meeting		
Select the program coordinator(s)		
Select a program secretary or recorder who will record committee meeting minutes		
Select dates for future meetings for entire program planning meetings.* Suggested meeting timeline: <ul style="list-style-type: none"> • Monthly for the first three months • Bi-weekly for the next two months • Weekly during the last month prior to the event * Individual teams will also set their own meeting frequency.		
Have volunteers sign up for teams on which they wish to work (see p. 21)		
Allow the teams to break into groups to select their team leader.		
Distribute information regarding specific tasks for each respective team for discussion.		

Creating Program Teams



Program goals can be achieved by accomplishing twelve major tasks, with three optional tasks, designated as teams. Start-up team members and other volunteers should be assigned to these teams and assume responsibilities for completing tasks on the activities checklist for that team. Suggested member composition is noted below for each team. When necessary, teams may be combined.

- 1. Start-up Team** - *Responsible for initial organization and planning (members often become leaders of activity teams, Shattered Dreams Program Coordinator or join the Campus or Operations Team)*
 - school administrators, PTA/parents, student organizations, community law enforcement or medical professionals, advocacy groups such as MADD
- 2. Campus Team** - *Responsible for approval and implementation of school based activities*
 - school administrators, PTA, student organizations, *Shattered Dreams* program coordinator, school police, and school faculty
- 3. Operations Team** - *Responsible for maintaining internal and external schedule, logistics, timeline, and communication over the two day event*
 - *Shattered Dreams* program coordinator(s), education, law enforcement, and government agency personnel
- 4. Parent - Student Workshop Team** - *Responsible for planning and implementing the Parent – Student Workshop (which occurs approximately one month before the main Shattered Dreams events)*
 - education, civic, and corporate personnel, mental health professionals
- 5. Living Dead Team** - *Responsible for organizing events relating to students being removed from class throughout the first day*
 - school counselor, medical, education, business, law enforcement, and mental health personnel
- 6. Mock Crash Team** - *Responsible for mock crash on the first day of the event to include staging. Note: It is important that vehicle damage and victims' injuries and placement reflect clinical realism.*
 - education, medical, law enforcement, media and business personnel

7. **Mock Death Notification Team** - *Responsible for performing mock death notifications to parents and for providing police escorts to and from the student retreat (if necessary)*
 - law enforcement personnel
8. **Student Retreat Team** - *Responsible for planning and implementing the student retreat*
 - education, civic, and corporate personnel, mental health professionals
9. **Parent Retreat Team** - *Responsible for planning and implementing the parent retreat (may be the same team members as the Parent – Student Workshop)*
 - education, civic, and corporate personnel, mental health professionals
10. **Mock Memorial Team** - *Responsible for planning and implementing mock memorial assembly the morning of the second day of the event*
 - law enforcement and education personnel
11. **Student-Parent Support Team** - *Responsible for providing counseling and debriefing during and after the event*
 - school counselors, mental health, and education personnel
12. **Public Relations Team** - *Responsible for keeping a record of the event for the campus and interfacing with community media and VIP's (where resources are available, responsibilities include a video production)*
 - Media and education personnel
13. **Mock Trial Team (optional)** - *Responsible for planning and implementing a mock sentencing trial of the DWI student*
 - law enforcement and education personnel
14. **Impact Team (optional)** - *Responsible for planning and implementing an evaluation of the program, to include any permission slips required by school administration*
 - Individuals from the school or community with basic statistical skills
15. **Scholarship Team (optional)** - *Responsible for soliciting donations for scholarships and conducting selection/award procedures*
 - School personnel, counselors

Shattered Dreams Program Teams

Shattered Dreams Program Coordinator(s): _____

Team	Team Leader	Team Members
Start-up		
Campus		
Operations		
Parent-Student Workshop		
Living Dead		
Mock Crash		
Mock Death Notification		
Student Retreat		
Parent Retreat		
Mock Memorial		
Student-Parent Support		
Public Relations		
Mock Trial*		
Impact Team*		
Scholarship Team*		

*Optional

See each activity Section in the manual for detailed lists of tasks for each team.

The program activities list is designed to help the Shattered Dreams program coordinator ensure that all teams are staying on track with the completion of their activities. This list contains the activities of all twelve teams. If you choose to do any of the three optional tasks, their activities are not included on this list.

Shattered Dreams Activities List		
Task:	Person Responsible:	Date Completed:
Six Months Before the Event		
Establish the planning committee.	Start-up	
Organize and conduct first committee meeting.	Start-up	
Select the program coordinator(s).	Start-up	
Select a program secretary to record meeting minutes.	Start-up	
Select dates for all future program planning meetings.	Start-up	
Have volunteers sign up for teams.	Start-up	
Allow the teams to break into groups to select their team leader.	Start-up	
Distribute and discuss information regarding specific tasks for each team.	Start-up	
Notify the school district's central office personnel of the interest in sponsoring the Shattered Dreams program and obtain permission from the superintendent and school board to participate.	Campus	
Obtain any necessary school district forms to be incorporated into packets for the Living Dead students and their parents, as well as for community participants.	Campus	
Select members of the campus program committee.	Campus	
Have faculty incorporate activities into the curriculum and lesson plans.	Campus	
Select Living Dead and crash victims, and give the list to the Living Dead team.	Campus	
Begin communicating with all team leaders to gather details and timelines.	Operations	
Obtain appropriate law enforcement agency approval to participate in the program.	Mock Death Notification	
Three Months Before the Event		
Research school policies and use them to develop permission forms for students and parents.	Living Dead	
Determine criteria for selecting Living Dead students and crash victims.	Campus	
Select Parent-Student workshop site.	Parent-Student Workshop	
Select a retreat site, and provide school officials with information about the retreat site so they can include it in the information packets.	Student Retreat	

Three Months Before the Event		
Recruit an appropriate number of male and female chaperones.	Student Retreat	
Arrange for food services the night, and the next morning of the retreat.	Student Retreat	
Select a retreat site at the school, and provide school officials with information about the retreat site to include it in the information packets.	Parent Retreat	
Select the site for the Mock Memorial.	Mock Memorial	
Select counselors who have experience in conducting crisis de-briefing.	Student-Parent Support	
Two Months Before the Event		
Select the crash site.	Mock Crash	
If necessary, draft a consent form to be signed by owners of residences and businesses who may be affected by street closures.	Mock Crash	
Coordinate a meeting with representatives from each participating responding department to coordinate roles and timing.	Mock Crash	
Ensure that you have the name of the contact person who will coordinate activities at their facility upon receiving a student victim.	Mock Crash	
Locate crash vehicles at impound lots or junkyards and give photos to the Living Dead team to assist in matching injuries to the car damage.	Mock Crash	
Coordinate presenters, agenda, make copies, and gather materials.	Parent Retreat	
Arrange to have food for the retreat.	Parent Retreat	
Select and invite the speakers.	Mock Memorial	
Select counselors	Student-Parent Support	
Prepare a work schedule for counselors to ensure adequate coverage throughout the event.	Student-Parent Support	
Assign counselors to all available time slots.	Student-Parent Support	
Select at least two counselors to be available at the retreat sites.	Student-Parent Support	
Distribute counseling schedules with site locations to all students and parents.	Student-Parent Support	
Meet with counselors to explain their roles in providing the required debriefing for all participating students and their parents.	Student-Parent Support	
List each activity to be documented and note whether they are to be documented by photograph or video.	Public Relations	
Make sure there is adequate coverage for all activities.	Public Relations	
If a documentary video will be produced, decide who will do it.	Public Relations	

Two Months Before the Event		
Meet with video production crew on a regular basis to address what kind of documentary video will be made.	Public Relations	
Finalize the criteria used for selecting the Living Dead and crash victims.	Campus	
Finalized participant information packets are to be submitted to the designated team and the program coordinator within three weeks of being distributed.	Campus	
Review the packets with legal waivers to check for proper signatures and any notations.	Campus	
Write and send letters to the parents of the students selected to participate.	Campus	
Coordinate presenters, agenda, make copies of all forms, and gather materials for obituaries.	Parent-Student Workshop	
Arrange to have dinner or snacks provided for the workshop.	Parent-Student Workshop	
Send an introduction letter to parents with program information and location of parent workshop.	Parent-Student Workshop	
Send a reminder notice to parents regarding workshop.	Parent-Student Workshop	
Get finalized permission forms from school administration and make copies. Collate copies into packets for each parent.	Parent-Student Workshop	
One Month Before the Event		
Designate team work areas for the day of the event and provide a list to all involved.	Campus	
Provide Living Dead team with a campus map.	Campus	
Designate and supervise the recommended traffic flow for both days.	Campus	
Plan to set up a VIP hospitality room with food for guests and volunteers.	Campus	
Obtain a tape recording of the heartbeat.	Operations	
Make a tape of a 911 call or news report regarding Mock Crash.	Operations	
Arrange for communication between teams on the first day of the event.	Operations	
Ensure all paperwork has been completed and submitted to the program coordinator by the deadline.	Living Dead	
Select at least two adult volunteers to bring and apply theatrical make-up to Living Dead students.	Living Dead	
Select someone to apply make-up to Mock Crash scene victims.	Living Dead	

One Month Before the Event		
Select the two rooms for Living Dead and crash students where make-up will be applied.	Living Dead	
Select a volunteer to be the Grim Reaper.	Living Dead	
Designate a school counselor or faculty member to read the students' obituaries in the classroom on the first day of the event.	Living Dead	
Designate a uniformed officer who will announce the deaths of the students on the first day of the event.	Living Dead	
Arrange to have vehicles towed to and from the crash site.	Mock Crash	
Designate the crash site where all vehicles and participants will meet the day of the event.	Mock Crash	
Coordinate communications with all participating departments involved in Mock Crash.	Mock Crash	
Finalize the time schedule of events for the crashes and synchronize the times at which various individuals will participate.	Mock Crash	
Obtain from the Parent-Student Workshop Team a list of the Living Dead students and their parents' contact information.	Mock Death Notification	
Select an appropriate number of officers to provide death notifications to parents.	Mock Death Notification	
Meet with officers who will be giving Mock Death Notifications to parents, in order to divide the listing.	Mock Death Notification	
Organize the agenda for the retreat.	Student Retreat	
Recruit and confirm facilitators and chaperones for the retreat.	Student Retreat	
Arrange for transportation to and from the retreat site.	Student Retreat	
Coordinate plans with the Mock Death Notification Team for a police escort to and from the retreat site.	Student Retreat	
Confirm speakers three times prior to the event.	Mock Memorial	
Finalize the list of invited guests, and send invitations with campus sites and instructions for parking.	Public Relations	
Collect all obituaries and signed forms. Give the completed obituaries to the Living Dead Team Leader. Give the completed permission forms to the Campus Team Leader. Give the completed parent locator forms to the Mock Death Notification Team Leader.	Parent-Student Workshop	

Two Weeks Before the Event		
Obtain obituaries of students from the Parent-Student Workshop Team and turn them in to the program coordinator.	Living Dead	
Obtain from the Campus Team a master list of students to be taken from their classes and their class schedules.	Living Dead	
Prepare the death announcement that the uniformed officer will use in the classrooms.	Living Dead	
Obtain campus maps with building and room numbers designating important event sites.	Living Dead	
Prepare and gather materials for program sessions.	Student Retreat	
Send a reminder notice to parents regarding retreat with RSVP.	Parent Retreat	
If students will be going off campus to film activities at the hospital or jail, permission forms should be completed.	Public Relations	
Make follow-up telephone calls to invited guests.	Public Relations	
One Week Before the Event		
Communicate with faculty on which students will attend the Mock Crash.	Campus	
Distribute the final event schedule to all campus faculty.	Campus	
Develop and distribute the schedule of events.	Operations	
Consult with program coordinator, in selecting counseling sites on campus.	Student-Parent Support	
Set up counseling sites.	Student-Parent Support	
Prepare a press release that includes event schedules as attachments for the broadcast and print media.	Public Relations	
Confirm anticipated news coverage with editors.	Public Relations	
Make copies of the Zero Tolerance Laws and pledge cards for the Mock Memorial.	Mock Memorial	
The Day Before the Event		
Organize all necessary media equipment, make sure everything works and is set up.	Mock Memorial	
Designate seating at the assembly for parents, students, VIP's, etc.	Mock Memorial	
Make follow-up phone calls to broadcast media contacts.	Public Relations	
Prepare printed nametags for confirmed guests.	Public Relations	
Develop signs that provide guests with directions to the hospitality room.	Public Relations	
Designate people to serve as escorts for guests and media.	Public Relations	

The First Day of the Event		
Set up the VIP hospitality room.	Campus	
Have a school representative/designee at each hospital to receive mock crash victims.	Campus	
Check in all student belongings for the retreat.	Operations	
Make arrangements with the Retreat Team to transport and secure belongings to retreat site.	Operations	
Play the recorded heartbeat on the PA system according to schedule.	Operations	
Ensure all participants adhere to the schedule of events, according to timeline.	Operations	
Mock Crash victims who need to be made up early will report to designated make-up room.	Living Dead	
Plan for Living Dead student to be taken out of class by the Grim Reaper every fifteen minutes.	Living Dead	
While Living Dead students are being made up emphasize their role in the program, and send them back to class after they are made up.	Living Dead	
Clean up the make-up room before leaving for the day.	Living Dead	
The Team Leader will conduct brief orientation with officers who will give Mock Death Notification.	Mock Death Notification	
Provide a police escort for chaperones and students to and from the retreat site.	Mock Death Notification	
Obtain a list of students, and check off their names as they board transportation.	Student Retreat	
Ensure snacks, dinner, and breakfast are served to students and chaperones at scheduled times.	Student Retreat	
Provide materials for the program sessions.	Student Retreat	
Identify, provide and refer students for additional counseling if necessary.	Student-Parent Support	
Provide food for volunteers and guests visiting the hospitality room.	Public Relations	

The Second Day of the Event		
Set up the VIP hospitality room.	Campus	
Make sure the retreat site has been cleaned up.	Student Retreat	
Check off students' names as they board transportation to return to school.	Student Retreat	
Have students leave their bags at a central secure location upon their arrival at the school, for pick-up later that day.	Student Retreat	
Arrange the stage area one-hour prior to the assembly.	Mock Memorial	
Pass out the Zero Tolerance Laws and pledge cards to students as they enter the Mock Memorial.	Mock Memorial	
Immediately after the Mock Memorial, refer participating students and parents to debriefing sites.	Mock Memorial	
Escort parents and students who participated in events to debriefing sites, and conduct debriefings with parents and students.	Student-Parent Support	
Activities After the Event		
Inform faculty of the program outcomes.	Campus	
Turn in all videotape and film to the Public Relations Team Leader to be developed and secured.	Public Relations	

Note: Optional Activities are not included

Campus Organization



The Campus Team knows most about the campus, and should act as a liaison between outside organizations and school officials. The objective of this team is to provide school support to faculty, administration, and outside organizations about the *Shattered Dreams* program.

Campus Team Activities		
Team Leader: _____		
Team Members: _____		
Task:	Person Responsible:	Date Completed:
Six Months Before the Event:		
Notify the school district's central office personnel of the interest in sponsoring the <i>Shattered Dreams</i> program and obtain permission from the superintendent and school board to participate.		
Obtain any necessary school district permission forms to be incorporated into packets for the Living Dead students and their parents, as well as for community participants.		
Select members of the campus program committee. Consider inviting administrators, school nurses, drama teachers, sponsors of drug and alcohol awareness activities, sponsors of criminal justice clubs, ROTC instructors, parent liaisons, the faculty sponsor of the senior class, head counselor, and general faculty.		
Have faculty incorporate program activities into the curriculum and lesson plans.		
Three Months Before the Event		
Determine the criteria for selecting Living Dead students and crash victims. (It is preferable to select a cross-section of the student body, not just recognized student leaders.)		
 Hint: <i>Living Dead team should reflect the school's norms and demographics.</i>		
Two Months Before the Event		
Finalize the criteria used for selecting the Living Dead and crash students.		
Select Living Dead and crash victims, and give the list to the Living Dead Team.		

Two Months Before the Event		
Finalized participant information packets are to be submitted to the principal or the Parent-Student Workshop Team and the program coordinator within three weeks of being distributed.		
Review the packets with legal waivers to check for proper signatures and any notations.		
Write and send letters to the parents of students selected to participate.		
One Month Before the Event		
Designate team work areas for the day of the event and provide a list to participants and all team leaders for distribution to team members.		
Provide Living Dead Team members with a campus map that indicates the building and room numbers of classrooms from which students will be extracted.		
Designate the recommended traffic flow for both days of the event, for everyone who participates (student and parent participants, emergency vehicles, police cars, VIP guests, and others). Have someone supervise the area for traffic flow.		
Plan to set up a VIP hospitality room for guests and volunteers with food services provided. <u>Suggestions:</u> <ul style="list-style-type: none"> • Seek community sponsors for food and drink donations • Serve drinks and a continental breakfast or lunch on first day of event • Serve snacks and drinks on the second day of the event 		

One Week Before the Event		
Communicate with faculty on which students will attend the Mock Crash. Provide instructions to faculty on what teachers and students are to do at the time of the Mock Crash, and if some classes or grades will remain in class, indicate which faculty will stay with the students.		
Distribute the final event schedule to all campus faculty.		
First Day of the Event		
Set up the VIP hospitality room.		
Have a school representative/ designee at each hospital to receive Mock Crash victims.		
Second Day of the Event		
Set up the VIP hospitality room.		
See Mock Memorial section for further details.		
Create a roster of Living Dead students who will be removed from class. Remember to include their full name, gender, class period, room number, and time for removal.		
Activities after the Event		
Inform faculty of the outcomes of the <i>Shattered Dreams</i> program. Make comments at general faculty meetings, with news updates in the faculty bulletin or newsletter, if applicable.		
 Hint: <i>Be sure to communicate with the faculty well in advance to be sure they are aware of the scheduled events and how they will be affected.</i>		

Letter to Parents

Dear Parent,

Did you know that more than half of Texas' high school seniors said they had used alcohol in the past month and that Texas leads the nation in alcohol-related traffic deaths among 15- to 20- year olds?

Every day our children must make choices, and decisions that could affect the rest of their lives. The *Shattered Dreams* Program helps students and families address the deadly consequences of underage drinking – alcohol poisoning, motor vehicle crashes, and drug abuse.

Over two days, students and families will be challenged to examine the effects of underage drinking on the community. For our program to be successful, both students and parents have responsibilities that help spread the message. Outlined below are the responsibilities of parent participants in the *Shattered Dreams* Program.

- **Parent - Student Workshop**

A mandatory Parent/Student Workshop will be held at the school on DATE & TIME and LOCATION. The purpose of this workshop is to discuss the *Shattered Dreams* program, complete permission forms, and create a mock obituary for your son or daughter.

- **Mock Obituary**

The loss of a student affects everyone. To demonstrate this, we ask that parents write up an obituary with input from their child at the Parent/Student Workshop on DATE & TIME. This obituary should be written on a piece of poster board and can include photos or other personal touches. Please bring photos of your son or daughter to the Parent/Student Workshop.

- **Parent Letter**

Children do not want to disappoint their parents. This letter allows parents to express their feelings, expectations, hopes, and dreams for their son or daughter. Our hope is that this letter will open the door of communication necessary to keep parents informed and children safe. Your child will be the only one to read your letter.

- **Mock Death Notification**

A uniformed officer will be contacting you at your place of business or home to notify you of your child's death. Remember, that you determine the location of this notification.

- **Parent Retreat**

To reflect on the day's activities, parents are invited to attend an evening retreat. An outline and description of this retreat will be provided to you as we get closer to the *Shattered Dreams* Program held at your school. This will last two hours, and is the only time on Day 1 that you will be allowed on campus.

- **Mock Memorial**

To summarize the entirety of the program, a Mock Memorial is held on Day 2. This assembly features speakers from local medical and law enforcement personnel, as well as school staff, parents, and students. This is your opportunity to reconnect with your child since they do not come home at the end of Day 1. If possible, we request that you attend this Mock Memorial which is scheduled for **TIME** and **DATE** in **LOCATION**.

- **Debriefing**

This may be a stressful experience for you and your family. Participation in our debriefing session on Day 2 will help you understand your experiences and help bring closure to an event that often arouses strong emotions. This required component is held immediately after the assembly and may last from one to two hours.

Thank you for your interest in participating in the *Shattered Dreams* Program at **INSERT NAME** High School! Without your commitment and support, this program will not be successful. Together, we can save lives and protect our children from the shattered dreams that result from underage drinking.

If you have any questions, please contact me at **PHONE NUMBER/EMAIL ADDRESS**.

Sincerely,

Name

Title

School Name

Parental Release for Minors Participating in Shattered Dreams

Name of High School: _____
Address of High School: _____
Phone number of High School: _____

I, _____ (print name of parent or guardian), give permission for my daughter/son _____ (print name of minor) to participate in the *Shattered Dreams* program to be held on _____ [dates].

In doing so, I understand the following facts:

1. My child will be supervised by the school principal and designated professional staff.
2. My child will attend a supervised retreat on the night of _____ [dates] at _____ [retreat site's address and phone number].
3. On the morning after the retreat my child and I must attend a Mock Memorial on _____ [dates] followed immediately by a debriefing activity to help participants process their experience and bring closure to this activity that can arouse strong emotions.
4. I authorize photographs and/or video film to be taken of my child as he/she participates in the program.
5. I further permit photographic negatives and prints and video film prepared during the program to be used to publicize this program for educational purposes to those in other communities.

Parent's Signature _____ Date _____

Home address and telephone number _____

Place of Work (include name, address and telephone number) _____

Child's Signature _____ Date _____

Parental Release of Liability Form

Name of High School: _____
Address of High School: _____
Phone number of High School: _____

***A district form may be substituted as required.**

I, _____ (name of parents), hereby desire to participate in a
_____ (name of school district) sanctioned activity.

Name of Activity: _____
Date of Activity: _____
Place of Activity: _____

Mode of Transportation

(check one):

school bus/vehicle charter bus private passenger vehicle

1. I fully understand and acknowledge all of the activities involved and the risks to be encountered by participating in the above-described district activity.
2. I, _____ (print name), agree to and hereby release and hold harmless _____ [district name], its trustees, employees, agents, sponsors, and volunteers from all legal responsibility, including claims, demands and lawsuits resulting from or related to any incidents or activities arising from or connected in any manner with the _____ [district name] sanctioned activity, including, but not limited to, liability, damages, and legal fees or costs caused by or related to the negligence or intentional act of _____ [district name], its trustees, employees, agents, sponsors, or volunteers.
3. In case of emergency, and with the approval of the activity sponsor or the _____ [district name] administrator in charge of said activity, I give my approval and authorization for the first aid treatment and any other medical treatment by local physicians and/or hospital, including surgical procedures. I agree to accept responsibility for the payment of all charges incurred during this medical treatment.

Signature of parent or guardian: _____ Date: _____

Texas Essential Knowledge and Skills (TEKS)

Most *Shattered Dreams* components can be incorporated into curriculum objectives required by TEKS. The following pages list the specific applications of the program that meet TEKS objectives.

TEKS for Health Education, Chapter 115.33, Advanced Health Grades 11-12

	TEKS Objective	<i>Shattered Dreams</i> Component
115.13:B1	Students must acquire the health information and skills necessary to become healthy adults and learn about behaviors that they should and should not participate in	Mock Memorial Student Retreat
115.13:4C	Evaluate the impact of laws relating to the use of alcohol and other drug substances	Mock Memorial Mock Trial
115.13:7A	Participate in school related efforts to address health risk behaviors	Student Participants Living Dead
115.13:7F	Describe the interrelatedness of alcohol and other drugs to health problems such as drugs and date rape, HIV/STD, and Drinking and Driving	Mock Memorial Student Retreat
115.13:10B	Participate in a presentation to educate others about a variety of issues such as panel discussions and role plays or skits to inform younger students about the dangers of drug use or smoking	Mock Crash Mock Memorial Student Retreat
115.13:15A	Apply decision-making skills to health-promoting decisions	Follow Up Activities Mock Memorial Student Retreat

TEKS for Home Economics Education Subchapter B Home Economics Foundations, High School

	TEKS Objective	<i>Shattered Dreams</i> Component
122.12:1F	Predict the implications of personal behavior and decisions on peers, family, society, and future generations	Death Notification Student-Parent Support Living Dead
122.12:2F	Explain how friends influence behavior	Living Dead Student Retreat
122.12:2G	Develop strategies for managing peer pressure	Living Dead Student Retreat
122.12:4B	Discuss societal, cultural, demographic, and economic factors affecting the responsibilities for family members	Student-Parent Support Mock Memorial Student Retreat
122.12:4C	Evaluate methods to promote the health and safety of individuals and family members	Follow-Up Activities Student Retreat
122.23:9B	Assess the impact of substance abuse on the individual and the family	Follow-Up Activities Living Dead Mock Crash Mock Memorial Mock Trial Student Retreat

TEKS for Social Studies

	TEKS Objective	<i>Shattered Dreams</i> Component
113.36 Psychology 10A	Identify related antecedents, behavior, and consequences in a provided behavioral situation	Living Dead Mock Memorial Mock Crash Mock Trial Student Retreat
113.36 Psychology 15B	Use a decision-making process to identify a situation that requires a decision, gather information, identify options, and take action to implement a decision	Mock Trial Student retreat
113.37 Sociology 1A	Describe models of group systems and the interactive roles of individuals, groups, and the community	Student-Parent Support Follow Up Activities Student Retreat
113.37 Sociology 7B	Describe types of government social control	Mock Memorial Mock Trial

TEKS for English Language Arts and Reading: Subchapter C, High School

	TEKS Objective	<i>Shattered Dreams</i> Component
110.44:1B 110.45:1C	Write in a voice and style appropriate to audience and purpose	Living Dead Student Retreat
110.44:4D	Represent information in a variety of ways such as graphics, conceptual maps, and learning logs	Student Retreat
110.44:14A 110.44:15A	Demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding	Student-Parent Support Mock Memorial Mock Trial Student Retreat
110.44:14C 110.45:15C	Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening	Student-Parent Support Mock Memorial Mock Trial Student Retreat
110.44:14D 110.45:15D	Use effective strategies to evaluate his/her listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention	Student-Parent Support Student Retreat
110.44:14E 110.45:15E	Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, and artistic presentations	Student-Parent Support Mock Trial Student Retreat
110.44:15A	Use the conventions of oral language effectively	Student-Parent Support Mock Memorial Mock Trial Student Retreat
110.44:15C	Communicate effectively in conversations and group discussions while problem solving, and planning	Follow-Up Activities Student Retreat
110.44:15E 110.45:16E	Ask clear questions for a variety of purposes and respond appropriately to the questions of others	Student-Parent Support Student Retreat
110.44:15F	Make relevant contributions in conversations and discussions	Student-Parent Support Student Retreat

TEKS for English Language Arts and Reading: Subchapter C, High School - continued

	TEKS Objective	<i>Shattered Dreams</i> Component
110.44:17C	Use appropriate appeals to support claims and arguments	Student-Parent Support Mock Trial Student Retreat
110.44:21A 110.45:21A	Examine the effect of media on constructing his/her own perception of reality	Mock Crash Student Retreat
110.44:21B 110.45:21B	Use a variety of forms of technologies such as videos, photographs, and web pages, to communicate specific messages	Living Dead Mock Memorial Student Retreat
110.45:4B	Use writing to discover, record, review, and learn	Living Dead Student Retreat
110.45:4H	Use writing as a tool for reflection, exploration, learning, problem solving, and personal growth	Living Dead Student Retreat
110.45:16C	Respond appropriately to the opinions and views of others	Student-Parent Support Student Retreat
110.45:21D	Create media products to include a ten to fifteen minute investigative documentary, ad campaigns, political campaigns, or parodies to engage specific audiences	Public Relations

Operations



The Operations Team keeps everything on track and running smoothly the days of the event. Planning and following the detailed schedule of events is the team's main priority.

Operations Team Activities		
Team Leader: _____		
Team Members: _____		
Task:	Person Responsible:	Date Completed:
Six Months Before the Event:		
Begin communicating with all team leaders to gather details and timelines.		
Ongoing		
Throughout the planning process, meet with all teams and volunteers to keep informed of activities and timelines.		
One Month Before the Event		
Obtain a tape recording of the heartbeat (for the Living Dead).		
Make a tape of a 911 call or news report regarding the Mock Crash, if the school plans to broadcast this over the PA system.		
Arrange for cell phones and radios for communication between teams on first day of event.		
One Week Before the Event		
Develop and distribute the schedule of events. <i>(Refer to Sample on p. 43-45)</i>		
The Day of the Event		
Check-in all student belongings for the retreat. Make arrangements with Retreat Team to transport and secure belongings to retreat site.		
Play the recorded heartbeat on the public address system of the school according to the schedule of events for the Living Dead.		
Ensure participants adhere to the schedule of events, according to the timeline; keeping coordinator aware of any necessary changes.		
 Hint: To avoid confusion, one person should be designated as the final decision maker to approve any changes to the schedule, usually the coordinator.		

Day #1 - Master Schedule

- 6:30 a.m. All program planning personnel report to the principal's office for a briefing regarding communications and work assignments.
- 7:00 a.m. The Grim Reaper (for the Living Dead) reports to the make-up room to be made up.
- 7:30 a.m. Operations Team members report to the principal's office to coordinate with members of the Media Team.
- Operations Team members deliver t-shirts and extra tags for labeling students' belongings to the make-up room.
- Operations Team members meet with outside agency observers to escort them throughout the day.
- 7:45 a.m. All student volunteers report to the make-up room to check in and drop off overnight bags. All items will be labeled in advance, using tags with students' names and addresses. Students then report to their first period class. A representative from the Living Dead Team is assigned to remain at the make-up room for assistance throughout the day.
- 8:20 a.m. The sound of a heartbeat plays over the public address system for fifteen seconds. When the sound stops, the Grim Reaper takes the first student out of class at this time. The student then reports to the make-up room to be made up as the Living Dead who represent those who die in alcohol-related auto crashes.
- Shortly after the departure of the Grim Reaper, a uniformed officer and school counselor enter the classroom of the student who left the room. They announce the mock death of the student and read his/her mock obituary prepared earlier by the students' parents. The school counselor then makes an announcement to the class regarding counseling opportunities.
- Once made up, the student who had earlier left the room returns to his/her regularly scheduled class. Throughout the day, the Grim Reaper periodically takes other students out of their classes to join the Living Dead. Each time a student is taken out of class, the heartbeat is heard.
- 8:30 a.m. Street closure preparation
- Students portraying mock auto crash victims report to the make-up room to be made up for the mock crash scene.
- 9:45 a.m. The student portraying the DWI driver in the mock auto crash reports to the make-up room to prepare for the Mock Crash scene. The student remains in the make-up room until notified by the Police Department.
- 10:30 a.m. Emergency personnel and vehicles will be staged by the Mock Crash Team.

- 10:30 a.m. Student Mock Crash victims report to the mock crash scene.
- 10:45 a.m. The Living Dead students report to the make-up room.
- 10:46 a.m. Over the school's public address system, the sounds of the Mock Crash are aired. They include the crash and dispatched calls to emergency services. Junior and senior classes are then directed to the Mock Crash scene by the principal.
- 10:50 a.m. Second period Mock Crash.
- 10:56 a.m. Emergency personnel begin arriving at the Mock Crash scene: city police, Department of Public Safety personnel, Fire Department personnel, Emergency Medical Service (EMS) personnel in an ambulance, funeral home personnel, an AirLife helicopter, and an EMS unit team.
- 10:57 a.m. While the crash scene is being acted out, the Grim Reaper leads all of the Living Dead victims to the Mock Crash scene to gather around.
Fire Department personnel begin the extrication (removal) of victims from autos.
- 10:58 a.m. A medical transport helicopter that has been called arrives on the scene and lands at the site coordinated by the Mock Crash Team.
- 11:00 a.m. Department of Public Safety personnel pick up the parents of the fatally-injured students and drive them to the hospital for the death notification given by a doctor and a hospital chaplain.
- 11:01 a.m. Fire Department personnel open the car door of the DWI driver who gets out of the car.
- 11:02 a.m. Medics check the DWI driver and release him/her to the city police.
- 11:03 a.m. City police department officers conduct a field sobriety test on the suspected DWI driver.
- 11:08 a.m. A city police officer places the suspected DWI driver in handcuffs and leaves the scene. The suspect is transported to jail for simulated booking, walk-through of the jail, and legal assistance. An attorney accompanies the student's parents to the jail. An officer returns the student suspect to the school make-up room from the jail.
- 11:14 a.m. Fire Department personnel complete the extrication of passenger victims. The backseat passenger with minor injuries is transported to the hospital by an EMS ambulance.
- 11:18 a.m. Medics assess the health status of both frontseat and backseat passenger victims.
- 11:20 a.m. Medics load a fatally-injured front seat victim into a helicopter and leave the scene. A backseat passenger victim is loaded into an ambulance and leaves the scene.
- 11:21 a.m. Funeral home staff loads a corpse into a hearse and leave the crash scene.
 - Designated volunteers will be responsible for picking up students from the hospital and returning them to the school make-up room to be made up as the Living Dead.
- 11:22 a.m. Funeral home staff drive the corpse away from the collision scene and then escort them back to the school make-up room to be made up as the Living Dead.
- 11:43 a.m. Operations Team members deliver refreshments to the volunteers at the Hospitality Room.
- 11:48 a.m. Lunch is delivered to the volunteers at the Hospitality Room.
- 12:48 a.m. The remainder of the Living Dead victims are taken from classes every fifteen minutes after lunch and no later than a time designated by the principal.

Day #2 - Master Schedule

Students load on bus from the retreat site and eat breakfast.

Students arrive at school.

8:20 a.m. Juniors and seniors participate in their roll call by their respective classes.

Event team members, distinguished guests, and parents report to the auditorium for attendance check-in.

8:25 a.m. Students report to the auditorium. Pass out zero-tolerance laws and pledge cards.

8:30 a.m. Welcome and introductions by the principal.

8:35 a.m. View slideshow or video (of Day 1 activities) prepared by the Public Relations team. If PR team does not produce a slideshow or video, view any alcohol-related prevention video.

8:45 a.m. County proclamation of the event by a judge.

8:52 a.m. Female student participant speaker: _____

8:57 a.m. Male student participant speaker: _____

9:02 a.m. Parent participant speaker: _____

9:07 a.m. Counselor

9:12 a.m. Administrator (principal)

9:17 a.m. Prosecution District Attorney

9:22 a.m. Law Enforcement speaker

9:27 a.m. Medical speaker

9:32 a.m. State alcohol beverage agency speaker

9:37 a.m. Closing by Student-Parent Support Team

Notes: Each speaker should be given no more than five minutes, to be respectful of school schedule.

Parent-Student Workshop



Parent-Student Workshop

Overview

The Parent - Student Workshop is usually held one month before the *Shattered Dreams* event. The purpose of this workshop is to orient participating parents and students to *Shattered Dreams*, give them an opportunity to meet the other participants, complete all necessary forms, and create the mock obituaries that will be used during the program.

Goals

- Complete orientation of the program as to purpose, requirements, schedule of activities.
- Complete all administrative forms and mock obituary.
- Provide parents and guardians with a thorough understanding of the program and their responsibilities.
- Encourage discussion between teens and parents about underage drinking.
- Begin developing a support network for parents and students to prevent underage drinking and impaired driving.



Hint: *Be aware of language barriers. If many parents in the school are more comfortable speaking a language other than English, try to use bilingual workshop leaders or have someone available to assist them in another language.*

Suggestions for success

- Make the workshop mandatory for students and their parent(s).
- The workshop should last two hours.
- Be sure to have facilitators for the parent and student breakouts.
- If possible, provide dinner or snacks (through donations).
- Have supplies on-hand for the Living Dead obituary activity (posters, markers, glue sticks or tape). If available, a digital camera is very useful. It is also helpful to have a sample obituary prepared ahead of time.
- Be sure to mail the parent letter out early enough to allow parents time to plan.
- Call to remind parents of the workshop one to two days before the workshop.

After the workshop, be sure to pass the obituaries on to the Living Dead Team leader, the Parent Locator Forms to the Mock Death Notification Team leader and the permission forms to the Campus Team leader.

Parent-Student Workshop Team Activities

Team Leader: _____

Team Members: _____

	Person Responsible:	Date Completed:
Parent - Student Workshop:		
Date of Workshop: _____ *Remember the Parent/Student Workshop takes place one month before the main <i>Shattered Dreams</i> events.		
Two Months Before the Workshop		
Select workshop sites. One classroom should be larger than the other, accommodating both parents and students.		
One Month Before the Workshop		
Coordinate presenters, agenda, make copies of all forms, and gather materials for obituaries (poster board, markers, pens, and a digital camera for pictures).		
Arrange to have dinner or snacks provided for the workshop		
Send an introduction letter directly to parents with a program overview that includes the date, time, and location of the parent workshop. (See Sample Parent Letter)		
Two Weeks Before the Workshop		
Send a reminder notice to parents regarding workshop with RSVP, to ensure 100% attendance. A reminder phone call the night before the workshop can also improve attendance.		
Get finalized permission forms from school administration and make copies. Collate the copies into packets for each parent.		
Night of Parent/Student Workshop		
Follow suggested agenda. (p. 50)		
Collect all obituaries.		
Collect all signed forms.		
After the Workshop		
Give the completed obituaries to the Living Dead Team Leader.		
Give the completed permission forms to the Campus Team Leader.		
Give the completed parent locator forms to the Mock Death Notification Team Leader.		

Parent-Student Workshop Agenda

7:00 p.m. - 9:00 p.m.

- I. Welcome – explain purpose of workshop (5 minutes)
- II. Introduction of facilitators, parents and students (5 minutes)
- III. Warm-up activity – Birthday lineup by month and day (10 minutes)
- IV. Break into two groups (parents in one group/students in the other) (5 minutes)

Note: This works best if the groups meet in two separate rooms or at opposite ends of one large room.
- V. Icebreaker for parents and students (M&M's) (10 minutes)
- VI. Trigger Questions for parents and students (10 minutes)
- VII. Bring parents and students back into one large group (5 minutes)
- VIII. Distribute and explain permission slips and releases (15 minutes)
- IX. Obituary Activity (30 minutes)
- X. Collect all signed forms and completed obituaries (5 minutes)
- XI. Open for questions (10 minutes)

Parent-Student Workshop Activities

Birthday Icebreaker

Have students and parents line up in chronological order by the month and day of their birth (for example, someone born on January 10th would get in line before someone born February 21st and so on).

Parent – Student Icebreaker (M&M Game)

Choose a candy from a bowl and answer the question (below) that corresponds with the color:

- Red - Why do you want to participate in *Shattered Dreams*?
- Blue - What is your favorite food?
- Yellow - What is your favorite subject (students), book (parents)?
- Green - What is your favorite hobby?
- Brown - What is your favorite movie?
- Orange - What do you look forward to most about the future?

Trigger Questions

For Students:

1. What are your hopes and dreams for yourself?
2. What would be missing if you were not in the “picture” (dead/gone)?

For Parents:

1. What are your hopes and dreams for your son or daughter?
2. What would be missing if he or she were not in the “picture” (dead/gone)?

Mock Obituary

The student obituaries are created by the student and parent participants to convey the loss of life, dreams, and potential as a result of underage drinking and driving. The activity also encourages parents and teens to talk about the consequences of risky behaviors. All students participating in the Living Dead or the mock crash scene will need an obituary describing their family, interests, and shattered dreams. These will be read as part of the Living Dead activity, posted in the classrooms, and at the mock memorial assembly.

Supplies:

Poster board (1/2 piece of poster board for each obituary), markers, glue sticks or tape, photos of the students (from home). If available, a digital camera is very useful.



Hint: The Living Dead obituaries should be uniform in size, but individualized to suit the student.

Sample Text

STUDENT'S LAST NAME: _____

Student's full name: _____ Age: _____

Was killed in an alcohol-related auto crash on _____ [date].

(S)he is survived by [list family members] _____

_____ [name of student] was a _____ [junior or senior]

at _____ [school name] where (s)he was involved in

_____ [list honors, extracurricular activities, etc.]. _____

[rosary, visitation, or other event] will be held at _____ [time and date]

at _____ [name of church, synagogue, mosque or funeral home].

_____ [funeral Mass, church service, or memorial service]

will be held at _____ [time] at _____ [name of church, synagogue, or mosque].

Interment will follow at _____ [name of cemetery].

Services under the direction of _____ [name of funeral home].

The family requests donations to _____ [name of charity] in lieu of flowers.

Locator Information for Parents of Students Participating as Crash Casualty and Living Dead Victims in the *Shattered Dreams* Program

Mr. Mrs. _____
First Name Last Name

Student Name: _____
First Name Last Name

1. I understand that a uniformed officer will give me a simulated death notification in reference to my daughter/son on _____ [date].
2. On that day, I can be located in person beginning at _____ o'clock and ending at _____ o'clock at the following address.

Check one:

residence

Street Address: _____

City: _____

Phone: _____

place of business

Name of Business: _____

Street Address: _____

Building and suite or room number: _____

City: _____

Phone: _____

Please inform your employer about the program and your participation in it.

This activity is an essential part of the program. Please notify the principal of any changes in your location by noon the day before the program begins.

Health History Information

(For *Shattered Dreams* Program only)

STUDENT'S NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

HOME PHONE _____

DATE BIRTH _____ SSN# _____

List the Person(s) to notify in case of emergency during the *Shattered Dreams* Event

NAME _____ RELATIONSHIP _____

PHONE #HM _____ CELL _____ WK _____

NAME _____ RELATIONSHIP _____

PHONE #HM _____ CELL _____ WK _____

LIST **ALL** MEDICAL CONDITIONS:

LIST **ALL** ALLERGIES (INCLUDE MEDICATIONS, FOODS, INSECT STINGS, POLLEN):

LIST ALL MEDICATIONS TAKING (OVER-THE-COUNTER AND PRESCRIPTION):

ANY ROUTINE MEDICATIONS THAT YOUR STUDENT WILL NEED TO TAKE DURING THE RETREAT NEED TO BE SENT IN THEIR ORIGINAL CONTAINERS, CONTAINING DOSE AMOUNTS, TIMES TO BE GIVEN AND LABELED WITH THE STUDENTS NAME. PLEASE ONLY SEND THE AMOUNT OF MEDICATION NEEDED FOR THIS TWO-DAY EVENT. MEDICATIONS WILL BE TAKEN UP AND DISPENSED AS WRITTEN BY A DESIGNATED *SHATTERED DREAMS* TEAM MEMBER FROM YOUR SCHOOL.

SIGNATURE OF PARENT OR GUARDIAN: _____

The Living Dead



The Living Dead component increases students' awareness of the number of people dying in alcohol related crashes. Traditionally, students have been taken by the Grim Reaper every fifteen minutes based on the rate of drunk driving deaths in 1998. Removing students every 15 minutes allows more students to participate and increases the impact on the entire student body. At the time this manual was printed, it was estimated that one person died in an alcohol-related crash every 33 minutes in the United States.

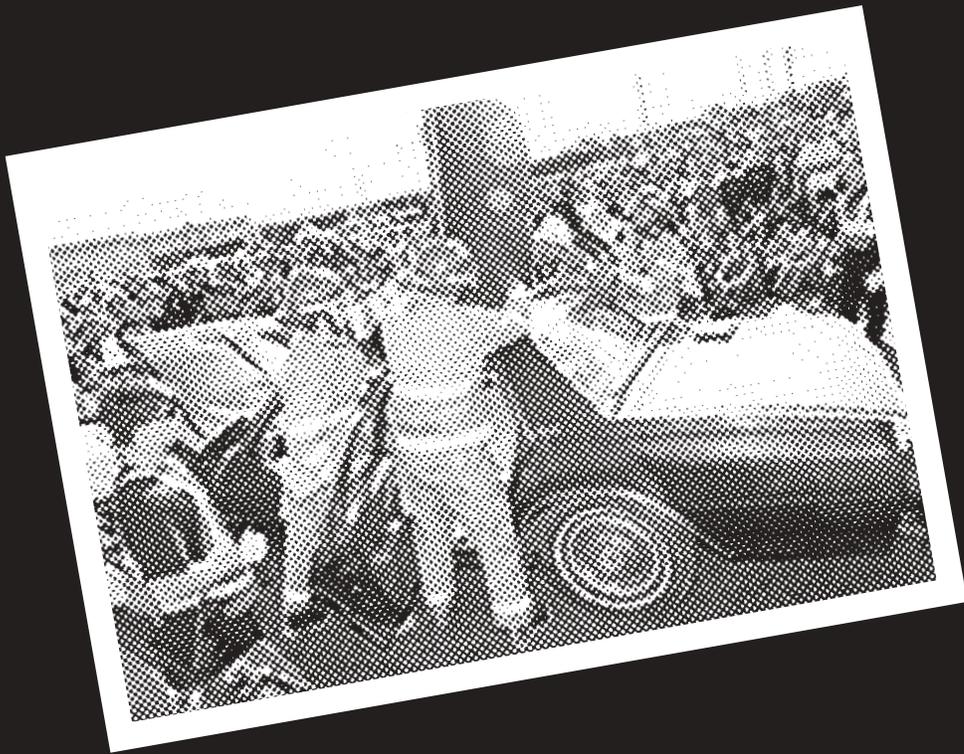
Living Dead Team Activities		
Team Leader: _____		
Team Members: _____		
Task:	Person Responsible:	Date Completed:
Three Months Before the Event		
Research school district policies and incorporate them into the informational materials and permission forms for participating students and parents.		
One Month Before the Event		
Ensure all paperwork has been completed and submitted to the program coordinator by the deadline.		
Select at least two adult volunteers to be responsible for bringing theatrical or other make-up and applying it to Living Dead students.		
Select someone to apply make-up (moulage) to victims participating in the mock crash scene. Injuries should appear to be realistic in light of the victims' location in the vehicle and the damages sustained by the vehicle.		
Select the rooms where make-up will be applied on Living Dead and crash victims. There should be two separate rooms that are not visible to the student population.		
Select a volunteer to be the Grim Reaper (preferably an adult).		
 <i>Hint: Have a plan for Grim Reaper to identify students in the classroom (i.e., have the student stand as the Grim Reaper enters the room).</i>		
Designate a school counselor or other faculty member who will read the students' obituaries in the classroom when they are taken by the Grim Reaper.		
Designate a uniformed officer who will announce the deaths of the students.		

Two Weeks Before the Event		
Obtain obituaries of students from the Parent-Student Workshop Team by the deadline and turn them in to the program coordinator.		
Obtain a master list of students from the Campus Team to be taken from their classes and their class schedules.		
Prepare the death announcement that the uniformed officer will use in classrooms when the students are taken by the Grim Reaper.		
Obtain campus maps with building and room numbers designating important event sites (i.e., the VIP/ hospitality room, crash site staging area, and assembly auditorium or gymnasium).		
The Day of the Event		
Mock crash victims who need to be made up early will report to designated make-up room to allow their make-up to dry.		
Plan for a Living Dead student to be taken out of class by the Grim Reaper every fifteen minutes (see Campus Team activities). *Note: Every 15 minutes was the statistic for alcohol-related fatalities when the program first started in 1998.		
Once every fifteen minutes, have the Grim Reaper enter the classroom while the recorded sound of a heartbeat (previously recorded by the Operations Team) is played on the school's public address system to escort the Living Dead students out of the classroom. Once Every Fifteen Minutes students will be removed in the following manner: <ul style="list-style-type: none"> • Heartbeat is played for approximately 10-15 seconds • Grim Reaper enters classroom at end of heartbeat and removes the Living Dead student • Uniform Officer enters and announces the death of the student from an alcohol-related auto crash. • After the officer leaves the classroom the faculty/counselor enters, reads the obituary of the student and announces the instructions for any counseling opportunities available for the other students. <i>Reminder: Designate a location where obituaries will be placed (left in the classroom, a main hallway where they may be grouped, etc.).</i>		
While Living Dead students are being made up, emphasize their role in the program and the importance of not talking with classmates for the remainder of the day.		
Living Dead students will report back to class after they have been made up.		
Clean up the make-up room before leaving for the day.		

Instructions for Living Dead Participants

1. Before the school bell rings on the morning of the first day of the event, leave your overnight bags for the retreat in the room designated by the program coordinator.
2. Avoid wearing any make-up. Wear black pants and a shirt.
3. An adult dressed as The Grim Reaper will escort you from class sometime during the day as the sound of a heartbeat is played over the school's public address system. A uniformed officer accompanied by a school counselor will enter the classroom after you leave it. They will have a poster-sized obituary prepared by you and your parent(s). The uniformed officer will give a mock death notification to the class. The counselor will read the obituary and inform students of counseling opportunities for those interested. You will be taken to the make-up room and made up to be the Living Dead. You will then return to class but you cannot speak to anyone nor respond to those who speak to you for the rest of the day.
4. Fifteen minutes before the mock crash takes place (at ____ o'clock), Living Dead victims, already painted, will return to the make-up room. The Grim Reaper will lead the Living Dead to the mock crash scene to circle it. The event coordinator and principal or his designee will give instructions on how to act during this scene. After the mock crash, return to the make-up room to eat your lunch. You will not be allowed to eat lunch with the rest of the students.
5. Fifteen minutes before the school day ends (at ____ o'clock), all Living Dead victims will assemble in the make-up room. The Grim Reaper will lead you and other members of the Living Dead to transportation that will take you to the retreat site. No additional bags will be carried with you (backpacks, purses).
6. You will attend a leadership retreat that night. All instructions for the retreat will be given to you upon your arrival at the site.
7. The following electronic items are not allowed at the retreat: CD players, cell phones, Discmans, pagers, radios, Walkmans, and similar items.
8. Plan to sleep in a sweatsuit or similar clothing that you pack. No sheer or transparent pajamas or any other inappropriate clothing will be permitted.
9. The following morning, you will be transported back to school where you will participate in a morning assembly for all juniors and seniors. Instructions for the assembly will be explained at the retreat.
10. If you wish to participate, please sign the attached consent forms with the signature approval of your parent(s). Return these items to the principal's office by _____ [date].

Mock Crash



The Mock Crash is a realistic portrayal of an alcohol-related crash for the student body. When planning the crash, keep in mind that this is just one way of increasing awareness of the consequences of underage drinking and impaired driving.

Mock Crash Team Activities		
Team Leader: _____		
Team Members: _____		
Task:	Person Responsible:	Date Completed:
Two Months Before the Event & Ongoing		
Select the crash site.		
If necessary, draft a consent/acknowledgement form to be signed by owners of residences and businesses who may be affected by street closures.		
💡 <i>Hint: It is especially important to do this, if your school is in a residential area.</i>		
Hold a meeting with representatives from each participating law enforcement agency, medical facility, fire department, EMS, funeral home and any other responding department, to coordinate roles and timing.		
Ensure that representatives from medical facilities have provided the name of the contact person who will coordinate activities at their facility upon receiving a student victim(s).		
Locate crash vehicles at impound lots or junkyards and give photos of the vehicles to the Living Dead Team to assist them in applying make-up to mock crash victims in ways that reflect injuries they may have received from such vehicles.		
One Month Before the Event & Ongoing		
Arrange to have vehicles towed to and from the crash site.		
Designate the crash site where all vehicles and participants will meet at a prearranged time prior to the crash time.		
Coordinate communications with all departments involved in Mock Crash.		
Finalize the schedule of events for the crash and synchronize the times at which various individuals will participate.		
The Day of the Event		
Follow itinerary timeline of events.		

Instructions for Mock Crash Participants

Participants will be asked to play one of three roles, each of which is equally important. These roles include acting as a casualty (someone killed or injured) in a mock auto crash, a member of the Living Dead representing those killed in alcohol-related auto crashes, or a family member of a student who is a crash casualty or member of the Living Dead.

1. Participate only if you are free of the following medical conditions: allergies to makeup, plants, latex or other common substances; or negative reactions to the sight of blood, ambulances, or hospitals, asthma, diabetes, heart problems, or high blood pressure.
2. Wear clothing that can be disposed of after the exercise since outer clothing may be burned, cut, torn, or otherwise made unsuitable for future wearing. Clothes need not fit, and need not be in good condition. Outer clothing should consist of pants and long-sleeved shirts. For the sake of modesty, female victims should wear a bathing suit, shorts and halter top, or similar garments under their outer clothing.
3. Avoid wearing jewelry or make-up. Remove eyeglasses and contact lenses. Leave purses, wallets, and other valuables at home or in school lockers.
4. Report to the make-up room at the time you are assigned. Staff will apply to casualty victims make-up that looks realistic for the type of injury incurred. They will instruct you how to act during the exercise. You do not need to have special acting skills, just follow directions. You will then be taken to the mock crash scene. When all casualties are in place, the exercise will begin. A total of four to six casualty victims will be needed to make the exercise realistic:
 - A) One participant will be assigned to act the part of a passenger who is killed at the scene. This person will be covered with a sheet and taken away from the scene in a hearse provided by a funeral home. This person will be returned to school later to be made up as a Living Dead victim during the school day and will attend the retreat with the other Living Dead participants.
 - B) Another participant will be assigned to act the part of a passenger seriously injured. This person will be taken to a hospital by air ambulance, if possible, where they will receive medical care and be pronounced dead. After the victim's parents are transported to the hospital by officers, they will wait to talk to doctors about their son or daughter's condition.

Parents of this student will receive a Mock Death Notification presented according to the hospital's protocol. The parents should not be allowed near the student but may be a slight distance away as the sheet is pulled over their head. If parents are too close to their child, they may see them breathing, which can reduce the realism. This victim will be returned to school and made up as a member of the Living Dead during the school day and will also attend the retreat with the other Living Dead participants.

- C) Another participant will be assigned to act the part of another passenger who receives only minor injuries because they wore a seatbelt. This victim will also be made up to be a Living Dead victim and be taken on the retreat with the other Living Dead participants.
- D) Another participant will be assigned to play the part of an intoxicated underage driver. No visible injuries will be sustained by this person. They will be interrogated by a police officer who will conduct field sobriety tests. Police will arrest them and take them to jail where they will undergo a simulated booking. They will be given a tour of the facility before being returned to the school. This participant will not be made up to be a member of the Living Dead but will attend the retreat with the other Living Dead participants.

5. The following electronic items are not allowed at the retreat: CD players, cell phones, Discmans, pagers, radios, Walkmans, and similar items.
6. Plan to sleep in a sweatsuit or similar clothing that you pack. No sheer or transparent pajamas or any other inappropriate clothing will be permitted.
7. If you wish to be selected for this opportunity, please sign the attached consent forms, with the signature approval of your parent(s). Return these items to the principal's office by the deadline of _____ [date].

Mock Death Notification



The Mock Death Notification component provides parents with a realistic experience of what it would be like to find out that their child was killed in an alcohol-related crash. The key to accomplishing this activity is gathering accurate locator information of parents.

Mock Death Notification Team Activities		
Team Leader: _____		
Team Members: _____		
Task:	Person Responsible:	Date Completed:
Six Months Before the Event		
Obtain appropriate law enforcement agency commitment to participate in the program.		
One Month Before the Event & Ongoing		
Obtain from the Parent-Student Workshop Team a list of the names of the Living Dead students and their parents' names, addresses, and telephone numbers. An example of the form is located in the Parent-Student Workshop section.		
Select an appropriate number of officers (as dictated by the number of students and locations of parents) to provide death notifications to parents.		
Meet with officers who will be giving death notifications to parents.		
The Day of the Event		
The Team Leader will conduct briefing orientation with officers who will give death notifications.		
💡 <i>Hint: Ensure that officers provide a realistic death notification.</i>		
Provide a police escort for students and chaperones to (Day 1) and from (morning of Day 2) the retreat site.		

Student Retreat



Student Retreat

Overview

While the *Shattered Dreams* program has an emotional appeal, the primary purpose is to create an opportunity for learning and behavioral change. The Student Retreat provides an opportunity to create meaningful and lasting changes in a youth's behavior. This is not accomplished through the crash re-enactment, as some might think.

Goals

The purpose of the Student Retreat is to increase student knowledge regarding the consequences and myths surrounding youth alcohol use. With this purpose as a guide, the Student Retreat is designed to:

- Increase recognition of risky situations (avoiding situations where alcohol will be present)
- Increase the use of refusal skills (learning ways to resist peer pressure about alcohol)
- Improve youth decision-making skills
- Create a peer support network among the *Shattered Dreams* participants
- Develop leadership skills in teens who may not see themselves as leaders

The retreat also provides a temporary feeling of loss for the parents of *Shattered Dreams* participants. Parents of participants experience loss during the day when they receive a mock death notification from law enforcement, and at night, with a vacant space at dinner and an empty bed.

Participants

Attendance at the student retreat should be limited to Living Dead and Mock Crash participants, chaperones, and retreat facilitators. Appropriate participation and medical release forms should be completed for every participant.

Chaperones

To encourage sharing and facilitate learning, it is recommended that chaperones be chosen with the student in mind. The success of the retreat is dependent upon student participation. Retreat chaperones who are vice principals, teachers, or other school staff may keep students from sharing and decrease their comfort level with the retreat facilitators. Therefore, choose chaperones that are student-friendly and do not have a disciplinarian role in the school environment.

Facilitators

Confidentiality among participants and retreat facilitators should be maintained at all times. In fact, retreat facilitators should NOT be chaperones or school personnel. This may make students reluctant to participate. If school personnel MUST serve as retreat facilitators, it is recommended that they be part of the school's counseling staff or staff that have close relationships with the students involved.

Youth respond best to those they can relate to—youthful adults. The retreat organizer should consider recruiting mature young adults to facilitate retreat activities. Examples of places to recruit appropriate facilitators include college-level peer education groups, faith-based youth groups, recreational facility leaders, community camp counselors, or athletic groups. Retreat facilitators should at least be familiar with working with youth. In general, adults who volunteer to work with the students in this capacity perform best because they are comfortable participating in the activities.

Facilitators who are high-energy, dynamic speakers will ensure that the students are engaged in the activities. To keep the retreat flowing smoothly, it is recommended that there be at least two retreat facilitators and no more than four. Facilitators that vary in age will help with group dynamics.

Retreat Logistics

The number of Living Dead and Mock Crash participants, chaperones, and retreat facilitators will determine the space needs of the retreat location. A large conference room with audiovisual capabilities is recommended. This will ensure that there is enough space to conduct the role-playing, writing, and expressive activities on the agenda. If possible, retreat activities should not be held in the designated 'sleeping quarters'.



Hint: *The Student Retreat should provide an atmosphere suited to:*

- *Learning*
- *Behavioral risk awareness*
- *Private discussion and participant disclosure*
- *Bonding among the participants*
- *Creation of a support network*

Appropriate locations include recreational facilities, churches, hospitals, and college campuses. On-site shower facilities for participants and chaperones are a must. At the conclusion of the school day, Living Dead and Mock Crash participants will be anxious to shower and remove their makeup. Having multiple shower facilities will ensure that the retreat is able to start at the scheduled time.

Food and refreshment arrangements should be made for Student Retreat. Whether dinner and breakfast are catered, delivered or cooked on-site does not make a difference, so long as participants and chaperones have access to food and drinks. Snacks, beverages, and water should also be available at breaks. This will help keep participants involved with the retreat activities. Be cautious of providing only caffeinated beverages and sugary snacks – they could make for a raucous and unruly crowd.

Separate sleeping accommodations for girl participants, boy participants, and their chaperones are important. It is not expected that students be furnished with a bed; however, there should be enough floor space for all participants to fit comfortably.



Hint: *Resource requirements for the Student Retreat:*

- *Conference rooms/space for retreat activities*
 - *Adequate space*
 - *Audio/visual capabilities*
 - *Supplies needed*
- *Shower facilities for participants and staff*
- *Sleeping accommodations for participants and staff*
- *Refreshments/food arrangements for participants and staff*

Student Retreat Team Activities

Team Leader: _____

Team Members: _____

	Person Responsible:	Date Completed:
Date of Student Retreat: _____		
*Student Retreat takes place on Day 1 of <i>Shattered Dreams</i>		
Three Months Before the Event & Ongoing		
Select a retreat site. Keep in mind that this is a serious event, so the location should be fitting.		
Provide school officials with information about the retreat site so they can include it in the information packets to participants and parents. These packets can include parental releases and permission forms, and should be distributed at the Parent-Student workshop.		
Recruit an appropriate number of male and female chaperones in relation to the number of male and female students.		
💡 <i>Hint: 6:1 student to chaperone ratio suggested</i>		
Arrange food service for snacks and supper the night of the retreat and for breakfast the following morning. Simple finger foods are recommended.		
One Month Before the Event		
Organize the agenda. (See Retreat Schedule)		
Recruit facilitators and chaperones.		
Confirm chaperones and facilitators. Use letter, fax, and telephone at periodic intervals prior to the retreat.		
💡 <i>Hint: Choose chaperones that know the students well.</i>		
Arrange for transportation to and from the retreat site for students and chaperones.		
Coordinate plans with the Mock Death Notification Team for a police escort to and from the retreat site.		
Two Weeks Before the Event		
Prepare materials for program sessions (make copies) and gather supplies (scissors, pens, pencils, glue, magazine, posters, markers, paper, tissue).		

The Day of the Event		
Obtain a list of participants, and check off their names as they board transportation.		
Ensure snacks, dinner, and breakfast are served to students and chaperones at scheduled times.		
Provide materials for the program sessions (scissors, glue, magazines, posters, pens, markers, pencils, paper, Kleenex, flip chart, letters from parents, lined paper and envelopes for student letter writing).		
The Morning of Departure from the Retreat		
Make sure the retreat site has been cleaned.		
Check off students' names as they board transportation to return to school.		
Have students leave their bags at a central secure location upon their arrival at the school, for pick-up later that day.		

Student Retreat Agenda

4:30 - 6:00	Clean-Up & Dinner
6:00 - 6:15	Icebreaker
6:15 - 6:55	Listening Activity
6:55 - 7:35	Active Activity
7:35 - 7:45	Break
7:45 - 8:00	Read Letters from Parents
8:00 - 8:40	Listening Activity
8:40 - 9:20	Active Activity
9:20 - 9:30	Break
9:30 - 10:00	Letter Writing

Choose listening and active activities from the menu on page 72. Alternatively, the agenda below has been very successful as a 'turn key' program.

4:30 - 6:00	Clean-Up & Dinner
6:00 - 6:15	Icebreaker - M&M or Starburst Activity
6:15 - 6:55	Collage
6:55 - 7:35	I'm Going Places
7:35 - 7:45	Break
7:45 - 8:00	Read Letters from Parents
8:00 - 8:40	Consequences Video (from TX Department of Transportation)
8:40 - 9:20	Anonymous Support
9:20 - 9:30	Break
9:30 - 10:00	Letter Writing



Hint: Try to complete activities by 10:30 PM

Menu of Recommended Activities

Instructions for each activity below are provided in the following pages.

Activity Name	Activity Type (active or listening)
Good News, Bad News [†]	Listening
A Star is Born [†]	Listening
Baggage Claim [†]	Listening
Life's Little Suitcase [†]	Listening
Me, Myself and I [†]	Listening
Letter Reading Visualization	Listening
Consequences - TX DOT video*	Listening
Anonymous Support	Active
Birth Right [†]	Active
I'm Going Places	Active
Collage	Active

*For a copy of the Consequences video, contact your local Texas Department of Transportation Office, Traffic Safety Specialist.

[†]West, Edie. 201 Icebreakers. Copyright © by the McGraw-Hill Companies, Inc. Reproduced with permission of the McGraw-Hill companies.

Activity Instructions

Activity: Introduction - **REQUIRED**

Time Needed: 15 minutes

Materials Needed: Poster board and dry erase markers to post the Ground Rules (p. 91)

Purpose: To welcome retreat participants, introduce retreat staff and chaperones, and outline the plan for the retreat

Instructions: The lead facilitator for the retreat should explain the following. This is a way to get participants excited about the retreat and opportunity to entice them to stay involved and address this important issue with their peers.

1. Welcome
 - a. Staff introductions
 - b. Student Retreat game plan
 - c. Retreat participation expectations
 - d. Restroom/phone use
 - e. Emergency information
2. Ground Rules
 - a. Participant rights
 - b. Confidentiality
3. Purpose
 - a. You are special – your role in the *Shattered Dreams* Program is to serve as an example.
 - b. Life is a journey and you are at a crossroads.
 - c. Tonight is about awakening the 'you' within and challenging you to reach new heights.
 - d. Alcohol will not help you meet your goals but will hinder your success.

Activity: Icebreaker Activity - **REQUIRED**

Time Needed: 30 minutes, allow 1 minute per participant

Materials Needed: Bowl
Starburst candies (M&M's can also be used)
Flipchart or Poster Board
Markers

Purpose: To allow the participants and facilitators to get to know each other.

Instructions: A bowl of Starbursts will be passed around the group. Participants will be asked to choose 4 Starbursts out of the bowl. Participants should be instructed not to eat Starbursts – they are used for this exercise. Depending on the color of Starburst the participant chose, they will be asked to tell the group something about themselves.

Questions:

- Red – Favorite TV show
- Pink – Pet Peeve
- Yellow – Favorite vacation memory
- Orange – Extra-curricular activities/hobbies
- Green – Plans after high school
- Purple – Bad habit

Activity: Letter from a Loved One - **REQUIRED**

Time Needed: 20 minutes

Materials Needed: Kleenex for participants
Radio with CD Player
CD w/ calm, soothing music

Purpose: To encourage dialogue between the student and parent after the *Shattered Dreams* Program.

To provide the parent an opportunity to express their love, hopes and dreams for their child to their child.

Instructions: Setup the radio and music. Distribute Kleenex throughout the room. Introduce the activity.

Start playing the music. Distribute the letters to the participants.

Discussion: Today, you played a role in the *Shattered Dreams* Program. You acted as either a Living Dead or Mock Crash participant. You have had the opportunity to simulate what it might be like to be involved in an alcohol-related crash – some of you were ‘dead’ and not allowed to speak with anyone, some of you went to the hospital to have your injuries treated, you went to jail, you are unable to use your legs as a result of today’s activities but all of you have a common experience with today’s event – someone cares about you and is mourning for you.

Tonight, while you’re here at the retreat, your loved ones are experiencing what it would be like if they lost you in an alcohol-related crash. You are not home to tell them it’s okay. You cannot call them or see them until tomorrow. For your families, there is an empty seat at the dinner table and an empty bed tonight.

You are loved. Despite any arguments or disagreements you may have had with your loved ones, always remember that you are loved.

We have a letter from someone in your family – a letter that expresses their love, hopes and dreams for you. A letter to remind you – don’t shatter your dreams by using alcohol.

Pass out the letters from the parents.

Activity: Student Letter - **REQUIRED**

Time Needed: As much time as needed

Materials Needed: Paper
Pens
Envelopes
Kleenex for participants
Radio
CD w/ calm, soothing music

Purpose: To encourage dialogue between the student and parent after the *Shattered Dreams* Program.

To provide the student with an opportunity to express their love, hopes and dreams for themselves to their parent/guardian.

Instructions: Setup the radio and music. Distribute Kleenex throughout the room. Introduce the activity. Start playing the music. Distribute the paper and pens to the participants.

Discussion: Earlier this evening, you read a letter from a loved one that expressed their love, hopes, and dreams for you. Now is your opportunity to respond to them. This is your letter to them – it can say whatever you'd like.

This letter is confidential; none of the retreat facilitators or chaperones will read your letter. You have been given an envelope; when you are done writing your letter, please place the letter in the envelope and seal it. Write your loved one's full name on the outside of the envelope and turn it into one of the retreat facilitators. Tomorrow, before the assembly, the retreat facilitators will hand out the letters to your loved ones.

Activity: Good News, Bad News

Description: An exercise in focusing on the good things occurring within high school versus the bad ones.

Materials Needed: Paper
Pens

Objective: To guide participants in identifying and listing incidents and trends they face daily.

Instructions: Pass out paper and pens to participants. Have them draw a line down the middle and create two columns. Direct them to title the one on the left GOOD NEWS and the one on the right BAD NEWS. Under the GOOD NEWS column, tell them to list all the good things (stressing safety) they are involved in. Have them do the same with the BAD NEWS column. Give them approximately 5-10 minutes to complete the task.

When time is up, use a flipchart or chalkboard to process what the participants listed, facilitating the emphasis on the GOOD NEWS.

Activity: A Star is Born

Description: This activity is a team-building exercise to allow students an opportunity to become better acquainted and receive positive reinforcement.

Materials Needed: Eight-inch cardboard stars for each person
Markers
Safety pins

Objective: Participants will identify positive qualities in each other.

Instructions: Pin a star on each participant. Direct them to find five people who will vouch for their “star qualities”, and have them list it on their star. Once a participant has found five people who have vouched for their “star qualities” and listed them on their star, a Star has been born. Then have the participants turn in their stars with their name on the opposite side and place them on the wall for viewing. Return the stars to the students before retiring for the evening as a keepsake.

Activity: Baggage Claim

Description: This exercise allows participants to reflect on “baggage” (emotional) they are carrying that may be a barrier to self-improvement/changing behaviors.

Materials Needed: Copy the attached page and cut out the suitcases so that there is one per person
Pens

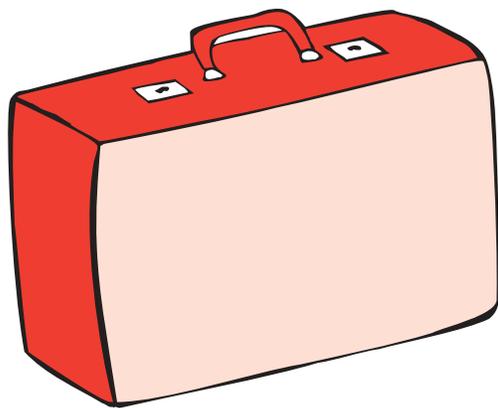
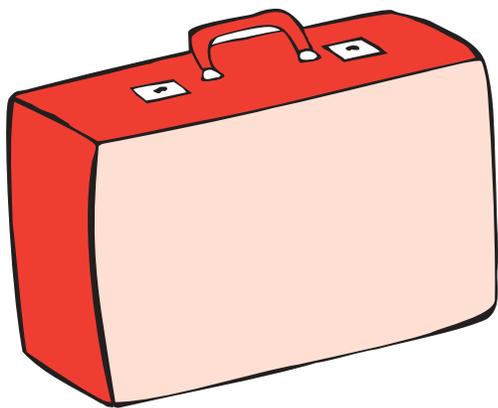
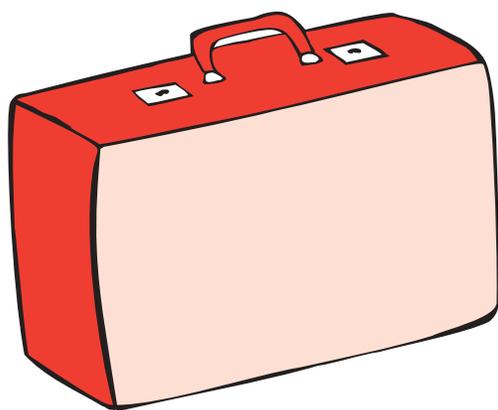
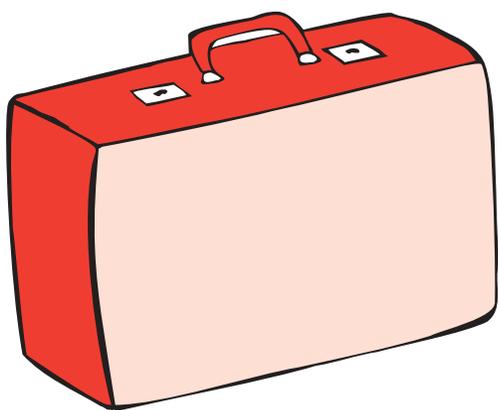
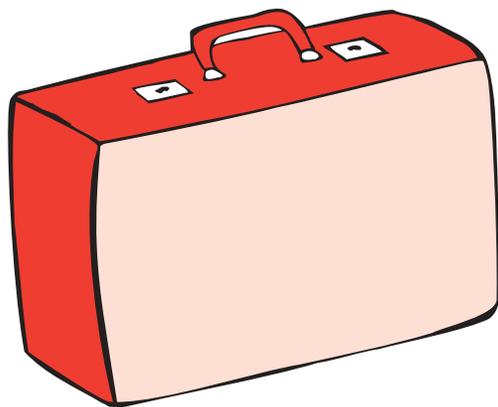
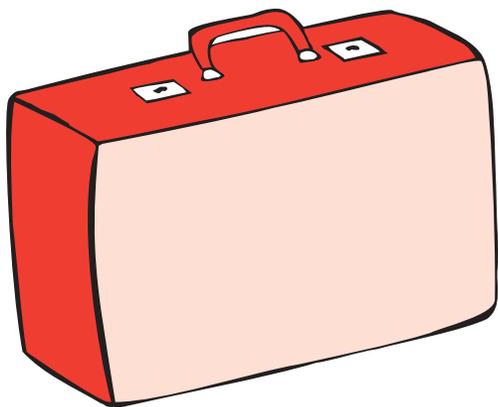
Objective: Participants will list something that occurred in their lifetime which they believe colors their view on their relationships, decisions, goals, etc.

Instructions: Explain to participants that all life experiences, good and bad, form the person we are. Have participants reflect on one negative experience, which they believe may have prevented them from moving on (baggage). Allow them time for individual reflection. Ask them to write it on the suitcase without their name so their identity is private. When the exercise is completed, pick up the “baggage” and mix them up in a container. Have each participant pick one from the container and reflect on it for a few moments. Allow some time for group sharing with suggestions on how to move on from the experience on the suitcase they have selected.

This activity would mirror someone picking up the wrong bag at the airport baggage claim and being forced to deal with the items in the baggage, which aren't theirs. Once the activity has been completed, allow the participants to “get rid of this baggage” by tearing the symbolic suitcase up and throwing it into the trash.

*This activity can be reversed to have the participants reflect on and write down a positive experience in their life, which helped to improve themselves. The group sharing would be to comment on how something alternatively could have arisen from the situation.

Baggage Claim/Life's Little Suitcase





Activity: Life's Little Suitcase

Description: This activity can serve as a more detailed icebreaker.

Materials Needed: Duplicate the suitcase sheet and cut out one per person
Pens

Objective: To provide an opportunity for participants to become better acquainted and open to creating supportive peer groups.

Instructions: Have participants close their eyes and visualize their room at home. Instruct them to list three special items and why they are special. When this task is completed, direct participants to walk around the room and introduce themselves to one person they do not know and trade suitcases, discussing what is listed on each.

Activity: Me, Myself and I

Description: This activity will serve as a visual exercise in sorting out perceptions.

Materials Needed: Duplicate the Me, Myself and I activity sheet, so that each person is given one Pens
(variation would include magazines, scissors, glue)

Objective: Participants will identify what they believe others think of them, what they think of themselves, and who they really are.

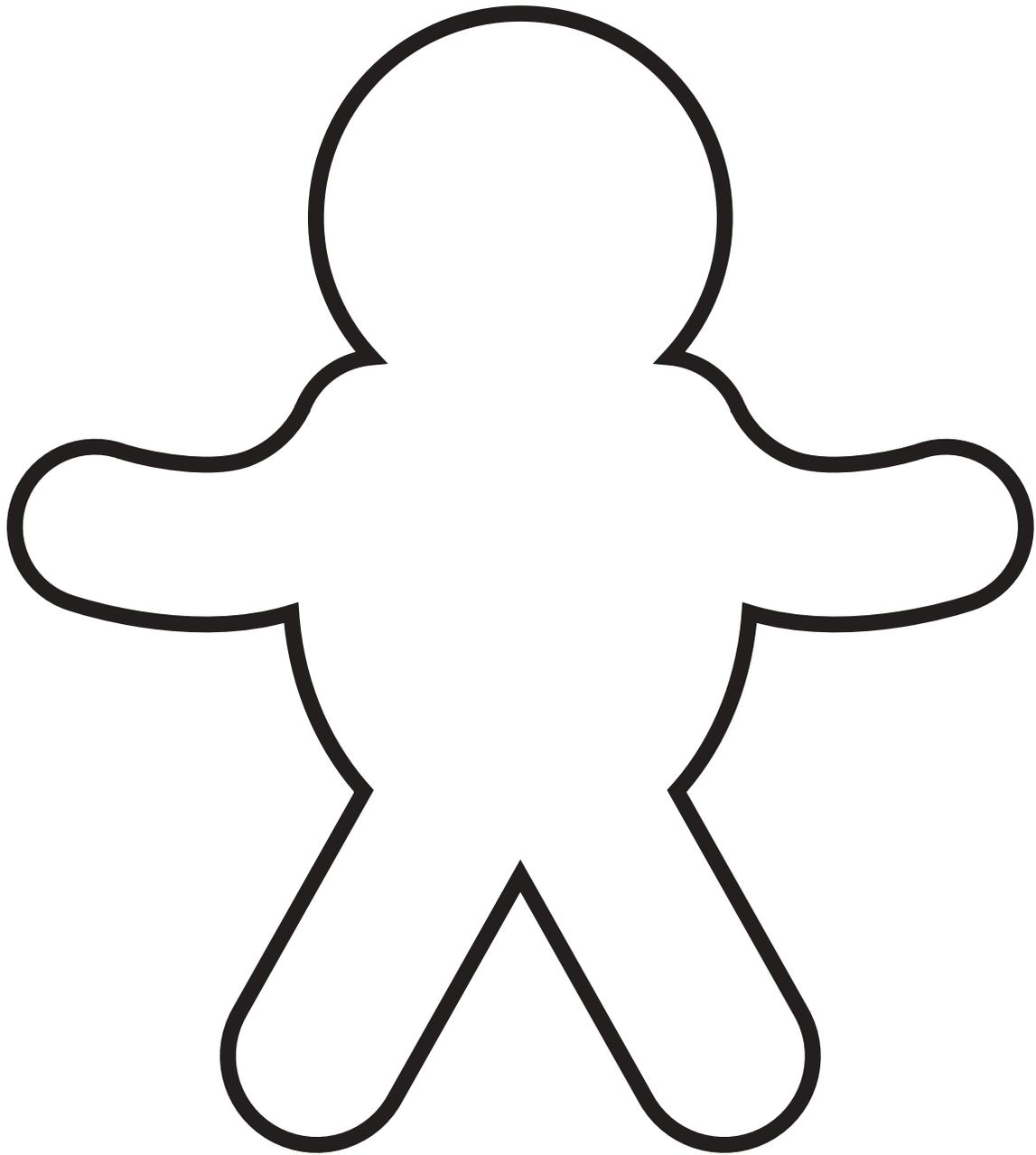
Instructions: Direct participants to draw two lines through the body so that there are three separate parts. Have them title each part as follows:

1. Who am I to others?
2. Who do I think I am?
3. Who am I?

Within each section, have participants list two brief sentences in relation to the title. A variation of this activity would have participants cut out pictures/ phrases from magazines and gluing them within the section labeled above.

Allow time for participants to share their finished product.

Me, Myself and I Activity Sheet



Activity: Letter Reading Visualization Exercise

Time Needed: 30 minutes

Materials Needed: A CD player
CD's of soft music



Hint: This activity can be used as a listening activity or in lieu of the reading of the parent letter when something has prevented collection of the letters.

Purpose: To create an emotionally tangible realization that family relationships are important and often taken for granted.

Instructions: Direct participants to relax, get comfortable and close their eyes as the room is darkened. Start the music and keep the volume so as to utilize it as soft background music.

Two adults begin a very descriptive, detailed, third-person narrative about a teenager killed in an alcohol-related car crash by “you” (the participants), their best friend.

The narrative should describe,

- (1) How the evening began:
 - Excitement about the party—“everyone” was going to be there
 - Getting ready for the party—favorite/new outfit
 - Arriving—seeing friends, enjoying the music, and “drinking beer/wine/spiked punch”
- (2) Events leading up to the crash:
 - Deciding to leave—any discussion about who would drive/why
- (3) Events at the crash:
 - Glass break—metal against metal—moans, groans—silence
 - Sirens, conversation among police and emergency personnel
 - Arriving at hospital—emergency room sounds/talk
 - Hearing your best friend’s parent(s) screaming, crying
- (4) Description of your best friend’s bedroom:
 - Posters, ribbons, awards, stuffed animals, stereo
 - Compare it to “yours”



(5) The aftermath:

- Having to face your family
- Having to face the police
- Having to face your best friend's family
- That dull pain in your heart
- Your best friend's and your dreams shattered

End with a statement such as, "Could this be you?"

Have a prepared letter, approximately two pages long, written to your "best friend" from their mother/father, read aloud softly by an adult. Have a student, representing your best friend, respond from afar with their thoughts at regular intervals while the adult letter is being read.

Example,

Adult: *My darling daughter, not a day passes that my heart doesn't ache for you. You would have been graduating from high school this May. I have been robbed of this moment, but more importantly, you have been robbed of this moment...*

Student: *I know mom—I wish I had never gone to that party....*

And so on.

Activity: Anonymous Support/Encouragement

Time Needed: 20 minutes

Materials Needed: Markers
Pens
Tape
Heart-Shaped Construction Paper cutouts

Purpose: To provide the student an opportunity to give positive feedback and behavior reinforcement to each other while creating or reinforcing a support network.

Instructions: Pass out heart-shaped cutouts to retreat participants. Have the student write their name on the heart, then have the student tape the heart to their back. Pass out pens/markers to each student. Allow students time to write brief sentences of positive reinforcement on each other's hearts.

Variation: Pass out construction paper heart-shaped cutouts to retreat participants. Have the student write their name on the heart. Tape a heart-shaped cutout to the wall. Pass out pens/markers to each student. Throughout the retreat, encourage retreat participants to write brief sentences of positive reinforcement on each other's hearts.

Discussion: There are many times when we feel alone, sad, and like a failure. It's during those times that we need something to remind us that we are important, unique and able to accomplish anything we set our mind to. You have had an opportunity to get to know your fellow retreat participants. Take a moment and reflect on their different qualities; then, write a brief sentence about a good quality, positive behavior or happy memory you've shared with them. Make sure to write something positive about each person here at the retreat.

Activity: Birth Right

Description: This activity groups people who are strangers but have similarities.

Materials Needed: Paper
Pens

Objective: Participants will recognize their similarities despite being strangers.

Instructions: Explain to participants that:

- Birth order plays a role in our childhood development
- There are often common experiences and feelings shared by people of the same birth order
- This is an opportunity for them to discover those commonalties

Ask participants to group themselves into four groups in different parts of the room by the following birth orders: oldest, youngest, middle* and only child.
*(This means anyone who is not an oldest, youngest, middle or only child.)

After they are grouped tell them they have five minutes to answer and record their agreed-upon responses to the following questions:

1. What were the advantages of being a _____ child?
2. What were the disadvantages of being a _____ child?

After the time is up have the different groups designate a spokesperson and share their comments. Allow time for discussion.

Activity: 'I'm Going Places' Activity

Time Needed: 30 minutes (15 min for drawing and 15 min for discussion)

Materials Needed: Paper or Poster Board for participants
Markers / Crayons / Pens / Pencils
Flipchart or Dry Erase Board

Purpose: To provide a mechanism for participants to share information about themselves, and to realize similarities and differences among participants.

Instructions: On a piece of paper, have each participant draw a spaceship. The spaceship must have certain characteristics but otherwise it can look anyway the artist wants it to. The characteristics and what they symbolize should be listed on a dry erase board or flipchart so all participants can see them. They may add additional elements to their spaceship if they have time and want to do so. However, each element must be represented in their picture.

After 15 minutes, participants should be divided into small groups. Each participant will be asked to share the meaning of their spaceship with their small group. Small groups have 10 minutes to share with one another and then should elect someone to share with the entire group.

Discussion: Everyone has goals, hopes, and dreams. To be able to achieve those things, it's important to know – who you are, as a person. This activity is going to require that you think a little about the important things in your life. Because you are going places, we want you to draw a spaceship – you can draw it anyway you want to; however, it has to have some basic parts.

A retreat facilitator should have an example prepared for students' to refer to – this will encourage dialogue, as well as provide clarification on the activity.

The following **MUST** be included in your spaceship:

Launch Pad – The values by which you live your life. The things you won't budge on.

Structure – What kinds of things do you do to strengthen and support the concepts and values in your launch pad?

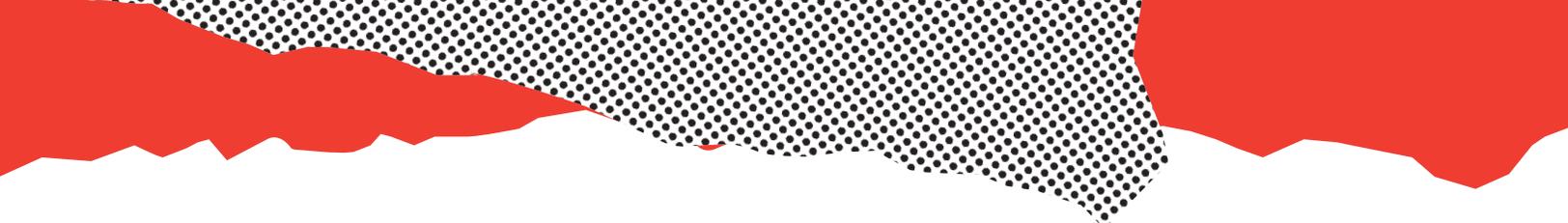
Window – What are you most proud of and want others to see?

Hatches – What are the most important parts of who you are that you have 'borrowed' from someone else? And, who is that someone else?

Escape Pod or Space Suit – What are your protective mechanisms for yourself?

Fuel Injector – When you are stressed or pressured, how do you let off steam?

Have participants share their spaceship and its meaning with their small group.



Activity: Collage

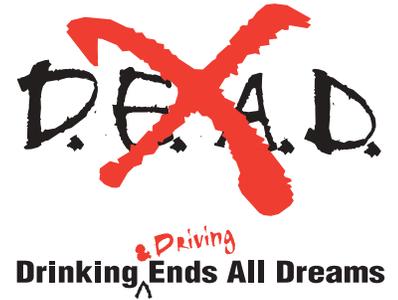
Time Needed: Ongoing throughout the retreat

Materials Needed: Butcher paper/Poster Boards
Markers
Pens

Purpose: Identify spontaneous thoughts provoked by crash, living dead, and retreat

Instructions: Post the paper/poster board on one wall at the retreat. Have a container of markers and pens easily accessible at this location. Explain to students that any time throughout the night they are encouraged to note spontaneous thoughts (words, phrases, complete sentence) that come immediately to mind. This can be taken to their debriefing the next day for processing.

Shattered Dreams Ground Rules



1. Every participant has the right to refuse to answer any question; it is their choice. Participate at your own comfort level.
2. Nothing leaves the room. Confidentiality is very important. Everyone must agree and understand that only information provided in this workshop can be shared once it's over; not people's names, points of view, or experiences.
3. There are no silly questions. The facilitators are here to try to answer any topic-related question. If you have a question, then another participant probably has that same question.
4. No put-downs. Every participant is entitled to his or her own opinion; make sure to respect other's opinions when voicing your own.

I pledge to make every effort to be supportive of my friends, family, and fellow *Shattered Dreams* participants, as we work TOGETHER to improve our health and the health of others.

I accept responsibility for my own behavior and will accept the responsibility for my own behavior change when I place myself at risk. I will encourage others to do the same. When offering support or advice, I will always give positive alternatives and attempt to model positive behavior.

I promise not to criticize another person's lifestyle. I am far from perfect, so therefore, I will not judge others.

I also agree to joyfully celebrate the efforts and accomplishments of those who are striving to improve the quality of their lives.

SIGNATURE: _____

Shattered Dreams Retreat Check List

Bag #1 (Large Trash Bag)

- Sleeping bag or blankets (you will be sleeping on the floor)
- Pillow
- White shirt to wear to the assembly (No decals on shirt)
- Clothing for Mock Memorial
- Socks/Shoes

Bag #2 (Small Trash Bag)

- Sweat shirt/T-shirt
- Sweat pants/wind pants
- Underclothes
- Toothbrush and toothpaste
- Deodorant
- Brush/comb
- Shampoo/conditioner
- Soap
- Towel(s)

NOTE: Any routine medications must be brought in their original container with a note from your parents on the dose required and the time to be taken.

DO NOT BRING ANY OF THE FOLLOWING:

Anything with an ON/OFF Switch

No blow dryers

No curling irons

No CD players/MP3's

No cell phones



No pagers

No handhelds/PDA's

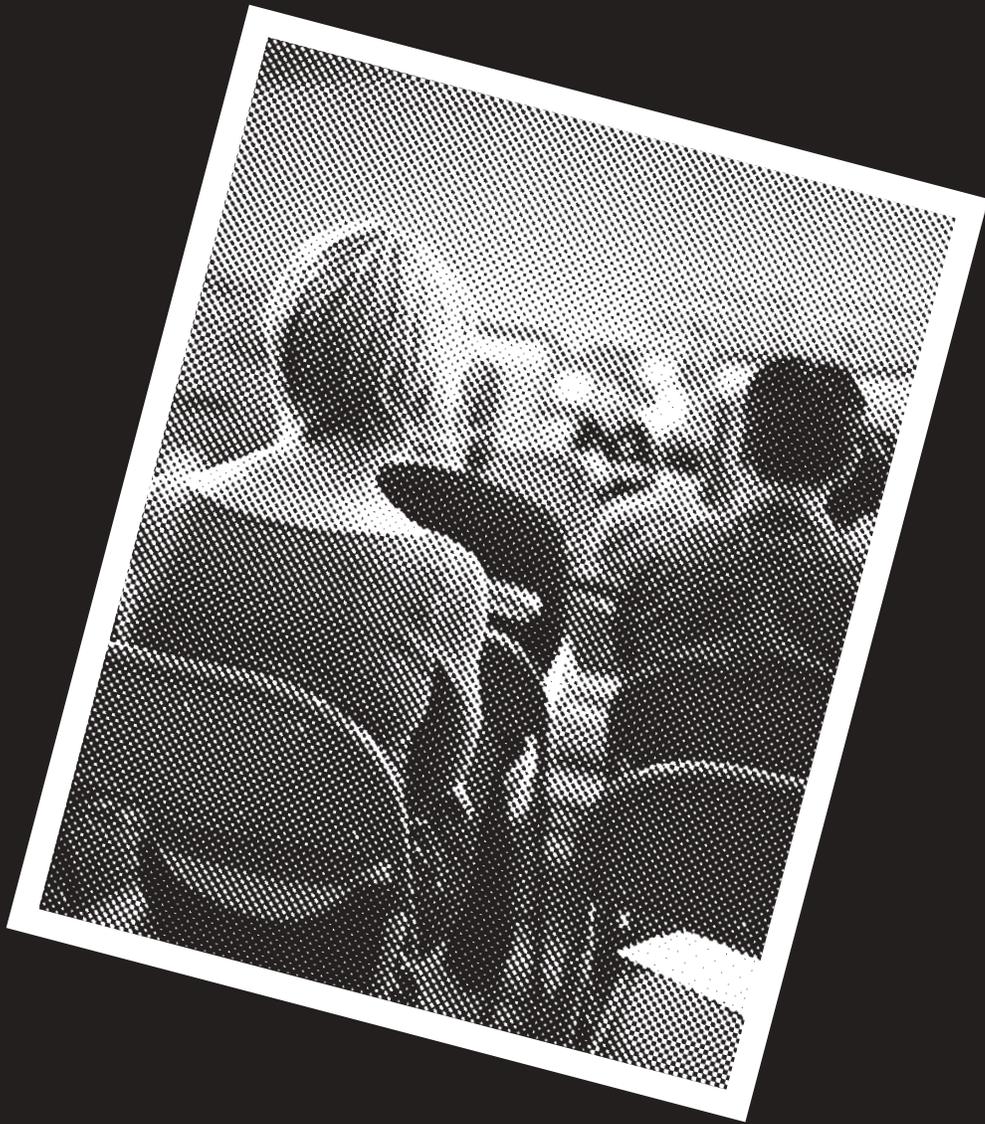
No electronic games

No pajamas

No make-up

(If any of these items are found, they will be taken and returned to you after the Mock Memorial.)

Parent Retreat



Parent Retreat

Overview

One of the main goals of the *Shattered Dreams* program is to show that teens are not solely expected to combat the problem of underage drinking and impaired driving. Involving parents in the program will open the door to implement changes on a familial level. The parent retreat will give parents the opportunity to learn tips for communicating with their teen about the consequences of risky behavior, recognizing warning signs of drinking, hosting a teen party, and important laws they need to know. After learning about these aspects that effect underage drinking and impaired driving, the goal of this program is to create a parent support network, so that no parent tries to battle the problem alone.

The parent retreat should be held on the same night of the student retreat. The parent retreat is specifically for those parents whose students were participants in the *Shattered Dreams* program. The aim of the parent retreat is to teach parents some skills that will help them deal with the problem of underage drinking and impaired driving, while their teen is also learning many similar skills.

Goals

The purpose of the retreat is to help parents develop skills necessary to keep their teen(s) alcohol free:

1. Tips for communicating with your teen
2. Recognize warning signs of drinking
3. Hosting a teen party
4. Zero Tolerance Laws they need to know
5. Creation of a parent support network

Strategies for Success

- Find a location at the school that will accommodate between 35-60 parents.
- Provide refreshments (light dinner if the event is during dinner hours).
- The parent retreat should be held after working hours, and should only be about 2 hours long (refer to suggested agenda).
- Plan presentations to address the following 5 components (see outline and suggested activities). These presentations can be done by a facilitator along with the help of a few speakers.
- At the end of the retreat, develop an action plan that the parent support network will leave with.

Giving parents website addresses on the issues of underage drinking and impaired driving may be helpful:

 www.madd.org -A research-based guide for parents called Get Road Ready: A Parent's Guide to Safely Ease Teens into Driving.

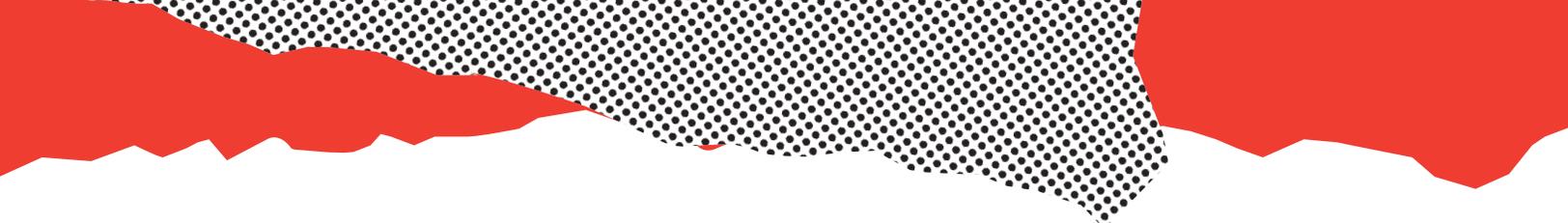
 www.schoolassembly.org -Bringing high-energy, multi-media drug prevention messages to the world of education.

Parent Retreat Team Activities

Team Leader: _____

Team Members: _____

Task:	Person Responsible:	Date Completed:
Date of Student Retreat: _____ *Parent Retreat takes place on Day 1 of <i>Shattered Dreams</i>		
Three Months Before the Event		
Select a retreat site at the school.		
Provide school officials with information about the retreat site so they can include it in the information packets to parents.		
Two Months Before the Event		
Coordinate presenters, agenda, make copies, and gather materials (See Sample Agenda)		
Arrange to have food for the retreat.		
Two Weeks Before the Event		
Send a reminder notice to parents regarding retreat with RSVP, to ensure 100% attendance.		
 <i>Hint: A reminder phone call the day before the retreat will also improve attendance.</i>		
The Day of the Event		
Follow the suggested agenda		



Parent Retreat Agenda

6:00 p.m. - 8:00 p.m.

- I. Introduction
- II. Icebreaker
- III. Healthy Households
- IV. Review of Zero Tolerance Laws
- V. Parents Who Host, Lose the Most (laws) review
- VI. Road Sign activity-process
(determine/describe your relationship with your child at this time)
- VII. Parent Support
 - A. Five things you can do to raise your children alcohol-free
 - B. Guidelines on how to talk to your child
 - C. Pledge
- VIII. Conclusion

Activity: Healthy Households

Time Needed: 15 minutes

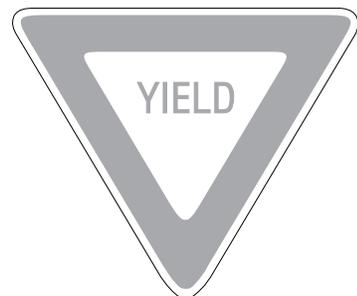
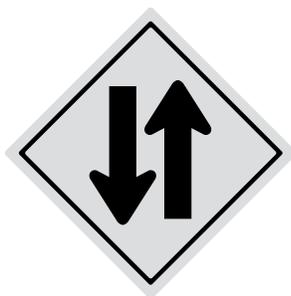
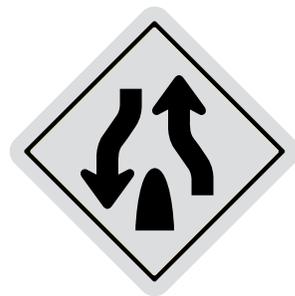
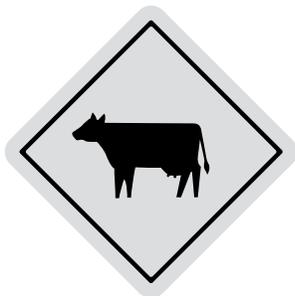
Materials Needed: Paper
Pens

Purpose: Allow participants to recognize that there are many tasks necessary to maintain a household, but they **MUST** be prioritized in order to have and maintain a “healthy” (emotionally, physically) household environment.

Description: To enable participants to view/identify non-tangible “things” along with the tangible ones necessary to manage a household.

Instructions: Ask parents to break into small groups of 3-5. Instruct them to list 10 important “things”/tasks they do on a regular basis within their household as a parent. Ask them to identify the three most important tasks, with an explanation of why. The small groups will then select a spokesperson after the group reaches a consensus on their top 3. Allow each group about 2-3 minutes to share with all.

Road Sign Activity Sheet



Parent Pledge



I love my children and want them to be alcohol-free.

Therefore, I/we:

-  Will become informed about alcohol and its effect on minors
-  Will explain in simple terms the effects of alcohol to my children
-  Will be vigilant about my own choices, understanding that being a good role model is important to me
-  Will actively supervise parties in our home and will not provide alcohol to any one under 21 years of age
-  Will contact other parents when my child will be attending a social event in their home
-  Will support local efforts by all police who enforce the underage drinking laws

Parent(s) Signature

Date

Tips for Talking to Your Teen About Underage Drinking and Drinking/Driving

An honest conversation about alcohol use and drinking/driving is probably one of the most important ones you'll have with your child. Here are some tips for opening the conversation, including what to say – and how to say it.

- Don't wait until it's too late. Underage drinking and drinking/driving doesn't stop at high school – kindergarten isn't too early to talk to your child, and college isn't too late.
- Don't be judgmental. Know that most, but not all, young people will experiment – it's what they do afterward that matters. Talk openly about how they felt after experimenting with alcohol. Discuss how it affects things like reaction time, driving, loss of inhibitions, etc.
- Ask for help from professionals who talk to young people everyday, like the Texas Alcoholic Beverage Commission, school counselors, hospitals, youth ministers, etc.
- Be informed before you initiate the conversation. Watch your child's mannerisms. When they come home you may have some idea whether or not they are already experimenting with alcohol by looking at their eyes to see if they are bloodshot and/or dilated. When you hug/kiss them good night, use all your senses. Look carefully at them, smell their breath/hair/clothes, listen to how they are speaking. These are just a few examples.
- Use current events and stories about underage drinking and drinking/driving issues to open the conversation with your child – AND LISTEN TO WHAT THEY HAVE TO SAY.
- Talk about guidelines for checking in. When plans with friends change, ask your teen to call and let you know, BEFORE they leave their location. That way, if anything happens, you can begin a search in one area knowing when and where they were last. Emphasize that this is not a TRUST issue – it is a SAFETY issue.
- Use facts to justify rules, rather than your personal attitudes about alcohol. For example, when establishing a curfew, base the time on statistics (e.g., the highest number of car crashes happen between midnight and 5:00 a.m., with the most serious occurring between 2:00 a.m. and 5:00 a.m.), rather than "because I said so."
- Appeal to your child's sense of fairness. Children understand how frustrating it is to be blamed for something they didn't do. Let your child know that until they are 18, you can be held liable for a good majority of their bad decisions.
- Don't overreact. Your teen will probably exaggerate the facts about their – or their friends' – alcohol use at least once, to test your response. If you overreact to this information, your child is less likely to come to you again. Set the foundation for future discussions.
- Be realistic. Parents are the last to know. Always. Friends and boy – or girlfriends will know more about your child's alcohol use than you ever will. An open, honest conversation with your child will be the start of working together to set limits and rules, but don't expect your child to tell you everything – they won't.
- Be consistent. Keep an open dialogue with your teen about alcohol use and experimentation. Regularly watch his or her mannerisms, be consistent with curfews and guidelines for checking in, and make a rule of not overreacting – no matter how great the temptation.

Source: Lt. Christina M. Guerra, Texas Alcoholic Beverage Commission, San Antonio Enforcement District



Five Things You Can Do to Raise Your Children Alcohol-Free

1. **Start.** It is never too late to prevent your children from trying alcohol. Build protective factors: provide opportunities for your children to contribute to the family. Recognizing their accomplishments plays an important role.
2. **Educate.** Inform yourself so you can explain simple facts about how alcohol can hurt them and destroy their dreams. When possible, talk to them about media messages.
3. **Care.** Spend at least a few minutes each day telling them that you care. Tell them that you care that they are alcohol-free. Reinforce healthy choices. Make sure they come to you first for help or information.
4. **Be aware.** 4:00 p.m. to 6:00 p.m. is the “danger zone”. The hours right after school are high risk times for alcohol use. Look for warning signs.
 - Drop in grades
 - Lack of interest in personal appearance
 - Withdrawal, isolation, depression, fatigue
 - Rebellious behavior, changes in eating/sleeping habits
 - Deteriorating relationships with family, change in friends, loss of interest in hobbies/interests
5. **Get involved.** Effective prevention extends beyond the home into the community. Ensure your streets, playgrounds, and schools are safe and drug/alcohol-free. Join a coalition, become active in the PTA.

Parenting Information

1. Tips for communicating With Your Teen

A. Refusal Skills for Parents

Good Reasons for Teens not to Drink

- You want your child to avoid alcohol
- You want your child to maintain self-respect
- You want them to know drinking is illegal
- Drinking at their age can be dangerous
- You may have a family history of alcoholism
- Health reasons
- Higher risk of rape, crimes, assault, drug use, risky situations
- The high risk of crashes due to impaired driving
- Emotional impact of teen alcohol use
- Passengers riding with drunk drivers

B. Forming a strong Parent-Child relationship

Prevention strategies for parents:

- Monitor alcohol use in your home
- Connect with other parents
- Keep track of child's activities
- Develop family rules about drinking
- Set a GOOD example
- Don't support teen drinking
- Help your child build healthy friendships
- Encourage healthy alternatives to alcohol

C. Setting a Good example

1. Use alcohol moderately
2. Don't communicate to your child that alcohol is a good way to handle problems (example: don't come home from work and say, "I had a rotten day, I need a drink")
3. Instead, let your child see that you have healthier ways to cope with stress, such as exercise, listening to music, or talking things over with a spouse, partner, or friend
4. Don't tell your kids stories about your own drinking that conveys the message that alcohol use is funny or glamorous
5. Never drink and drive or ride in a car with a driver who has been drinking

6. When you entertain other adults, make available alcohol-free beverages and plenty of food. If anyone drinks too much at your party, make arrangements for them to get home safely
7. Don't support teen drinking
8. Always remember that parents and guardians are important **ROLE MODELS** for their children!

2. Recognize warning signs of a drinking problem:

- Mood changes: flare-ups of temper, irritability, defensiveness
- School problems: poor attendance, low grades, recent disciplinary action
- Rebelling against family rules
- Switching friends, along with a reluctance to have you get to know the new friends
- A "nothing matters" attitude: sloppy appearance, a lack of involvement in former interests, and general low energy
- Finding alcohol in your child's room or backpack, or smelling alcohol on his or her breath
- Physical or mental problems: memory lapses, poor concentration, bloodshot eyes, lack of coordination, or slurred speech

3. Laws You Need to Know

A. Parents

- Parents who give alcohol to their children's friends under any circumstances, even in their own homes, are breaking the law, even if they have their child's friend's parents' permission
- Parents who knowingly allow a person under 21 to remain in their home or on their property while consuming alcoholic beverages can be prosecuted and everything associated with such a violation can be confiscated including personal property
- Purchasing or furnishing alcohol for a minor results in a Class C misdemeanor with a fine up to \$2000 and/or jail up to 180 days

B. Teens

- For minors with any detectable amount of alcohol in their system: Class C misdemeanor with a fine up to \$500, 20 to 40 hours of community service, and attendance at an Alcohol Awareness Course
- Purchase or possession of alcohol by a minor is a Class C misdemeanor with a fine up to \$500, 8 to 12 hours of community service, loss of driving privileges for 30 days, and attendance at an Alcohol Awareness Course

4. Hosting a Teen Party

- An adult should be present at all times
 - Alcohol or other drugs should not be served, allowed, or accessible
 - Anyone who leaves the party should not be allowed to return
 - Encourage a manageable size group
 - Set ground rules
- A. If you are the parent of a student invited to a party
- Talk with the parent who is hosting the party
 - Clarify the host's expectations about arrival and departure times, and transportation arrangements
 - If this is the first time your child has visited this home, consider walking to the door to meet the host
 - Thank the parent for hosting the party
- B. If you are hosting a party
- You are legally responsible for the party attendants
 - Maintain an open door policy within the house
 - Be clear about parameters
 - Encourage other parents to attend, possibly co-host
- C. Legal consequences for hosting a teen alcohol party
- Parents can be sued if they give alcohol to anyone under 21 and then in turn hurt someone, hurt themselves, or damage property

5. Creation of Parent Support Network

- Know the parents of all your teen's friends
- Make sure you know the teen, parent, and a phone number to the house if your child is going to a party
- Make sure that parents are present at all times during parties
- Get the address and phone number of the party giver
- Confirm with parents that no alcohol or other drugs will be permitted
- Communicate with other parents about issues in your community which may involve your teen
- Support one another on preventing alcohol use among your teens
- **Always communicate with other parents about any event!**

Mock Memorial



This is a time when the student body has an opportunity to learn about the consequences and laws of underage drinking and impaired driving, and then pledge to be alcohol free. The Mock Memorial symbolizes a second chance at life and an opportunity to commit to being alcohol-free.

Mock Memorial Team Activities		
Team Leader: _____		
Team Members: _____		
Task:	Person Responsible:	Date Completed:
Three Months Before the Event		
Select the site (usually the school auditorium)		
Two Months Before the Program		
Select and invite the speakers (refer to Day 2 schedule, p. 45)		
 <i>Hint: To keep the memorial flowing smoothly and to keep the attention of the students, complete memorial in no more than 45 minutes, with speakers speaking 3-5 minutes each.</i>		
One Month Before the Program		
Confirm speakers three times prior to the event. Use letter, fax, and telephone at periodic intervals prior to the Mock Memorial.		
One Week Before the Mock Memorial		
Make copies of zero tolerance laws and pledge.		
One Day Before the Mock Memorial		
Organize all necessary media equipment, make sure everything works and is set up.		
Designate seating areas at the assembly for parents, students, VIPs, and others.		
Day of the Mock Memorial		
Arrange the stage area one hour prior to the Mock Memorial.		
Check-in speakers, parents, and other distinguished guests.		
Immediately Following the Assembly		
Refer participating students and parents to Student-Parent Support Team for debriefing.		

Instructions: Make double-sided copies of zero tolerance laws and cut down the middle. Make copies of the pledge and cut in half. Make enough copies so that every student receives one of each.

ZERO TOLERANCE

While Driving:

It is illegal for a minor to drive while having any detectable amount of alcohol in the minor's system.

The following penalties shall be imposed:

First Offense:

Class C Misdemeanor: Up to \$500
Alcohol Awareness Course
20-40 Hours Community Service
60 Days Driver License Suspension
30 Days Ineligible for Occupational License

Second Offense:

Class C Misdemeanor: Up to \$500
Alcohol Awareness Course
40-60 Hours Community Service
120 Days Driver License Suspension
90 Days Ineligible for Occupational License

Third Offense (Under 17):

180 Days Driver License Suspension
Ineligible for Occupational License
Juvenile Court Delinquent Conduct: or
Adult Criminal Court

Third Offense (17 or Older):

Class B Misdemeanor: \$500-\$2000 and/or
Confinement in Jail Up to 180 days
180 Days Driver License Suspension
Ineligible for Occupational License

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ALCOHOLIC BEVERAGE LAWS

FOR MINORS

**Purchase*Attempt to Purchase*Possession*
*Consumption*Misrepresentation of Age*
*Public Intoxication by Minor**

The following penalties shall be imposed:

First Offense:

Class C misdemeanor: up to \$500
Alcohol awareness course
8-12 hours community service
30 days driver's license suspension or denial

Second Offense:

Class C misdemeanor: up to \$500
Possible alcohol awareness course
20-40 hours community service
60 days driver's license suspension or denial

Third Offense (Under 17):

180 days driver's license suspension or denial
Juvenile court-child in need of supervision; or
Criminal court-adjudicated as an adult

Third Offense (17 and older):

Class B misdemeanor: \$260-\$2000 fine and/or
Confinement in jail up to 80 days
Possible alcohol awareness course
180 days driver's license suspension or denial



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Confinement in jail up to 80 days
Possible alcohol awareness course
180 days driver's license suspension or denial





Drinking ^{Driving} Ends All Dreams

ALCOHOL FREE PLEDGE

In honor of myself, my family, my school, and my community:

I PLEDGE TO STAY ALCOHOL FREE.

I **WILL** commit to an alcohol-free lifestyle that includes fun and relaxation without chemical use.
I **WILL** promise to protect my safety by not riding in a car with a driver who has been drinking alcohol.
I **WILL** also promise to help my friends keep their lives clean by not making excuses or denying their use of alcohol. If pressured to use by friends, I promise to relate, not debate. If the pressure continues, I promise to walk away.

The Decision By Me Is To Be ALCOHOL-FREE!

Name (Print)

Date



Drinking ^{Driving} Ends All Dreams

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The Decision By Me Is To Be ALCOHOL-FREE!

Name (Print)

Date

Student - Parent Support



Student-Parent Support

Overview

The *Shattered Dreams* Program is designed to appeal to youth's emotions while providing opportunities for education, motivation, skill-building and personal growth. Due to the nature of the program's Grim Reaper representation, crash re-enactment and dramatic memorial, there might be instances where students, teachers, or facilitators experience grief or anger due to their personal experiences with death and alcohol-related incidents. With this in mind, it is important to provide an environment of support for both students and personnel. There are two ways to accomplish this: on-site support and Critical Incident Stress Debriefing (CISD).

Goals

Both on-site support and CISD provide an opportunity for sharing one's feelings, support, and if necessary, appropriate referral to mental health services.

On-Site Support

The *Shattered Dreams* program can be an emotional experience for the entire student body. Therefore, it is important to have a support system in place for students and staff on Day 1 and 2 of the program. There is an element of resolution and relief experienced by the Living Dead participants and the Mock Crash victims both during the Student Retreat and when they are reunited with their loved ones at the assembly; however, the general student body does not have this experience.

Properly credentialed counselors should be available during the day and at the end of the school day. This will ensure that counselors are accessible to teachers and school staff. This is especially important for staff since they are committed to their work during the school day but may need someone to talk to because of the emotions stirred by this program. Counseling availability and location should be well promoted through school bulletins, letters to parents, in-class announcements, school newspapers, and any other appropriate means. Counseling support should be promoted and its use encouraged while maintaining student, teacher, and staff confidentiality. Maintaining confidentiality for staff is another reason for counseling to be available after the school day ends.

Prior to the *Shattered Dreams* program, it is important to examine the student body to determine if there are any students or staff members that may be especially affected by this program (i.e., any student/staff member that lost a loved one in an alcohol-related crash). This will help identify pre-program measures that should be put in place to provide support to these individuals.

Some campuses have limited access to certified counselors; in those situations, it is important to look to the school district and the community for these resources. Developing community partnerships to help provide counseling support to the student body and staff is another way to ensure community mobilization and involvement. Organizations that might be able to help provide counseling services to students and staff include mental health agencies, churches, governmental or community-based agencies that work to assist families and individuals (for example, the United Way or local Mental Health Mental Retardation office).

Critical Incident Stress Debriefing (CISD)

Another way to provide support to students, teachers, and staff is to coordinate a Critical Incident Stress Debriefing on campus. CISD's are conducted in small group sessions and provide a targeted type of support. CISD is more concentrated on the participants of the *Shattered Dreams* program: Living Dead participants/Mock Crash victims, parents, and program organizers.

CISD is a group technique used after a critical incident. It is designed to minimize the impact of that event and to aid the recovery of people who have been exposed to disturbing events. Initially developed for firefighters, paramedics and police officers, use of CISD has been modified and expanded for use in natural disasters, school-based incidents, and a variety of other settings.

CISD requires organization by professionally trained individuals. These individuals ensure the proper environment for CISD and conduct the debriefing session. Individuals or professionals trained in CISD can be found within fire and emergency medical services organizations, healthcare organizations, and mental health agencies.

In an effort to maintain participant confidentiality, CISD sessions should be held separately for student participants, parents, and program organizers. This also encourages discussion because each group has shared a different, yet, similar experience. Debriefing sessions should be scheduled in locations that will not be disturbed and at a time where food/drink can be avoided. Sessions for program organizers are usually conducted at the conclusion of the program. Sessions for student and parent participants are usually conducted at the conclusion of the program but, if time permits, could be conducted following Day 1. Conducting a CISD for student and parent participants might be more appropriate at the end of Day 1 considering that at the end of Day 2 they are ready to move forward with action and prevention, rather than reflect on their emotional state.

Student - Parent Support Team Activities
Team Leader: _____

Team Members: _____

Task:	Person Responsible:	Date Completed:
On-site Support for 1st Day of Event:		
Two Months Before the Event		
Select counselors		
Prepare a work schedule for counselors to ensure adequate counseling coverage throughout the event. Counselors should be available as needed for individual and group counseling during the day for students, and in the early evening for parents.		
Assign counselors to all available time slots		
Select at least two counselors or social workers to be available at the retreat to assist with students identified as needing further support that night.		
The Day of the Event		
Identify, provide, and refer students for additional counseling if necessary.		
Critical Incident Stress Debriefing for 2nd Day of Event:		
Two Months Before the Event		
Select counselors who have experience in conducting CISD.		
One Month Before the Event		
Prepare schedules for counselors.		
Distribute counseling schedules with site locations to all students and their parents.		
Meet with counselors to explain their roles in providing the required debriefing for all participating students and their parents.		
One Week Before the Event		
Consult with the program coordinator in selecting counseling sites on campus.		
Set up counseling sites.		
The Day of the Mock Memorial Assembly		
Escort parents and students who participated in the events to debriefing sites.		
Conduct debriefings with parents and students, as necessary.		

Debriefing Session Format

The Crisis Incident Stress Debriefing is another opportunity to enhance dialogue between adults and youth regarding decision-making on high-risk occasions. It is also a “safe” environment to discuss the emotions experienced by those participants, and their families.

Suggestions for Success

- Debriefing should be facilitated by skilled professionals familiar with the scope of the project
- Limit the session to approximately one hour
- Conduct the debriefing in three separate locations with three groups: students, parents, others (volunteers, faculty, etc.).

The debriefing session does not have a set agenda. The questions below are recommended to stimulate conversation about the program events and the impact on participants.

Suggested Discussion Questions

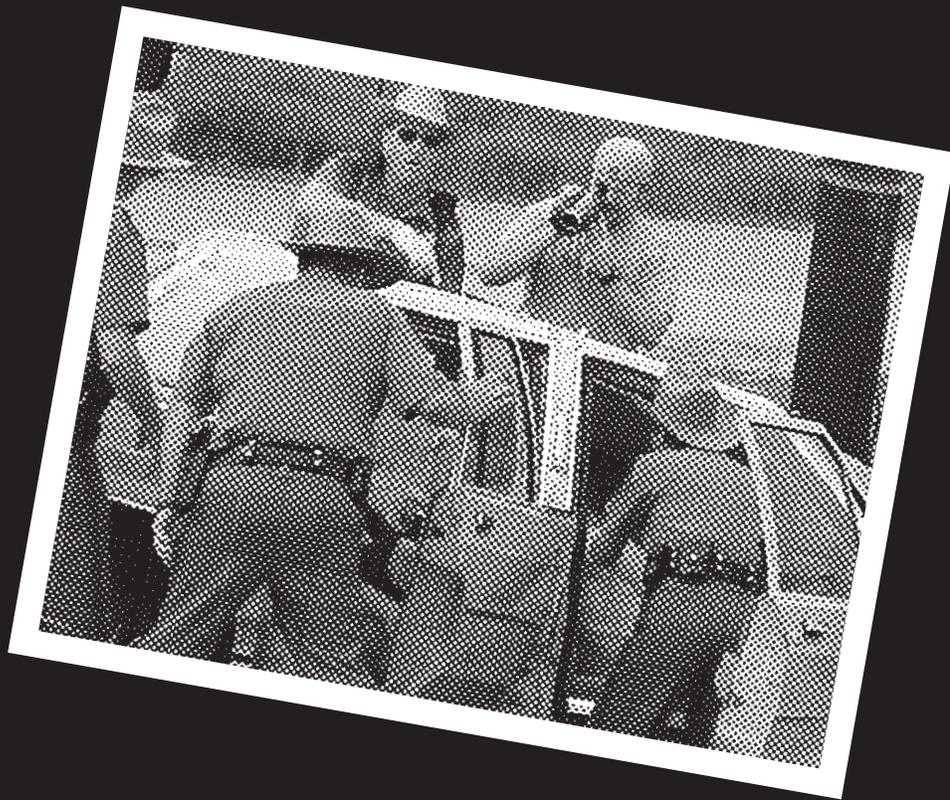
- What one thing stands out immediately from this program in your mind? Why? How did you feel?
- What realization came to mind during your participation in *Shattered Dreams*? Why do you think that this came to mind? How did you feel about this?
- Is there anything you would like to change that you were doing before? Why?

These questions will generate a variety of responses among participants. If it becomes clear during the discussion that a participant needs additional counseling, be sure to have the person handling on-site support follow-up with them.



Hint: Everyone should be encouraged to participate and have an opportunity to comment on their experience and impressions of the program. Some may feel most comfortable with listening, however, and should not be pushed to speak.

Public Relations



The Public Relations Team acts as the media representative for the program. This team is encouraged to bring the community together to help combat the problem. This team can also coordinate videotaping or photographing the crash events which can be used at the Mock Memorial.

Public Relations Team Activities		
Team Leader: _____		
Team Members: _____		
Task:	Person Responsible:	Date Completed:
Two Months Before the Event		
List each activity to be documented, for example, planning meetings, appearances of the Grim Reaper, Mock Crash, Retreats, Mock Memorial.		
Make sure there is adequate coverage for all activities being conducted simultaneously (i.e., death notification to parents, students being taken out of classes, hospital scenes).		
 <i>Hint: It is important to have adult oversight and appropriate authorization for filming at off-campus sites.</i>		
If a documentary video for the school will be produced, decide whether production will be done by school staff and students or by a professional production company.		
Meet with video production crew on a regular basis to decide what kind of documentary video will be made.		
One Month Before the Event		
Finalize the list of invited guests.		
Send invitations with campus site maps and special instructions for parking.		
Two Weeks Before the Event		
If students will be going off-campus to film activities at the hospital or jail, permission forms should be completed.		
Make follow-up telephone calls to invited guests.		
One Week Before the Event		
Prepare press release that includes event schedules as attachments for the broadcast and print media.		
Confirm anticipated news coverage with editors.		

The Day Before the Event		
Make follow-up phone calls to broadcast media contacts.		
Prepare printed nametags for guests who have confirmed their participation.		
Develop signs that provide guests with directions to the hospitality room where they will be greeted and then escorted to various events.		
Designate people to serve as escorts for guests and media.		
The Day of the Event		
Provide food for volunteers and guests visiting the hospitality room.		
After Event Activity is Videotaped or Photographed		
Turn in all videotape and film to the Team Leader to be developed and secured.		

Guest/VIP Invitation Letter

(Place on school letterhead)

Date: _____

Mr./Ms. _____
Job Title: _____
Organization: _____
Address: _____
City, State and Zip: _____

Dear Mr./Ms. _____ :

I would like to invite you to be a guest at our upcoming school assembly at _____ o'clock
on _____ [date] at _____ [name of school].

This assembly is part of the *Shattered Dreams* program that educates youth by dramatizing the problems associated with underage drinking and drinking and driving. *Shattered Dreams* is being sponsored by _____ [name of coalition or the high school] on _____ [dates].

Teen automobile crash deaths in Texas are among the highest in the country. *Shattered Dreams* is an educational program that can help save the lives of young people and others. Planned by both community and school personnel, the program shows high school juniors and seniors how their dreams and those of their families and others can be shattered as a result of underage drinking and drinking and driving.

This comprehensive two-day program involves several activities that educate youth by dramatizing the problems associated with drinking and driving. On the first day, students representing those who die in alcohol-related car crashes will leave their classrooms to become members of the Living Dead. In addition, other students will participate in a staged auto crash in front of the school. That night, participants will attend an overnight leadership retreat. A mock memorial the following morning will include motivating speeches by participants, their parents, and community leaders.

Attendance at the Mock Memorial by you and other community leaders who are invited guests will show students how much the community cares about them, as well as how critical it is to keep drunk drivers off our streets.

You will find enclosed the schedule of events during the Mock Memorial. We hope you will plan to attend.

Please respond to this invitation by calling _____ [name]
at _____ [school] at _____ [phone number] by the
deadline of _____ [date].

If you have any questions, please call _____ [name] at _____ [phone number].

Best wishes.

Sincerely yours,

Principal _____ [name]

Logo Use Guidelines and Agreement

Basic Principles and Requirements for the use of D.E.A.D. Logo

The South Texas Injury Prevention and Research Center (STIPRC) uses the D.E.A.D. Logo on its textbooks and materials. It identifies these materials as having originated from the STIPRC. These guidelines permit the *SHATTERED DREAMS* COORDINATOR to use the D.E.A.D. Logo in limited situations to promote and implement this program. These guidelines also permit *SHATTERED DREAMS* COORDINATORS to allow their collaborating team to use the D.E.A.D. Logo, so long as the *SHATTERED DREAMS* COORDINATOR ensures that the team complies with these guidelines. Reference in these guidelines to “collaborating team” means the *SHATTERED DREAMS* COORDINATOR and team. It is the responsibility of the *SHATTERED DREAMS* COORDINATOR to manage and control the use of the D.E.A.D. Logo according to these guidelines.

Because the D.E.A.D. Logo serves to identify the STIPRC, it cannot be used by the *SHATTERED DREAMS* COORDINATOR and collaborating team as a part of their own name or logo. That is why these guidelines will not permit use of the D.E.A.D. Logo on building signage, letterhead, business cards, or other items whose primary function is to identify the *SHATTERED DREAMS* COORDINATOR and collaborating team or any other entity.

General

This document sets forth the standards for use of the D.E.A.D. logo.

1. The D.E.A.D. logo may be used only:
 - a) by organizations that have executed the D.E.A.D. Logo Use Agreement with the STIPRC only so long as the agreement is in effect; and
 - b) by the collaborating team that have been authorized by their *SHATTERED DREAMS* COORDINATOR to use the D.E.A.D. Logo.
2. The D.E.A.D. Logo and its usage must conform to STIPRC standards as set forth in this document.
3. While these standards apply to individual *SHATTERED DREAMS* COORDINATORS and their collaborating team, the primary responsibility for enforcing these standards lies with the individual *SHATTERED DREAMS* COORDINATOR.
4. Violation of these standards by the *SHATTERED DREAMS* COORDINATOR or by any of its collaborating team members may result in termination of the D.E.A.D. Logo Use Agreement with the *SHATTERED DREAMS* COORDINATOR and/or its collaborating team.

5. These guidelines are subject to change in accordance with the STIPRC'S scientific positions, government regulations and other circumstances. If there are any changes, updated guidelines will be sent to all current *SHATTERED DREAMS* COORDINATORS with notification of changes and their effective dates. The *SHATTERED DREAMS* COORDINATOR shall be responsible for advising its collaborating team of such changes or updates.

Placement Guidelines

The D.E.A.D. Logo must be positioned as follows:

1. The logo must be used in conjunction with a reference to STIPRC D.E.A.D. curricula and procedures manual offered by the *SHATTERED DREAMS* COORDINATOR.
2. The D.E.A.D. Logo must be clearly and visually separated by white space equal to the height from the *SHATTERED DREAMS* COORDINATOR or collaborating team name or from any text or graphic.
3. The logo cannot be altered or modified in any way.

The *SHATTERED DREAMS* COORDINATOR must submit samples of all intended uses by the *SHATTERED DREAMS* COORDINATOR and/or any of its collaborating team to the STIPRC staff person for review before printing or distribution. Any required changes will be communicated to the *SHATTERED DREAMS* COORDINATOR within 10 working days of receipt of the sample.

Computerized versions (either PC or MacIntosh) of the D.E.A.D. logo are available through the STIPRC staff.

Prohibited Uses

Under no circumstances may the D.E.A.D. logo be placed on:

- Letterhead
- Business cards
- Building signage
- Specialty items (cups, pens, t-shirts, etc.)
- Supplementary educational materials not published by the STIPRC, but used by the training site or instructors.
- Non-STIPRC textbooks, charts, booklets, course outlines, etc.
- Any advertisement or notice that includes non-STIPRC events, curricula or courses
- Next to the implementation site's name or logo without a clear graphic or space separator to unambiguously indicate that the D.E.A.D. Logo is not a part of the *SHATTERED DREAMS* COORDINATOR's own identifying name or mark.

D.E.A.D. Logo Use Agreement

In consideration of the terms and conditions set out below, the parties hereby agree as follows:

1. The STIPRC hereby grants Licensee the non-exclusive, non-transferable license to use the D.E.A.D. Logo only and strictly in accordance with the guidelines for D.E.A.D. Logo use as set out in the Program Guidelines, and to permit collaborating team to use the D.E.A.D. Logo subject to limitations set out in this agreement. This grant does not give Licensee any right to use the South Texas Injury Prevention and Research Center name in any stylized format.
2. Licensee's use of the D.E.A.D. Logo shall accrue exclusively to the STIPRC's benefit and all ownership, copyrights, servicemarks, trademarks and other rights, titles and interests in the D.E.A.D. Logo, shall be in the STIPRC's name and shall belong to the STIPRC. Licensee shall not contest the validity of the STIPRC's copyrights, servicemarks or trademarks or other proprietary right, title or interest in or related to the D.E.A.D. Logo, including, without limitation, after the expiration or termination of this Agreement.
3. Any and all uses of the D.E.A.D. Logo must conform to the guidelines set out in "Logo Use Guidelines". Such Logo Guidelines are incorporated herein by reference and may be amended by the STIPRC from time to time.
4. This Agreement shall be effective upon execution by both parties. It shall continue in effect until the termination of this Agreement.
5. In no event shall the STIPRC, its affiliates, their officers, employees, volunteers or agents be liable for any direct, indirect, special, consequential, or incidental damages arising from this Agreement.

South Texas Injury Prevention and Research Center

Licensee

By: _____ By: _____
Printed Name: _____ Printed Name: _____
Title: _____ Title: _____
Date: _____ Date: _____

The Brand Logo

The DEAD brand logo has two components:

1. The DEAD Logotype
2. The tag line

Both of these components must be present in all applications unless specified below. There are no exceptions. The components cannot be changed in any way. The components cannot be moved, enlarged independently of each other, manipulated or the colors changed from the standards presented below. To accommodate different needs, the logo is available in all full-color and black and white options below on disk or camera ready art. Please request the art from the STIPRC at (210) 567-7826.

Full Color Logo Usage



The preferred logo usage is a two-color reverse on a black background (see cover of this manual for an example).

Black



Red 032



The alternate full-color logo usage is two colors with no reverse.

Black

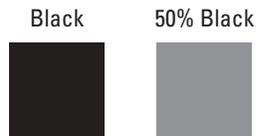


Red 032



Black and White Logo Usage

The logo can also be used in black and white with a 50% screen replacing the red.



Logo Usage Exceptions

Brochure Sample



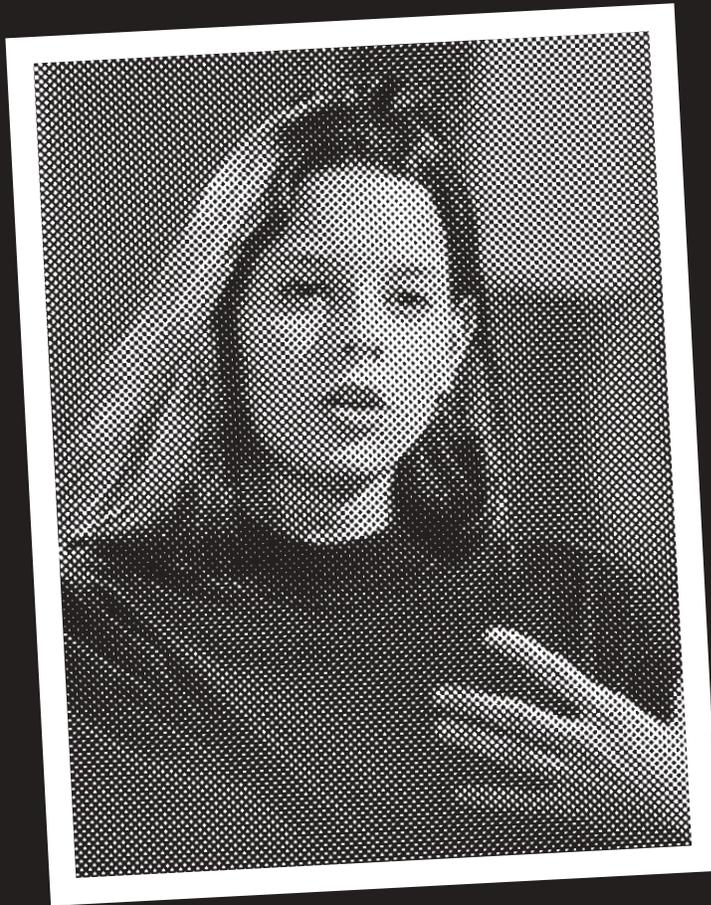
Back Cover

Front Cover

The D.E.A.D. logotype can be used by itself only if the entire logo is used somewhere else in its entirety. See the example at left for details.

In addition, the "X" in the D.E.A.D. logo can be extracted from the logo and used as a graphical element as long as it is independent of the logo.

Mock Trial



Mock Trial

Overview

One of the main goals of the *Shattered Dreams* program is to show that there are consequences for actions taken and choices made. The program shows the emotional and physical impact of these bad decisions. It also shows that there are legal consequences by showing the arrest of the intoxicated driver. The purpose of the mock trial portion of the program is to continue that lesson of consequences by showing that there are other legal consequences that will affect their lives, freedom, and future.

Background

Criminal trials are divided into two, separate phases: guilt/innocence and punishment. Depending on the state, a judge and/or a jury can be asked to make these decisions. The key lessons from a *Shattered Dreams* trial come from the emotional testimony of the driver and the victims and the sentence itself. With that in mind, a mini guilt/innocence Mock Trial that involves police officer and expert witness testimony is not preferable. Therefore, in the context of *Shattered Dreams*, the trial should only involve the punishment aspect of the trial, because it delivers the highest impact in the shortest amount of time.

In Texas, when an intoxicated driver kills someone, the offense is called Intoxication Manslaughter. This offense is a second degree felony and has a punishment range of between 2-20 years in prison or up to 10 years probation. To make the trial as realistic as possible, check with the local prosecutor's office to determine the correct name of the offense and punishment range. No matter which format of the trial is chosen, the sentence given should never be probation and should always be in the high end of the prison punishment range. This is absolutely necessary to reinforce the severity of the possible legal consequences and encourage good decision-making.

Goals

One goal of the Mock Trial is to be as realistic as possible. The more realistic, the more impact the trial will have. In that regard, the first thing to consider is the participants. The key members of the Mock Trial should include a real judge, prosecutor, and defense attorney. Contact local judges, prosecutors, and bar association to find lawyers who will help with the program. If lawyers are not available, find adults that do not have close connections to the school. The use of students or faculty is not advisable, because the familiarity would decrease the realistic nature of the proceedings. The student drunk driver and possibly a student victim who was "injured" in the Mock Crash should speak during the trial. For emotional impact, the parent or sibling of one of the Mock Crash fatalities should speak about the impact of the loss of their child or brother/sister. It should also be remembered that real trials also involve silent participants. For example, reporters and advocates for Mothers' Against Drunk Driving regularly attend these kinds of trials.

A second consideration when attempting to present a realistic trial is the location. There are two possibilities: a real courtroom or an auditorium at the school. Both have been used successfully and there are pros and cons for both. The courtroom allows for a more realistic presentation, but limits the number of students who can attend. If a courtroom is the chosen location, it should be videotaped and then the videotape can be shown to the entire student body. An auditorium at the school allows for many students to see the trial first hand, but certainly is not as realistic as a real courtroom.

Another consideration is that of timing, both how long the event should last and how long after the Mock Crash the Mock Trial should occur. The Mock Trial should not last longer than 45 minutes to one hour. Anything longer will lose the students' attention and will not be as impactful. As far as when the Mock Trial should occur, several months later is preferable. Realistically speaking, the criminal justice system does not move quickly. Trials never occur immediately after the offense. Also, it provides another opportunity to repeat the message of *Shattered Dreams* and the issues of underage drinking and driving while intoxicated. If held around the time of a major school event, such as prom, homecoming, or graduation, it can be a very timely lesson.

The last consideration is that of choosing what kind of presentation to use. This decision should be made by keeping the following things in mind: 1) it should be completed within one hour, and 2) the presentation should have an emotional impact. Here are some possible scenarios:

1. Sentencing after a jury trial: judge reads the jury's verdict of guilt and the jury's verdict as to how many years in prison the drunk driver is sentenced to. The jury is never shown. The Mock Trial begins with the presumption that the jury has just rendered its verdict.
2. Sentencing done by a judge based on the judge's decision after the defendant has entered a plea of guilty. Although the sentence given in this scenario should still be high, it should be a few years lower than the sentence given under the first scenario. The purpose of that being the lower sentence is in acknowledgement of the driver's acceptance of responsibility. It is to encourage students to accept responsibility for their actions.

Other methods of informing students about the legal consequences of actions are possible as an alternative to the trial. For example, instead of a Mock Trial, a video can be shown to the students, which is done by a local reporter and looks just like a news clip that the students might see on the local news. It could be a news report that tells the viewers that the trial of the drunk driver has just concluded and the jury sentenced the drunk driver to "x" number of years in prison. Mix into that news story a couple of video clips from the Mock Crash and a couple of shots that would look like they occurred during a trial. The goal is to show the students the severe consequences that can come from making one bad decision.

Mock Trial Team Activities (Optional)

Team Leader: _____

Team Members: _____

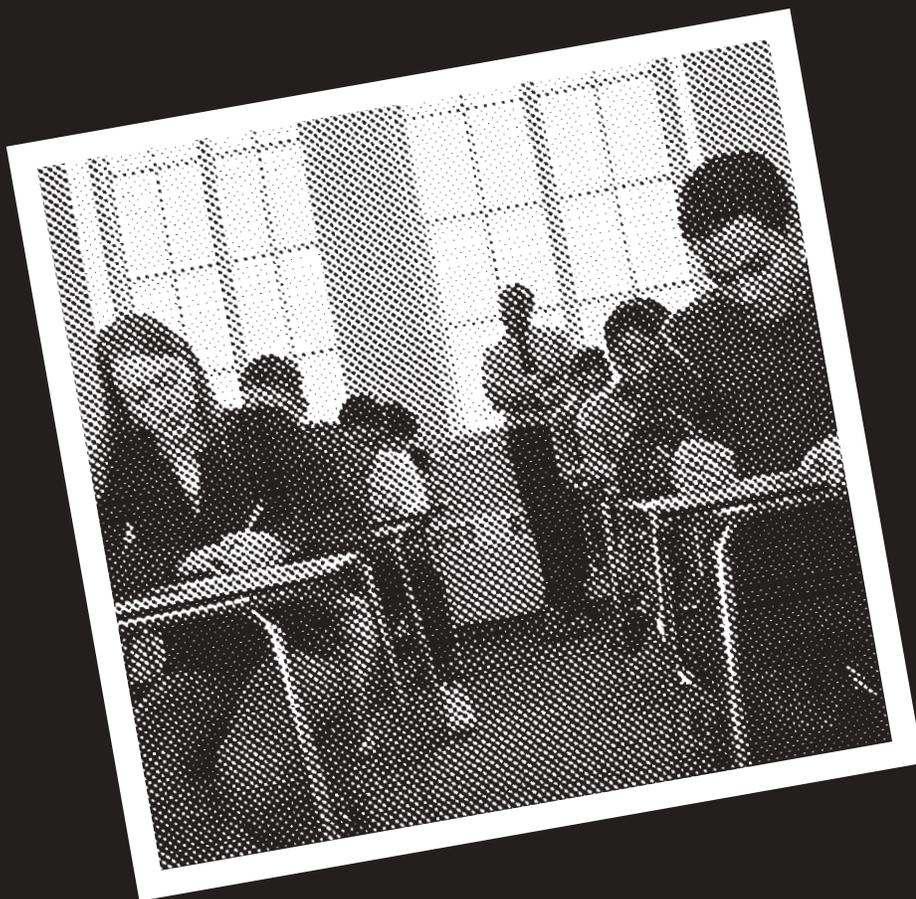
The timeline for this team's activities will be decided by the Campus Team which will determine when the trial will occur.

Task:	Person Responsible:	Date Completed:
Identify a date with planning committee to hold the mock prosecution (at some point after the 2-day event).		
Identify a suitable location for the Mock Trial.		
Select a prosecuting attorney.		
Select a judge to oversee the case.		
Assign a defense attorney to represent the student DWI suspect from the Mock Crash.		
Prepare a script for the Mock Trial of this student.		



Hint: Tie the sentencing trial in with another high risk occasion (i.e., prom, graduation, and homecoming)

Program Impact



Program Impact

Overview

A student questionnaire that is administered before and after the *Shattered Dreams* program is a great way to measure impact. Changes in students' responses demonstrate how the program affects student knowledge, attitudes, and beliefs about underage drinking and impaired driving. For example, survey results can suggest that students lack sufficient knowledge or awareness of underage drinking laws in the area. With this information, program planners can then approach law enforcement personnel to develop a campaign that targets students by providing age-appropriate information of the legal risks (i.e., fines, suspension of driving privileges, jail time) involved in underage drinking and driving. The suggested questionnaires not only serve as a tool for feedback to program planners, schools, and communities but can be used to tailor curriculum and other school-based follow-up activities to strengthen the impact of the *Shattered Dreams* program.

Goals

The purpose of program impact activities is to help schools and communities learn what students think or know about:

1. How easy or difficult it is to obtain alcohol
2. How often they believe people close to them drink
3. How much they believe people close to them approve or disapprove of drinking alcohol
4. The extent of something positive or negative occurring as a result of drinking alcohol
5. Underage drinking and the law

Suggestions for Success

- Gain support for program impact activities by meeting directly with faculty, administration, and parents
- Identify dates to administer pre- and post-program impact questionnaires
- Confirm schedule of classes and class roster
- State the importance of student participation, parental consent, and confidentiality of responses
- Generate a report of findings and discuss next steps and/or follow-up activities with faculty, administration, parents, and other members of the community.

Materials and Other Resources

Program Impact Questionnaire - The student pre-program impact questionnaire and a set of student instructions is included in this section. The student post-program impact questionnaire will use the exact same items but will also include three program impact items at the end.



Web Resources

To further assist with program impact activities the South Texas Injury Prevention and Research Center has posted on its website a series of sample forms, letters, reports, and other materials. For example, the STIPRC website has placed copies of the pre- and post-parent retreat questionnaire, which program planners can also use to measure changes in parental attitudes and perceptions regarding ZT knowledge, enforcement, and penalties. These materials are downloadable and will be in both Microsoft Word and Portable Document Format (PDF). These materials are located at: <http://sthrc.uthscsa.edu/stiprc/>

Note: *Program Impact Surveys were adapted with permission from Grube, J.W., Keete, D.B., Stewart, K. (August 2002). Guide to Conducting Youth Surveys. Prepared by the Pacific Institute for Research and Evaluation, (Calverton, MD) for the Office of Juvenile Justice and Delinquency Prevention.*

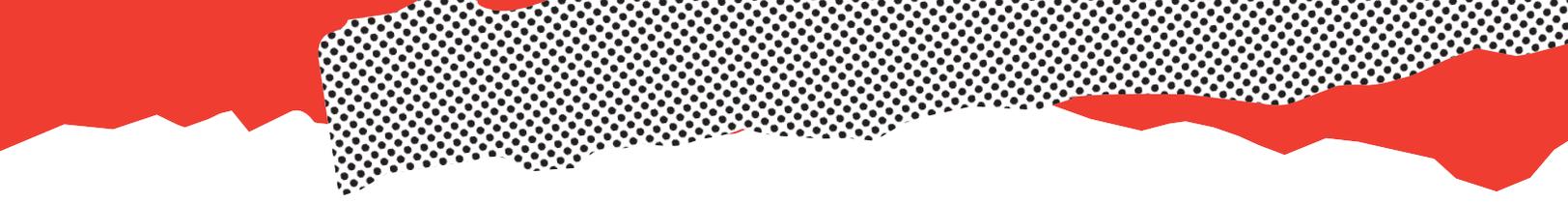
Program Impact Team Activities (optional)
Team Leader: _____

Team Members: _____

Task:	Person Responsible:	Date Completed:
Four Months Before the Event		
Contact school administration, staff, and faculty for approval to implement program impact activities.		
Prepare and submit documents for approval process (a letter stating reason for program impact activities, copies of questionnaires, student consent form).		
Three Months Before the Event		
Confirm and prepare the list of school faculty that will be assisting with program impact activities.		
Have faculty provide a list of classes and number of students per class.		
 <i>Hint: If planning to survey an entire grade (i.e., juniors or seniors) administer questionnaires during classes that most (if not all) students are enrolled in (i.e., English, Government). This will ensure that most students are not missed and are able to participate.</i>		
Two Months Before the Event		
Distribute parent consent form to faculty/classes and inform faculty that students be provided a minimum two to three days to return parental consent forms (if required by school).		
Meet with administration and faculty to confirm and finalize program impact details (i.e., dates of administration, location, bell schedule, classes, and students that will be participating).		
One Month Before the Event		
Administer and collect student pre-program questionnaire.		
One Month After the Event		
Administer and collect student post-program questionnaire.		
Enter, check, and generate results of student responses.		
Present summary of findings.		



For more information on this component or to download samples of forms, letters, and reports, please visit the STIPRC website.



Survey Instructions

The purpose of this questionnaire is to get a better understanding of high school students' knowledge, beliefs, and attitudes about alcohol. The information you give us will be used to develop better educational programs for young people like yourself.

Please read the directions carefully and do not write your name on this questionnaire. These questions are not a test and whether or not you answer the questions will not affect your grades. Your answers will remain private.

These questions should take no more than 25 minutes to complete. Please write clearly and use either a black pen or No. 2 pencil. If you are not sure about an answer, please mark your best guess.

Beginning on the following page please fill in the circle that best represents your answer for each statement. When a statement mentions "drink" or "drinking" it refers to drinking alcohol which includes beer, wine, whiskey, vodka, gin, wine, wine coolers, or mixed drinks. "Underage drinking" refers to anyone under the age of 21 who drinks alcohol.

Suppose you wanted to get each of the following beverages. How easy or difficult do you think it would be for you to get each one? (Just mark one answer under your choice for each beverage):

	VERY DIFFICULT	DIFFICULT	UNSURE	EASY	VERY EASY
1. Beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Wine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Wine Cooler	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. How easy or difficult would it be for you to get someone you know who is over 21-years-old to buy alcohol for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. How easy or difficult would it be for you to get someone you did not know who was over 21 years old to buy alcohol for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. How easy or difficult would it be for you to steal liquor from a store?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. How many stores do you know of that would sell you alcohol without asking for ID or proof of age?	NONE <input type="radio"/>	ONE OR TWO <input type="radio"/>	THREE OR FOUR <input type="radio"/>	FIVE OR SIX <input type="radio"/>	MORE THAN SIX <input type="radio"/>
9. How likely or unlikely do you think it is that you would get caught by the police if you tried to buy alcohol?	VERY UNLIKELY <input type="radio"/>	UNLIKELY <input type="radio"/>	UNSURE <input type="radio"/>	LIKELY <input type="radio"/>	VERY LIKELY <input type="radio"/>

How often do you think each of the following people had at least one whole drink (not just a sip or taste) of an alcoholic beverage during the past 12 months? (Just mark one answer under your choice for each person).

	NOT AT ALL	1-2 TIMES	3-5 TIMES	6-10 TIMES	ABOUT ONCE A MONTH	2-3 TIMES A MONTH	1-2 TIMES A WEEK	SEVERAL TIMES A WEEK	EVERY DAY
10. Adults you know	<input type="radio"/>								
11. Your best friend	<input type="radio"/>								
12. Your other good friends	<input type="radio"/>								
13. Other people your age	<input type="radio"/>								

Please go on to the next page.

How much do you think the following people would disapprove or approve if you were to have 3 or 4 whole drinks?

	STRONGLY DISAPPROVE	DISAPPROVE	NEITHER APPROVE OR DISAPPROVE	APPROVE	APPROVE STRONGLY
14. Adults you know	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Your best friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Your other good friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Other people your age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Teachers or administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How wrong would most adults in your neighborhood, or the area around where you live, think it is for people your age to...

	NOT AT ALL WRONG	A LITTLE BIT WRONG	WRONG	VERY WRONG
19. Drink alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Get drunk?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Drive after drinking?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your opinion, how likely or unlikely is it that you would be caught by your parents if you were to do each of the following? (If you are unsure, make your best guess):

	VERY LIKELY	LIKELY	UNLIKELY	VERY UNLIKELY
22. Drink alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Go to a party where alcohol was served?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Drive a car after having one or two drinks?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Ride with a driver who had been drinking?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your opinion, how likely or unlikely is it that each of the following things would happen to you personally if you were to drink 3 or 4 whole drinks of an alcoholic beverage? If you've never had anything to drink, please try to imagine and make your best guess. How about...

	VERY LIKELY	LIKELY	UNLIKELY	VERY UNLIKELY
26. Feel relaxed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Get into trouble with the police?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Feel more confident or sure of yourself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Harm your health?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please go on to the next page.

	VERY LIKELY	LIKELY	UNLIKELY	VERY UNLIKELY
30. Feel happy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Get a hangover?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Have an easier time expressing your feelings?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Do something you'd regret?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Feel sick to your stomach?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Feel more friendly or outgoing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Get into trouble with your parents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Feel out of control?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Get into fistfights or shoving matches?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Feel good?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Have an easier time talking to people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Have a lot of fun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Feel sad?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Forget my problems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following set of questions is about alcohol and the law. Please mark whether you believe the following situations are legal or illegal. If you are unsure, mark 'Not sure.'

	LEGAL	NOT SURE	ILLEGAL
44. A convenience store clerk sells wine coolers to a 20-year-old.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. After having two beers at a friend's house, an 18-year old chooses to drive home but avoids major highways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. A 17-year-old shares a glass of wine with her parents over dinner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. An 18-year-old tries to buy beer but is turned away by the store clerk. Is the 18-year-old's attempt to purchase beer legal or illegal?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. With no one around, an 18-year-old shares a can of beer with a 19-year-old in the privacy of his home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. A 19-year-old has an unopened beer in his car and there is no one in the car that is 21 or older.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please go on to the next page.

Please answer the following questions about yourself. These questions will help us describe the types of students completing this questionnaire.

50. In general, about how well do you do in school compared with other students in your classes?

WELL ABOVE AVERAGE	ABOVE AVERAGE	ABOUT AVERAGE	BELOW AVERAGE	WELL BELOW
<input type="radio"/>				

51. How important is it to you personally to do well in school?

VERY IMPORTANT	IMPORTANT	SLIGHTLY IMPORTANT	NOT AT ALL IMPORTANT
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

52. What is the highest level you hope to complete in school?

- Less than high school
- High school or GED
- Technical, vocational or trade school
- Some college
- Community college graduate (two year degree)
- College graduate (four year degree)
- Graduate or professional school after college

53. Sex: Male Female

54. What is your age? _____

55. What is your main racial or ethnic heritage or background? Are you...

- Hispanic or Latino/a
- White Non-Hispanic
- Black or African-American
- Asian-American
- Native-American, Hawaiian or Pacific Islander
- Other

THANK YOU FOR PARTICIPATING!

Post-Program – Only

After the program, please answer the following questions regarding the *Shattered Dreams* Program:

	NO	YES
I believe my friends who saw the program will be less likely to drive after drinking.	<input type="radio"/>	<input type="radio"/>
I am more likely to talk to my friends about the risks of underage drinking as a result of the program.	<input type="radio"/>	<input type="radio"/>
It is more likely that I will talk with my friends about the risks of drinking and driving as a result of the program.	<input type="radio"/>	<input type="radio"/>

THANK YOU FOR PARTICIPATING!



Scholarship Team



The Scholarship component is an optional activity, but is a great way to thank those students who put so much work into making the *Shattered Dreams* program happen.

Scholarship Team Activities (optional)		
Team Leader: _____		
Team Members: _____		
Task:	Person Responsible:	Date Completed:
Six Months Before the Event		
Target a business to make the first donation (i.e. \$500.00)		
Obtain the permission of the business owner to utilize information about their donation in solicitation for matching contributions from other business owners and corporations.		
Five Months Before the Event		
Send out a letter soliciting contributions for scholarships <i>(See Sample letter)</i>		
Select a deadline by which to determine the total monies available for scholarships.		
Three Months Before the Event		
Meet to develop the criteria for the selection of scholarships, keeping in mind the original theme of the program. Scholarships can be based on essays, posters, or other activities. Scholarship recipients should be graduating seniors.		
Two Months Before the Event		
Keep a list of all major contributors.		
Regularly give updated list of donors to the Public Relations Team to use in press releases, press conferences, and correspondences.		
Upon Receipt of Contributions		
Prepare a thank you letter to be sent from the principal to each contributor.		

Donation Request Letter

(Place on school letterhead)

Date: _____

Mr./Ms. _____

Job Title: _____

Organization: _____

Address: _____

City, State and Zip: _____

Dear Mr./Ms. _____:

The _____ [name of coalition or school] needs your help in sponsoring the *Shattered Dreams* program at _____ [name of school] on _____ [dates].

Shattered Dreams is an educational program that can help save the lives of young people and others. Planned by both community and school personnel, the program shows high school juniors and seniors how their dreams and those of their families and others can be shattered as a result of underage drinking and drinking and driving.

This comprehensive two-day program involves several activities that educate youth by dramatizing the problems associated with drinking and driving. On the first day, students representing those who die in car crashes will leave their classrooms to become members of the Living Dead. In addition, other students will participate in a staged auto crash in front of the school. That night, participants will attend an overnight leadership retreat. An assembly the following morning will include motivating speeches by participants, their parents, and community leaders.

During the assembly, scholarships will be awarded to recognize the outstanding contributions of students participating in *Shattered Dreams*. We need your help to fund these scholarships.

_____ [name of company] has already donated \$ _____ to our scholarship fund. Your organization's contribution of \$ _____ to match this amount will greatly assist us in presenting this worthwhile program. With your help, we believe we can change the attitudes of young people and save lives.

If you can make a contribution, your check made payable to _____ [name of school], which is a 501 (c) (3) organization, should reach us by the deadline of _____.

Please call _____ [give name] at _____ [name of school] at _____ [phone number] if you have any questions.

Best wishes.

Sincerely yours,

Principal [name]

Follow-up Activities



Follow-up Activities

Goal

Shattered Dreams leaves a community at a level of heightened awareness and momentum that provide a foundation for a comprehensive approach regarding underage drinking, and drinking and driving. *Shattered Dreams* is a project of such large magnitude that providing additional programs encourages and supports a community's effort in this ongoing endeavor.

Suggestions for Success

- Look at all facets of a community to ensure that certain groups (i.e., parents, police, community members, etc.) are included in future programs
- Reach out to those who may be contributing to the problem
- Ensure the message is consistent and kept alive within a community

Suggested Programs

- **What Part of Zero Don't You Understand?**
A student led informational campaign regarding the zero tolerance laws in Texas, targeting parents, police, judges, and peers
- **Project Celebration**
A grass-roots community led project to ensure a chemical free graduation celebration for seniors in high school
- **SAFE Prom/ SAFE Graduation**
An enforcement and community awareness project to keep proms and graduation celebrations in compliance with the law and safe for attendees
- **Operation Safe Homes**
A parent led project whereby parents promise to stay informed regarding parties and pledge to keep their home supervised and chemical free when hosting parties for their children
- **Victim Impact Panels**
A panel of victims who address audiences regarding their first-hand accounts of pain caused by offenders

- **Protecting You, Protecting Me (MADD)**

An alcohol specific curriculum targeting k-5th graders, which can be taught by trained professionals (teachers, high school students, adult volunteers, etc.)

- **DWI/DIE**

An in-class curriculum targeting 9th and 10th grade students, which shows promise in increasing compliance with underage drinking and BAC laws which result in fewer multiple vehicle crash injuries. Curriculum available at no charge at <http://sthrc.uthscsa.edu/stiprc/>

- **TABC/MADD Youth Power Camps**

Summer youth leadership camp targeting middle school and high school students, empowering them with skills and programs to begin when they return to their communities

- **Parents Symposium**

Half-day symposium comprised of mini workshops for parents to inform them and bring them up to date regarding issues involving their children

- **Courts In Schools**

Actual court hearings, trials, and sentencing occurring at middle schools to give middle school students first-hand observations about the criminal justice system

- **SADD Chapter (Students Against Destructive Decisions)**

SADD is an inclusive organization which aims to inform, educate, support, and empower young people to make positive decisions in their lives.

- **Parents Who Host, Lose The Most**

The Parents Who Host, Lose The Most: Don't be a party to teenage drinking is a public awareness campaign to inform parents of the legal consequences for hosting an underage alcohol party.

Notes

~~DEAD~~

^{Driving}
Drinking Ends All Dreams

“Shattered Dreams”

a guide for program planners

Second Edition