

# DISCUSSION / VIEWER GUIDE

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## driven to diStRACtiON

This Discussion Guide is made possible by



In association with

State Farm Insurance  
Bernalillo County Substance Abuse Prevention Program  
Independent Insurance Agents of New Mexico  
Cooperative Educational Services  
New Mexico Coalition of Educational Leaders  
NM School Boards Association  
And  
SafeTeen New Mexico

With additional support by:  
KOB-TV, KRWG-TV, KENW-TV  
New Mexico PTA

Created by  
Christopher Productions, LLC

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# THANK YOU

Thank you for your interest in the **DRIVEN to DISTRACTION** Discussion Guide. We are excited to present this program to ignite discussion among children, parents and teachers. We want to empower and support young people to discover solutions to difficult and perhaps dangerous situations. We also want parents, educators and youth to fully understand how dangerous driving distractions can be and how best to end distracted driving.

This guide includes ideas for discussions and activities for students and adults. Feel free to alter any of these suggestions for a better fit with your particular group. This is intended as a guide and starting point.

You may find it helpful to visit some of the websites listed under resources near the end of this guide for further information on this and other issues of concern for young people including dangers of illegal use of prescription drugs, mental health issues, alcohol and drug issues, date violence, body image and others.

**RESPONSE REQUESTED:** We supply these materials to you free of charge, in the hope that they support your efforts in reaching students with enlivened discussions about difficult situations and ways to make healthy decisions. We ask in return for you let us know how you are using this so we can track the number of participants and the lives you've affected. A response page can be found at the end of this guide.

On behalf of all the sponsors listed on the cover page, thank you for taking the time to view and use our program about distracted driving. Together, we can all make a difference in the lives of young people by helping to educate and inform as well as empower youth to help each other be safe.

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# SHOW OVERVIEW

“Driven to Distraction” is a project designed to help people understand the extreme danger of distracted driving and how to address these issues. We hope this will also help generate discussion about ways for schools, parents and youth to help encourage everyone to stay focused on driving when they’re driving.

Over a years’ worth of research went into the information in the program including “think tanks” with experts, parents and youth from middle schools and high schools.

This show is meant to be a catalyst for discussion, which means that there are no right or wrong answers. The purpose is to encourage discussion so young people can discover, for themselves, the issues around distracted driving. Young people should be encouraged to actively participate in exchanging ideas and researching related topics.

Please read the script and watch the program prior to sharing it with students. This will make discussion with your students easier and more effective.

THE SCRIPT IS AVAILABLE THROUGH

[www.SafeTeen.net](http://www.SafeTeen.net)

and

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

**Please download, read and have available prior to viewing program.**

This guide includes discussion and activity ideas for involving students at various levels of development. **Further information and a complete list of additional resources are included at the end of this guide.** Our hope is that this is just the beginning, and that together we can make an important difference in our communities and in the lives of our children.

# GENERAL INFO

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- In 2011, **almost 1 in 10** high school students (9.3%) in NM **drove after drinking**.  
Bernalillo County Youth Risk and Resiliency Survey
- Teenage Drivers are **4 times more likely to die** on the road than are older drivers.  
National Highway Traffic Safety Administration
- Drivers **using cell phones** are **5 times more likely to crash** than non-distracted drivers. People are **as impaired when they drive and talk on a cell phone as when they are intoxicated**.  
"Human Factors", Research University of Utah
- 78% of teens now have cell phones and almost half (47%) are smart phones.  
Pew Research Center, Harvard University 2012
- **More than 3,800 drivers aged 15-20 are killed and over 325,000 are injured every year in crashes**.  
National Safety Council
- Crash rates are the highest for teens during the first 6 months and 1,000 miles after licensure.  
McCartt, Shabanova & Leaf. "Driving experience, crashes & traffic citations of teenage beginning drivers".
- \* There appears to be **no difference** in distraction and reaction times **for hands free** and non-hands free cell phone use while driving.  
Psychological Science
- One teenage passenger with a teen driver **doubles the risk** of a fatal crash and the **risk is five times higher** when two or more teens ride along.  
Children's Hospital of Philadelphia Survey

## *THE PROJECT, HOW WE PLAN TO CHANGE IT*

"DRIVEN" is a comprehensive media campaign to help youth and parents throughout New Mexico understand the dangers associated with distracted driving and give them specific tools and suggestions to lessen the chance of a crash. This campaign utilizes a variety of media and video tools to reach educators, parents and, most importantly, teens to emphasize good choices when you drive as well as the serious consequences of bad choices.

The project extensively involved teens in the production process. As youth help create the program and the social marketing aspects of the campaign, they learned, for themselves, the various issues and reasons for distracted driving and became champions for the cause with their peers. The project centered on the creation of a documentary that was broadcast statewide on the NBC affiliate in Albuquerque New Mexico. The products list below shows the additional outreach materials that were developed.

## TARGET AUDIENCE

The target audience for this campaign is **teenagers** statewide, secondarily **parents** and finally school officials and other community leaders and law enforcement.

**Everyone** will receive a **wake up call** about all forms of distracted driving as highlighted by the statistics and true stories. This will be an opportunity for youth, parents, schools and communities to come together and help each other become safer drivers.

**School officials, community leaders and law enforcement** had an opportunity to **explore various solutions** to the problem and discuss their particular issues in the community conversation portion of the program.

## APPROACH: UNDERSTANDING THE DANGERS AND HOW TO HELP.

The hook to the campaign will be seeing **the reasons why** distracted driving (intoxication, cell phone use, fatigue, etc.) causes crashes. The program will highlight **the most recent research involving how the brain works when distractions occur including cell phone use, DWI, and other causes of crashes** and focus on the extremely high numbers for distracted driving crashes especially for young people.

The campaign will also include basic information about the **Graduated Drivers License** and it's effectiveness in reducing teen crashes as well as highlighting the various reasons that young drivers are so at risk of having a crash.

Finally, we utilize the **latest wireless and internet technology** to gather participation and interest from teenagers statewide. This includes text messaging and video messaging linking to the live broadcast as well as a centralized website and facebook presence to utilize these elements and guide viewers to resources in their local communities.

## ADDITIONAL OUTREACH TO YOUTH AND PARENTS

While the project will revolve around the documentary, the real reach and effectiveness of the campaign will be through the involvement of youth in the creation of the project and dissemination of the program to schools throughout New Mexico, by print and television news stories carried as a result of the documentary, and the access to the information through the SafeTeen website and other sources. As with our past projects, we are **partnering with New Mexico PTA and Cooperative Educational Services** to extend the scope and reach of the project throughout the state by delivering DVD's of the program to each school district and PTA in the state.

## *PRODUCTS of the CAMPAIGN*

*DOCUMENTARY SPECIAL AND BROADCAST* (27-29 minute)

*FOLLOW UP BROADCAST COMMUNITY CONVERSATION* (25-28 minute)

### *DISTRIBUTION OF DOCUMENTARY AND COMMUNITY CONVERSATION*

Prime time on television throughout New Mexico and to schools throughout the State.

*SHORT DOCUMENTARY* (15 to 20 minutes)

A shorter documentary for use in half hour time presentations.

*PULL OUT SPECIALTY VIDEOS* (3 to 5 specific videos / 3 to 8 min each)

Short videos created from the original documentary but highlighting each specific issue.

### *INFORMATIONAL PROMOS CREATION AND DISTRIBUTION*

TV stations air prior to broadcast and use on partner websites and social media.

*SERIES of NEWS STORIES*

On partner TV station leading up to the broadcast.

*VIEWING GUIDE* for use in classrooms to accompany the documentary.

*SOCIAL MARKETING COMPONENT*, which will include a live TEXT MESSAGING during the broadcast community conversation, facebook and twitter creation/interaction and other web feedback.

*PREMIERE GALA EVENT* to celebrate the project and honor our sponsors and partners.

The purpose of this project is:

To give **YOU** a tool...something to rally around...to address distracted driving and END IT in **YOUR community** and in **YOUR family**. Check out your tools below:

To get copies of the tools above, please visit:

[www.SafeTeen.net](http://www.SafeTeen.net)

or

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

# V I E W I N G   S U G G E S T I O N S

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- **Provide additional information and instruction.**

The information and stories in “Driven to Distraction” are presented in a style that serves as a catalyst for thoughtful discussion. It is assumed by the creators of the program that more in-depth information and instruction will be provided by the group leader or teacher. Some of this information can be found in the resource section of this guide.

- **Discuss the content before watching the show.**

Many young people today are exposed regularly to situations in which they must make difficult decisions about their own behavior. Most likely, they’re struggling to balance personal beliefs and social pressures in order to make good decisions. Briefly discuss the content before watching the show in order to make the discussion after the show more effective. **Discuss the difference between a documentary (real life) and a fictional movie (created script). Discuss that this is about real youth in New Mexico.**

- **Set ground rules prior to viewing.**

Teachers or group leaders need to be prepared to offset disruptions in order to guarantee respect for those students wanting to see the show. Talk to students ahead of time and agree on appropriate behavior during the viewing. This should include **no talking, comments or asking questions** until the show is concluded. You should also supply or **have available paper and pens/pencils** so that students can **jot down ideas and questions during the viewing for later discussion.**

- **Use “Discussion and Activities” for your grade level.**

There are many ways to encourage open discussion. Since the need for facilitation and supervision will vary among ages, more age-specific suggestions are given on the following pages.



# P R I O R T O V I E W I N G

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**Instructors: Please keep in mind that this guide contains discussion questions that may be sensitive in nature and may cause uncomfortable feelings and emotions to surface for some students due to personal experience or other reasons. Have counselors or other resources available for youth who may have issues that need to be addressed.**

Have resource information readily accessible to students and discuss only those questions that you feel comfortable handling.

## PRIOR TO SHOWING THE DOCUMENTARY:

1. Be certain to preview the video and read through this guide.
2. Gather and have available print resources (reference resources list at the end of this guide).
3. Download and read the script of the video.
4. Determine how much time you will have and what the discussion goal will be.
5. If you can, ask a trained expert to assist with the discussion (perhaps your school counselor).
6. Use clear guidelines. Avoid general, unstructured discussion.
7. Allow enough time to discuss the topics after the viewing.
8. Discuss only those questions that you feel comfortable handling.

## Go over the following with your group **prior to viewing**:

1. Explain that this is about making healthy decisions.
2. Be certain all cell phones and pagers are turned off.
3. Be sure everyone has pen and paper and encourage them to jot down notes, ideas, and questions. (perhaps review questions you'll be asking after the show – see "Discussion" Section. – and have them jot down some answers.)
4. Explain the program is a half hour long and then a discussion about the program will follow.
5. Explain that the video was created with the help of teenagers and that all the **interviews are real**. You might explain the difference between a documentary (real stories and people) and a fictional film (written and not real).
6. Tell your group that if they feel uncomfortable at any point they may choose not to watch (be sure to arrange for a place where they can go in advance).
7. Explain that the program can be an emotional experience and to respect everyone's personal feelings.

# AFTER VIEWING

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Because it is important to protect everyone during the discussion, ask the group **not to use any names**, and set ground rules that include using the phrase “a person I know” **OR REFERRING TO THE PEOPLE IN THE VIDEO** each time. It is extremely important **not** to allow personal stories.

Explain that after the discussion if anyone wants to talk about specific issues, how they can do that in private (with a school counselor or other professional). Make that a strong point and have resources available.

- 1. Give everyone a few moments to jot down ideas and questions they may have about the information in the documentary.**
- 2. Explain that this is not a tattletale session, it's not about telling on others.**
- 3. Say that this will be a discussion about the facts regarding distracted driving and how we can keep everyone safe.**
- 4. Follow some of the ideas for discussion in this guide and from the aforementioned specialized tapes you may have already viewed as group leader.**
- 5. Be sure to leave enough time for adequate discussion. If time is short after the viewing (30 minutes or less), you may want to take just one of the discussion topics and leave the rest for later.**

# SHOW STATISTICS

## USE THIS INFORMATION FOR THE FOLLOWING ACTIVITIES

At any given daylight moment across America, approximately 660,000 people are using cell phones or manipulating electronic devices while driving.

National Occupant Protection Use Survey, Dept. of Transportation

Drivers **using cell phones** are **5 times more likely to crash** than non-distracted drivers. People are **as impaired when they drive and talk on a cell phone as they are when they drive intoxicated.**

Summer Issue "Human Factors", Research University of Utah

50% of drivers say talking on the phone makes **NO DIFFERENCE** to their driving performance.

National Highway Transportation Safety Administration

60% of drivers under age 35 say talking on the phone makes **NO DIFFERENCE** to their driving performance.

National Highway Transportation Safety Administration

Texting takes your eyes off the road an average of **4.6 SECONDS**

Virginia Tech Transportation Institute

"Taking your eyes off the road for two to two and a half seconds is enough to start losing control of your vehicle."

David Strayer, PhD University of Utah

One in four teens respond to a text message once or more every time they drive.

University of Michigan Transportation Research Institute

One teenage passenger with a teen driver doubles the risk of a fatal crash. The risk of a crash is five times higher when two or more teens ride along.

Children's Hospital of Philadelphia

## SHOW STATISTICS CONTINUED

Teens report they have seen their parents driving and:  
talking on a cell phone, 91%  
text messaging while driving, 59%.  
under the influence of alcohol, 20%

The distracted driving behavior reported by teens mirrors the poor driving habits of their parents.

Liberty Mutual Insurance and SADD

20 percent of teens and 10 percent of parents admit that they have extended, multi-message text conversations while driving.

University of Michigan Transportation Research Institute

One out of every eight motor vehicle accidents is due to sleepy driving.

University of Iowa

68% of drivers 18 to 20 answer incoming calls while driving  
60% of drivers 45 to 64 answer incoming calls while driving.  
78% of drivers 25 to 34 answer incoming calls while driving

National Highway Transportation Safety Administration

# DISCUSSION

## Middle School Students

### OVERVIEW:

It is important that young people are provided with tools to make smart decisions on their own. All discussions should be conducted with this in mind. **Young people will make better decisions if they understand that their actions will have consequences.**

### VARIOUS DISTRACTIONS

Discuss why the producers used images and sounds from clocks as the visual and aural theme (because seconds are crucial in a distracted driving situation and crashes happen in moments).

Discuss the three forms of distraction (visual, physical, mental - eyes off the road, hands off the wheel, mind off of driving).

Discuss the various distractions and how each one relates to the three forms (texting, all three; hands free cell, mind; drinking, could be visual and/ physical but certainly mental; etc)

REVIEW the above by showing the short video: 1. Texting

### THE BRAIN:

Discuss what people in the video said about how the **brain works and how it relates to distracted driving. Why did the producers of the video make such a point about how fast the brain works, especially for youth?** (discuss that the brain doesn't fully develop until the late 20's and that because of that, the brain is slower at analyzing driving and thus distractions slow it down further)

Discuss what the scientists said about having to "attend" when you're driving and not just staring at something. (have to actually concentrate on driving, your mind can wander)

Discuss what the scientists said about "inattention blindness" and how that relates to distractions and crashes. (actually won't see something because of distraction)

REVIEW the above by showing the short video 3. Teen Brain

# A C T I V I T I E S

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## Middle School Students

- Have the students write a scene about how passengers in a car can stop the driver from doing things that are distracting.

Have the full class list ways to NOT use your cell phone at all when you drive (put it in the trunk, your purse, etc).

Have the class write a paragraph about why even HEARING the text or voice alert can be distracting and why you should turn your phone off. (even hearing the vibration can cause your mind to wonder who called).

- Have the students create posters about 1) how important it is to eliminate distractions – use various distraction examples and 2) how even a moment of distraction can cause a crash and 3) how crashes affect peoples lives (financially, emotionally, physically).
- Have the students create an ad campaign (perhaps videos and radio ads or posters/bill boards) about:
  - The importance of stopping distracted driving
  - How to be a hero by stopping a friend from driving distracted.
  - How parents need to be the role model and not drive distracted.

# DISCUSSION

## High School Students

### OVERVIEW:

It is important that young people are provided with tools to make smart decisions on their own. All discussions should be conducted with this in mind. **Young people will make better decisions if they understand that their actions will have consequences.**

### DISTRACTIONS AND YOUTH:

Discuss the statistics from the show (listed in this guide) and go over how those relate to themselves and their friends/families.

Discuss why youth are less likely to take distracted driving seriously, regarding being in car crashes. (see statistic on those who don't believe using a cell phone affects their driving performance)

Discuss the three forms of distraction (visual, physical, mental - eyes off the road, hands off the wheel, mind off of driving).

Discuss why and how it is harder for young people to stop using their electronic devices while driving (cell phones and other devices – they have grown up with them).

Discuss the various distractions and how each one relates to the three forms (texting, all three; hands free cell, mind; drinking, could be visual and/ physical but certainly mental; sleepy, mind; etc)

Discuss if their minds have changed regarding distracted driving and if so how and why?

Discuss which distractions are most likely to cause them or their peers to have a crash. Discuss which distractions are most likely to cause their parents or teachers to have a crash.

REVIEW the above by showing the short video 1. Texting

## HIGH SCHOOL DISCUSSION CONTINUED

### THE BRAIN:

Discuss what people in the video said about how the **brain works and how it relates to distracted driving**. **Why did the producers of the video make such a point about how fast the brain works, especially for youth?** (discuss that the brain doesn't fully develop until the late 20's and that because of that, the brain is slower at analyzing driving and thus distractions slow it down further)

Discuss what the scientists said about having to "attend" when you're driving and not just staring at something. (have to actually concentrate on driving, your mind can wander)

Discuss what the scientists said about "inattention blindness" and how that relates to distractions and crashes. (actually won't see something because of distraction)

REVIEW the above by showing the short video 3. Teen Brain

### SLEEPY DRIVING:

Discuss how much sleep they (and their peers) get each night and how that affects them (not necessarily driving but in other ways – grades, athletic performance, etc.).

Discuss what Dr. Griggs said in the video about sleepiness causing crashes and why (refer to the statistic about 1 in 8 crashes being due to sleepy driving).

Discuss HOW being tired can cause crashes referring to the three forms of distraction (visual, physical and mental).

Discuss how sleepiness can relate to the brain speed in terms of decision making (slower decision making) and how that can easily cause a crash.

REVIEW the above by showing the short video 5. Sleepy



# A C T I V I T I E S

## High School Students

- Have the students figure out how far a car travels at various speeds during the average text message (4.6 seconds).

Have the students research the number of crashes in their town due to distracted driving and what kind of distracted driving it was the cause.

Have the students draw a diagram showing all the decisions a drivers brain must make while coming up to an intersection (ie. Is the light red, is there a stop sign, is someone coming left/right, how hard do I need to break, etc.)

- Have the students write a scene about how passengers in a car can stop the driver from doing things that are distracting.

Have the class list ways to NOT use your cell phone at all when you drive (put it in the trunk, your purse, etc). Review short video 6. Cells

Have the class write a paragraph about why even HEARING the text or voice alert can be distracting and why you should turn your phone off. (even hearing the vibration can cause your mind to wonder who called).

- Have the students create posters about 1) how important it is to eliminate distractions – use various distraction examples and 2) how even a moment of distraction can cause a crash and 3) how crashes affect peoples lives (financially, emotionally, physically).
- Have the students create an ad campaign (perhaps videos and radio ads or posters/bill boards) about:
  - The importance of stopping distracted driving
  - How to be a hero by stopping a friend from driving distracted.
  - How parents need to be the role model and not drive distracted.

# DISCUSSION

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## PARENTS

Initiate a discussion and then let the parents direct its course. As with all discussion, ground rules will need to be set regarding respecting each other's opinions. As with the students say up front that you DO NOT want personal stories during the discussion.

The parents need to understand the brain workings and how that causes distractions for everyone (and moreso for youth). They also need to understand how their behavior is reflected in their children's driving habits. See the statistics regarding youth witnessing parent behavior and the mirroring effect it has.

### DISCUSS:

Based on the film, what are the **major brain reasons for distraction?** (No one can multitask. The brain prioritizes and thus is slower to respond.)

What are the three main ways to be distracted while driving? (physical, hands off wheel; visual, eyes off road; mental, mind off driving)

How do the following apply to each of the above ways: cell phones, drinking, sleepiness, gps device, radio, food, doing make up, etc.

What is the parents role in helping their children not be distracted when driving?

How can you stop being distracted while driving?

# ACTIVITIES

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## PARENTS

- Pick a date and time to talk with your children about this program or a time to watch it with them. Then ask the kids what they think you should do as parents to help or not.
- Meet with school officials and discuss showing the video in health classes or for a school assembly.

# Q U E S T I O N S   t o   A S K

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FOR ALL GROUPS, THESE CAN BE CONVERSATION STARTERS:

- Is this video a fair representation of distracted driving?
- What is the difference between teenage brains and older brains and which brain is faster (older brains on routine behaviors, synapses formed already over time and use)?
- Is distracted driving really a problem in our (school, community, state)?
- Whose problem is it?
- Is it a teenage problem?
- Is it a parent problem?
- Is it a legal problem?
- Why and how does distracted driving affect all of us?
- Is it possible for youth to change their behavior about this? How?
- What role do parents play in helping kids change their behavior?
- How can friends help drivers NOT drive distracted?
- Why do people still use their phones while driving when they know it's dangerous? (think it won't happen to them)
- Is it really possible to change a school or community culture around distracted driving?

CONTINUE TO ASK “why?” and “why not?” and “can you explain that?” after each answer.

If a group can establish that this is a problem, ask:

- Is it a problem that needs to be solved?
- Can it be solved?
- Who can solve it?
- How can it be solved?

# R E S O U R C E S

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New Mexico Information on youth issues	<a href="http://www.SafeTeen.net">www.SafeTeen.net</a>
National Highway Transportation and Safety Administration	<a href="http://www.Distracted.gov">www.Distracted.gov</a>
National Safety Council	<a href="http://www.nsc.org">www.nsc.org</a>
AAA Distracted Driving pledge	<a href="http://www.aaafoundation.org/distracted-driving">www.aaafoundation.org/distracted-driving</a>
New Mexico Department of Transportation	<a href="http://www.dot.state.nm.us">www.dot.state.nm.us</a>
UNM Health Sciences Center Brain and Behavioral Health Institute	<a href="https://brain.health.unm.edu/">https://brain.health.unm.edu/</a>
Teen Site for Alcohol Information and Safety	<a href="http://www.thecoolspot.gov">www.thecoolspot.gov</a>
Alcohol prevention campaign information	<a href="http://www.samhsa.gov/underagedrinking">www.samhsa.gov/underagedrinking</a>
Parenting Skills Website	<a href="http://www.parentingteens.about.com">www.parentingteens.about.com</a>
The Partnership at Drugfree.org	<a href="http://www.drugfree.org">www.drugfree.org</a>
National Institute of Mental Health	<a href="http://www.nimh.nih.gov/">www.nimh.nih.gov/</a>
Life Skills Training, Institute for Prevention Research	<a href="http://www.lifeskillstraining.com">www.lifeskillstraining.com</a>
Parenting Adolescents Wisely, Ohio University	<a href="http://www.familyworksinc.com">www.familyworksinc.com</a>
SMART Moves Program, Boys & Girls Clubs of America	<a href="http://www.bgca.org">www.bgca.org</a>
National Organizations for Youth Safety	<a href="http://www.noys.com">www.noys.com</a>
Christopher Productions Social Issues Information	<a href="http://www.ChristopherProductions.org">www.ChristopherProductions.org</a>
New Mexico Parent Teacher Association	<a href="http://www.nmpta.org">www.nmpta.org</a>



christopher productions  
Television to Touch the Heart

## DRIVEN TO DISTRACTION

**Order Form** Please allow 3-4 weeks for delivery.

PLEASE PRINT CLEARLY OR TYPE

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

**Phone:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

**Documentary and 5 mini versions**

Number of DVD's X \$10 \_\_\_\_\_

**TOTAL COST:** \_\_\_\_\_

**Note: To Keep Costs Down WE DO NOT ACCEPT PO'S or CREDIT CARDS**

Your payment includes shipping costs (call 505-843-7231 for expedited service fees).

Send this form along with a **check or money order** for the total cost, to:

**SafeTeen New Mexico**

**1511 University Blvd. NE**

Albuquerque, New Mexico 87102

PLEASE NOTE: YOU CAN ORDER THIS VIDEO ON LINE AND  
AT [www.SafeTeen.net](http://www.SafeTeen.net)

Driven to Distraction

## RESPONSE FORM:

Please take a moment to fill out the information below and then EMAIL to us as a word doc: [Chris@ChristopherProductions.org](mailto:Chris@ChristopherProductions.org)

Thanks for letting us know how you're using the materials.

Name:

Organization:

Address:

Email:

Phone:

Which materials were used (documentary, curriculum):

Date(s) materials used:

Group(s) using materials (i.e. Class, Club, Group – what kind?)

Number of people using the materials:

Youth:

Adults:

Other comments about the materials and your discussion: