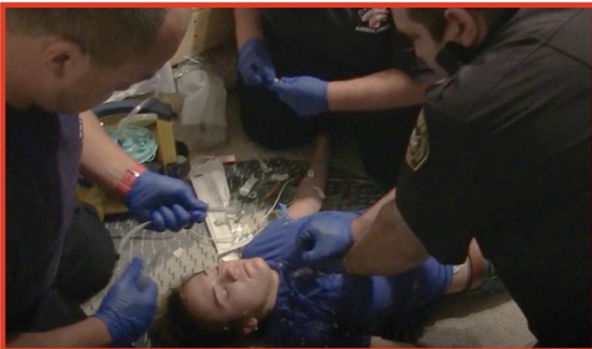
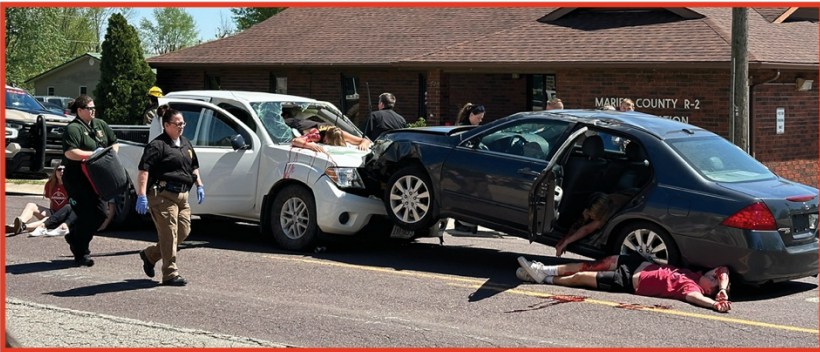


MRPC

DOCUDRAMA PLANNING ASSISTANCE



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Missouri Coalition
for Roadway Safety



Prepared July 2024
Available, including updates, at meramecregion.org/roadway-safety-programs

Let's Get Started!

There are many elements that go into creating a docudrama, and at times, it may appear daunting, but Meramec Regional Planning Commission (MRPC) is here to make the process easier. Mag Roberts with MRPC has years of experience coordinating docudramas and she is only an email or phone call away. You are not alone in this venture. If at any time you have questions, feel free to contact her at 573-263-5504 or by email at kirganroberts@hotmail.com.

Currently through a grant, MRPC offers assistance with four different docudrama scenarios – the crash simulation, the Grim Reaper, an ER simulation or an alcohol poisoning/drug overdose bonfire simulation. By having four different scenarios, high schoolers can see a different docudrama each year they are in high school, instilling messages of smart driving choices. The goal is that students can view real-life consequences to dangerous choices in a controlled environment and prevent these choices before they become real and life-threatening.

One thing that is important to remember, some people who may see these have lost loved ones and therefore it is important to **always** announce that no one is forced to watch these programs. Be sure that they know that if at any time, the content gets hard to witness, they may simply get up and leave. Usually, these programs are not announced to the student body as the shock value is an effective tool to help with students getting the full impact of these programs, but counselors and teachers who know of students who may have a hard time with this type of content should speak with them ahead of time and give them the opportunity to not attend, if they wish.

The following document will help to outline the different scenarios and the work required for each, as well as agencies you may need to partner with. It is important to remember that no one docudrama will be the same. Each school has different needs and will have modifications to its programs to personalize and accommodate the programs to that school's needs. Therefore, this document should be used as a guideline, but not as the authority on how to do docudramas with your students. The hope is this will give your school a starting point and that more detailed discussion on each scenario will make the program unique to your school. Please feel free to contact MRPC for assistance and guidance in your planning process and coordination efforts. This service is completely free of charge.

So, choose a docudrama and let's get started saving lives!

Crash
Simulation

Grim Reaper

Emergency Room
Simulation

Alcohol Poisoning/
Drug Overdose

THE CRASH SIMULATION

A crash simulation is the traditional mock car crash that most people associate with docudramas. This involves a two-car accident and the realistic response of agencies coming onto the scene of the crash.

Step One – Determine Who is Leading the Effort

It is important to determine who is leading the effort and who will serve as the main point of contact. These programs have many moving parts, but clear leadership and guidance will make the process easier.

Step Two – Pick a Date

Pick a date - and then pick a rain date!!! With weather being unpredictable and this being an outdoor scenario, it is important to make sure there is an established backup plan.

Step Three – Contact Area Agencies that Need to Be Involved

Contact those who will be involved and confirm the date. (See worksheet on Page 7 for an easy to track table of these agencies). Dependent on school's preference not all agencies may be necessary, but the agencies can also assist in making further contact with agencies participating. For example, fire may be able to contact a salvage yard and arrange for at least two crashed cars - one with front end damage or ambulance districts can contact an air evac service to add drama to your event. Ambulance districts or area hospitals sometimes have individuals who are able to do special effects type make-up called moulage, which is who you want to do realistic crash injuries for your performance. MRPC can help with this in certain situations dependent on scheduling and availability.



Step Four – Select Your Student Participants

Now you need your participants from the student body... this is trickier. A crash simulation works best with eight to twelve students. Four students per crashed car, and two – four students coming up on the crash scene in one or two additional cars that make the 911 call. In the crashed vehicles, you will have a car that has the drunk driver with minor injuries, a serious injury and two walking wounded and in the second vehicle will be one or two serious injuries, the fatality and one or two walking wounded. However, if your school is smaller this can be reduced to the school's need. (See page 8 for a worksheet to track and assign positions to participants.)

Things to consider when selecting your student participants:

- You want students from all grade levels. If you have a group you are working with, pull from them, but don't be afraid to add to your group.
- Use kids who are high profile.... recognizable. Pull from band, sports, school clubs, academics, etc. Also, consider using those who drink and those who don't as it makes a difference.
- While it may seem counter intuitive, using only the drama group may not be the best choice. You want kids to REACT - not act. There is a big difference!



Step Five – Plan your situation

Decide how you are going to approach the situation. This can be different based on what your student participants want to do, but MRPC usually coordinates a two-car front-end crash that is staged and ready to view. Then one or two carloads of kids “come up on the accident” and freak out. They call 911 and walk around helping the victims. Some sit by them or just sit and cry. There should be lots of drama from these kids, while those injured can be unconscious, moaning and/or confused about what has happened. After a relatively short time, the first responders such as fire, ambulance, police, sheriffs and highway patrol will roll onto scene. It is important to remember that the students watching must maintain visual of the scene, so make sure the first responders are not parking in front of the accident and blocking the view. After this, a parent or friend of the fatality will arrive on scene. The parent freaks out and is hysterical. This is where it helps to have a fatality that is popular and a parent who is well-known

to a lot of the students watching. Additionally, it could be a teacher who is close to the high schoolers coming up on the accident and witnessing the scene themselves. A couple other points to add to the drama, the parent/teacher can try to push through the emergency personnel to the fatality. Police move them back and try to comfort them. Injured students are taken by ambulance and air evac. While the scene is playing out, there is an officer dealing with “the drunk” off to the side of the crash, but close enough to the students viewing that they can see what is happening. The police and patrol will field test the drunk – who should be combative and uncooperative - cuff him/her - and place them in a police car. If permission is given, the officer can put the “the drunk” on the ground to cuff them, however this must be pre-arranged with the officer. Again, make sure this is all done where the student body can see it. After “the drunk” is in the patrol vehicle, the coroner and/or funeral home arrive to remove the fatality from the scene. At this time, the parent/teacher could come running back into the scene hysterical, crying, screaming something to the effect of this can’t be real; and officers try to prevent them from getting in the way. It is important that a parent makes it to their child and hugs “the body” before being pulled away by an officer.

IMPORTANT NOTE - DO NOT REHEARSE. YOU CAN TALK IT THROUGH A FEW TIMES, BUT DO NOT REHEARSE THIS!

Basically, the students act spontaneously. The parent very easily can imagine what they would do. And the rest of the group does their very difficult job daily and will not need a rehearsal. Spontaneous response to these situations is important to make it as realistic as possible.

Tips To Remember:

- Things will happen that you don’t expect. Roll with the flow.
- Make sure the accident is staged in a way that kids can see what is going on. First responders need to not block the view.



- If students seem as though they are getting too emotional while viewing the performance, have teachers present in the crowd to speak with them and make sure they are okay.
- If students aren't taking the performance seriously, the same teachers present in the crowd should correct that behavior or ask them to step away.
- If you choose to record your video, consider adding music to it to increase its impact. If you put it on YouTube - do not use current music. If you are only showing it in house - use current tunes. Music by Staind, Evanescence, and or that evokes an "the angry sad" emotion is generally good. It is important to know where you want each song on the video. The idea behind this is that each time kids hear a certain song, they remember the program, the video. A designated videographer is a good idea so that they are focused on capturing the drama unfolding during the performance.

Step Seven – Wrap Your Program with An Impactful Message

To wrap the live performance, it is usually a good idea to have someone talk with the student body. This can be the principal or a first responder who really drives the message home reiterating what the students just witnessed. Statistics are fine, but this message should be more heartfelt urging students to make smart decisions when behind the wheel of a car.

Step Eight – Re-Enforce the Message Continuously

Make sure that your performance is not a one and done message. If you choose to record the performance, consider showing it to the student body prior to homecoming and/or prom. Some schools have purchased shirts for the entire student body and worn them on a specific day, such as before prom. Additionally, the school provided the shirts to florists, local restaurants, beauty salons, etc., so the students were seeing them the day of prom when they were getting ready for the festivities. There are a lot of possibilities that will keep the message in front of the student body throughout the school year, not just at the performance.

Good luck - it seems like a lot, but again MRPC is available to help at any time!



AGENCY PARTNERS AND CONTACT INFORMATION

Agency	Contact Name	Phone Number	Responsibilities
City Police			
County Sheriff			
Highway Patrol (Page 25)			
Fire Department			
Ambulance District			
Air Evacuation			
County Coroner			
Funeral Home			
Moulage/Make-Up Artist			
Salvage Yard			
Tow Truck			
School Contact			

PARTICIPANTS

Crashed Car One

Drunk Driver: _____

Injury Level: Minor

Front Passenger: _____

Injury Level: Serious or Walking Wounded

Back Passenger: _____

Injury Level: Serious or Walking Wounded

Back Passenger: _____

Injury Level: Serious or Walking Wounded

Crashed Car Two

Driver: _____

Injury Level: Serious

Front Passenger: _____

Injury Level: Fatal

Back Passenger: _____

Injury Level: Serious or Walking Wounded

Back Passenger: _____

Injury Level: Serious or Walking Wounded

Car One Arriving on Scene

Driver: _____

Front Passenger: _____

Additional Passengers (Optional): _____

Car Two Arriving on Scene (Optional)

Driver: _____

Front Passenger: _____

Additional Passengers (Optional): _____

Parent/Teacher Arriving on Scene

Name: _____

THE EMERGENCY ROOM

The good news about this one is that the first part is the same as the crash simulation - with these exceptions. The parent does not show up at the crash site, there is no coroner or funeral home, and you may need a few more kids. However, the accident is filmed in advance and then shown at the assembly prior to the docudrama beginning.

The scenario: There is an accident at night.... kids arrive on the scene and call 911. Then - and this is something they really should not do - some of the kids who arrive take a few of the walking wounded to the “emergency room,” and this is all filmed. The rest of the scenario is played out live like the first one. This should be put to music. (See pages 11 and 12 for planning worksheet.) It is important to remember that you will need the same make-up/moulage individuals from the night crash that is being filmed as you do with the live performance. They will need to be able to recreate the injury effects.

Show the video and as the video winds down, the scene opens in the emergency room. This part is live and generally set up in the gym. (See page 13 for planning worksheet).

You will need:

- Gurneys and IV equipment - the ambulance district can help you with. You may also be able to get a local hospital to assist you with this program.
- Folding chairs for a waiting room - this is for the kids who come in from the crash site both those waiting for triage and those who are waiting to hear about friends.
- A minister
- Adults will need to portray nurses and docs – could be ambulance personnel or people from the hospital.
- You will need a triage area – beds with curtained partitions.
- Two entries to the gym will be needed.
- Sound system
- Screen to show the video.



As the lights come one from the video: The first of the students come crashing into the ER asking for help for the walking wounded. The triage folks take them and the others sit in the waiting room.

From the other side, EMS starts bringing in the victims from the “ambulance entrance.” Others show up for the waiting room. The police bring in the drunk driver to make sure he is ok. Meanwhile another victim has come in from the “ambulance entrance.”

The highway patrol is there taking statements from those in the waiting room, so the overall ER is very busy. The parent and sibling or friend of the fatality is waiting for information. While waiting the police bring in the

drink to be checked to make sure they are okay. The sibling/friend goes after “the drunk driver,” yelling at him/her and trying to hit him/her. The officer must keep them separate. For example, in one performance we had two siblings involved where one was on the gurney injured and the other was standing there, as the drunk driver was being escorted away. The angry sibling charged the drunk and screamed at him and tackled him to the floor. Profanity was used to make it more realistic, and then the police broke it up.

While that is going on ER staff are in the background start working on the victims. One of these victims is the fatality, and time of death will be called in the ER.

Now - here is the twist. One of those on the gurney is a body double. This person will not make it. The “spirit” of one of the fatalities from the crash is in all white and walking around looking at all the things going on. She/he doesn’t say a word to anyone and no one can actually see them. Then their body double crashes and they start CPR. While they are being worked on, the “spirit” goes over and watches. Their parent comes in and the minister is with them. They stop working on the fatality and the spirit tells emergency room staff to keep trying. As the parent grieves, MRPC usually plays the song by Evanescence called “Hello.” The parent comes to the body – the spirit tries to talk to them then, but the parent can’t hear them. Finally, the spirit realizes that he/she have died.



The focus then goes to the spirit - as he/she come toward the student body and reads something they have written that discusses what has happened. There are many things you could use online. It is better if the student writes his/her own.

This program can involve multiple fatalities including a fatality pronounced on scene at the night crash filmed portion, one fatality that is pronounced on route to ER and is dead on arrival as they enter the scene (this fatality could

be associated with the person who goes after the drunk driver), and then the fatality that becomes the spirit in the live performance as described above (associated with the grieving parent).

Again, an adult (principal/staff member or first responder) needs to follow-up and discuss what has happened in this program. You must always reinforce what the kids have seen so that the message sticks and drive home the message of making good choices.

This scenario is the most intricate in its coordination, requiring the most moving parts.

AGENCY PARTNERS AND CONTACT INFORMATION

Agency	Contact Name	Phone Number	Crash Sim, ER or Both	Responsibilities
City Police				
County Sheriff				
Highway Patrol (Page 25)				
Fire Department				
Ambulance District				
Air Evacuation				
Moulage/Make-Up Artist				
Salvage Yard				
Tow Truck				
Videographer				
Minister				
School Personnel				

NIGHT CRASH SIMULATION PARTICIPANTS

Crashed Car One

Drunk Driver: _____

Injury Level: Minor

Front Passenger: _____

Injury Level: Serious or Walking Wounded

Back Passenger: _____

Injury Level: Serious or Walking Wounded

Back Passenger: _____

Injury Level: Serious or Walking Wounded

Crashed Car Two

Driver: _____

Injury Level: Serious (Live Performance Spirit)

Front Passenger: _____

Injury Level: Fatal

Back Passenger: _____

Injury Level: Serious or Walking Wounded

Back Passenger: _____

Injury Level: Serious or Walking Wounded

Car One Arriving on Scene

Driver: _____

Front Passenger: _____

Additional Passengers (Optional): _____

Car Two Arriving on Scene (Optional)

Driver: _____

Front Passenger: _____

Additional Passengers (Optional): _____

LIVE PERFORMANCE ER SCENE PARTICIPANTS

All previous participants from the crash scene participate in the live portion. This list is for extra participants needed for the live portion.

Triage Technicians in Waiting Room to check in walking wounded:

1. _____
2. _____

Doctors and Nurses in the ER:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Minister: _____

Body Double for Serious Injury on Gurney for Fatality: _____

Spirit: The serious injury from the crash sim becomes the spirit wandering through the ER.

Parent of Spirit: _____

Sibling or Friend of Spirit: _____

Optional Additional Fatality

Fatality DOA: _____

Sibling or Friend of DOA: _____

THE GRIM REAPER

Every 13 minutes someone is killed in a drunk driving accident in the United States. Because of ease with school scheduling, with the Grim Reaper docudrama, a student is “reaped” every 15 minutes from a classroom and removed from the class. You should select an equal number of students from each grade level, again diversifying to make sure you are having the greatest impact – sports, academics, arts, etc. (See page 16 and 17 for a student selection worksheet.)



You will need to select a student, parent or teacher who can spend the day playing the Grim Reaper. This person wears an all-black robe with his/her face covered. This person should be hard to identify in the robe. Having a parent or recent graduate play the reaper adds to the mystery as to who it might be. The reaper never speaks and has an assistant who travel with them, as well as the school resource officer if available. The assistant can be the resource officer who does the announcement if the school prefers.

You will need to know where each student you have chosen to be “reaped” is located, so creating a schedule that includes where each student is located at the time of their reaping. As a student is reaped, the Grim Reaper’s assistant will play a tolling bell. You can find an app on your phone for this, and then have the assistant announce “[Student’s Name]. You have just been killed in a drunk driving accident.” And then remove the victim from the classroom. Reap a student every 15 minutes for the entirety of your day leading up to the assembly.

As the victims are called, they need to go to a staging area where “death face” is put on them. This is shadowing and shading, not injury make-up. You can use hypo-allergenic lotion, baby powder and shades of gray and purple eyeshadow. Be sure to use new make-up wands and cotton balls for each student! After make-up, send them back to class with a sign that says, “Don’t talk to me. I’m just a memory.” They do not talk the rest of the day. It will be hard on them, for sure, as other students will try to mess with them and get them to talk. Pick carefully....if you have a chatty kid - put them at the end of the day. Additional students will help with make-up and making tombstones for each of the students reaped. These tombstones should be hung in a highly visible place in the school so students can see the number of reaped grow throughout the day.

Be sure to tell your helpers to be serious and to act mysterious. The Reaper should be creepy and only raise his hand to point to people. If your Reaper and helpers walk in and the kid is absent, they should just pick another kid in the class and be smooth about it.

In the pre-planning, it is important to select at least four students and one parent to read farewells to each other. Siblings, girl and boyfriend, best friends, and lastly a parent will make the most impact. They are to prepare a short farewell message to read letters of goodbye at the assembly. These are the only people who will know what is going on ahead of time. Do not tell the others, the surprise is effective. The parent should be someone who can emit emotion and who the kids recognize.

Assembly (Plan for an hour, but could take less time):

As the student body walks in, they will see the victims sitting in a half circle in the middle of the gym. They enter quietly. You won't have to tell them....Start the assembly with a discussion that these "victims" represent the people who have died during the day while they were at school. Remind them that this is from drinking and driving only. It does not take into account those who weren't wearing seatbelts, or who were victims of distracted driving! Also remind them that it doesn't take into account those who were seriously injured, who may never walk again or talk again.

The rest of the program goes as follows:

1. Read a piece about a parent waiting for their child to come home.
2. Play music - time for reflection
3. Two people read their letters
4. Pull a victim out of the audience (bell rings, name is called, cover with a sheet)
5. Another duo reads their letters
6. Have someone read a poem or something similar
7. Music
8. Pull another out of audience - or two if you need to
9. Last reading - usually the parent and child (one of the victims)
10. Have a moment of silence for those who lost their lives
11. Appeal to kids to be careful - be safe – to make wise choices: Do not drink and drive. Wear your seatbelt. Put the phone down. Do not text and drive. Drive the speed limit and follow the laws!
12. Close by handing out items for reminders if you have them.

Be prepared. Kids may walk out of the assembly - let them. Have counselors standing by.

For those wanting assistance, MRPC provides assistance with make-up, signs, tombstones, costume, readings and coordination.



PARTICIPANTS

This schedule can be started at any time dependent on school need and should stop about 30 minutes prior to assembly to prepare for the assembly.

Schedule	Student to be Reaped	Location
8:30 AM		
8:45 AM		
9:00 AM		
9:15 AM		
9:30 AM		
9:45 AM		
10:00 AM		
10:15 AM		
10:30 AM		
10:45 AM		
11:00 AM		
11:15 AM		
11:30 AM		
11:45 AM		
12:00 PM		
12:15 PM		
12:30 PM		
12:45 PM		
1:00 PM		
1:15 PM		
1:30 PM		
1:45 PM		
2:00 PM		
2:15 PM		
2:30 PM		
2:45 PM		
3:00 PM		

Grim Reaper: _____

Reaper Assistants:

1. _____

2. _____

Additional Students to Help with Make-up and Making Tombstones for the Reaped:

1. _____

2. _____

Parent Reader: _____

Student/Teacher Readers:

1. _____

2. _____

3. _____

4. _____

ALCOHOL POISONING/OVERDOSE SIMULATION

Parents Who Host Lose the Most

In the recent past, this slogan was used to inform parents that they would be held responsible if kids had parties at their homes and something happened to them either there or on the road. These parties are still going on and the parents swear that it is ok because they take the keys. What they don't realize is the danger of a young person dying from alcohol poisoning, date rape, etc. They are still liable. This last scenario deals with just that issue. It is a two-part activity with a video first, and a live performance for the last half.

The video is shown first - in a separate room from the live performance.

The video consists of a party, complete with a bonfire and a keg (empty of course). You will need a bunch of kids for this one! But swear them to secrecy. Additional items needed include solo cups, empty alcohol bottles, and a vodka bottle full of water for the fatality.

As the party starts, with bonfire blazing, it is one of the student's 18th birthday! She/he is chugging out of a vodka bottle (water). People are doing keg stands - drinking from bong and having an actual party. The parent hosting the party is going around collecting keys. Good sound from your videographer is important!!!

The party continues - music is again important here - and the parent goes up to the birthday person and says he/she has had enough. The parent takes the alcohol away from him/her. Shortly after, two friends escort the birthday person to a tree where there is some gagging, etc. They prop the person up against the tree and go back to the party. The camera watches the drunk as she rolls around a bit, but finally lands on her back. Camera goes back to the party. While out of sight, vomit (recipe provided page 19) is poured over the victim's mouth and chest.

Ultimately, the victim is found; 911 is called; it is a fatality; the coroner comes, etc. There is hysteria from the parent, students, etc. But then, the parent is put in handcuffs and taken into custody where he/she is read his/her rights and can also include filming of them at the station being booked, fingerprinted and put in jail. The parent professes innocence over the fact that the kids brought their own alcohol, keys were taken etc. The officers explain the rules to the parent.

Pick a date for filming and a rain date to film the bonfire scene.

You will need to:

1. Find a location in town or county. Sometimes city parks can be used but be sure you can build a bonfire.
2. You will need lighting so contact the fire department so that they can bring truck for lighting and to put the fire out when it's over.
3. Police or sheriff should be contacted.
4. Highway Patrol should be contacted
5. County Coroner should be contacted.
6. Find a parent willing to participate.
7. Select music for the party, and the following incidents as they unfold.

8. Contact a funeral home for a coffin
9. Contact a florist to loan an artificial floral arrangement for the coffin
10. Recruit a minister

Since this will be filmed at night, the police station clip is usually done right at dusk so it looks like early morning.

Once this is done and finalized, it will be shown to the students in a room that is very dark. Prior to the live funeral portion of this program, the victim should make a short video about their life including pictures from childhood and overlay it with music. They will also need to write their eulogy.

You can use the stage and pull back curtains. The students will see the victim lying in a coffin. Yes, it takes guts to do this!!! From here, the funeral begins. The minister will only briefly speak, generally just saying a few opening remarks and then reading the eulogy of the student. Also, be sure that the minister understands that it is necessary to limit religious references that are an important part of many funerals.

A theme song needs to be selected, such as “If I Die Young” for example.

A student – a friend or sibling and a parent will deliver a short speech about the victim. This is an opportunity to share memories about the victim.

Then an authority figure needs to make a statement to the kids. They need to know that if their parents let the kids have a party, and something goes wrong, they could end up in jail. They need to know that alcohol poisoning is a real thing that can kill - in more ways than just aspiration. You have to hit this hard while they are thinking.

Drug Overdose

The only difference in this scenario for a drug overdose is that the victim wanders away from the bonfire party on their own and pretends to inject themselves with drugs. They are later found by other partiers away from the party. You need something to represent a syringe and a tourniquet for their arm. All other aspects remain the same, including the vomit as the victim overdoses and aspirates.

Vomit Recipe

1 small package vanilla pudding prepared as directed
Add: cream style corn, a few frozen peas and carrots.
Pour generously over the mouth, neck, and chest.

ALCOHOL POISONING/DRUG OVERDOSE AGENCY PARTNERS AND CONTACT INFORMATION

Agency	Contact Name	Phone Number	Party, Funeral or Both	Notes
City Police				
County Sheriff				
Highway Patrol (Page 25)				
Fire Department				
Ambulance District				
County Coroner				
Funeral Home				
Florist				
Minister				
School Personnel				
Videographer				

ALCOHOL POISONING/DRUG OVERDOSE PARTICIPANTS

Filmed Bonfire Portion

Location of Party: _____

Student Victim: _____

Parent Hosting Party: _____

Students Participating in Bonfire Party (should be several, but number is up to coordinator):

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Live Funeral Portion

Location of Funeral: _____

Minister: _____

Parent Reading Eulogy: _____

Friend/Sibling Reading Eulogy: _____

Person Delivering Wrap-Up Message: _____

CALL US WE ARE HERE TO HELP!

The hope is that this document has provided a basic understanding of these programs with worksheets that help in the planning process. MRPC is here to help in any way we can from being hands on with the planning process to just answering questions for you. Thanks to a grant through the National Highway Safety Transportation Administration and the Missouri Coalition for Roadway Safety, MRPC is able to help with this effort statewide.

Important things to remember and do:

1. You must trust your students.
2. Trust that the agencies know what they are doing, and believe in your message.
3. Learn as you go quite often, and there have been times, when an officer would mention something that wasn't realistic, and we changed it mid-program. We have had actual police calls where a car had to leave mid-program, an actual ambulance call when a student who was standing and watching had a seizure, and the back-up ambulance agency had to pull into the program site and take her to the hospital. No one stopped, and it all looked like part of the program. You just learn to go with the flow.
4. Make sure you check with each member of the team a few days before the event to make sure their assigned tasks have been completed.
5. Understand that this group will have a lot of leaders. Make sure you establish, at the beginning, who is the contact and responsible party and ask that everyone work with that person. This is especially true if someone else has coordinated a crash simulation for example, in the past.
6. Encourage suggestions that will make the docudrama more realistic.
7. If time allows do a de-briefing with the team on what worked and what did not. Discuss the next docudrama.
8. Reinforce the messages – make good decisions, don't drink and drive, buckle up/phone down, focus on the road – through the school year. Think about signage and follow-up activities that would serve as reminders.

These programs are such a great avenue for spreading roadway safety messaging to teen drivers and it is an excellent way for students to see the consequences of dangerous driving habits without getting hurt. Realism and shock value are friends, so make sure you try to keep that in mind, so these programs are as impactful as possible. Most of all, thank you for working to keep everyone safe and seeing the value in letting your students experience these programs.

Meramec Regional Planning Commission

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Bonnie Prigge – MRPC Executive Director | bprigge@meramecregion.org | 573-265-2993

RESOURCES

Parental Consent Form for Docudrama Activity

I, _____, hereby grant consent for my child, _____, to participate in the Docudrama activity organized by _____.

I understand that the Docudrama activity involves students portraying real-life events through scripted scenes or improvisation. This may include scenes depicting death and real-life consequences to poor-driving decisions.

I acknowledge that participation in this activity may involve certain risks, including but not limited to:

1. Emotional or psychological discomfort from portraying challenging or sensitive topics.
2. Physical risks associated with performances.
3. Exposure to sensitive or mature content related to the chosen subject matter.

I release the organizing agency, its staff, volunteers, and affiliates from any liability for injuries, emotional distress, or damages that may occur during my child's participation in the Docudrama activity, except those caused by gross negligence or intentional misconduct.

I understand that every effort will be made by the school staff to ensure a safe and supportive environment for my child throughout the duration of the activity.

Emergency Contact Information:

1. Name: _____

Relationship: _____

Phone Number: _____

2. Name: _____

Relationship: _____

Phone Number: _____

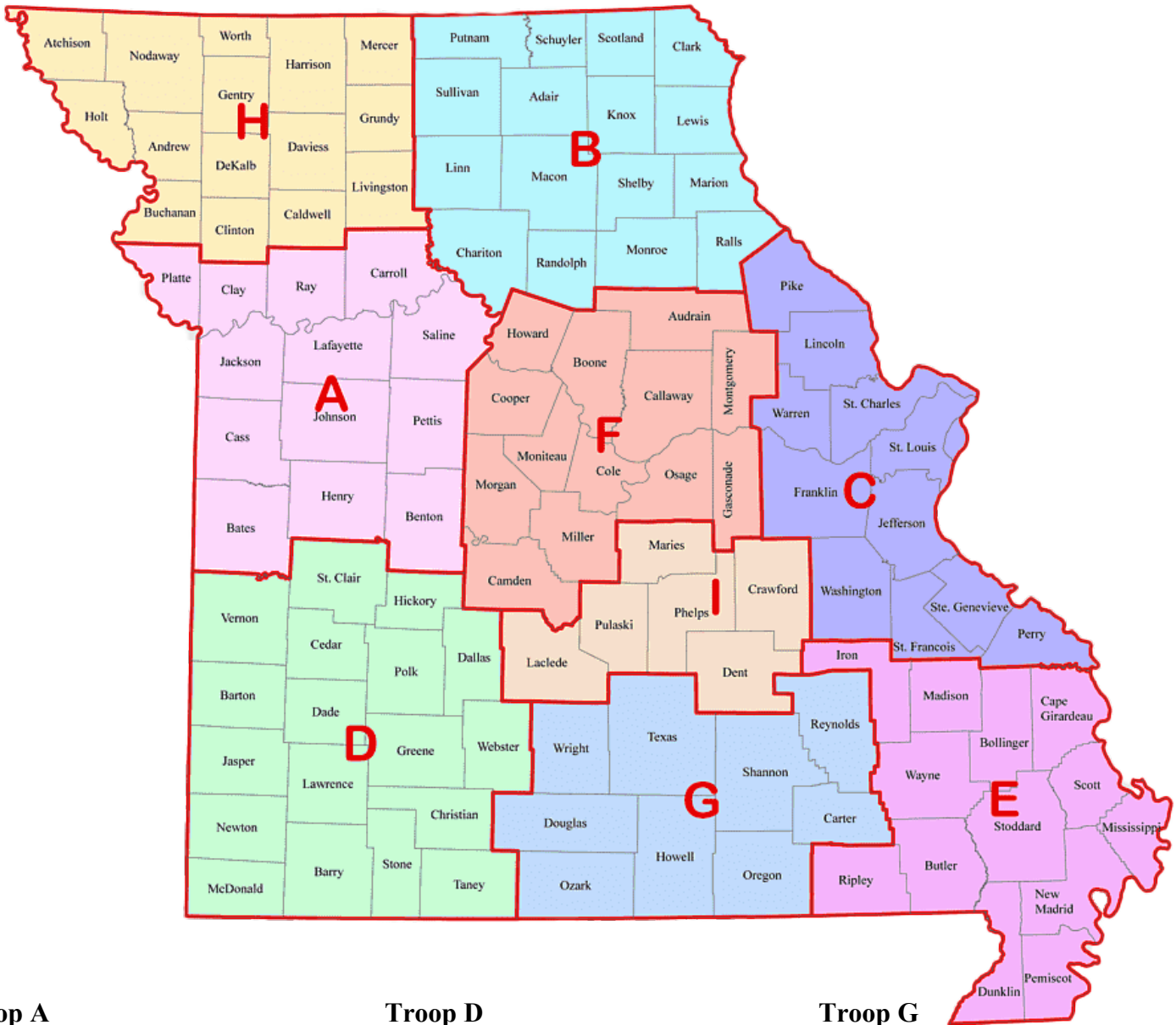
I also give consent for my child's photograph or video footage from the Docudrama activity to be used by for educational or promotional purposes, including but not limited to the school website, social media accounts, and printed materials.

I confirm that all the information provided in this form is accurate and up-to-date.

Parent/Guardian Signature

Date

Missouri Highway Patrol Troop Map



Troop A

504 S. E. Blue Parkway
Lee's Summit, MO 64063
Phone: 816-622-0800

Troop B

308 Pine Crest Drive
Macon, MO 63552
Phone: 660-385-2132

Troop C

891 Technology Drive
Weldon Springs, MO 63304
Phone: 636-300-2800

Troop D

3131 E. Kearney St.
Springfield, MO 65803
Phone: 417-895-6868

Troop E

4947 Highway 67 North
Poplar Bluff, MO 63901
Phone: 573-840-9500

Troop F

P.O. Box 568
Jefferson City, MO 65102
Phone: 573-751-1000

Troop G

1226 W. Bus. US-60/63
Willow Springs, MO 65793
Phone: 417-469-3121

Troop H

P.O. Box 8580
St. Joseph, MO 64508
Phone: 816-387-2345

Troop I

P.O. Box 128
Rolla, MO 65402
Phone: 573-368-2345

ADDITIONAL PROGRAMS

MoDOT Youth Traffic Safety Programs			
Program Name	Age Range	Area	Contact
Arrive Alive Tour	High School	Impaired Driving	Patrick DeGrasse - Patrick@dwiprevention.org
Booster to Belts	Elementary	Occupant Protection	Chase Hobart - boosters@dcca.org
B.R.A.K.E.S.	High School (15+), Parent/Guardian	Driver's Education	Robyn Schroeder - Robyn.Schroeder@modot.mo.gov
CHEERS (To The Designated Driver)	College	Impaired Driving	Kate Kaslauskas - kk3h9@missouri.edu
Docudrama (Mock Car Crash)	High School (15+)	Distracted Driving, Drowsy Driving, Impaired Driving, Seatbelts, Speed	Caitlin Jones - cjones@meramecregional.org
The Drive to Save Lives Tour	High School, Middle School	Speed, Occupant Protection	Robyn Schroeder - Robyn.Schroeder@modot.mo.gov
FCCLA FACTS	High School, Middle School	Distracted Driving, Drowsy Driving, Impaired Driving, Seatbelts, Speed	Abigail Lee - alee@fcclainc.org
First Impact	High School, Parent/Guardian	Driver's Education	Allyn Workmann - gawcft@health.missouri.edu Carol Hoormann - ceh8zg@health.missouri.edu
Is It Worth It?	High School	Distracted Driving, Impaired Driving, Seatbelts	Beth Koster - kosterb@health.missouri.edu
Keys 2 Independence	High School (15+)	Driver's Education	Chandel Perez - Chandel.Perez@flitecenter.org
MADD Power of Parents	Parent/Guardian	Impaired Driving	Christopher Pate (STL) - Christopher.Pate@madd.org Evan Lite (KC) - Evan.Lite@madd.org
Madd Power of You(th)	High School	Impaired Driving	
SADD	High School, Middle School	Distracted Driving, Drowsy Driving, Impaired Driving, Seatbelts, Speed	Chris Dzurick - cdzurick@actmissouri.org
Safe & Sober	High School, Middle School, Parent/Guardian	Impaired Driving	Megan Hopper - megan@safeandsober.org Christina Casey - christina@safeandsober.org
Smart Riders	Elementary	Distracted Driving, Occupant Protection, Pedestrian Safety	www.savemolives.com/mcrs/smart-riders
ThinkFirst	High School	Distracted Driving, Impaired Driving, Seatbelts, Speed	Nancy Foster (Columbia) - nafzqg@health.missouri.edu Will Nothnagel (KC) - will@theresearchfoundationkc.org
TRACTION	High School	Distracted Driving, Drowsy Driving, Impaired Driving, Seatbelts, Speed	Rachel Penny - rpenny@cityofcape.org
TyREDD	High School	Drowsy Driving	Kerrie Warne - Kerrie.Warne@gmail.com

MoDOT Teen Driving Coordinator

Robyn Schroeder

573-751-2488

Robyn.Schroeder@modot.mo.gov

For more information on Missouri's Roadway Safety Efforts, visit www.savemolives.com. Additional resources and incentives are available through Meramec Regional Planning Commission and MoDOT.

Meramec Region Project Graduation and Docudrama Grant Program

MRPC also provides a Docudrama and Project Graduation Program to schools within the Meramec Region – Crawford, Dent, Gasconade, Maries, Osage, Phelps, Pulaski and Washington counties. For more information about these grant opportunities contact, Caitlin Jones with MRPC at cjones@meramecregion.org. For those outside the Meramec Region, contact your local coalition to see whether they offer these grants. To find your coalition visit, <https://www.savemolives.com/mcrs/Find-My-Region>.

