



PROGRAM GUIDE

SIDNE[®] Overview

Table of Contents

INTRODUCTION	3
Materials List	5
Putting the Brakes on Impaired Driving	7
Preparation	8
Resources	9
Educational Materials	10
Location	10
Guest Speakers and Program Monitors.....	11
Equipment Safety Check.....	14
Appendix	29
Instructor Sign-Off Sheet.....	29
Participant Record.....	30
Course Selection	31

INTRODUCTION

Innocorp, Ltd. provides tools that help you create and deliver messages and lessons that reflect the reality of the impact of alcohol and other drug use. Advocates who use our products can deliver rich learning experiences by blending presentations, case studies, and discussions with vivid, dynamic and memorable demonstrations. Although many of our customers are seasoned professionals, some are looking for help in starting new programs.

SIDNE® stands for **Simulated Impaired DrivINg Experience**. The artwork for SIDNE was created to depict the dangers of impaired driving. The tire around the snake is the vehicle. The snake is like impairment; it can sneak up on a person and bite unexpectedly.

This guide is designed to help you prepare and deliver a rich learning experience that meets your learning objectives. The manual is comprised of three major sections:

- **SIDNE® Overview**
 - Putting the Brakes on Impaired Driving
- **Planning & Delivering Your Program**
 - Planning Your Program
 - The Facts
 - Choices & Consequences
 - Promoting Your Program
 - Delivering Your Message in 5 Minutes
- **SIDNE® Owner's Manual**

Using this Guide

You can use this guide to create a totally brand new program by going through the ***Planning and Delivering Your Program*** Section, then working through ***Putting the Brakes on Impaired Driving***.

If your program is already in place and you are adding SIDNE® as a new tool, go straight to ***Putting the Brakes on Impaired Driving*** section.

In both instances be sure to review the SIDNE® ***Owner's Manual*** Section.

Section Descriptions

Putting the Brakes on Impaired Driving contains the necessary planning and instructional guidance to successfully implement a driving simulation. The section includes the steps to setting up a course, safety information, and a list of steps to deliver a driving simulation.

The **Planning Section** will guide you through the program planning process. This process includes defining your audience and learning objectives, designing your program, choosing a time and location, and ensuring you have the resources you need. Recognize that individuals learn in different ways and are impacted differently by logic and emotions. We have developed specific learning events that you can employ. When time, space, and resources allow, using all of the learning events offered in this program that align with your educational objectives will provide you the best results. This module includes information for promoting your program to your target audience. Whether you have a captive audience with required attendance or you are trying to lure willing participants to the program, this section will offer you suggestions on how you can promote your program. The **Delivering Your Message in 5 Minutes Section** offers guidance on how to deliver a program in an environment where you do not have a group of captive participants. This guide is designed to assist instructors who are trying to deliver their message in a venue such as a fair, a conference, church or school picnic, or non-structured gathering.

The **Owner's Manual Section** reviews the operation and maintenance procedures for SIDNE®. It includes the maintenance schedule.

Materials List

- 1. SIDNE® OVERVIEW**
- 2. PLANNING & DELIVERING YOUR PROGRAM**
- 3. THE FACTS**
- 4. CHOICES & CONSEQUENCES**
- 5. PROMOTING YOUR PROGRAM**
- 6. DELIVERING YOUR MESSAGE IN FIVE MINUTES**
- 7. SIDNE® OWNER'S MANUAL**
- 8. TOOLS INCLUDED WITH YOUR GUIDE**
 - a. SIDNE® COURSE CARDS**
 - b. ENCLOSED CD**

The enclosed CD has the following files:

- SIDNE® Overview .doc
- Planning & Delivering Your Program .doc
- The Facts Slide.ppt - MS PowerPoint Presentation. This is an outline for a classroom presentation. It should be customized to fit your presentation style and your community's statistics. A handout printout is included in the Appendix of The Facts Section.
- Owners Manual.doc
- Quickstart guide.pdf
- SIDNE® Certificate of Appreciation – SIDNE® certificate. PDF

Fatal Vision® and SIDNE® are registered trademarks of Innocorp, Ltd.

Putting the Brakes on Impaired Driving

This educational program guide is designed to help you prepare and deliver a safe and rich learning experience that meets your learning objectives.

Believing that a “picture is worth a thousand words,” we highly recommended that you view the videos included with your package:

- SIDNE® Demonstration
- SIDNE® Operation & Safety Training Video



Preparation

IMPAIRMENT STATEMENT

SIDNE® simulates a moderate to high level of impairment. We do not have any specific blood alcohol concentration (B.A.C.) or number of drinks associated with the effects of SIDNE®. This is because while we can fix the impairing affects of SIDNE® to a specific delay of steering, braking and acceleration, a person's individual level of impairment given a specific BAC can vary significantly. The one constant among all people in an impaired state is that their normal levels of ability are reduced. Reduced abilities means a higher chance of being involved in a crash that results in injury or death if they choose to drive. The one message that we deliver with SIDNE® is “*never drive impaired.*”

GETTING STARTED

It is important that everyone involved in the program receives the proper training and follows all necessary precautions to ensure the safety of all participants.

You should make sure that all safety features are in working order and all safety procedures are followed. SIDNE®’s safety features are listed in the ***Safety Briefing*** section later in this program guide. Refer to page 22 of this section or the ***Safety Briefing*** for a listing of SIDNE®’s safety features.

In addition to other safety procedures you deem appropriate, you should consider the following:

- All operators should have a valid driver’s license or learner’s permit so they understand the basic functions of a moving vehicle.
- Operate in a clear, flat area, making sure that there is no danger of SIDNE® running into any obstacles. This includes but is not limited to poles, cars, pedestrians, railings, and buildings.
- All trainers/staff/volunteers are properly trained and briefed on ALL safety procedures.
- Make sure that all participants strictly adhere to safety requirements and follow all directions given by the staff.
- Make sure that the equipment is in proper working order.
- **ONLY USE THE EQUIPMENT FOR ITS INTENDED PURPOSE.** SIDNE® is expressly designed as an educational tool to be used in alcohol and other drugs awareness education. It is not designed for use as a recreational vehicle or for any other form of entertainment.

Resources

The resources you require will be dependent upon your specific program, audience, and the materials you are going to use. Below is a list that will help you remember resources important for your program.

NECESSARY EQUIPMENT

- SIDNE®
- Battery Charger for SIDNE®
- Transmitter (and 4 extra AA batteries)
- Helmets¹ (at least 2; 6 will help make the program go faster)
- Safety glasses (at least 2; 6 will help make the program go faster)
- Posts and tape to mark the Safety Buffer
- Traffic Cones (minimum of 30) – we recommend 6” high cones for laying out your course.
- Tape or chalk to mark the location of the cones and the direction of the course

OPTIONAL

- Traffic Signs (Stop, Yield, and directional arrow)
- Handcuffs
- Survivor tags
- Coroner tags
- Premium items to give away – stickers, pens, and other low cost giveaway items..
- Mannequins to simulate pedestrians



Helmet & Goggles



Transmitter



**Parking brake
(In GO position)**

¹ If you plan to allow children to ride with their parents, be sure to have smaller helmets and safety glasses available for the children.

Educational Materials

Make sure your educational materials are accurate and up-to-date. The educational materials required depend on how you structure your program and your reporting requirements.

- SIDNE® Course Cards²
- Blood Alcohol Concentration Calculator—consider having a large BAC Calculator. Use this tool to illustrate the impact alcohol has on an individual.
- Any Sponsor materials
- Handouts\Board\Posters
- Tests\Surveys

Location

BRIEFING\SURVEY AREA

The briefing area will be used to brief the participants before the demonstration. This area must be large enough to accommodate all participants. Make sure the participants can hear the facilitator. In a noisy setting you might consider having a microphone and speaker available. If you think the surrounding environment may distract the participants, you should take measures to screen the distractions from the participants as much as possible. Have participants stand so they are facing away from the distraction.

SIMULATION COURSE³

Location:

There are two key factors in selecting the location for the simulation course. First and foremost is safety. **The course area should be 100' x 130'**. Measure the location to insure you have the appropriate amount of space. Select a wide-open, flat space clear of obstructions (such as a parking lot cleared of cars, in an area away from light-posts and other hazards). The surface should be hard, flat, and free of barriers. The demonstration area must be large enough to accommodate the demonstration course. Several course designs and guidelines for effective course layouts are provided in the Appendix of this section. There should be a Safety Buffer in every direction from the course.

Indoor locations must meet the same space requirements, **100' x 130'**. Floors must be solid surface, no carpeting, or Astroturf.

² SIDNE® Course Cards are included for your convenience.

³ After setup, drive SIDNE® through the course to make sure it is not too difficult to maneuver when operating SIDNE® in “Normal” mode. If it is too difficult, students will point to the setup as the reason they failed, not the impairment.

The second factor is location in relation to other exhibits. If you are participating in an event with multiple exhibits, make sure your course is not obscured by other activities. It should be easy to sight and reach.

A solid object between SIDNE® and the transmitter will interrupt or block the continuous signal that maintains SIDNE®'s power. It is important that the area be free of any barriers.

Safety Buffer:

The Safety Buffer's purpose is to allow enough space for SIDNE® to stop safely. Our example in this guide and in the training video uses a 15-foot buffer. This size may not be adequate for your location or circumstances. You may require more than a 15-foot Safety Buffer given your location and circumstances. Establish your Safety Buffer to provide ample time to react and stop SIDNE® in the event of an emergency. See page 31 for tips on determining the size of your Safety Buffer.

Participant Viewing:

In addition to the course, the demonstration area will need to accommodate participants who are waiting and supplies. Clearly mark a safe area away from the driving course where participants, observers, and others should be while the course is in use.

Debriefing\Survey Area

The Instructors will use the debriefing area to discuss the outcome of the demonstration with the participants or have them complete a post-simulation survey. This area will usually be the same as the viewing area. This area must be outside the boundaries of the Safety Buffer.

Guest Speakers and Program Monitors

GUEST SPEAKERS

Your choice of guest speakers should be driven by what you think will drive home your educational objectives to your specific audience. Some possibilities⁴:

A **law enforcement officer** with powers of arrest and handcuffs could play the role of a guest speaker, but more importantly, could add some realism to the program through the use of handcuffs.

⁴ For additional suggestions on Guest Speakers, see Planning Your Program, a program planning guide By Innocorp, Ltd.

A **coroner** could play the role of a guest speaker and discuss the ultimate consequence of a crash. The coroner could provide departing “fatalities” with a “coroner’s tag” to wear on their wrist for the remainder of the day.

PROGRAM MONITORS

The number of program monitors you need will depend upon the size and complexity of the course and the size and behavior of your audience. We suggest a minimum of 4 people to serve as program monitors. It is imperative that anyone serving as a Program Monitor drive SIDNE at least once to be familiar with the experience your course participants will have. The experience of driving SIDNE will set Program Monitors expectations of how participants will react to SIDNE. If the program monitor will have the responsibility of operating the transmitter, they should practice with the transmitter until they are confident they can control SIDNE during a program.

Training Program Monitors

1. Provide the Program Monitors with this section and the SIDNE® Owner’s Manual section for a complete description of the functions of SIDNE® for their review prior to your program.
2. It is imperative that anyone participating as a program monitor experience a ride in SIDNE prior to helping with a program. They gain an understanding of what the participants will experience and the importance of their role in the program.
3. Hold a practice session for the Program Monitors prior to your program.
4. On the day of the program:
 - a. Answer any questions the Program Monitors have about their functions.
 - b. Remove the WARNING placard from SIDNE®’s steering wheel and have them read it. *Replace the WARNING placard after the program.*
 - c. Have them sign the Instructor Sign-Off Sheet, see the Appendix.

Program Monitors will perform the following functions, pages 25 – 28 of the Instructor’s Guide with all of the steps for an exercise:

- **Safety Monitor:** This person is responsible for briefing the participants about the driving activity and ensuring they are properly informed of the safety procedures. This person keeps the program running smoothly without delays. Summary of the Staging Coordinator’s responsibilities:
 - Review the Safety Procedures; see the SAFETY BRIEFING Course Card.
 - Perform the PRE-PROGRAM SIDNE® CHECKLIST Course Card.
 - Prepare participants to enter SIDNE®, helmets, and goggles, review safety procedures.
- **Instructor:** This person is responsible for getting participants into the vehicle and reviewing their experiences after the activity: Summary of the Instructor’s responsibilities:
 - Help participants into vehicle.
 - Deliver your prevention message prior to starting the demonstration.
 - Orient participants with the vehicle and the course.

- Discuss results with the participants. Reinforce your prevention message before participants leave the vehicle.
- **Course Monitor:** This person is responsible for maintaining the course setup. This person may be a volunteer. You might consider having multiple Course Monitors to keep the course running smoothly. Summary of the Course Monitor responsibilities:
 - Reposition cones or signs that are moved during the driving activity.
 - Monitor participants who are waiting.
 - Provide crowd control.
 - Act as a spotter, direct onlookers to stay out of the Safety Buffer.
 - Answer questions.
- **Transmitter Monitor⁵:** This is a critical safety function. The Transmitter Operator must not perform any other functions at the same time. The Transmitter Operator controls the operation of the vehicle and can stop the vehicle in the event of an emergency. This may be a responsibility you rotate every 30 minutes to ensure the Transmitter Operator remains focused on the driving activity and is not lulled into a false sense of security. This person **MUST NOT** carry on conversations with anyone and **MUST BE** focused on the vehicle operation at all times! Summary of the Transmitter Operator's responsibilities:
 - Review the transmitter buttons ahead of time.
 - Practice with the transmitter and SIDNE® prior to the program.
 - Stand in middle of the course and operate the cart. The monitor can follow the monitor path that is drawn on the course in the Appendix for this section. Follow the SIDNE® PROGRAM STEPS on the Course Card.
 - Important to maintain a distance of no more than 75 feet between the Transmitter Monitor and SIDNE®.
 - Must be constantly vigilant during SIDNE® operation.
 - Be alert to any dangerous situations and ready to release the GO button or apply the BRAKE button. Potential dangerous situations include:
 - The vehicle is heading for a crowd, building, and does not appear to be stopping.
 - Someone walks on to the course in front of SIDNE®.
 - The vehicle is heading off the established course.
 - Any other situation the monitor considers a hazard.
 - The Transmitter Monitor must refrain from carrying on conversations with anyone during operation, including cell phone conversations.

⁵ Given the importance of this function and the level of concentration required, consider rotating this person.

Equipment Safety Check

Prior to beginning your demonstration with SIDNE®, be sure you have completed any necessary maintenance tasks as described in the SIDNE® Owner's Manual.

Prior to the start of the program:

- Tires are inflated to the appropriate pressure.
- SIDNE® batteries are fully charged.
- Transmitter has fresh batteries.
- Seat belts are in working order.
- Cart Padding is in tact and in place.
- Test drive completed.

During your SIDNE® event at each driver change:

- SIDNE® is in park that is the GO button is released and the parking brake is pulled back to the stopped position.
- Seat belts are fastened.
- Steering is responding properly, i.e. left/right operation.
- Transmitter is working properly. When the GO button is pressed, you will here a "click." This is an indication that the power is being sent to the cart.
- If no one is in the passenger seat, fasten the seatbelt.

Instructor's Guide

Notes to the instructor will be in this font and enclosed in a box like this one.

INTRODUCTIONS

Begin your program by introducing the presenters and special guests.

Remember to acknowledge anyone who has been instrumental in putting together, sponsoring, or funding the program.

If the participants do not know one another, and you have sufficient time, consider doing a warm-up exercise. Warm-up exercises will improve the learning and retention of the participants.

EDUCATIONAL OBJECTIVES

Order the educational objectives according to your audience's interest (don't worry it's okay to have your objectives in a different order than how they will be covered—you'll get to the agenda in a moment). Show the list of the educational objectives and briefly define what each one means. Your educational objectives might look like this:

“At the end of this program, you should be able to:

- Describe the effects of impairment on your reflexes and the consequences of those effects on your ability to drive.
- Describe the feeling of being arrested, or seeing someone arrested, for criminal behavior.
- Describe how your driving skills were not good enough to overcome the simulated alcohol-induced impairment.

AGENDA

Reviewing the agenda with the participants is important for all audiences, but particularly for adults. Reviewing the agenda will help the participants relax and feel a part of the program.

- Review/Introduce a few definitions and concepts.
- Describe the Simulation Exercise.
- Discuss/Survey Expected Results.
- Safety Briefing.
- Simulation Exercise.
- Debrief/Discussion.

REVIEW DEFINITIONS AND CONCEPT OF IMPAIRMENT

If this simulation exercise is immediately after The Facts Program you should quickly review the most important concepts relating to impairment.

When any of us drink alcohol or take other drugs, our performance is impaired.

Impaired means to be made worse in a physical way. Our performance is made worse in a way that may endanger our lives in certain situations.

It is important to understand how alcohol and other drugs diminish our ability to function normally.

What types of impairment can a person experience as a consequence of alcohol or other drug consumption?

Types of Impairment:

- Judgment
- Vision
- Reaction time
- Memory
- Speech
- Attention/focus
- Coordination
- Tracking and steering
- Eye movement control
- Standing steadiness
- Emergency response
- Information processing
- Speed control

Other causes of distraction/impairment while driving:

- Talking to passengers in the vehicle.
- Talking on the cell phone.
- Eating while driving.
- Lack of driving experience.
- Changing radio stations, selecting CD's and tracks to play.

If this simulation exercise is being done in isolation, you should provide a briefing that includes the above topics. See The Facts program guide for details.

DESCRIBE SIMULATION EXERCISE

Describe the simulation exercise to the participants. This should be done in clear view of the course—if not, have a picture or diagram of the course for reference. Points to cover are:

1. Primary purpose—experience the difference between operating a vehicle when your reflexes and judgment are impaired and operating a vehicle when not they are not impaired.
2. Selection and order of participants:
3. The vehicle:
 - a. Is battery operated.
 - b. Will not exceed 8mph.
 - c. Has both a brake and an accelerator pedal.
 - d. Steering is sensitive like a car and requires only small movements.
 - e. The Transmitter Monitor controls only whether or not SIDNE® has the power to go, whether it's in low, 4 mph, or high, 8 mph, speed, and putting SIDNE® in Impaired Mode.
 - f. The driver is totally in control of the steering, braking, and acceleration.
4. The course layout is:

You can either describe the course layout or show them a diagram.

5. In Normal Mode, SIDNE® will be immediately responsive to the driver's actions. This simulates a driver with normal reflexes and judgment.
6. In Impaired Mode, SIDNE® will be less responsive to the driver's actions. This simulates a driver with impaired reflexes and judgment.
7. The driver will be told what to do by the Instructor. You will be instructed when you can start again from a Stop, which direction to turn at a fork in the road. You may or may not be told to park the vehicle. We will not have everyone do exactly the same operations.

8. You may encounter situations that occasionally happen to drivers. If objects enter the track in front of you, you must take emergency procedures to prevent from hitting them.
9. The driver's success in navigating the course is determined by how few cones he/she hits and how well they negotiate traffic signs and surprises.

DISCUSS (OR SURVEY) EXPECTED RESULTS

NOTE: The purpose of this section is to get the participants to think about, and estimate the control they have over their reflexes and judgment when they are impaired.

Ask the participants the following questions and record their answers. The learning experience will be much richer if you can record their answers where everyone can see them during the demonstration.

- How many of you think you can navigate the course without hitting any cones? Keep in mind that at some point you will be driving while impaired.
- Given SIDNE®'s speed, how bad do you think a head on crash with another car would be? On a scale of 1 to 5, with 1 being very little damage and 5 being a very bad crash. (Record votes for 1, 2, 3, 4 and 5.)
- If you tripled SIDNE®'s speed, how bad do you think a head on crash with another car would be? On a scale of 1 to 5, with 1 being very little damage and 5 being a very bad crash. (Record votes for 1, 2, 3, 4 and 5.)

SAFETY BRIEFING

As you begin the safety briefing you should keep in mind that your tone matters. The purpose of the safety briefing is three-fold.

- You want to make sure that everyone understands the safety guidelines and adheres to them.
- You want to ensure them that if everyone follows your instructions, the demonstration is very safe.
- You want to set the tone that what they are about to do is serious business. If they think this is a game, your ability to achieve your educational objectives will be seriously diminished and someone could be seriously hurt or killed.

Brief the participants:

Every participant must:

- **Enter** the course and enter SIDNE® only when instructed.
- Keep long hair pulled up and back and away from the wheels.
- Wear an approved **helmet** with straps adjusted and buckled at all times.
- Wear either **safety goggles** or **personal glasses** at all times.
- Make sure you do not have any loose clothing or jewelry that could be hazardous.
- Wear **seat belt** at all times.
- Keep arms and legs in the vehicle at all times.
- Cart review: RED BUTTON, PARKING BRAKE, and TRANSMITTER.
- **Stay** in the vehicle until instructed to get out.
- Stay in the **designated waiting area** while waiting their turn.
- **Not step** within the safety perimeter.
- **Follow** all instructions.

SAFETY FEATURES



Roll bar & Headrest—provided for driver and passenger stability.

Extra-Wide and Low Center of Gravity—SIDNE® is 48” wide and sits only 8” off the ground (making rollovers on level ground highly unlikely).

Skid Plate – an extra layer of protection on SIDNE’s underside to protect the steering mechanisms.



ELR Seat belts—two three-point seat belts provide a seat belt for the driver and a passenger. SIDNE®’s maximum load limit is 350 lbs.



Parking brake—provided in the event of an emergency. Pulled back it brings the vehicle to a stop.



Transmitter—SIDNE® can only be driven when the transmitter broadcasts a signal. The GO button delivers power to the vehicle and must be held down for SIDNE® to operate⁶.



Red Power Button – SIDNE® can be stopped by pressing the button down.

⁶ See the Quick Start Guide and the Owners Manual for a detailed description of the transmitter.
Putting the Brakes on Impaired Driving

SAFETY FEATURES



Recommended Items⁷:

- **Safety Goggles**—eye protection is recommended to prevent debris from hitting passenger and driver in the eye.
- **Helmet**—recommended to protect passenger and driver from head injuries.

⁷ These items can be purchased from Innocorp, Ltd., www.fatalvision.com, 1.800.272.5023
SIDNE® 6.0 Overview

SIMULATION EXERCISE

Step 1: Pre-Simulation Check- Instructor

Record Names.

Check that Driver and Passenger requirements are met (permit, license, permission slip if required by your organization)

Step 2: Final Preparation – Safety Monitor

Stage this step so the next participants have completed the activity before they enter SIDNE®.

Review safety procedures with participants, page 22.

Have participants identify emergency procedures.

Have participants put on safety goggles (unless they are wearing glasses), helmet, and secure helmet strap.

Step 3: **Entering SIDNE® - Instructor**

Fasten Seat belts. If there is not a passenger, fasten the empty seatbelt.

Check for loose clothing, all clothing should be in the vehicle and not hanging down.

Describe vehicle operation – parking brake, point out Brake and Accelerator pedals. Steering is sensitive; it doesn't require large movements, small movement just like driving a car is sufficient.

Describe what to expect – follow the arrows on the course, gain confidence, impaired mode.

Deliver your prevention message.

When the Transmitter Monitor is ready, lift the Red Power button and pull the parking brake forward. Do not step on pedals or steering wheel during start up.

Step 4: **Simulation Effects Off – Transmitter Monitor**

Tell driver that he/she will begin in Normal mode.

Press and hold GO to activate the transmitter. Tell the driver to begin.

Vary speed with transmitter if desired.

Step 5: **Simulation Effects On – Transmitter Monitor**

Activate Impairment-mode.

Vary speed with transmitter if desired.

When the driver experiences wide turns and slow braking, emphasize that she/he is experiencing impairment.

Step 6: Getting Out of SIDNE® - Instructor

Have driver park SIDNE®.

After SIDNE® is at complete stop have driver pull back the parking brake.

Discuss the results of the drive.

Reinforce your prevention message.

Have driver & passenger:

- Remove seat belt & leave vehicle.

- Remove helmet and safety glasses.

- Move to designated area for de-briefing.

AS THEY LEAVE THE TRACK

You can lead the following activities as participants leave the track or talk to the entire group of participants at one time if possible.

Driver: If law enforcement is present, ask the officer to administer the test and arrest all participants. Use handcuffs to add to the reality of the experience. Role-play as indicated by the printout scenario.

Survivors: Give each surviving participant a sticker to place on his or her shirt pocket area. This will identify students who have participated, as well as provide a “message billboard” when they return to class or the community setting. Use preprinted agency stickers with message/slogan, or create your own using address labels computer program.

Fatalities: Provide departing fatalities with a coroner’s tag to wear on their wrist for the remainder of the day.

Compare the actual results with the expected results from your Survey. If the actual results are worse than expected, drive home the point. Ask whether the same may be true in real life.

Appendix

Instructor Sign-Off Sheet

I certify that I have read, understood, and complied with the:

- Safety Checklist
- Instructions in the SIDNE® Program Guide
- Watched the SIDNE Safety Training Video
- Read the Warning Placard on SIDNE®
- Driven SIDNE
- Practiced with the transmitter

Name	Date

Participant Record

Trip	Driver	Passenger	Cones
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			

Course Selection

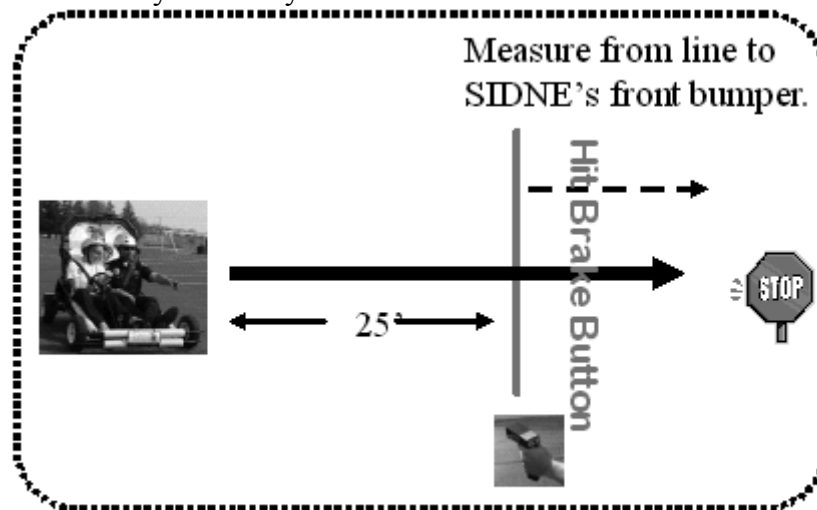
REQUIREMENTS	NOT ACCEPTABLE	POSSIBLE COURSE SITES
<ul style="list-style-type: none"> Area <i>recommended</i> is 100 ft x 130 ft. Courses can be revised to operate SIDNE® in smaller areas – call for details. Area must be a hard surface such as concrete, asphalt or gym floors Area must be free from landscaping, parking barriers, light poles, telephone poles, and parked cars. Area must be a flat level surface Area must be free from deep puddles or snow and program run in dry weather conditions SIDNE® may be used indoors provided the facility meets the requirements listed above. 	<p>SIDNE® CANNOT Operate on the following surfaces:</p> <ul style="list-style-type: none"> Grass Gravel Astroturf Rubber Carpet 	<p>Successful SIDNE® Course Sites include but are not limited to the following:</p> <ul style="list-style-type: none"> School parking lots Local mall or shopping center parking lots Airplane hangars Gymnasiums Basketball and Tennis Courts Storage Warehouse

Sample Courses Specifications	Size	#Cones
Sample #1	100' x 130'	30–40
Sample #2	100' x 130'	30-40
Sample #3	105' x 130'	30-40
Sample #4	100' x 130'	30-40
Alternate Course for Small Venues	70' x 100'	25-30

Tips to keep in mind when selecting and setting up your course:

1. SIDNE® events can be held indoors or outdoors provided there is sufficient space for your course including the Safety Buffer.
2. Select your course lay out. The simpler the course, the better. This prevents participants from claiming they can't drive the course sober.

3. Set your course up in a clockwise fashion. Start with 20-22' between each of your pivot cones.
4. Once the course is setup, drive it yourself.
5. Adjust the placement of all cones so that you can easily travel the course in Normal Mode.
6. Repeat Steps 4 & 5 until you are satisfied that the layout works.
7. Clearly rope off or tape a Safety Buffer all around your course. Some of our customers are finding buffers zones to be a minimum of 20'. Establish the acceptable Safety Buffer for your course, by the following method:
 - Draw a line about 8' wide on the ground, approximately 25' in front of SIDNE®.
 - Have each of the Transmitter Monitors stand parallel to the line.
 - Have someone in the SIDNE® crew drive SIDNE® at High speed in Normal toward the line.
 - When the Transmitter Monitor sees SIDNE®'s bumper break the line, press the BRAKE button.
 - Measure the distance from the line to SIDNE®'s front bumper.
 - That is the distance it takes that monitor to stop SIDNE® when they are expecting it. Add on a reasonable amount of distance to allow the Transmitter Monitor time to react.
 - This is your Safety Buffer.



8. Mark the corner of each cone on the course. Tape or chalk work well for marking. This will aid the Course Monitor so course cones are replaced in their proper location after being hit.
9. Draw arrows on the course to show the participants where they need to drive to move through the course.
10. Mark the inside boundary of your Safety Buffer either with chalk, cones, or tape.
11. Instruct the Transmitter Monitor to press the BRAKE button if SIDNE®'s bumper breaks the inside Safety Buffer perimeter.

Equipment recommendation:

SIDNE® 6.0 Overview

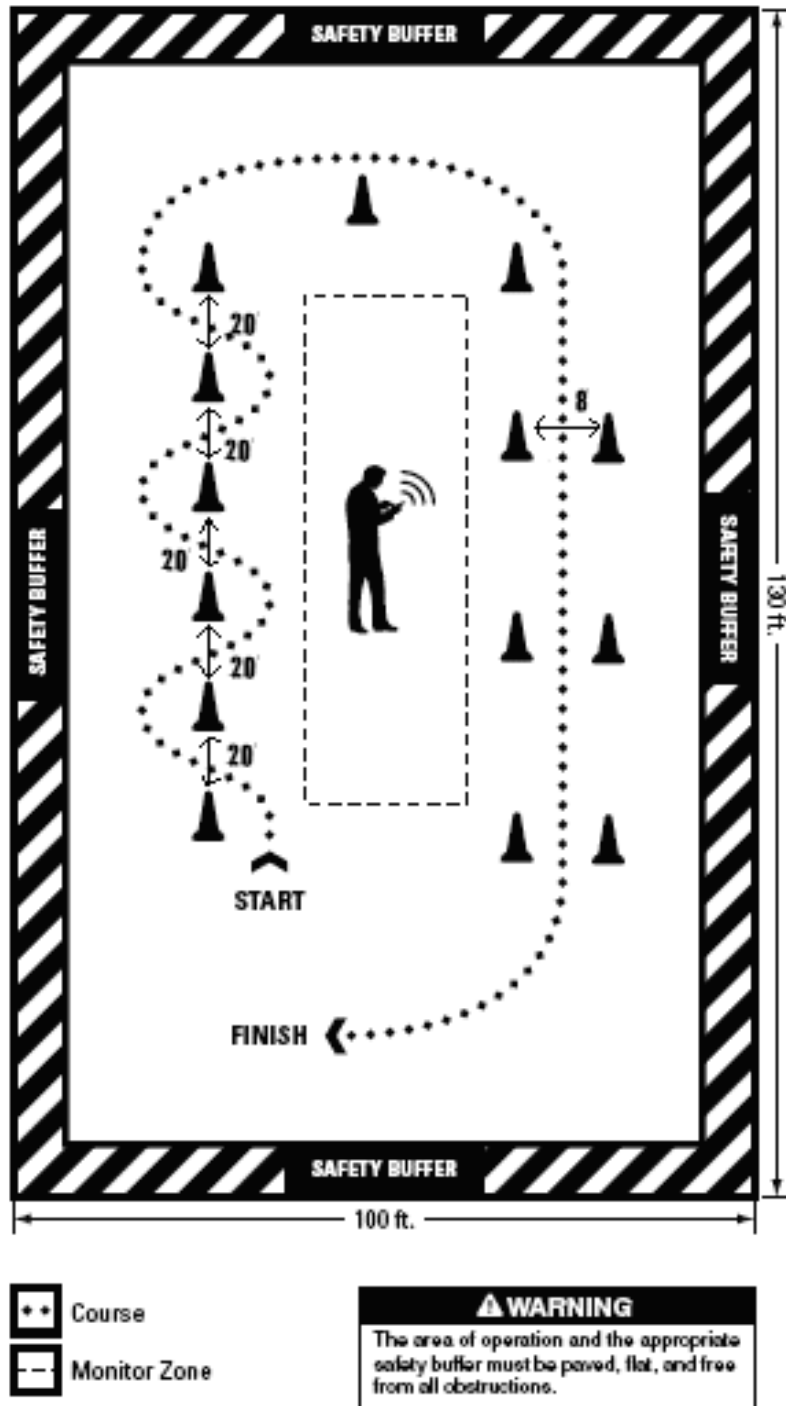
1. It's best to use 6" cones for marking your course. If these are knocked over by SIDNE®, they will not stop the driving demonstration.
2. Use a different color cone for marking the pivot cones. The different color helps participants easily identify where to turn.
3. Railroad chalk is good for marking cone locations and drawing directions right on your course.

Hints:

- Outdoor course:
 - Pick up all debris BEFORE laying out your course.
 - Inquire at your local public works department to see if they can clean your course with their street cleaning equipment.
- Indoor course:
 - Clean off SIDNE's tires with a wire brush to remove all debris prior to your program.
 - Mark your course using 6" cones, cardboard cones, or lightweight sports cones.
 - If you are concerned about marking about the floors, test a cone with SIDNE first. You might consider putting felt on the bottom of your cones.

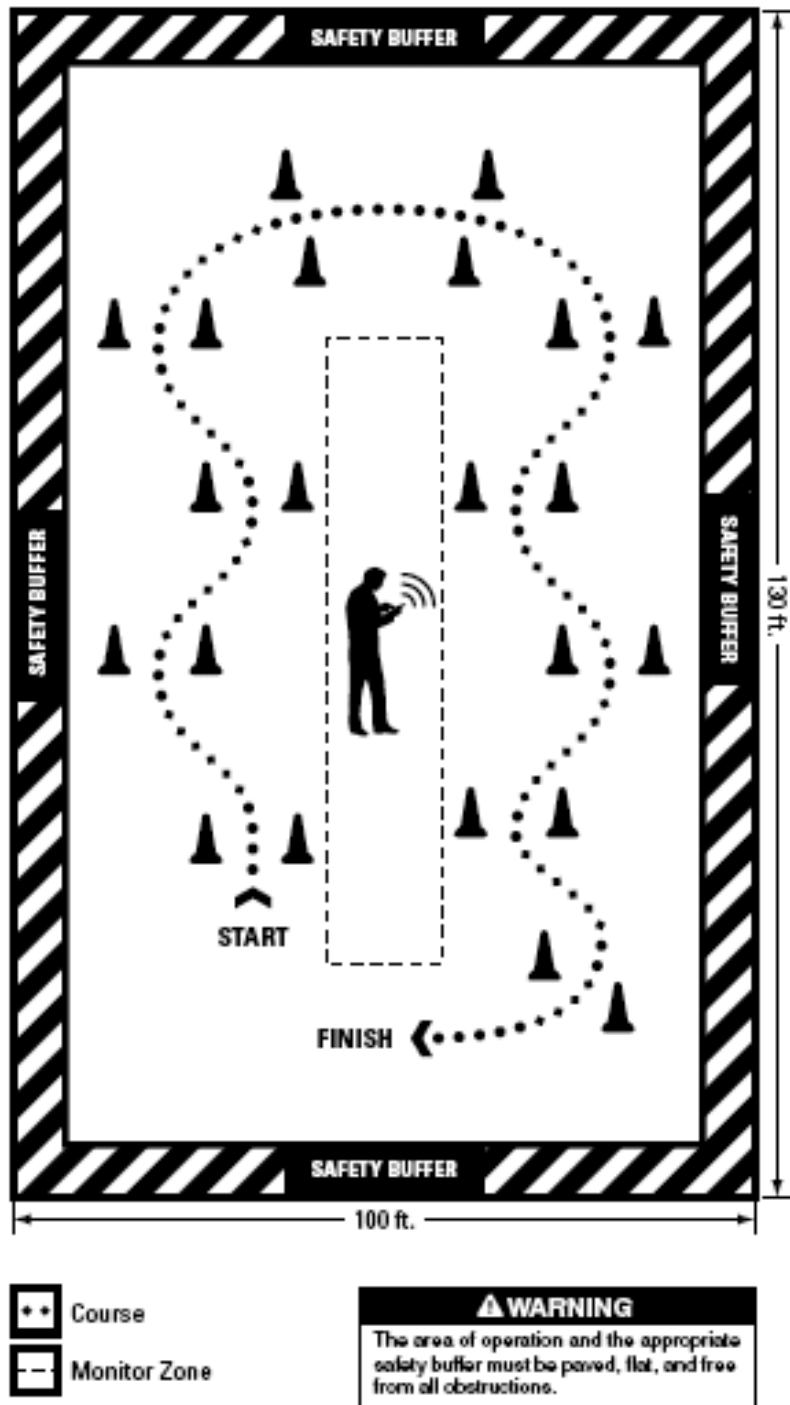
Sample Course #1

SAMPLE COURSE #1



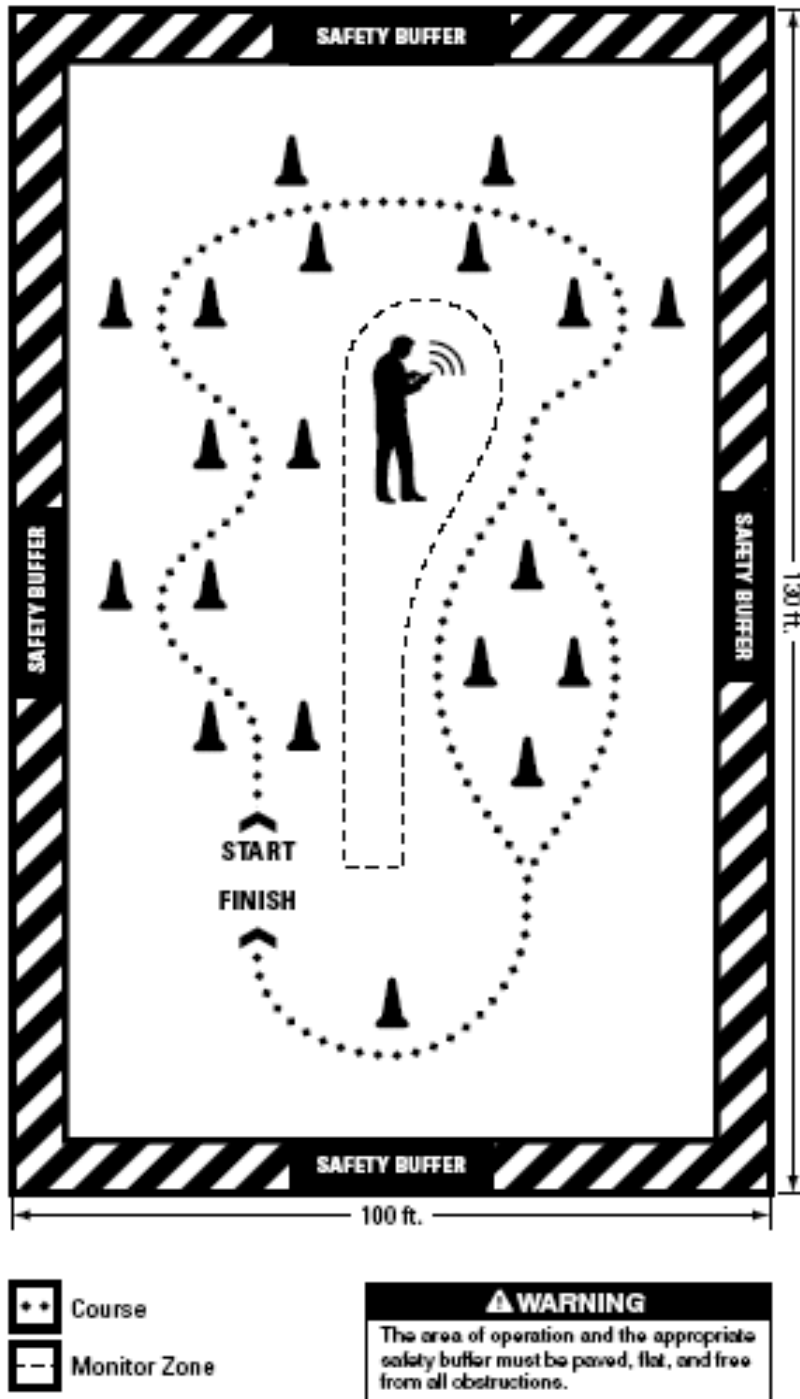
Sample Course #2

SAMPLE COURSE #2



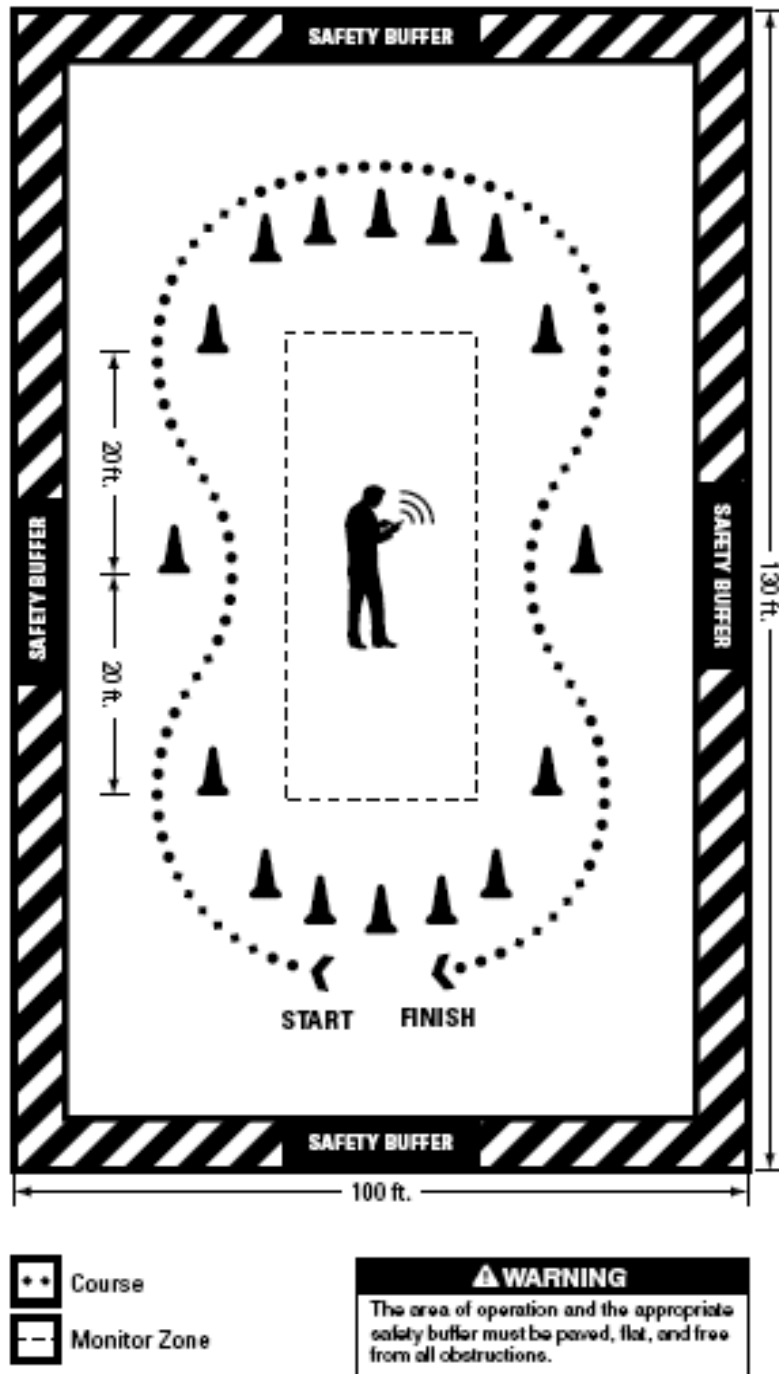
Sample Course #3

SAMPLE COURSE #3



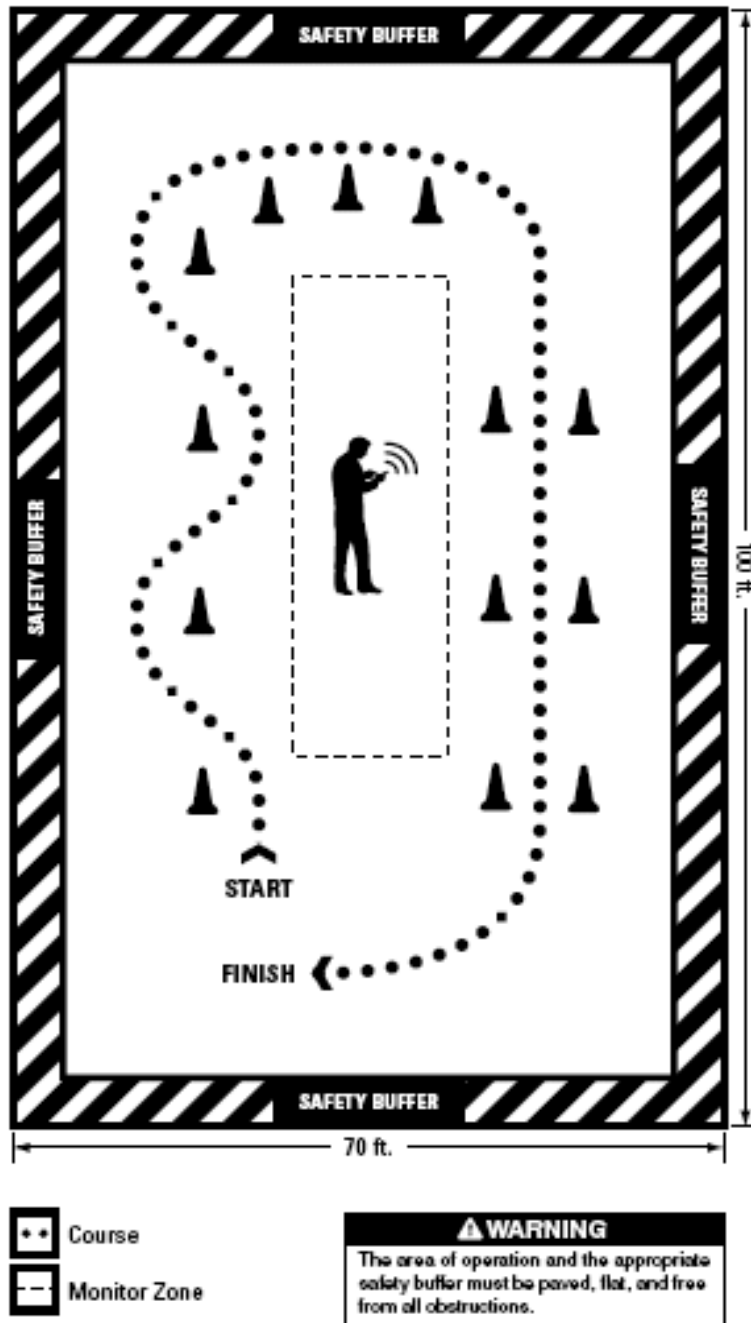
Sample Course #4

SAMPLE COURSE #4




Alternate Course for Small Venues

ALTERNATE COURSE FOR SMALL VENUES



Warning Placard

This placard is clipped to SIDNE®'s steering wheel. Remove it during operation. Program Monitors and Instructors **MUST** read it prior to running a SIDNE® simulation program. When the program is over, replace the placard on the steering wheel.



WARNING

It is essential to your safety and the safety of SIDNE™ users and bystanders that the following precautions be strictly complied with. **FAILURE TO FOLLOW THESE PRECAUTIONS CAN LEAD TO SERIOUS INJURY OR DEATH.**

1. Make sure you read, understand, and follow the instructions in the accompanying Owner's Manual in their entirety. If you have any questions about the safe operation of SIDNE, please call 1-800-272-5023 before operating this vehicle.
2. Keep all arms, legs, and other body parts within the vehicle at all times while the vehicle is in motion.
3. Operators must use the seat belts that are provided, as well as an appropriate helmet and safety glasses or goggles.
4. **MAKE SURE THAT THE AREA OF OPERATION AND THE APPROPRIATE SAFETY BUFFER ARE FLAT AND FREE FROM ALL OBSTRUCTIONS!** These areas must be large enough to assure safe operation of SIDNE. For more details regarding the requirements for the area of operation and the Safety Buffer, please refer to the "Location" section of the SIDNE Overview Manual.
5. SIDNE is designed to simulate the driving experience where the operator is impaired. It is therefore essential that an unimpaired, trained monitor observe the operation of SIDNE from outside the vehicle and be prepared at all times to activate the brake button that is located on the transmitter. For further instructions on the operation of the remote control device, please refer to the "Remote Operation" section of the Owner's Manual.
6. Keep all bystanders or other persons out of the area of operation and the Safety Buffer at all times while SIDNE is in operation. **IT IS IMPORTANT TO HAVE AT LEAST ONE PERSON, OTHER THAN THE MONITOR/REMOTE CONTROL OPERATOR,** make sure that nothing enters the area of operation or the Safety Buffer while SIDNE is in operation.
7. Test all safety equipment including the brakes, remote control, and seat belts before operating SIDNE. See the "Preparing for a SIDNE Simulation" section in the Owner's Manual.
8. Do not alter the equipment or any of its settings or controls without the written approval of the manufacturer.

Planning & Delivering Your Program

Table of Contents

Planning Your Program	1
Defining Your Target Audience	2
Setting Learning Objectives.....	3
Designing Your Program	6
Choosing a Time	9
Resources	11
Roles & Responsibilities.....	12
Leveraging Your Resources.....	14
The Facts	16
Preparation	17
Guest Speakers.....	19
Instructor's Guide	19
Alcohol Awareness Survey	21
Alcohol Awareness Survey Answer Key.....	22
Definitions.....	23
Physiological Consequences	24
Personal Consequences	29
Legal Consequences.....	30
Financial/Economic Consequences	33
Post-test.....	34
Appendix.....	35
Choices & Consequences.....	37
Comments & Responses	38
Exercises	40
Other Exercises	41
Activities.....	42
Delivering Your Message in 5 Minutes	43
Planning Your Message	44
Program versus Campaign Objectives	45
Developing the Right Message	48
PROMOTING YOUR EXHIBIT	51
Exhibit Stickiness.....	54
Delivering Your Message	56
Promoting Your Program.....	59
Purpose and Objectives of Promotion.....	60
Intended Audience	61
Desired Action	61
Message Strategy	63
Publicity	66
Promotional Media.....	69
Location Media	71
Special Media.....	73

Planning Your Program

This section is designed to help you plan and design a rich learning experience that meets your learning objectives by guiding you through the planning process. You will begin by defining your audience and learning objectives (don't worry, we offer assistance and recommendations). After defining your objectives, you will be able to begin designing your program. Next, you will consider the timing and location of your event. We offer you the opportunity to consider other resources requirements including the roles and responsibilities of the person/people running the program.

Defining Your Target Audience

In preparing an educational event or program, we sometimes fail to adequately identify our target audience. Understanding our audience helps us determine what will stimulate their learning and what is most likely to stimulate a change in their behavior. Keeping our audience in mind is important when we consider how to promote and deliver our program. The following questions will help you define your audience:

Audience Profile

1. How many people will attend my program? _____
2. What percentage of my audience will be represented by the following age groups:
 - a. Pre-Driving Age: _____
 - b. Youth 16-21: _____
 - c. Young Adults 21-28: _____
 - d. Middle Age 29-39: _____
 - e. Mature 40+: _____
3. What is most likely to impact/influence my audience:
 - a. Threat of arrest, conviction, and incarceration?
 - b. Loss of job and/or loss of financial resources?
 - c. Disfiguration?
 - d. The thought of taking someone's life?
 - e. Personal death?
 - f. Facing parents?
 - g. Inability to participate in future activities (i.e., sports) or professions (i.e. Medical Doctor)?
4. Are there factors that may influence the participant's willingness and/or ability to learn:
 - a. Is everyone fluent in the language that will be used in the course?
 - b. Will there be participants who are being forced to attend against their will—i.e. court order, to get back into school, to return to work?
 - c. Will most participants think they know everything and attending this program is a waste of their time?
 - d. Required for grade in course/class?
 - e. To get driver's license reinstated?
 - f. Are there repeat offenders of DUI violations?

Setting Learning Objectives

Clearly defining what you want to achieve through your program should be your next step. If your objectives are not clear, you may waste time and be dissatisfied with your results. The following table contains a list of possible Learning Objectives that you may choose from. The table tells you the Program Module that will help you achieve each objective.

Choosing Educational Objectives

Possible Educational Objectives	Program Module	Demonstration	Include?
Participants can list the physiological effects and impairment caused by increased levels of Blood Alcohol Concentration.	The Facts		
Participants can list the possible legal consequences of performing various activities related to the use of alcohol or other drugs.	The Facts		
Participants explain the potential financial consequences of performing various activities related to the use of alcohol or other drugs.	The Facts		
Participants describe the potential personal consequences of performing various activities related to the use of alcohol or other drugs.	The Facts Fatal Reflections®		
Participants can describe the impact of impairment on their ability to drive safely.	Driving SIDNE® Fatal Vision®		
Participants can list the key factors that determine blood alcohol concentrations levels.	The Facts Intox'iclock® S.U.M. • I+•Cup™		
Participants can describe the experience of riding in a vehicle when the driver's ability to operate the vehicle is impaired.	Driving SIDNE®		
Participants can describe the impact of impairment on their ability to perform routine, daily activities	Fatal Vision®		
Participants can describe the impact impairment has on their ability to perform multiple tasks at the same time.	Fatal Reaction®		

Possible Educational Objectives	Program Module	Demonstration	Include?

Designing Your Program

Designing your program entails making decisions on which topics, activities and demonstrations to include and in what sequence they will be offered to the participants. The educational objectives you establish will guide your choices what to include.

Considerations

The flexibility you have in designing your program will be impacted by numerous considerations including:

1. Number of participants.
2. Amount of time available.
3. Number of instructors/facilitators.
4. Amount and type of space available.
5. Other resources available.

Designing your program will be an ongoing process. You should begin with a design that best meets your educational objectives and then tweak that design to align with the resources you have available.

Sequence of Topics, Activities and Demonstrations

Ordering the events in your program in a sequence that will provide the most impact is preferred. For example, a successful program (DWI Convincer) run by the Fairfax County Police¹ in Annandale, Virginia is designed with four specific steps in the following sequence (see page 8 for layout):

1. Learn key factors that determine blood alcohol concentration (BAC).
2. Experience the impairing effects of BAC on a simple, familiar task.
3. Experience the impact of simulated BAC on driving safely.
4. Experience the process used by law enforcement for determining driver impairment.

You can intermix topics, activities, and demonstrations from any of the included program modules (of course, you can also use other materials!) in designing your program. Stay focused on what will make your program have the most impact.

¹ Contact: Jerry D. Stemler, DWI Coordinator, Fairfax County Police, (703) 280-0624
jerry.stemler@fairfaxcounty.gov

Finding a Location

If you are fortunate enough to have a training facility, you can skip this section.

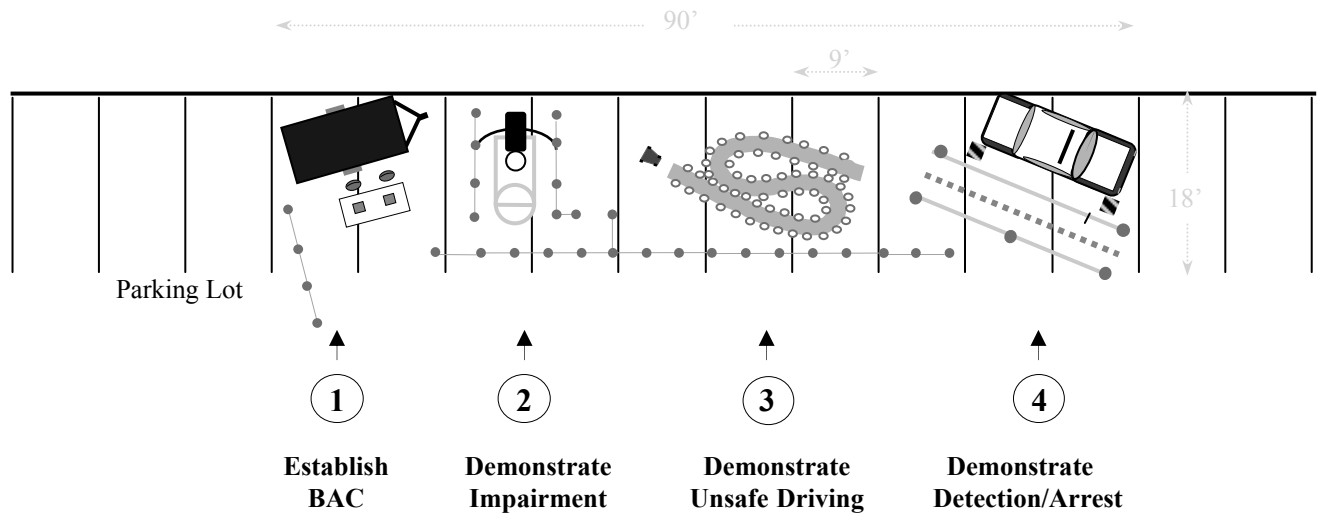
The three primary considerations in choosing a location are:

1. Does it meet the requirements?
2. Is it available?
3. Can you afford it?

Check the space requirements provided in the program guide for each of the programs you are going to offer. Record them in the table below in the second column. As you review your options, make notes in the appropriate column.

Program Offered	Requirements	Option 1	Option 2
The Facts			
SIDNE®			
Choices & Consequences			
Fatal Vision®			
Fatal Reflections®			
Fatal Reaction®			
Intoxiclock®			
S.U.M.•I+•Cup™			

The design of your program may offer some insight on how to best layout your space. In the DWI Convincer program mentioned in the previous section, the design lent itself to four specific stations as shown below.



Choosing a Time

Consider the following when choosing a time for your program:

1. How much time will the program take?
 - a. The Facts _____
 - b. SIDNE® _____
 - c. Choices & Consequences _____
 - d. Fatal Vision® _____
 - e. Fatal Reflections® _____
 - f. Fatal Reaction® _____
 - g. Intoxiclock® _____
 - h. S.U.M.•I+•Cup™ _____
 - i. Other _____
2. Will the facility be available?
3. What is the likelihood of poor weather (if program will be outdoors)? Have a back up plan for inclement weather.
4. Will the target audience be available (consider events that may decrease attendance—holiday/vacation season, 3-day weekend, budget season, school exams, major sporting/community event, etc.)?
5. Will guest speakers be available?
6. Is there a personal, legal, budgetary, insurance or contractual deadline you need to meet?
7. Can the timing of the program impact the value of the program (i.e., prom, graduation, homecoming, or the winter holiday season—when infrequent drinkers are most likely to have their annual “night out”)?
8. Is there an upcoming designated prevention week or month that you can leverage your program with (Check a prevention website, for example <http://ncadi.samhsa.gov/>)?

9. If your program is in a school setting, is class time available for the program?
(Possible classes include Driver Ed, Health class, Physical Education, Social Sciences, Home Economics, or club activity periods.)

Resources

A perfectly planned and well-rehearsed program can fail if you don't have the resources needed to deliver it. Innocorp, Inc. provides a *Resources* section in each educational program guide containing a list of items you may want to have for the specific program.

Here are a few items that you should consider having available for every program:

- Maps—to tell participants and guests how to get to the program.
- Posters—to identify the program location.
- Bottled Water—for each speaker/demonstrator.
- Flashing/rotating light (red/white/blue)—to suggest the “emergency” scene and to attract attention.
- First-aid kit, someone trained in first aid.
- Clipboard/paper—for keeping notes.

Roles & Responsibilities

There are two primary roles associated with any educational program: the Program Coordinator and the Instructor\Facilitator. These roles are frequently filled by the same person. You may also want to engage the services of one or more guest speakers to enhance the program.

Program Coordinator

The Program Coordinator ensures that all of the logistical requirements of a successful program are fulfilled. The Coordinator's primary tasks include ensuring:

1. Program is properly promoted.
2. Participants are invited.
3. Guest speakers, Instructors\Facilitators, and Guests are invited and confirmed.
4. Facility/Event area is set-up and ready for program.
5. Pictures are taken at the event.
6. Press releases are sent.
7. News coverage (*see Promoting Your Program*).
8. Thank you notes are sent.

Instructor\Facilitator

The instructor\facilitator's primary role is to create a learning environment and assist the participants in meeting the learning objectives. It is extremely important that the instructor\facilitator be very familiar with the content being presented. In conjunction with facilitating the program, the instructor\facilitator tasks include ensuring:

1. Materials needed for the course are assembled.
2. Training Location is appropriately arranged and everything is ready.

Guest Speakers

A number of professionals could be invited to participate in your program. For example, a law enforcement officer might enhance the credibility of your presentation and provide teens an opportunity to interact with them in a non-threatening setting.

And do not limit yourself to the obvious professionals. The table on the following page has suggestions for guest speakers based on your educational objectives.

Caution: All guest speakers should add real value to your program—if your audience will not think they are credible, don't invite them.

Guest Speakers by Educational Objectives

Medical Consequences

- Emergency Medical Technician/Paramedic
- Member of Fire and Rescue Department
- Emergency Room or Trauma Unit M.D. or R.N
- Physical rehabilitation therapist whose practice includes DUI/BUI crash survivors
- Member of a SCUBA Rescue & Recovery Team
- Professionally trained and certified lifeguard
- AOD counselor whose practice includes DUI/BUI evaluations and assessments

Legal Consequences

- Police Officer
- Attorney whose practice includes DUI/BUI prosecution
- Conservation Officer
- Judge, District Justice/ District Magistrate
- Boating Safety Officer
- Marine Officer
- Public Defender or District Attorney
- Military Police

Personal Consequences

- Recovering addict or former AOD user with DUI or BUI history
- Prison warden, guard, or other staff member
- Coroner
- DUI or BUI crash or water incident survivor
- Parent/Sibling/Spouse of someone who died as a result of DUI
- Parent/Sibling/Spouse of someone who was convicted of DUI
- Student from your school who has been affected by DUI

Financial Consequences

- Insurance agent
- Attorney specializing in Injury or Loss of Life litigation
- Attorney specializing in DUI prosecution or defense
- Prevention specialist
- Risk Manager

For further suggestions specific to your needs, contact Innocorp, Ltd. at 1-800-272-5023 or visit our web site at www.fatalvision.com for Frequently Asked Questions about SIDNE® programs.

Leveraging Your Resources

You are not alone in your quest to reduce the unsafe use of alcohol and other drugs. Many government agencies, non-profit organizations, and private companies have the same objective you do. Contacting various state and local agencies may result in free information, educational materials, guest speakers, and/or promotional items that you can use to support your program.

Where to Go/ Who to Contact

State Agencies

- Department of Transportation
- Liquor Control Enforcement
- Attorney General's Office
- Liquor Control Boards
- Licensing agencies
- Highway Traffic Safety Agencies
- Department of Health
- Office of boating and water safety
- Department of Natural Resources

Local Agencies

- Police
- Sheriff Departments
- Emergency Medical Services

Federal Agencies

- National Highway Traffic Safety Administration <http://www.nhtsa.gov/>
- United States Coast Guard Office of Boating Safety <http://www.uscgboating.org/>
- National Institute on Alcohol Abuse and Alcoholism www.niaaa.nih.gov

Non-Government Organizations

- American Red Cross
- Knights of Columbus www.kofc.org
- Elks www.elks.org
- Rotary www.rotary.org
- Masonic Foundation for Children
- Kiwanis www.kiwanis.org
- American Medical Association
- American Bar Association
- MADD <http://www.madd.org/>
- Doctor associations
- Hospitals
- Join Together On-line www.jointogether.org

Private Sector

Auto, property and health insurance companies
Philanthropic associations, major or minor league sports teams
Hospitals, prominent local companies

What to Ask For Promotional Items²

You will want to make sure that the promotional items you give away are consistent with the message and tone of your program. It is best to ask the organizations what they are willing to provide for free and then decline anything that is inconsistent with your message. Typical promotional items that you might be give include:

Brochures	Pamphlets	Posters	Bookmarks
Stickers	Notepads	Book covers	Pencils
Litterbags	Key Chains	T-shirts	Phone cards
Frisbees®	Balls	Stress Cones	Sports equipment
Hats	Air Fresheners	Sponsor Promotional Items	

The latter may be used as incentives with message reminder, as well as be incorporated into activities.

Educational Materials

Some agencies are willing to participate in prevention activities, offering complementary (or very inexpensive) educational pieces. They may offer demonstration or supervised use of equipment (e.g. personal flotation devices, rollover simulator, rescue equipment, handcuffs.) Agencies may offer safety courses, training, and related certifications.

Films illustrating consequences of the decision to take alcohol and other drugs into a highway vehicle, boat or other water activities are available through municipal, school and university libraries, as well as from some of the agencies listed on the previous page.

² Promotional items are available for purchase through Innocorp, Ltd. www.fatalvision.com and Identity, Inc www.saddcustomproducts.com .

The Facts

Your target audience, educational objectives, and the context of your educational program will determine what facts you want to include. This program guide is intended to assist you in developing your program in the following ways:

- Instructors new to the subject will find specific information they may include in their program.
- Professionals who are knowledgeable about drug and alcohol impairment issues, but are not training professionals, will find a program structure that will work in an educational situation.
- Everyone will find reference materials and links for enhancing their existing programs or customizing the enclosed materials.

Preparation

Resources

The resources you require will be dependent upon your specific program, audience, and the materials you are going to use. Below is a list that will help you remember resources important for your program.

Space: Make sure your room/learning area is large enough to handle the number of participants you expect. Also, make sure that the environment will not have too many distractions.

Visual Equipment: You should make sure that your presentations are reinforced with visual material. You can achieve this through the use of a PowerPoint Presentation, Overheads, Pre-printed posters, or writing on a board or flipchart.

- Personal Computer & Projector
- Overhead Projector
- Screen
- Flip Charts\White Boards –markers, tape

Audio Equipment: If you have a large audience or poor acoustics you may need a system to amplify your voice. Also, if you are going to include any audio presentations you will need appropriate equipment.

- Sound System\Amplifier\Speakers\Microphones
- Audio Cassette\CD\DVD player
- PC with CD\DVD player and speakers

Audio\Visual Equipment: If you are going to show a video you will want to make sure you have the appropriate player, monitor and speakers for the medium you are using.

- VHS\DVD player
- PC DVD player and speakers

Educational Materials

Make sure your educational materials are accurate and up-to-date. The educational materials required depend on how you structure your program and your reporting requirements.

Pre-test

Power Point Slides\Handouts\Overheads *(included on CD, can be customized for your presentation.)*

- Program (title slide)
- Objectives
- Agenda
- Definitions (title slide)
- Standard Drink (photos)
- Standard Drink (words)
- Blood Alcohol Concentration
- Impairment
- Negligence
- Physiological Consequence (title slide)
- Types of Impairment
- Impairment Levels
- Factors Effecting Impairment
- Sample Blood Alcohol Concentrations
- Personal Consequences (title slide)
- National Statistics
- Local Statistics
- Trends
- Legal Consequences (title slide)
- Possible Legal Consequences
- Statistics
- Survey Data
- Financial/Economic Consequences (title slide)
- Personal
- Organizational/Company
- Summary
- Challenge

Participant Workbook

Pledge Cards

Post-test

Guest Speakers

Your choice of guest speakers should be driven by what you think will drive home your educational objectives to your specific audience. See Page 12 of the Planning Your Program Section for a list of suggested speakers.

Instructor's Guide

Notes to the instructor will be in this font and enclosed in a box like this one.

Introductions

Begin your program by introducing the presenters and special guests. Remember to acknowledge anyone who has been instrumental in putting together, sponsoring or funding the program.

If the participants do not know one another, and you have sufficient time, consider doing a warm-up exercise. Warm-up exercises will improve the learning and retention of the participants.

Educational Objectives

Order the educational objectives according to your audience's interest (don't worry it's okay to have your objectives in a different order than how they will be covered—you'll get to the agenda in a moment). Show the list of the educational objectives³ and briefly define what each one means. Your educational objectives might look like this:

At the end of this program, you should be able to:

1. List and describe the physiological effects and the impairment caused by increased levels of alcohol consumption.
2. Describe the laws that deal with operating automotive vehicles (include boats as appropriate) and list the possible legal consequences of violating those laws

³ See pages 5-6 of *Planning Your Program*

Agenda for The Facts Session

Reviewing the agenda is important for all audiences, but particularly for adults. Reviewing the agenda will help the participants relax and feel a part of the program.

- 10 minutes Pre-Test – Alcohol Awareness Survey
- 15 minutes Definitions
- 10 minutes Physiological Consequences
- 15 minutes Personal Consequences
- 15 minutes Legal Consequences
- 5 minutes Economic Consequences
- 10 minutes Post-Test – Alcohol Awareness Survey

Pre-test

Pass out the pre-test, explain that the purpose of the pre-test is to help the participants and you understand what they gain from the program. Tell them that at the end of the program they will be given an equally brief quiz to determine what they have learned.

Be prepared to answer any questions regarding the use of the post-test. If you are delivering this program to students in an educational institution or employees of a corporation, you will probably get questions about the use and consequences of the test outcomes.

Alcohol Awareness Survey

Pre-Test Post-Activity Test (Circle One)

Name _____ Date _____

Instructor _____ Class _____

Read each of the following statements carefully. If it is **True**, circle **T**. If the statement is **False**, circle **F**.

1. **T F** Driving under the influence of AOD (alcohol and other drugs) causes accidents.
2. **T F** The shorter the driving distance, the less likely a crash.
3. **T F** It's okay to ride with a driver who has used alcohol or other drugs if they aren't too drunk or high.
4. **T F** A sober passenger can help an under-the-influence driver operate a vehicle safely.
5. **T F** DUI crashes are 100% preventable.
6. **T F** A person can be ticketed for DUI/DWI even if their B.A.C. is lower than .08.
7. **T F** More than 1,000 drivers between 16 and 20 had BAC of .08 or higher were in involved fatal crashes in 2006.
8. **T F** You can always tell when someone has been drinking or using other drugs by observing his/her behavior.
9. **T F** It may be easier to avoid police detection of DUI by traveling on lightly traveled private or back roads.
10. **T F** A driver is operating a vehicle safely if (s) he can keep the vehicle "between the lines."

Number of questions answered correctly: _____

Alcohol Awareness Survey

Answer Key

1. (F)alse. A DUI crash is no accident. It is a result/consequence of the decision to use AOD then drive.
2. (F)alse. Distance does not modify risk. Short distances do not make an impaired driver a safe one.
3. (F)alse. Refer to Topics for Discussion.
4. (F)alse. For illustration, refer to *Fatal Vision* Activities section.
5. (T) rue. No use of AOD + Driving = No DUI = No DUI crashes.
6. (T) rue. An officer can stop you if you are displaying unsafe driving behavior. If the officer suspects the driving is due to alcohol, you can be tested and possibly arrested for DWI.
7. (T) rue. There were 7,286 drivers between 16 and 20 years old. This information is in the NHTSA Fatal Analysis Reporting System General Estimates System, 2006 Data Summary.
8. (F)alse. Observable behavior is only one indicator of impairment. While some who are under the influence are obviously impaired, as indicated by behavior, others' impairment is *not* apparent. While drunken or other drugged behavior is a critical indicator, its apparent absence does *not* necessarily indicate sobriety.
9. (T) rue. And in the event of a crash or other road problems, easier to avoid detection of a witness to call 911 for you. And harder for Rescue and Emergency Medical Teams to find you, when every second of response time counts.
10. (F)alse. Driving involves many tasks. Keeping the vehicle "between the lines" is *one* of them. (For illustration, refer to *Fatal Vision*® activities section of manual.)

Definitions

Before getting into the program, it is important that everyone understands the terminology that will be used in the program.

As time permits and where possible, you should pose the topic as a question and have the participants try to develop the answers. This method will improve participation and learning.

Standard Drink

According to the U.S. Department of Health and Human Services, a standard drink is:

- One 12-ounce bottle of beer ⁴or wine cooler.
- One 5-ounce glass of wine.
- 1.5 ounces of 80-proof distilled spirits.

A photo with a 12-ounce beer, a 5-ounce glass of wine and 1.5-ounces of 80-proof distilled spirits is included in the PowerPoint file. You may want to make a larger photo as a prop.

Blood Alcohol Concentration (or Content)

Blood Alcohol Concentration refers to the amount of alcohol in the blood.

We will be talking about how alcohol and other drugs impair your judgment and ability to drive. It is important that we understand what we mean by “impaired.”

Impairment

Impairment is the noun form of the word *impair*. *Impair* means to damage or make worse in some material respect.

You may wish to emphasize these two concepts:

Damage or make worse: We are not talking about just altering your capabilities, we are talking about damaging, or lessening them.

Material respect: Don’t think these impairments don’t matter, they are material; they make a difference.

Negligence

Negligence is the omission to do something that a prudent person would do, or not do something that a prudent person would not do under normal circumstances.

When we discuss the legal consequences of driving under the influence of alcohol or other drugs, it will be important that you understand the concept of negligence.

⁴ Different beers have different alcohol content. Malt liquor has higher alcohol content than most other brewed beverages.

Physiological Consequences

Given the importance of understanding what types of impairment you will experience as a consequence of alcohol or drug consumption, we strongly recommend that you ask the group to list the types of impairment.

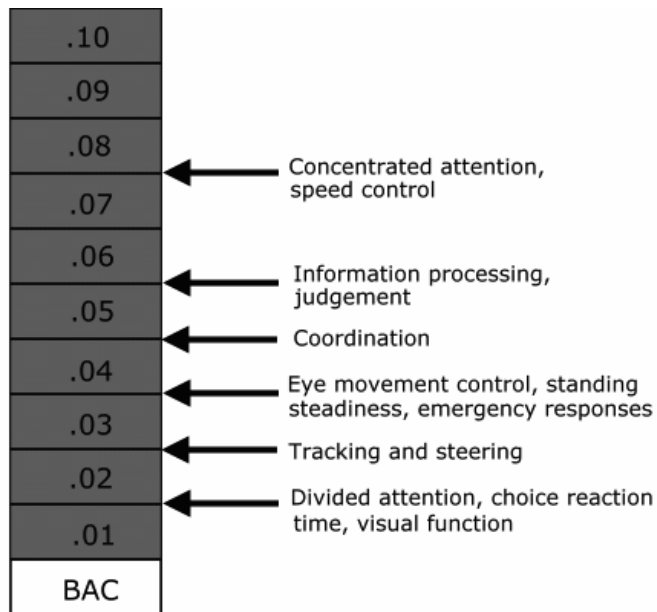
Types of Impairment:

- Judgment
- Vision
- Reaction time
- Memory
- Speech
- Attention
- Coordination
- Tracking and steering
- Eye movement control
- Standing steadiness
- Emergency response
- Information processing
- Speed control

Level at which impairment begins

Although most states set the Blood Alcohol Concentration limit at .08 percent, driving skills are affected at much lower level. According to the U.S Department of Health and Human Services, certain driving skills can be impaired by blood alcohol as low as .02 percent.

Recognizable impairment at each level:



There may be other impairment factors that are more relevant to your audience for a more thorough listing, see: www.modmh.state.mo.us/ada/satop/facts/WEB-AlcoholImpairment.pdf

Factors Affecting Impairment:

- Age
- Body weight
- Fat
- Water ratios
- Chemical make-up
- Rate of consumption
- History of Alcohol or Drug Use
- Gender
- Food Consumption
- Emotions
- Medication—some, such as antihistamines for a cold or allergy and drink alcohol, the alcohol will increase the drowsiness of that the medication alone can cause, making driving or operating machinery even more dangerous.
- Time since consumption of alcohol
- Other

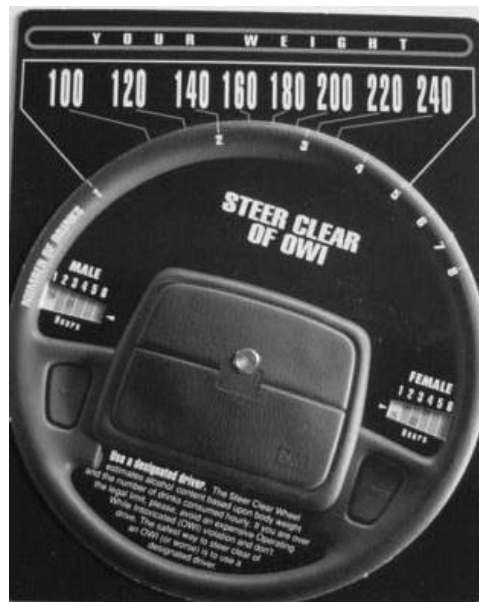
Some of these factors can be used in the BAC calculation.

BAC Calculator

	120 lb male	160 lb male	200 lb male	100 lb female	120 lb female	140 lb female
2 drinks/ 1 hour	.05	.04	.03	.08	.06	.05
2 drinks/ 3 hours	.02	.01	.01	.05	.03	.02
4 drinks/ 1 hour	.11	.08	.07	.18	.14	.12

How to read table: A 120-pound man will have a Blood Alcohol Content of about .05 percent 1 hour after drinking two standard drinks on an empty stomach. A standard drink in the U.S. is considered .6 oz of pure alcohol, 1-12oz. 5% alcohol beer, 1-5oz. glass of wine, 1.5 oz. of 40% alcohol spirits.

There are various Blood Alcohol Concentration calculators. A picture of one used by Wisconsin Department of Transportation is shown below.



Considering the number of factors that impact impairment, participants may realize that there is no way to determine with certainty the effect of any given amount of alcohol on them or anyone else. However, you can emphasize the point by asking the question and seeing if everyone “got the message”.

Is there a way to determine with certainty the effect of any given amount of alcohol? Is amount of alcohol the only determiner of level impairment?

Personal Consequences

Keep your audience in mind as you complete this section. Often a few very powerful statistics will have much more impact than a long list will. Local data is frequently more powerful than national data. State and county data are available through the NHTSA website.

For data and trends:

www.nhtsa.gov (National Highway Traffic Safety Administration)

www.madd.org Mothers Against Drunk Drivers

www.cdc.gov/brfss/ (then choose "Trends Data")

National Statistics

- Nationally, impaired driving fatalities are on the rise.
- More than 17,000 people are killed every year in the United States and more than 300,000 people are injured.

Statistics for town, county, state

-
-

- Number of people lost to drunk driving fatalities in the town
- Number of teenagers
- Number of Students on campus
-

Every year 1.5 million impaired drivers are arrested (which is only one arrest for every 772 occurrences of driving under the influence of alcohol or drugs and repeat offenders account for a high number of alcohol-related crashes.)

One in three Americans will be affected by this violent crime in their lifetime.

Legal Consequences

Ask participants to list all of the legal trouble a person can be in if they are caught driving while impaired?

Have someone write the lists on the flip charts (make sure they write BIG!)

Crimes versus Traffic Violations

At least 46 states have statutes that allowed for a homicide charge to be brought against an individual who kills another person through the operation of a motor vehicle, either intentionally or negligently.

You want the participants to understand that because drinking is a willful act and a reasonable person knows that driving while impaired increases the risk of crashes—therefore, someone who crashes a car after knowingly drinking alcohol has not done anything on “accident”. The following questions can be used to develop this line of thought.

1. Someone who drives a vehicle while under the influence of alcohol or other related-drugs has acted negligently. True or false? Why?
2. DUI/BUI crashes are no accident.” True or false? Why?
3. DUI/BUI crashes are not accidents. They are crimes. True or false? Why?

Verify this statement through checking the DUI laws in your state.

National Survey Data

An excellent source of survey data is Mothers Against Drunk Drivers www.madd.org. MADD’s website contains a report that rates each state on their laws and programs to eliminate drunk driving. Click on “Stats and Resources” from MADD’s home page and then go to “Laws”. The appendices in the report will have information you can use. Some of the laws you might want to include are shown below.

Administrative License Revocation\Suspension Law
Illegal per se
.08 BAC illegal per se

Ignition interlock

State/Local Laws

Local law enforcement organizations will have the most up-to-date and localized information. MADD has information about individual state laws.

Detection

Some participants may be unimpressed with the legal consequences because they are sure they will never be caught. A discussion about how law enforcement officers look for cues may make participants less sure they will never be detected. For a full discussion of the 3 stages of observation, see www.duiattorney.com/what_dui_officers_look_for.htm

Law Enforcement Officers are trained to look for behaviors that will indicate a person is driving under the influence of alcohol. There are 20 specific visual cues that indicate a driver may be legally intoxicated. All an officer needs to justify pulling a vehicle over is a reasonable belief that the driver was operating in an unreasonable manner.

Financial/Economic Consequences

Personal

- Medical and auto repair bills may not be covered by insurance.
- You must pay fines and legal fees.
- If you are employed, you may lose your job.
- Your auto insurance premiums may double or triple in the assigned risk area.

You can emphasize the issue of accountability regarding own actions and behavior. You could challenge the group with the following:

“Being under the influence of alcohol or other drugs was the *reason* for the crash, but it’s no *excuse*.” What does this mean?

Organizational\Company

If the program is given in a corporate or institutional setting, there may be rules and consequences specific to the organization or company. These may be worthwhile to include in your program.

Traffic-related crashes cost employers an estimated \$55 billion each year in direct costs, lost time and workers’ compensation. Research shows that alcohol is a contributing factor in 39% of all work-related crashes.⁵

Project your Company’s Policy Statement that shows job loss. Show estimates of costs associated with productivity loss.

⁵ National Highway Traffic Safety Administration web site.
www.nhtsa.dot.gov/people/injury/alcohol/DesignatedDriver/employers1.html

Post-test

If you do not have to “test” the acquisition of knowledge, you may wish to “test” whether the participants have been persuaded to change potential behavior. This can be done by offering participants the opportunity to sign a pledge to behave/not behave in a specific way. Such as pledging to never drive after drinking, never ride with a driver who has been drinking, or never ask their parents not to drive after they have been drinking.

Post-tests are given at the end of the entire program. If your program has other parts, do not administer the post-test until the end of the entire program.

Your post-test should include questions that align with your educational objectives.

Appendix

The following pages contain the MS Power Point slides included in The Facts Slides.ppt on the CD included with this guide. The slides are set up a framework to be customized with information pertinent to your audience.

Choices & Consequences

This section is designed to provide you with content you can use to help your participants understand the decisions they face and the potential consequences of the choices they make.

Your program will develop from needs identified in your community and within your own target group that you will meet with the imagination, creativity, and resources so well illustrated by those invested in the mission of saving lives.

This guide is comprised of three sections:

1. **Comments and Responses**—Sample responses to statements that are often heard regarding alcohol-related crash and/or arrest.
2. **Exercises**—Sample questions the instructor can ask to help participants understand the realities behind alcohol-related behaviors and beliefs.
3. **Activities**—Sample activities intended to bring into sharp focus the reality of DUI devastation.

The potentially devastating consequences of the decision to use alcohol/other drugs illustrated in this form have strong educational value as a single activity.

Comments & Responses

This section contains statements that are often heard regarding a alcohol-related crash and/or arrest. Add your own, and solicit more from participants.

Participant statement	Example responses to participant
"I didn't <i>mean</i> to get drunk."	Did you mean to use alcohol? If it was not <i>your</i> decision, whose was it? If you were not in control of your own behavior, who <i>was</i> ? If you were injured, were injuries caused by your <i>intention</i> or the crash? If you were the impaired driver, will the judge and/or jury be interested in what you <i>meant</i> to do, or what you <i>did</i> ?
"I have been in cars with drivers who have been drinking, and they keep the car between the lines just fine."	<i>So far</i> , as far as you know. Is staying on the road the <i>only</i> responsibility of a driver? Besides steering, what else does a safe driver need to be doing? In what other areas does (s)he need to be paying attention?
"I didn't know he was <i>that</i> drunk."	Unless you had lab test results in your hand, probably not. But does <i>how</i> drunk matter? Does minimizing the condition lessen the consequences? Does this change the legality of the action or behavior?
"She was my only ride home."	Whom did you call to ask for another ride? Whom might you have called? If you did not call for help, why not?
"It wasn't <i>that</i> bad."	How bad was it <i>supposed</i> to be? Bad compared to <i>what</i> ? Does it have to be bad at all?
"I didn't trust anyone else to drive my car."	If you caused a crash, would your insurance replace the car? What would the affect be on your drivers insurance? If someone was injured, would insurance cover their medical bills?

Participant statement	Example responses to participant
“I didn’t think anything could happen. It wasn’t that far.”	Judging from the results, was it far enough? What if you had only gone ten feet? Would that short distance have made a crash impossible? If there is a distance between start and destination in which it is impossible to be involved in a crash, what is it?
“The cops were out to get me.”	If you were driving under the influence, they certainly were. How does this conflict with their responsibility to serve and protect? In a DUI/BUI arrest, who is served? Who is protected? How would you redesign this system?
“The guy who left ahead of me was drunk and they didn’t stop <i>him</i>.”	What is the issue here? Being wrong, unsafe and committing an illegal act, or getting caught? Does getting caught determine whether an act is right or wrong, safe or dangerous? If the other driver doesn’t get caught (<u>yet</u>), injure or kill himself or someone else (<u>yet</u>), does that make him right...or safe?

Exercises

Respond to the Quotes

In each of the following exercises, the instructor provides the participants with the quote and then asks them to answer the questions.

1. “Friends don’t let friends drive drunk, or let them ride with anyone who does.”
 - What is the definition of “friend?”
 - What standard are participants willing to set to have others meet the “criteria” and be honored with being called “friend?”
 - Do participants consider their current standards high or low?
 - What is risked or gained by holding high standards in friendship?
 - What is risked or gained by “lowering the bar?”
 - Who wins when standards are high?
 - Could a person with high standards be a “winner?”
 - Could those with low standards be...Losers?
2. “There is no such thing as a victimless crime.”
 - Is Driving Under the Influence /BUI a crime?
 - Besides the driver and passengers, who is affected?
 - If any individuals or groups are victimized by this criminal behavior and the passenger’s choice to ride with a criminal, who are they?
3. “I am fine; I only had a few beers.”
 - Is the person making this statement taking a drunk’s word for it?
 - Under what other circumstances would this person let life and death decisions be determined by one under the influence of alcohol or drugs?
 - If this person were convinced that a lampshade makes a great hat, would friends believe it and design wardrobes around this fashion statement?
 - Would these same friends believe drunken assurances of operating skill, ride with this operator, and risk designing futures around debilitating injuries, disfigurement, guilt, shame and regret?

Other Exercises

Instructor has the participants answer the following questions or provide the required definitions.

Under what conditions and to what degree are we responsible for the safety of others? What are reasonable limits to action under this responsibility?

Peer influence vs. peer pressure.

Definition of “victim”.

Exercises can be completed using various formats:

Instructor facilitates a group discussion.

Participants work alone and provide written answers.

Participants work in small groups and then present their thoughts.

Instructor then facilitates a large discussion.

Activities

These activity samples are intended to bring into sharp focus the reality of DUI devastation. Professionals involved in prevention and education in their areas of service have successfully implemented the suggested activities. They are presented as ideas that may serve as starters.

Each of the activities described below, engage participants personally by having them reflect on the impact of the results of the scenarios. They will consider how loved ones are affected and how they themselves have to react.

1. **“Injured” students make call from ER.** They will tell a family member about the crash, including telling of the “death” of friends. If “lab results” in printout indicate AOD use, include this information. Ask the family member/guardian to come to the hospital. What is the expected response?

You can either clip a crash description from the newspaper or print out a Fatal Reflections® scenario.

2. **DUI/BUI operators will make call from “jail.”** They will report details of crash, including pending DUI/BUI charges. Ask the family member/ guardian to come to the jail. What is the expected response?
3. **“Deceased” write letters** to family/guardian. Topic: “What I would have told you if I’d only had time.”
4. **Ask callers to tell what it felt like to say what was necessary** to describe his/her situation. Did they relate the story without making excuses or blaming others? Ask those who listened to “calls” for feedback.
5. **Request volunteers from “deceased” group to read letters.** If they deem content too personal to share, allow them to opt out. Would they like to take letters home and give them to the person to whom they were written?

Delivering Your Message in 5 Minutes

We do not always have the luxury of a captive audience that is willing or required to attend a formal training event where we can deliver specific messages. Often at events, such as fairs and unstructured gatherings, we must compete for the attention of our desired audience. This guide is designed to help you in those situations. The purpose of this guide is to help you draw people to your exhibit and deliver a powerful message that will impact their attitudes, beliefs, and ultimately their behavior.

This guide is based on three fundamental assumptions:

- You do not have a captive audience to “train.”
- You must compete for your audience’s attention.
- You have very limited time to impact your audience.

Not having a captive audience means that you have to consciously draw people to your exhibit. Because you are competing for your audience’s attention, you must be very aware of what will bring people to you and keep them there long enough for you to meet your objectives. But most importantly, because of the limitations of time, you must make sure that you are very clear on your objectives and how to achieve them. This guide will help you accomplish this, by covering the following:

Planning your message

Promoting your exhibit

Delivering your message

Note: The focus of this guide is helping you present the right message to your audience in a non-training environment. The particular venue that you are exhibiting in may be a school assembly, fair, a conference, church or school picnic, or non-structured gathering. Throughout this guide we typically refer to the venue as a “Fair.” This is done for brevity’s sake; the information being presented is applicable for other non-structured gatherings.

Planning Your Message

There are four steps in planning your message.

1. Define an objective that is composed of an audience and a desired action.
2. Make an educated assumption about the current attitudes and beliefs of your defined audience.
3. Determine what new knowledge, attitudes, and beliefs will most likely lead to the action you desire.
4. Develop a message that will move your audience toward the desired knowledge, attitude, belief, or action and a strategy for delivering that message.

Defining Your Program Objective

The program objective should include an audience and a desired action or behavior. Your program objective may be specific or general, but most importantly, be realistic. This guide has examples of objectives.

Audience

Identifying and defining your audience is necessary if you are to determine what message will stimulate a change in their knowledge, attitudes, beliefs, and behavior. Keeping your audience in mind is important when you consider how to promote and deliver your message.

You may have primary and secondary audiences. Secondary audiences are frequently groups that are in a position to reinforce your message to your primary audience.

Sample Audience Profiles:

- Primary Audience:
 - Youth of driving age, high school students, 16-18 year olds.
 - Young adults, post-high school, 20-35 year olds.
- Secondary Audience:
 - Law enforcement professionals.
 - Parents of the primary audience.

General Objectives

If your program is part of a larger program, you may decide that general objectives are sufficient. The following sample program objectives are general in nature:

- Have participants sign a pledge that they won't drink and drive.
- Have at least 300 people hear your message.
- Have teens sign a pledge to drive alcohol free.
- Have teens sign a pledge not to drink before they are 21 years old.
- Reduce drunk driving by 50% for your county, city, etc.

For some programs, general objectives are sufficient; however, they make program evaluation more difficult.

Program versus Campaign Objectives

There are two types of objectives that you must consider Program and Campaign objectives. Program objectives are those that you can easily identify as being accomplished. Having at least 300 people sign a pledge not to drink and drive is an example of a program objective. A Campaign objective may be more difficult to evaluate. Reduce drunk driving by 50% is an example of a campaign objective.

When designing a program, you should have campaign objectives in mind. It is the ultimate purpose of your program. However, to reach the ultimate objective you will accomplish a series of more definitive and easily measurable program objectives. It will be through the accomplishment of many program objectives that you will eventually achieve your ultimate campaign objective.

It may be unreasonable to expect to achieve the realization of more complex campaign objectives without the accomplishment of many smaller steps, or program objectives. Reaching an ultimate destination begins and ends with many intermediate steps.

Setting Program Objectives

The more specific your program objectives, the easier it will be to evaluate the success of your program. With an increasing emphasis on measuring the return on funding, it is important that you be able to set specific objectives and evaluate whether or not your program is successful in meeting them. If your program requires specific objectives, you may find it helpful to make your objectives adhere to the **SMART**-model (Specific, Measurable, Achievable, Relevant, and Time-bound). The following sample program objectives adhere to the SMART-model in varying degrees:

- During the 3-day exhibit, compel 200 teenagers to sign a commitment card stating that they will not drive a vehicle if they have had ANY alcohol and not to be a passenger in a vehicle driven by anyone who has had ANY alcohol.
- Have 100 teenagers experience the simulated affects of alcohol impairment by participating in the program and write a summary of their experience.
- Compel 150 teenagers to bring at least one parent to the exhibit and experience the simulation with their teenager.
- Compel 75 young adults (21-35 year olds) to sign a pledge card stating that they will adhere to a strict code of “designated driver” in the future.

If you want to evaluate your program, you will find that more specific program objectives are easier to evaluate. Unless you have difficulty guessing someone’s approximate age, each of the above objectives would be very easy to evaluate.

Current Knowledge, Attitude, and Beliefs

Your target audience has certain knowledge, beliefs and attitudes that are relevant to your ability to meet your objectives. Identifying and articulating those beliefs will help you prepare your strategy and message. Specifically, you are trying to identify the beliefs and attitudes that your target audience prefers over the ones you are promoting. Some sample Current Attitudes that you might articulate are⁶:

- I can handle my liquor.
- I have driven after drinking alcohol and have not had any problems.
- I trust my friends; they wouldn’t offer to drive if they couldn’t.
- Drinking is cool. It makes me feel good.
- I’m under a lot of pressure at school and this helps me blow off steam.
- I don’t need to avoid everything my parents say I should avoid.
- I am young and I am supposed to be reckless.
- My parents get drunk, why shouldn’t I?

⁶ MADD commissioned a study to aid in the understanding of underage drinking and develop a hypothesis concerning appropriate messaging with target audiences. For results of the study, go to <http://www.madd.org/docs/Goldfarb.pdf>.

Changing your audience's current attitudes, beliefs and behaviors must be an outcome of your program objectives. Also, keep in mind that peers, alcohol producers and distributors, and certain social situations may have messages that directly compete with you.

Desired Knowledge, Attitude, and Beliefs

Changing your audience's attitude toward alcohol and other drugs may not necessarily result in a desired behavior. Changing your audience's attitude toward alcohol and other drugs may not necessarily result in a desired behavior. The process of changing behaviors is complex and is more appropriately covered in an advanced psychology textbook. However, it is fair to say that a person's beliefs and attitudes do influence the decisions a person makes. Alternating an existing belief can be key to behavior change. What we can hope to do is challenge destructive beliefs and attitudes and offer more constructive ones.

The attitude you desire your audience to have is dependent upon what is most likely to influence your audience to behave in a manner that will meet your campaign objectives. What consequences are important to your audience?

- Threat of arrest, conviction, and incarceration.
- Loss of job and/or loss of financial resources.
- Disfigurement.
- The thought of taking someone's life.
- Personal death.
- Facing parents.
- Inability to participate in future activities (i.e., sports) or professions (i.e. Medical Doctor).

The better you know your audience, the better you will be able to determine a desired attitude. Following are sample, desired attitudes:

- It's not worth the risk to drink and drive or ride with an impaired friend. My parents won't be happy I was drinking, but they'll be relieved I called for their help instead.
- There are significant risks when I drink, including risky behaviors like driving drunk, and unprotected sex. The costs of underage drinking far outweigh the benefits of drinking.
- You do not have to drink to have fun.
- I will avoid a lot of pain by making the simple choice not to drink and drive.

Developing the Right Message

Having the right message is critical to the success of your program. Your message must lead to the desired new attitude. Below are sample attitudes and possible messages/activities that you could use to influence the participants' current attitudes.

Sample Desired Attitudes	Sample Message/Activity
I will lose control over my ability to perform more than one simple task at a time, if I drink to excess.	Participants experience reading aloud while using Fatal Reaction®.
Although drinking may seem cool to my friends, I realize that driving under the influence of alcohol can lead to a criminal record.	Driving under the influence of alcohol is not a traffic violation; it is a crime ⁷ .
One arrest for driving under the influence will mean I will not be able to afford auto insurance.	One arrest for driving under the influence of drugs or alcohol could result in cancelled insurance or a doubling of insurance rates.
The potential personal consequences of using alcohol and other drugs are very real and could happen to me.	A teenager who has been involved in an alcohol or other drug related collision gives a testimonial that she/he never believed that it could happen to her/him. Participants experience the reality of what a crash could mean to them through participation in a Fatal Reflections® demonstration.
If I drink two beers, I will most likely not be able to drive safely and driving would endanger others and me.	Participants experience a SIDNE® simulation or Fatal Vision® exercise.
I never want to ride in a vehicle when the driver's ability to operate the vehicle is impaired.	Participants experience a SIDNE® simulation as a passenger.
Impairment definitely impacts my ability to perform routine, daily activities.	Participants experience Fatal Vision® or Fatal Reaction® exercises.

Benefits and Costs

With limited time to deliver your message, your ability to state the benefits and costs succinctly is crucial. Benefits are those things that make the behavior you are trying to get from the participant more desirable than the likely alternate behavior. The costs are those things that make the alternate behavior more appealing.

The tables on the following pages provide sample messages and a blank worksheet.

⁷ For ideas and resources for factual messages, see *The Facts: what everyone should know about alcohol and other drug-related impairment. An educational program guide by Innocorp, Ltd.*

SAMPLE MESSAGE TABLE

Current Attitude/ Belief	Desired Attitude/ Belief	Desired Behavior/ Action	Your Message
I drive better when I'm drunk	Don't drive if you've been drinking	Recognize the effects of alcohol on vision and reaction time.	The first thing alcohol affects is your judgment.
It's a right of passage.	It is not cool to do this.	Social acceptance without drinking	Zero tolerance for underage drinking.

<p>Benefits: Save lives, keep your driving privileges, avoid jail, save money, save face</p> <p>Costs: Give up risky behavior, give up driving privileges</p>

MESSAGE TABLE WORKSHEET

Current Attitude/ Belief	Desired Attitude/ Belief	Desired Behavior/ Action	Your Message

Benefits:
Costs:

PROMOTING YOUR EXHIBIT

Promoting an exhibit can include publicity, advertising, promotion and “exhibit-stickiness.” In this particular context, publicity and advertising refer to those marketing efforts that are taking place away from the venue of your exhibit. Examples include:

- **Publicity:** Sending a press release to the local television station announcing that you will have an exhibit at the County Fair, what you will be doing, and why people should come to your exhibit.
- **Advertising:** Buying a half-page advertisement in the local newspaper announcing that you will have an exhibit at the County Fair, what you will be doing, and why people should come to your exhibit.

If you deem it appropriate to undertake publicity and advertising for your exhibit, see Promoting *Your Program: a program planning guide from Innocorp, Ltd* starting on page 59.

The marketing efforts you undertake inside the venue where you are exhibiting are very tactical. Your promotion efforts are intended to draw people to your exhibit; your “**exhibit-stickiness**” efforts are aimed at keeping people at your exhibit long enough so you can deliver your message.

Promotion

If you have an exhibit at a local fair, you are competing against every other activity and exhibit for the attention and time of the people attending the fair. In this setting, promotion efforts are those activities and practices that encourage the fair attendees to visit your exhibit and participate in your event.

Unless the venue (fair, conference, etc) where you are exhibiting limits the promotion activities you can employ, you should use exhibit promotion, visual stimuli, and audio stimuli.

Exhibit Promotion

You will find that SIDNE® and Fatal Vision® are powerful draws all by themselves. To maximize attendance at your display, there are other techniques you may use.

Exhibit promotion includes traditional and non-traditional marketing techniques that you employ on the location of the venue. The objective of these marketing activities may be to generate interest, provide directions on how to get there, or announce the “show times.” Specific examples of proximity marketing techniques are included below:

Technique	Description	Application
Sandwich Board	A person wears two 2'x 3' signs, one covering their chest and the other covering their back. The person walks around the fair ground, concentrating on areas that are particularly crowded.	The message on the signs should generate enough interest that attendees will be drawn to your exhibit. Include a photo of SIDNE® or person attempting to walk the line wearing Fatal Vision®
Flyers	Small flyers (such as 8 ½ x 11 tri-folded sheets) are distributed at various locations on the fair ground.	The flyers must be eye-catching and interesting enough to entice people to look at them. Flyers provide a more detailed message than the other proximity marketing techniques. Consider using different flyers for your primary and secondary audiences.
Signs	Posters are placed at various locations throughout the Fairgrounds.	Message generates enough interest that attendees will be drawn to your exhibit.
Announcements	Announcements are made over a Public Address system.	Time of next prize drawing or the presence of a celebrity at your exhibit.

Visual

When you design and decorate your exhibit, you must recognize and accept that you are competing with all other activities and booths at the fair. If your exhibit does not look like an exciting or interesting place to stop at, you should not be surprised when no one comes by! You must use visual stimulation to attract people's attention and entice them to come.

There are many forms of visual stimuli you can use to get people's attention. Flashing lights and bright colors are effective visual stimuli. Things in motion are more likely to catch people's attention than stationery objects. Hence, streamers and moving signs are effective. These stimuli may get people to look toward your booth, but they may be insufficient to entice your target audience to come into your booth.

Enticing people to come into your exhibit is more difficult than getting their attention. As people approach your exhibit for a closer look they need to perceive that your exhibit is fun,

interesting, or both. Creating visuals that work requires an understanding of your audience and some imagination. Here are various visuals people might encounter while approaching your exhibit:

- A parked police car with flashing lights, a mannequin leaning on the trunk with his hands handcuffed behind his back.
- Young men and women dressed in bright-colored NASCAR® costumes.
- A car “staged” to look like it has hit a tree with an “injured” mannequin in the car or lying on the ground near the car.
- A long line of people obviously waiting to do something!
- Ambulance or Fire Rescue Truck with lights flashing and equipment on display.

If you know what your intended audience finds fun or interesting, you may be able to come up with numerous ideas for visuals. You should discuss your ideas with members of your target audience to ensure that your ideas are on target.

Sound

The sounds emanating from your exhibit can draw people in or drive them away. As with visuals, the primary requirements for creating sounds that will draw your audience are an understanding of your audience and some imagination.

If you are using sounds to draw attention to your exhibit, you can use any loud (non-obnoxious) sound. These would include such sounds as horns, sirens, or whistles. You should be careful not to have these “attention getter” sounds too often or too loud.

As people approach your exhibit they are deciding whether or not to come in and stay. As with visual stimuli, you can have sounds that will make your exhibit seem more interesting, more fun, or both. You can generate sounds (i.e. music, sirens, bells) or you can design your program so your audience will generate specific sounds such as laughter, clapping, or cheering. If you know what will motivate people to make the sounds you want. Here are some methods to persuade your audience to generate certain sounds:

- Cheering—have some kind of a contest with an emcee who periodically announces who is winning the contest.
- Clapping—have periodic drawings for prizes (you may need a “prompter” to clap first, but everyone else will follow).
- Laughter—there are many ways to make people laugh—you just want to be careful that the use of humor and laughter does not detract from your program’s message.

The sounds people hear emanating from your exhibit do not have to be directly related to your exhibit, demonstrations, or simulations. Music that is popular with your intended audience probably will not have any relevance to your program, but may entice your intended audience to come to your exhibit.

Exhibit Stickiness

You must keep people at your exhibit long enough so you can deliver your message to them. “Exhibit-stickiness” efforts are aimed at keeping people at your exhibit for as long as necessary. These efforts include doing things that will make people more likely to stay and not doing things that will make them more likely to leave.

Motivators to Stay

If your program is not fun or interesting, you will find it difficult to keep people at your exhibit no matter what you do. However, there are several things you can do to make people more likely to stay for an interesting and/or fun program:

- Make sure the people staffing the exhibit are attractive to your intended audience.
- Staff should be well groomed and appropriately dressed (“appropriately” as defined by your intended audience).
- Consider asking local celebrities, news personalities, or sports figures in your exhibit.
- Make sure people are not standing around with nothing to do—keep them occupied.
- Have contests.
- Offer giveaways.
- Offer refreshments—i.e., bottled-water, soft drinks, popcorn.
- Have celebrities mingle with your audience (make sure your celebrities have appeal to your intended audience and understand and support your message).

De-motivators to Stay

All of your efforts to create an interesting program and motivate people to stay for your program can be negated. You should be careful to guard against certain situations and activities that may de-motivate people to stay at your exhibit. Some situations and activities that may motivate someone to leave your exhibit are:

- Exhibit staff smoking.
- Spectators smoking in the immediate exhibit area.
- Exhibit staff eating.
- Exhibit staff asking participants inappropriate questions.
- Exhibit staff ridiculing or teasing participants.
- Exhibit staff using inappropriate language or humor.

Most of these situations are easy to guard against since they involve the exhibition staff. Your staff should be carefully selected and thoroughly briefed.

Delivering Your Message

You know what message you want to deliver, who your audience is, and you have a strategy for getting them into your exhibit and keeping them there. The final challenge is delivering your message so it will have the impact you desire. You must be able to deliver your message with speed, impact, and accuracy.

Delivering With Speed

You can deliver your message quickly by making your message very concise. Sales people have an “elevator pitch” and news people try to use “sound bites.” These are both examples of attempts to take messages and condense them into as few words as possible, without losing the impact of the desired message. By recognizing that you have a very limited time, you can better meet the challenges of capturing your audience’s attention and delivering your message.

FIRST 30 SECONDS

You must capture your audience’s attention in the first 30 seconds or you risk not having them receive your message. Your attention getter can be a statement, a question, a visual, or an action. However, capturing your audience’s attention requires that your “attention getting tactic” meets three conditions:

1. **It must get their attention.** If it doesn’t get their attention, nothing else matters.
2. **It must be related to your message.** If you capture someone’s attention by talking about a Star Wars movie and then start talking to them about the issues of alcohol-related impairment, don’t expect them to stick around and listen.
3. **It must be relevant to your audience.** An 82 year-old man may not be inclined to listen to a discussion that began with “Alcohol related impairment is a leading cause of teenage deaths.”

If you are going to use a statement to get your audience’s attention, make sure that it meets the above conditions. Determine what the most unusual, interesting, or dramatic point of your overall message is. If this point is relevant to your intended audience, craft a sentence that you can use in the “first 30 seconds” to grab your audience’s attention.

NEXT 4 ½ MINUTES

Whether you intend to deliver and reinforce your message through a discussion, a reality scenario using Fatal Reflections®, an impairment simulation using Fatal Vision®, or SIDNE® you must recognize that your audience may stay for only a few minutes. You must keep your audience engaged. If it takes more than a few minutes to deliver your message, people will lose interest and may leave. If people have to wait in a long line to participate in a simulation, they will walk away. Be prepared. Be concise.

Delivering With Impact

Only people who truly believe what they are saying can deliver a message with impact. Make sure that every person staffing your exhibit believes the message they are delivering.

Another important element in delivering the message with impact is to make sure that you are using the right message tactic for the person you are delivering the message to. Although you may have a single message for your target audience, you may know that some presentation tactics will work better with certain sub-groups (such as males or females) of your audience.

Delivering With Accuracy

The only way to be sure you will deliver your message accurately is to practice, practice, and practice some more! Every staff member in the exhibit should rehearse his/her parts until they are very comfortable. Practice sessions should be done aloud while looking into the eyes of another person.

You should also ask the staff questions that they may get from participants—this can be done individually or as a group exercise. You may even offer them “canned answers” to certain frequently asked questions such as:

- “What are you doing here?”
- “How long will this take?”
- “Are you giving away anything?”
- “Why are you here?”

If you have people working your exhibit who have not done this type of activity before, you should consider having them practice greeting people and introducing themselves. The more relaxed and confident the exhibit staff, the better they will perform!

Promoting Your Program

Innocorp, Ltd. provides tools that help you create and deliver messages and lessons that reflect the reality of the impact of alcohol and other drug use. Your ability to deliver those messages may be dependent upon your ability to reach your audience. This program guide is provided to assist you in promoting your program.

The greatest program in the world will not meet your objectives if no one attends or if the people in attendance do not want to be there. Hence, most successful programs include a promotional component. There are four major steps to successfully promoting your program:

- Determine why you want to promote the program and set clear promotional objectives.
- Create a message strategy.
- Choose the appropriate promotional methods.
- Choose the best promotional media.

This guide may prove helpful if you are unfamiliar with promotional practices and do not have public relations or marketing professionals to assist you.

Timing and Publicity

The media will be more interested alcohol and drug prevention programs during some national events and holidays. Most notable are:

- March Safe Spring Break
- April Alcohol Awareness Month
- May/June Graduation
- October Red Ribbon Week
- October National Collegiate Awareness Week
- November Thanksgiving Day
- December 3D Month
- December Christmas/New Year
- Check advocacy sites for additional dates & events.

Purpose and Objectives of Promotion

Promoting a program can be time consuming and costly. Before expending time or other resources on promotional activities, you should make sure you have a clearly defined purpose for promoting your program. Most alcohol and drug-related programs are promoted for one of the following reasons:

- **Increase Attendance.** If your program is open and people are not required to attend, you may promote the program to make people aware that it exists and entice them to come. However, if your event is not open to the public this would not be a valid reason for promoting it.
- **Improve the Attitude of People Required to Attend.** Although people can be required to attend a program, they may not be open to the program's message. If there will be unwilling participants at the program, you may wish to promote your program to alter how the participants feel about attending.
- **Market/Reinforce Your Message.** Since your program deals with fighting alcohol and drug-related issues, you may wish to promote the program to raise social consciousness of the issues. In this case, your promotion actually serves a similar purpose to your program. Promoting the program after it is over (i.e., news coverage that includes an interview or a demonstration) can reinforce your message.
- **Raise Money/Gain Support.** Most organizations involved in drug and alcohol prevention are non-profit organizations that rely on charitable donations, public funding, or a combination of both. You may wish to promote your program for the purpose of raising money or to build a constituency who will publicly support your program.

If you decide to promote your program for more than one purpose, you should be extremely careful to separate each purpose into a unique promotional campaign. Trying to use one campaign for multiple purposes may prevent you from meeting all of your objectives.

A promotion is an attempt to persuade an audience to take some action. Developing and executing your promotion will be much easier if you have very clear objectives. Each promotional objective should be composed of an intended audience and a desired action. A well-defined objective will specifically state whom you are trying to persuade and what you are trying to persuade them to do.

Intended Audience

Clearly defining your audience is critical to meeting your promotional objectives. The more refined your definition, the more likely you are to find meet your objectives. Here are three sample audiences that you might be trying to persuade:

- 16-19 year olds, males and females, with valid driver's licenses, living in eastern St. Clair County.
- Parents with a child who is 16-19 years old with valid drivers license who live in eastern St. Clair County.
- People who drink alcohol and drive motorized vehicles on public roads.

The first sample definition is quite specific and would be helpful in determining where to promote your message. The second definition illustrates that the target audience for your promotion may be different than the target audience for your program. The last definition is a very general audience—your target audience may be this broad, however, such broadly defined audiences make promotions more difficult.

Desired Action

Clearly defining what you are trying to persuade your audience to do is essential for crafting the right message strategy. The actions you desire should be very simple. Here are three examples:

- Persuade them to attend our training course.
- Persuade them to reinforce our message with their teenage child.
- Persuade them to donate funds to our program sponsor.

In each sample desired-action, “them” refers to your intended audience.

A completed promotional purpose and objective might take the following form:

Purpose: Increase attendance at upcoming training program.

Objectives:

1. Persuade males and females, living in eastern St. Clair County, who are 16-19 years old with valid drivers' licenses to attend our upcoming training program.
2. Persuade the parents of the program's target audience (as defined in #1 above) to encourage their children to attend our upcoming program.

Both objectives are consistent with the stated purpose for promoting the program, but the message strategies and promotional methods you use to achieve each objective may be quite different.

Message Strategy

Your next task is to develop a message strategy. Your message strategy defines what you will say and how you will say it. You must determine what information and what method of presentation will be most persuasive.

What to Say--Message Points

The first step in developing your message strategy is to define your message points. Message points are concise statements that convey information important for persuading your target audience to do what you want them to do.

Frequently, your message points are answers to simple questions.

- **Who is doing what?** (Sponsor)
- **For whom are they doing it?** (Intended audience)
- **When is it being done?** (Time)
- **Where they are doing it?** (Place)
- **Why are they doing it?** (Reason)
- **How is it being done?** (Manner)
- **What are the results?** (Known or expected)

Make sure your message points are very clear. Some promotional pieces, such as a press release, may use all of the message points. Other promotional pieces, such as a poster, may use a subset of your message points.

How to Say It--Message Tone

Determining the correct tone is probably the most difficult task in promoting programs that have social and emotional elements. You must understand what will motivate and demotivate your audience. Not all audiences will respond the same way to a message; you must find out how to motivate your audience to take action. Some people will respond to a rational argument, while others will be more likely to act when moved by an emotional argument. Your audience may respond more to a serious tone, or it may respond more to a light-hearted, humorous tone. Your audience may respond more to a straightforward message, or they may respond more to “teasing” or “riddles.”

You should pretest your publicity material with a sample of your audience. This will help ensure that your audience will be responsive to your message.

Promotional Methods

There are three main methods of promoting your program. You can pay for your promotions and use the advertising method, or you can attempt to promote your program through publicity or public service announcements.

Advertising

With the exception of giving presentations, advertising is the only promotional method available where you completely control the message being delivered to the audience. In addition to controlling the message, you also have some control when and where it will be delivered.⁸ You have this control because you are creating the message and paying a media delivery organization for space (physical space or airtime). Advertising can be done through broadcast media or through location media.

Broadcast Media

Broadcast media include newspapers, radio, television, and magazines. The size and characteristics of the specific medium's audience determine the price you pay for having your ad run. Therefore, you want a medium whose audience aligns as closely as possible with your target audience. Otherwise, you will be paying to advertise your message to people who are not in your target audience.

If you are considering spending money on advertising it is important that you understand the economics of broadcast media advertising. Although different media use different metrics⁹, all professional advertisers understand Cost Per Thousand Impressions (CPM) and can provide you CPM data. The CPM is the price that the advertiser will charge you divided by the number of times it will be seen (the impressions). The following scenario will help you understand how to analyze the efficiency of advertising.

Scenario: You are trying to decide whether to advertise in the daily paper published in the nearby city or advertise in your hometown paper that is published once a week. The daily newspaper's circulation covers your entire county; your target audience is limited to a small town of 5,000 people.

The daily newspaper has circulation of 100,000 and they estimate that your ¼ page ad will be seen 125,000 times. The ad will cost you \$625.

The hometown paper has circulation of 2,600 and they estimate that you ¼ page ad will be seen 3,000 times. The ad will cost you \$63.

⁸ The degree of control over timing and placement may vary. A small local paper may guarantee that your ¼ page ad will appear on page 3 of the next edition, but a major market TV station will not guarantee the exact day and time your advertisement will air.

⁹ For example, television uses Gross Rating Points (GRPs) and radio uses Arbitron ratings.

Analysis: The cost-per-thousand impressions (CPM) for each publication are:

- Local Daily Paper CPM = \$625 divided by 125 = \$5.00
- Hometown Paper CPM = \$63 divided by 3 = \$21.00

However, you estimate that only 5% of the Local Daily Paper's impressions are from your target audience. Whereas, you believe that 100% of Hometown Paper's impressions are from your target audience. Therefore, you calculate a new CPM based on your target audience:

- Local Daily Paper Adjusted CPM = \$625 divided by 6.25 = \$100.00
- Hometown Paper Adjusted CPM = \$63 divided by 3 = \$21.00

The cost of reaching your target audience is significantly higher using the Local Daily Paper (\$100 per thousand impressions for you target audience) than for your Hometown Paper (\$21 CPM).

Broadcast media advertising is generally expensive and you should be very cautious when considering its use. The primary advantage of advertising through broadcast media is that you get a controlled message out to a wide audience. However, there are several disadvantages. First, you must pay for the advertising. Second, you will probably pay to deliver your message to some people that are not in your target audience. Finally, if you purchase advertising from a medium, that medium will be unlikely to provide you with free space for a public service announcement.

Location media

Location media include posters, flyers, brochures, and premium items. Although you may incur costs for creating, producing, and placing these advertising pieces, you usually will not be paying for space¹⁰. Targeting your audience is easier with these media alternatives because you can choose where you wish to place or distribute them.

Your promotional efforts should always include location medium components. These advertising alternatives are very inexpensive relative to broadcast media and your targeting can be very specific. The following scenario illustrates how you can use location media to advertise your program.

Scenario: Your advertising objective is to get 16-18 year old boys and girls living in your town to attend a program where they can learn how alcohol affects their ability to drive. You use the following methods to advertise:

1. **Posters:** You place posters in the local high school.
2. **Flyers:** You have student-volunteers pass out flyers to students after high school sporting events.

¹⁰ If you want to place your posters in locations that usually contain paid advertisements you may be asked to pay. However, you should encourage the proprietor to let you have the space as a "public service announcement."

3. **Premium Items:** You provide teachers at the local high school with buttons that attract attention and raise curiosity about your program.

Publicity

Whereas advertising requires that you pay for space, publicity requires you to earn coverage. You do not have control over the reporters or the editors so you must rely on your ability to influence them. Be familiar with the reporters who cover areas that are relevant to your program. The easiest way to identify these reporters is by seeing who reported on a story that is similar to the one you are trying to tell.¹¹ Establishing a professional relationship with relevant reporters will make your job much easier.

The two publicity vehicles you should consider are news releases and media advisories¹². Media advisories are invitations to news organizations to attend an event—i.e. your actual program or a news conference

NEWS RELEASE

News releases are attempts to get information you supply published or reported. You can send news releases to newspapers, radio stations, television stations or magazines. The most important thing to remember is that your press release must be worthy of being published or broadcast.

The fact that you send a press release to a reporter does not guarantee that it will be published. Your message points must be of interest and your message tone must make them relevant. Also, following certain guidelines on content and format will increase the likelihood that your new releases will be successful.

Content

Every news release should contain a local angle—this will increase its value to the reporters. If a local angle is not obvious for your story, you can create a local angle by highlighting a local fact or quoting a local official or celebrity.

Every news release should include:

- **Contact Name** (not just a title), with address, email address, phone number, and fax number. This is the person that reporters can contact if they have questions

¹¹ The similarity that you are looking for is not restricted to alcohol and drug abuse issues—“similar” stories could include other social, medical, local, or law enforcement issues.

¹² With every press release, press conference, media advisory and PSA you should include a background sheet on your organization. The background sheet should include the purpose, names of board members, funding sources, budget, goals, objectives, and achievements of your organization.

or want additional information. This person should be able to speak on behalf of your organization.

- **An Information Release Line.** This line tells the reporters when they can release the information. This is usually “For Immediate Release”.
- **Headlines.** Your headline should indicate clearly the nature of release. Being clever in your headlines may decrease the probability that your release is published.
- **Lead Paragraph.** Your goal should be to get all of the main points in the first paragraph. Make the paragraph interesting and relevant to the reporters.
- **The Body.** You should order the facts in your release from most important to least important. Assume many people will not read past the lead paragraph and most people will not read past your third paragraph. Include at least a couple of relevant quotes and keep your text simple.
- **Photos.** News photos can make your story more interesting. If you include photos you should avoid having people posing with smiles and handshakes and avoid having photos crowded with too many people. Interesting, action-oriented photos are best. You should include a short caption with the photo.

Remember that a successful news release is a story of interest to the news media’s audience. Hence, be careful not to be self-serving in your release—you are offering news, not taking advantage of a free commercial. You should not include your opinion in the press release. Your news release should contain an opinion only if you are quoting someone else.

Format

Your press release should never be more than two pages long. Here are guidelines on how to format your news release:

- **PAGE:**
 - Use 8 1/2 x 11 paper—preferably with your logo on first page
 - Type “---MORE---” across the bottom of the first page
 - Type “—30—” or “#####” at the end of your release
- **PARAGRAPH**
 - Keep typed line to 50 to 60 characters long
 - Double-space the entire release
 - Indent paragraphs ten spaces rather than the standard five
 - Paragraphs generally not longer than 5 lines
- **SENTENCE**
 - Do not split a sentence (and preferably not a paragraph) on two pages
 - Sentences not longer than 20 words
- **OTHER**
 - Leave at least 2 inches between heading and the start of your text
 - Use more short words than long words

SAMPLE NEWS RELEASE HEADER

Month xx, 200x FOR IMMEDIATE RELEASE	Your Organization Name 111 Your Street Your City, ST 99999
With Art: 1. SIDNE Simulation Vehicle	Contact: Jill Smith Day (888) 555-5555 Night (888) 555-4444

Media Advisory

The objective of releasing a media advisory is to get a reporter to show up at your program or event. In addition to including the “who, what, when, where, and why,” you must tell the reporter why your event is worthy of attending. You should have a hard-hitting opening paragraph that summarizes your key news point.

You should always keep your advisories to a single page and use simple language. Make sure your message is very clear. You could also include a photo from a previous program or a sample photo from Innocorp.

You should always send a media advisory in advance of your program to entice the reporters to cover the story. Typically, you should send your advisory 3-7 days before your program and then followed up the day before the event with a phone call.

Public Service Announcement (PSA)

Organizations that are performing works that are beneficial to society can sometimes get media organizations to air messages for free. Media organizations run these public service announcements to show support for their local communities.¹³

Some typical forms that public service announcements take include:

- A script form to be read live by on-air talent (radio or TV).
- A pre-recorded/produced that the radio or TV station can air without using their own talent.
- Your program is included in a calendar/event listing.
- A print announcement that can be run by local papers or magazines.

Your public service announcement should have a single objective. Open your spot with an attention getter, such as an interesting statistic or a thought-provoking question. Keep your announcement simple and interesting. The most effective public service announcements often

¹³ Commercials or news segments that end with “brought to you by the Ad Council and this station” are examples of public services announcements.

end with a “call to action.” The sponsor of the PSA should be mentioned at the end of the announcement.

CAUTIONARY NOTE: Most media make their profits by selling advertising. If your organization buys advertising space or time from your local newspaper, TV stations or radio stations, you may not be able to get free public service announcements. Some media organizations have rules that strictly prohibit them from providing PSAs to organizations that buy media. However, buying media will not impact your ability to get news stories published.

Promotional Media

There is a wide spectrum of media vehicles available for you to pursue in promoting your program. The promotional medium that is best for a specific promotion will depend upon your message strategy and promotional method. All media can be categorized as Broadcast, Location, or Special.

Broadcast Media

Broadcast media include newspapers, magazines, radio and television. Regardless of whether you are sending the news release, a media advisory or running an advertisement, you must decide which of these broadcast media to use. Factors that you should consider when determining which specific media to use include:

- Will the station or publication reach your target audiences?
- How much credibility does it have with your target audiences?
- Is there any reason you would not want to be associated with the station or publication?
- How likely is it to use my material (if you are submitting a news release or requesting placement of a public service announcement)?¹⁴
- How much lead-time is required and can you meet it?

Be sure not to overlook any media opportunities when considering where to promote your program. Here’s a quick run-down of broadcast media to consider:

¹⁴ Media that are very specialized or small don’t always have enough news to fill their space. These media may be more likely to use your material than larger, broader media.

Newspapers

When they hear “newspaper” people often think of the local daily newspaper that they and their neighbors receive every morning or that is available at the local convenience store or newsstand. However, there are numerous newspapers that should be considered when considering where to promote your program. There are often institutional, organizational and community-based newspapers that are published less frequently than every day. Some examples are:

- Organizational newspapers:
 - Paper published by a company for its employees
 - Paper published by a bank for its customers
 - Paper published by a club for its members
- Institutional newspapers
 - Paper published by students for students
 - Paper published for prison inmates
- Community-based newspapers
 - Weekly paper published for a suburban town
 - Community-specific section that is included in the Sunday edition of a major metropolitan newspaper

Although these publications have smaller audiences than major newspapers, they also have better defined audiences. Because their audience is more narrowly defined, it is easier for you to determine whether they will deliver your message to your target audience.

Magazines

Unlike most daily newspapers whose audience is defined by where they live or work, a magazine’s subject typically defines its audience. Hence, if your target audience is confined geographically, you may not find magazines suitable for your promotional purposes. However, there are some magazines that cover specific subjects in specific geographical areas. For example, many medium to large cities have business magazines that focus on business activities and interests in the community.

Magazines and newspapers can be used to get attention or to deliver a more complex message.

Getting Attention

If you’re primary purpose in placing a magazine or newspaper advertisement is to make people aware of your program, you should follow these guidelines:

1. Use limited wording (or “copy” as they call it in the advertising world!)—the more words in your message, the less it will be read and remembered.
2. Use large fonts—make sure “page flippers” can read your message.

3. Don't clutter your advertisement—having your message surrounded by space without any words or pictures will make it easier for your intended audience to “zero in” on your message. to maximize the impact of your message.

Radio

Radio stations frequently have reasonably well-defined audiences—both geographically and demographically. With over 13,000 radio stations operating in the United States, you may be able to find one that can reach your intended audience. Radio advertising can be an inexpensive alternative if you can find a radio station whose primary audience matches your intended audience.

The major disadvantages of radio are the format and the clutter. Messages delivered via radio are limited to audio—resulting in lower retention rates for most messages. Also, many listeners do not actively listen to the radio—the radio serves as “background noise.” The result is a radio audience that doesn't hear or “half-hears” many of the messages that come across the airwaves.

Radio advertisements are generally thirty or sixty-second spots.

TV

Television provides good mass-market coverage. Cable television has significantly increased advertisers ability to find television stations that align with their intended audiences (both geographically and demographically). However, even in markets where with over one hundred television stations, advertisers frequently pay for an audience much larger than their intended audience.

The major disadvantages of television are costs and clutter. Production costs and media costs can be prohibitively expensive for organizations with very limited funds. The volume of messages, coupled with “channel surfing,” makes it difficult to deliver a message that is truly seen and heard by your target audience.

The major advantage of television is that it you can deliver your message through the use of sound, sight, and motion.

Location Media

Direct mail

Mailing promotional material directly to your target audience is often an effective way to reach your audience. However, direct mail usually comes with three major costs: 1) mailing lists, 2) postage, and 3) printing and envelope stuffing. These costs often make direct mail cost-prohibitive.

Given the positive social aspect of your program, you may be able to use direct mail without incurring all of these costs. For example, if your target audience is local teenagers, the high school might agree to include your material in a regular mailing—

even if you paid them something for the cost of stuffing the envelopes, you will have saved the costs of postage and acquiring a mailing list.

Billboards

Outdoor advertising via billboards may be a sound advertising option if your target audience is in a very limited geographic area. Billboards provide high repeat exposure and can be inexpensive.

Flyers

Flyers or “Handbills” are typically 8 ½ x 11” papers with a brief message¹⁵. Having someone handing out flyers is always acceptable as long as the distributor is courteous and is not forcing anyone to accept the flyer. However, before you have anyone distribute flyers by sticking them near mailboxes or under windshield wipers, you should make sure that such activity is acceptable in the locale. For example, ask the store manager for permission before putting flyers on their customers’ windshields.

Posters

Posters are an excellent and inexpensive way to advertise. Posters should be at least 11”x14”. Large posters are will be more successful at getting people’s attention, but if your posters are too large, you may have trouble finding a place to hang them. It is often a good idea to use two different sizes of posters. Check locations where you would like to hang your posters to see what is normal and what is acceptable.

HINTS FOR BILLBOARDS, FLYERS, POSTERS

- Use as few words as possible.
- Use large fonts.
- Don’t clutter your advertisement.

¹⁵ If you have ever returned to your parked car to find an advertisement stuck under your windshield wiper, you have experienced the “flyer!”

Samples:

“Save face by making the right choice.
Fatal Reflections® shows the consequences of bad choices.
Join us and experience Fatal Reflections.
Presenting Agency/ Sponsor/ Place/Date/Time.”

“Is driving (boating) under the influence ever safe?
You come; you see. Then *you* decide.
S.I.D.N.E Simulations®
Presenting Agency/Sponsor/Place/Date/Time.”

“How much control do you lose after a few beers?
Are you sure? You come, you see. ***Then you decide!***
Fatal Vision®
Presenting Agency/Sponsor/Place/Date/Time.”

Brochures

Brochures provide information! Use brochures to provide information that will help your intended audience decide whether to take the action you desire. Brochures are an effective medium for soliciting donations to support your program. They may also be an effective medium for convincing parents to bring their teenagers to your program. They are always an effective way to explain your program.

However, brochures are not always the right medium—if no one reads them, they are a waste of money and time!

Premium Items/Collateral

Kids of all ages love to get free stuff and show it off! You can use this to your advantage by using such promotional items as buttons, T-shirts, cups, balloons, etc. Have your message printed on these items and give them away. You get instant, “walking around” advertising.

Special Media

We frequently have special media available to us that we simply overlook. Some very inexpensive, but effective media include:

- Announcements: Program reminder included in schools morning PA address.
- E-mail: There may be email lists available that can help you get your message to your intended audience.

- Word-of-mouth: Especially with teenagers—find the “thought leaders” and word-of-mouth can be very powerful.

TAB OWNER'S MANUAL

TAB OWNER'S MANUAL

SIDNE® Owner's Manual

Table of Contents

Introduction.....	3
SIDNE®.....	3
Impairment Statement.....	3
Weather Conditions	4
Operating Temperatures.....	4
Safety Features.....	5
Transmitter Operation.....	6
Starting and Operating SIDNE	8
Steering Wheel.....	8
Brake Pedal	8
Accelerator.....	8
Reverse switch	9
Parking brake	9
LCD Panel.....	9
Collar Lights	11
Power Consumption.....	11
Starting SIDNE	12
Maintenance.....	13
Charging SIDNE®'s batteries	13
Checking SIDNE's Batteries	14
Replacing the transmitter batteries.....	15
Preparing for a SIDNE® Simulation	15
Every 25 Hours of Use.....	16
Every 100 hours of use	18
Cleaning SIDNE	18
Transporting SIDNE	19
Storing SIDNE®.....	21
Specifications.....	22
Support.....	23
Appendix.....	24
SIDNE® Error Messages from the LCD Panel	25
Belt Replacement.....	26
SIDNE Steering Diagnostic Mode.....	29

Introduction

Thank you for your purchase of SIDNE®. We are confident this tool will assist you in your alcohol and other drug awareness programs. Please review this manual carefully. It contains the information you need to keep SIDNE® running in top condition.

SIDNE®

SIDNE® may look like a go-vehicle, but it is much more complex. It does not operate or sound like a typical go-cart. You may notice some squeaking, that is perfectly normal for SIDNE®. SIDNE® has been designed from the ground up to be used as an educational tool for alcohol and other drug awareness and prevention. It is designed to operate on a paved, level, barrier free surface. SIDNE® is not designed as an off road vehicle, including driving on grass or artificial turf.

Impairment Statement

SIDNE® simulates a moderate to high level of impairment. We do not have a specific BAC or number of drinks associated with the effects of SIDNE®. This is because while we can fix the impairing affects of SIDNE® to a specific delay of steering, braking and acceleration, a person's individual level of impairment given a specific BAC can vary significantly. The one constant among all people in an impaired state is that their normal levels of ability are reduced. Reduced abilities means a higher chance of being involved in a crash that results in injury or death if they choose to drive. The one message that we deliver with SIDNE® is never drive impaired.



Weather Conditions

SIDNE® is an electronic device that should be treated more carefully than a typical go-vehicle.

SIDNE® is designed for operation in normal weather, i.e. dry days, or light drizzle. It should not be driven through snow or deep puddles. SIDNE® can be driven through puddles, no deeper than 1/4 inch, or light rain. It should not be exposed to heavy or torrential rains or snow. Keep in mind SIDNE does not have a fender. If there is water on the course, your participants maybe sprayed with water.

SIDNE® should be driven on level, paved parking lots. It cannot be driven over curbs and should not be driven on grass. SIDNE® is NOT designed for driving off road, on grass, artificial turf, or carpet.

SIDNE® should be stored indoors. It should not be stored outside where it will be exposed to rain and snow or sunlight.

Operating Temperatures

SIDNE can be operated and stored between 32°F and 110°F or 0°C and 43°C.

Safety Features



Roll bar—will help to protect the driver and passenger in the unlikely event of a rollover.

Headrests—provided for driver and passenger to help reduce neck injury in the event of a collision.

Extra-Wide and Low Center of Gravity—SIDNE® is 48” wide and sits only 8” off the ground (making rollovers on level ground highly unlikely).

Skid Plate – an extra layer of protection on SIDNE’s underside to protect the steering mechanisms.



ELR (emergency locking retractor) Seat belts—two three-point seat belts provide a seat belt for the driver and a passenger up to 350 pounds total.



Stop Position



Go Position

Parking brake—provided in the event of an emergency. Pushed back it brings the vehicle to a stop.



Transmitter—SIDNE® can only be driven when it is in communication with the transmitter. The GO button delivers power to the vehicle and must be held down for SIDNE® to operate¹.



Red Power Button – SIDNE® can be stopped by pressing the button down.

¹ See the Quick Start Guide and the Owners Manual for a detailed description of the transmitter.

Safety Features



Recommended Items² –

Safety Goggles—eye protection is required to prevent debris from hitting passenger and driver in the eye.

Helmet—required to protect passenger and driver from head injuries.

Transmitter Operation

- SIDNE® is designed so that it cannot operate without its transmitter. It is essential that you keep the transmitter in a secure place where it can be easily found³.
- Always keep an extra set of 4 AA spare batteries with you.
- The transmitter has a range of approximately 75 feet. If the participant drives the vehicle out of transmitter range, power will be cut to SIDNE®. The driver will need to apply the brake pedal or the parking brake to come to a stop.
- The transmitter should be aimed at the collar on SIDNE®'s roll bar.
- The transmitter is designed so that it may be held in either the right or left hand.
- The Red Power Button on SIDNE®'s collar must be lifted before the transmitter is active. You will hear a “chirping” sound after the button is pulled up. When the “chirping” ends, the GO button can be activated.

Speed Switch

Brake Button



Effects Switch

² These items can be purchased from Innocorp, Ltd., www.fatalvision.com, 1.800.272.5023

³ Extra transmitters can be purchased through www.fatalvision.com.

Speed Switch

Low Speed Position

Low speed position is when the Speed Switch is down. Low speed is approximately 4 mph. To switch SIDNE® from high to low speed, the GO button must be depressed and the Speed switch is toggled down.

High Speed Position

Sets SIDNE® to its top speed of approximately 8 mph. The GO button must be depressed when the speed is changed. The Speed switch is toggled up.

Effects Switch

Normal Position

Normal position is when the Effects Switch is down. To switch SIDNE® from the Impaired to Normal, the **GO** button must be depressed and the **Effects** switch is toggled down.

Impaired Position

Impaired position is when the Effects Switch is up. To switch SIDNE® from Normal to Impaired, the **GO** button must be depressed and the **Effects** switch is toggled up. The **Effects On** mode affects steering, braking, and acceleration. Note: if the Transmitter Monitor releases the **GO** button, the effects revert to off.

Brake (Red button in the middle of the Transmitter.)

Activates the brake. It is used in the event that the driver has lost control of the vehicle. The Transmitter Monitor should depress and hold the **Brake** Button. This button works whether or not the **GO** button is depressed. **IMPORTANT:** Once the **Brake** button has been pressed let go of BOTH the Brake and **GO** buttons for 2 seconds. Then SIDNE® is ready to GO again.

GO (Black button in the trigger position at the front of the Transmitter.)

Must be held down in order for SIDNE® to move. The Transmitter Monitor must keep this button depressed at all times. Depressing the **GO** establishes a connection to SIDNE, supplies power to the vehicle so it can move. When the **GO** button is initially depressed, SIDNE® “chirps” to indicate that power is on. If the **GO** button is released, power is cut to SIDNE.

Starting and Operating SIDNE

Prior to your first operation of SIDNE, make sure to go through the Quick Start Guide. Review each of SIDNE®'s features before driving the vehicle.



Steering Wheel

The steering wheel works just like the steering wheel of a car. The steering mechanism is very sensitive. SIDNE® responds like a sports car. Steering requires regular movements just like steering a car. When turned to the left, the vehicle will steer to the left. When turned to the right, the vehicle will steer to the left.

If the **Effects Switch** is in the **Impaired** position, the switch is toggled up, the vehicle will respond to the left or right as turned, however, the response will not be immediate. The driver may notice the vehicle's apparent lack of response and try to overcompensate.

Brake Pedal

The red pedal located on the left side of the pair of pedals. The brake pedal is located in the same place as in a car. When the driver depresses the brake, the vehicle will slow down and come to a stop. Like any vehicle, SIDNE® requires time and distance to come to a complete stop.

If the **Effects Switch** is in the **Impaired** position, the switch is toggled up; the vehicle will respond to the brake, however, the response will not be immediate. The driver may notice the vehicle's apparent lack of response and try to overcompensate.

Accelerator

Located on the right side of the pair of pedals. The accelerator pedal is in the same location as in a car. When the driver depresses the accelerator pedal, the vehicle speeds up. When SIDNE® powers up, it is in low speed mode.

If the **Speed** switch is in the **Low** position, toggled down, the vehicle will reach a top speed of approximately 4 mph. If the **Speed** switch is in the **High** position, toggled up, the vehicle will reach a top speed of approximately 8 mph. If the **Effects** switch is in **Impaired** position, switch is toggled up, the vehicle will respond to the accelerator, however, the response will not be immediate. The driver may notice the vehicle's apparent lack of response and try to overcompensate.

Reverse switch

The switch is located on the right side of the steering column. The vehicle **must** be at a full stop. The driver flips the switch up in order to go into reverse. If the **Effects** switch is in **Impaired** position, the vehicle's steering, braking, and acceleration will react as if the driver is impaired. SIDNE sounds a constant alarm and message on its LCD panel to alert you that it is in reverse.

Parking brake

The parking brake may be pulled back when the vehicle is stopped. The back position locks the vehicle in place so that participants may enter and exit the vehicle safely. Once the driver has entered the vehicle with their safety equipment and fastened their seat belt, the driver may release the brake by pushing it forward. In the event of an emergency, the participant can stop the vehicle by pulling the brake back.

Note: The parking brake rods may squeak. This is perfectly normal. DO NOT apply grease. The parking brake does not stop SIDNE® from rolling backward.



LCD Panel

The LCD panel on the collar of SIDNE®'s rollbar delivers helpful information at SIDNE's startup and during operation. As SIDNE® goes through its start up process; the LCD panel displays its progress.

In addition to regular operational messages; the LCD panel displays a variety of messages that alert you to any errors SIDNE is experiencing. See the Appendix for a list of error messages and suggestions for resolving the error.

Start Up Sequence

LCD Display

Description

SIDNE IR Rxcvr
User 6.0 xx-xx-xx

User 6.0

Indicates SIDNE's revision number.

Software Date

xx-xx-xx indicates the date of SIDNE's software.

SIDNE IR Rxcvr
User 6.0 xx.x

XX.X is the number of hours to the tenth that SIDNE® has been operated.

Welcome to
SIDNE

SIDNE Start up
--Please Wait--
Checking memory
--Please Wait--

SIDNE is checking to make sure the memory is functioning.

Checking Pedals
--Please Wait--
SIDNE Start up
--Please Wait--
SIDNE is Ready
To Go!!

Make sure the driver is not pressing either of the pedals.

SIDNE is ready to begin your program.
Aim the transmitter at the collar to start.

SIDNE is receiving

SIDNE is communicating with the transmitter to allow the vehicle to move.

LCD readings when SIDNE is at rest



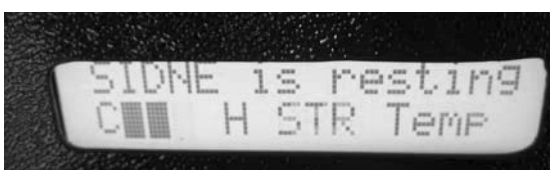
Battery level

This indicates that SIDNE's batteries are at approximately 70% capacity. The message displays 10 squares to indicate battery level; SIDNE should have at least 5 squares to operate.



Motor temperature

This indicates the temperature of SIDNE's drive motor. A display of 3 squares or less is normal.



Steering motor temperature

This indicates the temperature of SIDNE's steering motor. A display of 3 squares or less is normal.

Collar Lights

SIDNE® communicates with Program Monitors via the lights on its collar. There are three sets of lights:

Color	Indicates
Red	Solid – SIDNE® is receiving broadcasts from the transmitter. Flashing – The signal from the transmitter is not solid; it might have been broken by someone walking in between the transmitter and SIDNE®. Check to make sure no one is between the transmitter and SIDNE.
Blue	Flashing – SIDNE® is in IMPAIRED MODE. Solid – Indicates an error in SIDNE®'s operation. Check the LCD panel for an error message.
Amber	Slow flash – indicates SIDNE® is in low speed. Fast flash – SIDNE® is in high speed.

Power Consumption

Our current estimates show that SIDNE®'s batteries should last approximately 4-6 hours before requiring recharging. As noted in the Hour Meter section above, to conserve power consumption, make sure that the Red Power Button is down and the parking brake is in **STOP** when SIDNE® is not being driven.

Starting SIDNE

WARNING: The area for the test drive MUST BE paved, flat, and free of all obstructions/barriers.⁴

The best way to get to know SIDNE® is to drive it initially with the effects turned off, this is the default at start up.

1. Remove and Read the Warning Placard.
2. **Power Up Sequence:**



- Pull the Red Power Button on the antenna plate up.
 - Push the parking brake forward to the **GO** position.
 - Keep foot off of the accelerator and brake pedals.
- You will hear a series of chirps and the LCD panel will display messages as SIDNE® goes through its start up process. When “*SIDNE® is Ready to go!!!*” is displayed, it is ready to drive, see page 10 for the

messages displayed during the start up process. **Note:** If either of the foot pedals is depressed during the Power Up sequence, you will have to start the process again.

3. Press the **GO** button on the Transmitter.
4. Drive SIDNE® in LOW speed and NORMAL mode first. Become accustomed to the steering and braking.
5. When you are comfortable with SIDNE, put SIDNE® in IMPAIRED mode
6. When you have finished driving SIDNE® replace the Warning Placard on the steering wheel. Pull the parking brake back to Stop and press down the Red Power Button.
7. **CAUTION:** If SIDNE is in reverse at start up, the reverse beep will sound continuously and the LCD panel will display the reverse warning.

W A R N I N G

SIDNE® is NOT a street licensed vehicle and should NOT be driven on the street.

⁴ See Location on page 10 for the SIDNE® Overview Section for directions on setting up your course.

Maintenance

Proper maintenance, will keep SIDNE® in top operating service. There are a number of steps you can take to ensure that SIDNE® continues to operate efficiently and safely. To insure safe and trouble free operation of SIDNE® it's best to assign ongoing maintenance duties to a specific person or department with some basic mechanical skills. This person would be the best one to perform any troubleshooting or repairs on SIDNE®.

Charging SIDNE®'s batteries

Before proceeding to charge batteries, make sure you read all provided safety instructions enclosed with the charger, see the Appendix. If SIDNE®'s batteries are totally depleted; it will take 4-6 hours to recharge them.

1. Drive SIDNE® to an electrical outlet.
2. Pull the parking brake back to STOP position.
3. Press down the Red Power button.
4. Plug the battery charger's cable into SIDNE®'s receptacle on the left rear panel.
5. Plug the battery charger into an electrical outlet.
6. Turn the charger on; leave SIDNE® plugged in until the Green Light is on continuously. Leaving SIDNE® plugged in to the charger will not hurt the batteries or the charger.
7. Reading the battery charger:
 - a. When the Yellow Light is on, the batteries are charging.
 - b. When the Green Light is on, the batteries are fully charged.
 - c. When the Green light is flashing, the output is not connected. Lift the back cover and make sure the batteries are plugged in.
8. It is recommended that the same batteries be fully charged **immediately after use** to prolong battery life. It is not necessary to drain the batteries before recharging.

Note: If you have a full day demonstration planned, more than 6 hours, it's a good idea to have a set of spare batteries for both SIDNE and the transmitter, charged, and ready to use.

If you have purchased an external battery charging adapter from Innocorp, you may use your SIDNE battery charger to charge your batteries without being plugged into SIDNE.



Checking SIDNE's Batteries

SIDNE's batteries should always be used as a pair. If you purchased an extra set of batteries you will have a total of 4 batteries. Use the same two batteries together at all times. It might be helpful to mark them as sets. If one of the batteries goes below 12.5V, both batteries should be replaced.

SIDNE's batteries are equipped with a gauge on top of the case. The gauge monitors the charge in the battery as well as the state of the battery fuse.

Guidelines for using the Battery Condition Gauge:

- Fully charge SIDNE's batteries.
- Run SIDNE on the charged batteries for approximately 10 minutes.
- Turn SIDNE off for approximately 5 minutes.
- Press and hold the TEST button.
- If the BATTERY CONDITION GAUGE shows no LEDS (lights), this indicates that either the battery or battery fuse is damaged or destroyed or the battery pack should be replaced as a pair.
- If the BATTERY CONDITION GAUGE shows green, this indicates that SIDNE's batteries are fully charged and have sufficient energy.
- If the BATTERY CONDITION GAUGE shows yellow, this indicates that SIDNE's batteries are either not fully charged or have limited capacity and may be ready for replacement as a pair.
- If the BATTERY CONDITION GAUGE shows red lights, this indicates that SIDNE's batteries are either discharged or ready for replacement as a pair.



Replacing the transmitter batteries

SIDNE® comes with an extra battery clip for your transmitter. It requires 4 AA batteries.

1. Remove the plate on the bottom handle by removing the 2 thumbscrews.
2. Disconnect the battery snap from the battery clip.
3. Slide the battery clip out of the handle.
4. Remove the old batteries and replace with fresh batteries.
5. Slide the clip back into the handle, keeping the wire along the flat side of the opening.
6. Connect the battery snap to the battery clip.
7. Replace the plate and screws.

Figure 3 Remove thumbscrews

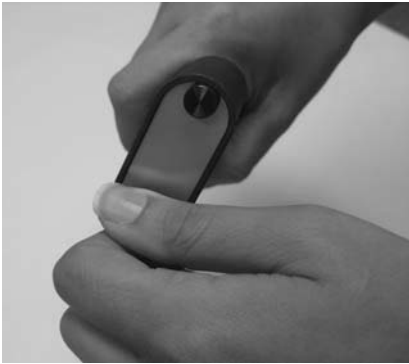


Figure 4 Disconnect battery snap, remove battery clip



Preparing for a SIDNE® Simulation




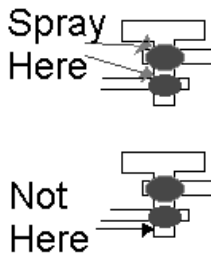

Before every session

- Check the inflation pressure on the tires. Tires should be set to 24 PSI, the normal operating rate. SIDNE's tires are inflated to 22 PSI at shipment. The maximum pressure is 24 PSI and is stated on the wall of the tire.
- Make sure SIDNE®'s batteries are fully charged. Have fresh batteries ready for the transmitter.

During a SIDNE® event at each driver change

- The GO button is released and the parking brake is pulled back to the STOP position.
- Tug on the seat belts to ensure they are securely fastened.
- Steering is responding properly, i.e. left/right operation.
- Transmitter is working properly. When the GO button is pressed, you will hear a click. This is an indication that the power is being sent to the vehicle.
- If no one is in the passenger seat, fasten the seatbelt and make sure it is in the vehicle.

Every 25 Hours of Use

Vehicle View		Maintenance Task
<p>Figure 5 End Tie Rod ends</p> 	<p>Figure 6 Greasing End ends</p> 	<p>Check the Tie Rod ends.</p> <ol style="list-style-type: none">1. Spray the two end Tie Rod with a 1-second shot of Spray White Lithium Grease.2. Spray the top and middle tie rods each with a 1-second shot of Spray White Lithium Grease.
<p>Figure 7 Center tie rod end, top</p> 	<p>Figure 6 Center tie rod end, middle</p> 	
<p>Tire Pressure</p> 	<p>Check Tire pressure.</p> <ol style="list-style-type: none">1. Check the tire pressure, when the tires are cold.2. They should be inflated to the maximum pressure listed on the front tire wall. (*22-24 psi)	

Measure the distance between the front tires.



Check the tie rods for excessive play.

1. Measure the distance between the 2 front wheels. Measure from the outside of each tire.
2. Holding both tires, push one of the tires out.
3. While the tires are being pushed apart, measure the distance between the 2 tires again. There should be no more than $\frac{3}{4}$ " of movement. If there is more than $\frac{3}{4}$ ", call Innocorp at 1.800.272.5023.

Aim the grease straw parallel to the bracket connect to the steering column.



Steering motor.

1. Aim the spray nozzle at the junction of the black holed rod and the steering mechanism.
2. Spray a 1 second shot of White Lithium grease.
3. Do NOT get any grease on the 'pot' or white coupler.

***WARNING: DO NOT REMOVE THE COVER ('Skid Plate') FROM THE STEERING MOTOR**

Wheel bearings.



Lubricate Wheel Bearings

1. Spray front and back of the bearing openings of all 4 wheels with a 1 second shot of White Lithium Grease.

Keep belt drive free and clean from all grease however.

Every 100 hours of use

Check axle nuts.



Check the axle nuts.

1. Elevate the vehicle so the tires spin freely.
2. Tighten the nut clockwise until you feel a slight drag.
3. Back it off 1 flat, (1/6 of a turn.)

***WARNING: OVERTIGHTENING CAN CAUSE DAMAGE TO THE BALL BEARINGS**

Cleaning SIDNE

- You can clean SIDNE®'s frame using a bucket of water and a soft cloth. Dip your cloth in the bucket and wipe SIDNE® down. **DO NOT** hose or power wash SIDNE®.
- You can clean SIDNE®'s mats with a damp cloth, vacuum cleaner, or canned air.
- Seats can be cleaned with a damp cloth or a protectant like Armor All®.
- The collar may be wiped with a **DAMP** cloth. **DO NOT** wipe with a dry cloth as it could build up static and harm SIDNE®'s IR receiver.

Transporting SIDNE

Steps for Transport **Two people are required to put SIDNE® into the transporting vehicle.**



1. Move SIDNE® to the vehicle.
2. Have the front of SIDNE® facing the vehicle.
3. Make sure the front tires are pointing forward.
4. Pull the parking brake back to STOP.
5. Lift off the back cover.



6. Disconnect the rear light cable.



7. Remove battery bungee cord.



8. Disconnect batteries.

Steps for Transport
Two people are required to put SIDNE®
into the transporting vehicle.



9. Remove each battery by grasping the handle and lifting out of SIDNE®.



10. Remove the banner cords from the 3 grommets on the left corner of the SIDNE® banner on the roll bar.



11. Loosen the wing nuts and remove the screws on both sides of the roll bar.



12. Fold the roll bar down.
13. Replace the screws and wing nuts in the bar for safekeeping.



14. Push the parking brake forward to GO position.
15. Move to the front of SIDNE®.
16. Have one person at each side of the vehicle.
17. Grasp the vehicle at the bumper.



18. Lift the front of the vehicle up and place into the vehicle.

Steps for Transport
Two people are required to put SIDNE®
into the transporting vehicle.



19. Move to the rear of SIDNE®.
20. Have one person at each side of the vehicle.
21. Grasp the vehicle at the rear bumper.
22. Lift the vehicle and roll it into the vehicle.
23. Make sure it doesn't get tangled with seat belts.
24. When SIDNE® is situated in the vehicle, pull back on the parking brake.
25. Secure SIDNE® in your vehicle. SIDNE®'s parking brake prevents it from rolling forward. It must be secured to prevent it from rolling backward.

Storing SIDNE®

SIDNE® should be stored indoors out of the weather.

- It is recommended that you remove SIDNE®'s batteries first. The batteries are wet cell and may leak acid and corrode the electrical components of SIDNE® (making it inoperable) if the batteries are tipped over in SIDNE®.
- Keep SIDNE®'s batteries at a **fully charged state** before storing. When SIDNE®'s batteries are left at a half-charge for an extended period of time, a state of sulfation can occur which can dramatically shorten the battery life of your SIDNE®. When battery power is weak, SIDNE often will stay in low speeds, sometimes shut down unexpectedly when accelerator is pressed, and cause various error messages.
- It is also recommended that SIDNE® is kept as free from dust settling on it as possible. Dust can interfere with the IR receiver and 'cube's internal computer circuits if it gets inside.

Specifications

	U.S. Measurements	Metric Measurements
Measurements:	48" wide X 76" long X 30" high	122cm wide X 193cm long X 76cm high
Weight:	330 pounds including batteries	150kg including batteries
Maximum occupants:	2 – 1 driver, 1 passenger	2 – 1 driver, 1 passenger
Power:	Electric	Electric
Maximum Load Limit:	350 pounds	159kg
Operating and Storage Temperature	32°F to 110°F	0°C to 43°C

Support

You can receive support for SIDNE® at the following numbers and times:

Monday – Friday, 8:00 a.m. – 5:00 p.m., 1.800.272.5023

Evenings and Weekends, emergency calls:



silver Serial Number tag

To Call the SIDNE™ Support Manager

Please complete the following information for future reference:

Model Number: SIDNE__ **Version:** __. __

Serial Number*: _____ **Hours:** _____

Date of Purchase: ____/____/____

*The serial number is located inside SIDNE® on the plate at the right rear tire, see picture above. Retain this Owner's Manual with your invoices as a permanent record of your purchase in the event of theft, fire, or warranty service.

Appendix

SIDNE® Error Messages from the LCD Panel

Read the error message displayed on the LCD panel and follow the suggested actions to correct the problem. If you are not successful, please call our Support Manager at 1.800.272.5023.

Message	Suggested Actions
Battery LOW Charge Battery	<ul style="list-style-type: none">• SIDNE®'s batteries are low.• Pull SIDNE® up to an outlet and connect the charger. Batteries should be charged for 6 hours min.• If available, change low batteries with two fully charged spare batteries.
Infrared/Motor Comm. Err	<ul style="list-style-type: none">• Restart SIDNE®.• It is possible that the course you are using is not flat and that your transmitter is not communicating with SIDNE®'s collar. Verify that you are seeing the solid red light on SIDNE®'s collar or adjust the position of the transmitter.• It is also possible that SIDNE's batteries are low, which can also cause this Comm. error. Check batteries voltage (should be 12.5 or preferably more each) and if low, change or charge batteries.
Memory Failure Can't continue!!	<ul style="list-style-type: none">• Try restarting SIDNE® once.• If you get the message again, call our support number. This may be a fatal error and require new parts.
Overspeed Error Recycle Power	<ul style="list-style-type: none">• This error is easily resolved.• Go through the start up process for SIDNE®.
OVER Temperature Turn off COOL DN	<ul style="list-style-type: none">• SIDNE®'s cube has overheated. It must be cooled down before proceeding. Move SIDNE® into a shady area for about 15 minutes.
SPEED Sensor Error	<ul style="list-style-type: none">• This error is easily resolved.• Go through the start up process for SIDNE®.

Belt Replacement

(*WARNING: PERFORM THIS OPERATION ONLY WHEN INSTRUCTED TO DO SO BY AN INNOCORP SUPPORT PERSON)

Prop up the back end of SIDNE,
loosen wheel nuts



1. Keeping back end of SIDNE off the ground, loosen 1/2" wheel nuts with nut driver.

Removing wheel.



2. Remove wheel, after setting wheel nuts aside. Then remove washer spacers, setting them aside as well.

Unscrewing side fender plate



3. Remove side plate and fender by removing 5 Phillips screws with screwdriver.

Unhook spring hook



4. Use a pair of vice-grip pliers to pull forward and unhook the spring used to keep tension on the belt.

Loosen Motor bolts



5. Use 9/16" nut driver to loosen the 3 motor bolts (attached to the blue motor).

(The pulley wheels should then retract slightly in order to give some slackness to the belt.)

Work belt off pulleys



Unscrew axle nut



Remove pulley- release old belt



New belt for belt drive



Tighten nut, but spin freely



Rotate new belt onto gray pulley



6. Carefully rotate the large pulley and work the belt off the smaller pulley wheels. If needed, a flat head screwdriver may be used to pry the belt off.
7. Take the final nut off the axle with a 1" 1/16th nut driver
8. Remove the pulley enough to easily remove the belt
9. Replace the belt with the exact same type of belt that was removed. **This must be ordered from Innocorp Ltd.**
10. Re-attach the large pulley with the new belt in place. Tighten the axle nut just enough so that it is not loose, and yet the ball bearings can still spin freely.
11. Fit the new belt in-between the new white pulleys in order to work it back onto the back gray pulley. Rotate the belt until it slips into place on the gray pulley.

Re-attach spring hook



12. Re-Attach the spring hook below the lower white pulley. The 3 motor bolts should then be re-tightened.



13. Re-attach the fender plate with the 5 screws.



14. Replace washers on bolts, and replace wheel again. Make sure the air valve is facing out.

SIDNE Steering Diagnostic Mode

(*WARNING: PERFORM THIS OPERATION ONLY WHEN INSTRUCTED TO DO SO BY AN INNOCORP SUPPORT PERSON)

Tools Required: non-conductive stick – could be a coffee stirrer, the ink holder for a ball point pen.

Note: Please read all the instructions before you begin.



1. Turn on SIDNE and let the unit go to READY. Do not use the transmitter for this test.
2. Locate the small hole on the underside of the receiving collar. (From the rear of the unit the hole is at about 10 o'clock).
3. Use a non-conductive wooden stick or ball point pen ink holder to activate the diagnostic mode. Put the stick or plastic ink holder in that hole and press gently upward. You will hear one beep. Wait a second and press again until you hear two beeps. You are now in Diagnostic Mode! (Note- you can start over anytime by restarting SIDNE again. It may take a little practice. You can also watch through the clear part of the collar if that will help you watch the process).
4. Moving the steering wheel to the Left –Center-Right will should cause the top row of numbers to change. It is normal for the numbers to move slightly even when the steering wheel is not turning. These numbers indicate the position of the wheels and verify the proper functioning of the steering assembly.
5. The hexadecimal system is used for a complete analysis of the numbers. For our purpose we will just use the first digit in the three digit sets of numbers. The numbers 1-9 each use that value. The letters A-F assigned values are: A=10, B=11, C=12, D=13, E=14 & F=15.



6. You will see numbers close to what is shown below with the wheel & tires in various positions.

Wheel & Tires to the left: LL 194 151 F
(LL-Left Limit Switch, 194 & 151 notes a far left position, F indicates the unit is in Forward gear)

Wheel & Tires straight: 72F 727 F
(72f & 727 notes approx center of numbering system, F indicates unit is in Forward gear.)

Wheel & Tires to the right: E27 EA2 F RL
(E27 & EA2 indicate a far right position, F in forward gear and RL is Right Limit Switch).

The above will approximate the numbers you see in your SIDNE's diagnostic mode. The lower numbers will be with the wheel at the far left and the highest numbers at the far right as you turn the wheel to the right. Slowly moving the wheel will change the numbers and indicate the Steering Assembly is working properly. Below are listed the range of first numbers and the equivalent value of the letters you will see as the steering wheel is rotated:

1	2	3	4	5	6	7	8	9	A(10)	B(11)	C(12)	D(13)	E(14)	F(15)
Far Left					Approximate Middle					Far Right				

Normal SIDNE #'s:

Wheel to the extreme left: Top Line- **LL 000 1B9 F**
(LL Left lock)

2nd line wheel to left: **001 680 DIS OFF**

SIDNE Wheel at Center: Top Line- **713 71F E**
(Or- **7BB &BD F**)

2nd line wheel at center: **002 680 DIS OFF**

SIDNE Wheel to the Right: Top Line- **FFF 070 F RL**
(RL Right Lock)

2nd line wheel to left: **004 680 DIS OFF**

When Steering Pot is UNPLUGGED or *Not Working* the TOP line #'s will not move when the wheel is turned any direction in the diagnostic mode.

Please email the above readings after these numbers are obtained for an analysis of your SIDNE's Diagnostic System. The examples given in #6 above would indicate a working Steering Assembly. If the numbers stay within a tight range when the wheels are moved that is indicative of Potentiometer problems. The Potentiometer may need to be reset or replaced.

