

# FATAL SPEEDING™

## Program Guide

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*A companion to the Fatal Vision® Facilitation Guide*

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Fatal Speeding™ puts participants behind the wheel at normal speed, then at speeding so they feel the difference themselves.

### **Participants leave with:**

- A realization of how speeding reduced their own driving performance
- Recognition that what they felt in the simulation reflects real driving conditions
- A heightened sense of susceptibility to speeding-related crashes
- A clear understanding of the speed-to-crash link
- A personal commitment to a specific driving decision: speed choice, pre-trip planning, or intervening when others speed

Through the simulation, participants directly experience four key consequences of speeding:

- **Narrowed Field of Vision** — less of the roadway and surrounding hazards are noticed
- **Reduced Reaction Time** — there is less time to perceive and respond to changes
- **Longer Stopping Distance** — more distance is required to stop safely
- **Greater Crash Force** — any collision occurs with much greater force

# How to Use This Guide

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This guide covers setup, operation, and facilitation of Fatal Speeding™. It is organized into three sections. Review all three sections to prepare to lead an impactful session with Fatal Speeding.:

Guide	Information Covered
<b>Section 1</b>	Setup & Operation — how to assemble and run the unit
<b>Section 2</b>	Delivering an Engaging Program — facilitation guidance for a 10–30 minute session using the five-step sequence.
<b>Section 3</b>	Background & Support — research context, talking points, and troubleshooting

## Facilitator Guide

The facilitation philosophy, the five-step sequence, and the full discussion framework are covered in the Fatal Vision Facilitation Guide (FVFG). This product guide is based on the FVFG and assumes you have read it.

## The Facilitation Arc

Section 2 in the guide follows a three-phase arc used across all Innocorp products:

<b>Phase 1: Create the Experience</b>	Baseline attempts, then speeding attempts. The gap between the two is the lesson.
<b>Phase 2: Process the Experience</b>	Debrief questions move participants from surprise to real-world relevance to skill-building.
<b>Phase 3: Commit to Action</b>	Close with a question that pulls a personal commitment out of the participant in their own words.

Within the phases, you will see numbered steps (1–5). Phases are the arc; steps are the moves within it.

The five steps are:

### Step Activity

- 1 Baseline attempts
- 2 Speeding attempts
- 3 Debrief questions
- 4 Skill building and practice
- 5 Personal commitment

## Three Use Scenarios

Fatal Speeding™ fits a range of settings and time constraints. These scenarios are not a progression — they represent distinct contexts of use. Some facilitators may use the product in quick, high-traffic settings and at other times will build it into a classroom presentation or a broader curriculum. Choose the scenario that describes your situation.

The significance of the three use scenarios is that in Quick Hit applications, the presenter may not be able to deliver the full five-step progression recommended for the greatest impact on influencing behavior. In Quick Hit presentations, the goal may be to simply generate interest and provide a pathway to later engagement in the full program.

Scenario	Description
<b>Quick Hit (1–5 min)</b>	A brief, high-impact encounter designed to spark curiosity and capture follow-up contacts. One "wow" moment plus a call to action.
<b>Dedicated Speeding Program (10–30 min)</b>	A structured experience with full debrief. This is the primary use scenario and the focus of Section 2.
<b>Speeding Within a Larger Program (30+ min)</b>	Fatal Speeding™ used as the experiential foundation of a broader curriculum. Build skills and content on top of the simulation experience.

For the use of Fatal Speeding Within a Larger Program scenario — which may involve outside resources, partnerships, extended curricula, and sustained community engagement — refer to the Fatal Vision® Facilitation Guide.

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# Quick Reference

Print this page and keep it with your equipment.

Use Scenario	Do This	Not This	Never Skip
Quick Hit 1–5 min	Spark curiosity, capture contacts. One “wow” moment + a call to action.	Lecture, explain the science, cover multiple topics.	Having a next step ready (QR code, flyer, sign-up).
Dedicated Speeding Program 10–30 min	Create insight through experience + debrief. Baseline → Experience → Debrief → Connect → Takeaway.	Rush through activities, skip the debrief, talk more than participants.	The debrief. It is where realization and learning happens.
Speeding Within a Larger Program 30+ min	Build skills on an experiential foundation. Experience early, then build skills on that foundation.	All demos and no skills, or all lecture and no experience.	Connecting the experience to real, local resources.

# Section 1 Setup & Operation

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## Materials Included

- Fatal Speeding board
- Power cord and power brick
- Steering wheel with USB connector
- Brake pedal (connects to steering wheel)
- Carrying backpack

Not included: six-foot table and chair.

## Setup

1. Place the Fatal Speeding board on a six-foot table.
2. Plug the power brick into a wall outlet and connect the power cord to the board.
3. Position a chair at the end of the board facing the display.
4. Place the steering wheel and brake pedal at the chair. Confirm that the pedals are plugged into the steering wheel unit.
5. Press the ON/OFF switch on the board.
6. When “READY?” appears on the display, insert the steering wheel’s USB cable into either USB port on the board.

## Quick Verification

- Confirm the power brick indicator light is on.
- When power is connected, a green light will briefly appear on top of the unit to confirm power.
- If no green light appears, there may be an electrical issue with your unit. Call 800-272-5023.

## Running the Activity

The activity consists of a practice round, three normal-speed attempts, and three speeding attempts. The unit handles progression automatically.

## Step-by-Step Operation

1. Seat the participant at the steering station.
2. Explain the controls: use the steering wheel to avoid obstacles and use the brake pedal to stop at double blocks.
3. Press the accelerator when “READY?” is displayed to begin the practice attempt.
4. After practicing, run three NORMAL speed attempts. The participant steers to avoid obstacles and brakes when a red block obstacle appears that covers both lanes

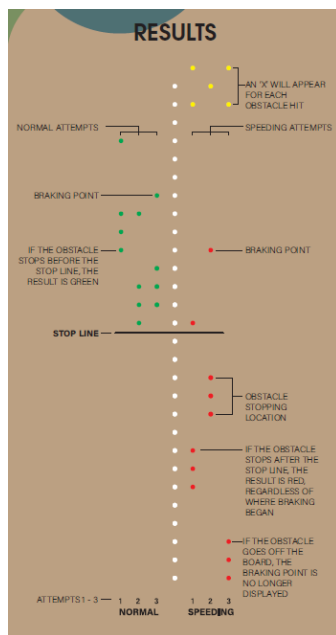
5. Three SPEEDING attempts begin automatically. Speed gradually increases across attempts. The task is the same: avoid obstacles, brake at double blocks.
6. Results display automatically after the final speeding attempt.

## Run Order

1	Practice (not scored)
2	NORMAL × 3 (BASELINE)
3	SPEEDING × 3
4	Results display
5	Debrief

Baseline first creates the learning contrast. Do not change this order.

## Reading the Results



After the final speeding attempt, the board displays results for all six scored attempts (three NORMAL on the left, three SPEEDING on the right).

<b>X</b>	Obstacle hit during that attempt
<b>Single LED – Braking Point</b>	Where the participant pressed the brake
<b>3 LEDs in a line</b>	Where the obstacle comes to a stop
<b>No Brake Attempt</b>	If the participant does not press the brake, three LEDs appear at the far end of the board, and no braking point is recorded for that attempt.

## Cleaning and Disinfecting

1. Power the unit off.
2. Wipe the steering wheel and pedals with disinfectant wipes.
3. Keep all liquids away from ports and electronics.
4. Cleaning the panel: use a microfiber cloth slightly dampened with water or mild soapy water. For fingerprints or smudges, use a plastic-safe cleaner. Always apply cleaner to the cloth — not directly to the panel. Wipe gently and dry immediately with a clean microfiber cloth.

Do not use ammonia-based glass cleaners, abrasive pads, or solvent-based cleaners, as they may damage the polycarbonate surface.

Allow surfaces to dry fully before storing or using again.

## Section 2 Delivering an Engaging Program

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Section 2 is structured around the Dedicated Speeding Program use scenario (10–30 minutes). It follows the three-phase facilitation framework from the Fatal Vision® Facilitation Guide.

Each phase builds on the next to create an experience with maximum persuasive impact.

Phase	Steps
<b>Phase 1: Create the Experience</b>	Steps 1–2: Baseline + Speeding attempts. The gap between the two is the lesson.
<b>Phase 2: Process the Experience</b>	Steps 3–4: Debrief + Connect to real-world relevance + Building Skills. Facilitated questions move participants from surprise → real-world relevance → “I know what to do, and I know I can do this.”
<b>Phase 3: Commit to Action</b>	Step 5: Takeaway. The facilitator asks for a commitment to a specific driving decision.

See Appendix A for a one-page aid to use during your program. [Facilitator Speed Grid.docx](#)

### Phase 1 Create the Experience

Steps 1 and 2 of the five-step sequence: Baseline and Experience.

#### Introduce the Activity

Keep the introduction to about 15 seconds. Set expectations without lecturing.

#### Sample Introduction

*“This activity shows four ways speeding impairs a driver: it narrows your field of vision, diminishes reaction time, extends stopping distance, and amplifies crash force. You’ll run it first at normal speed, then at speeding.”*

#### During the Attempts

##### Step 1 — Baseline Attempts (Normal Speed): Build Optimism

Let participants complete the practice attempt and three normal-speed attempts without coaching. Let their success happen naturally. Say nothing evaluative — the baseline needs to feel easy, so the contrast with speeding is meaningful.

##### Step 2 — Speeding Attempts (Experience)

Stand back. Let struggle occur. Do not rescue performance. Note the visible behavior changes you observe.

What to watch for during the attempts:

NORMAL Speed	SPEEDING
Earlier braking	Late or missed braking
Fewer obstacles hit	Overshooting the stop line
Smoother steering	Over-corrections and jerky steering
Calm demeanor	Visible frustration
	Missed obstacles
Call out what you see — not what you think. Use participant language, not technical jargon.	

## Phase 2 Process the Experience

Steps 3 and 4 of the five-step sequence: Debrief = Connect and Building Skills.

### Step 3 — Debrief = Connect to Real-World Relevance

Debriefing is the lesson. The attempts are just the setup. Select a few questions from the categories below. You do not need to use all of them. Focus on what participants noticed, what changed with speed, and what it could mean on a real road.

### The Debrief is Critical to Influencing Behavior Change - Do Not Skip the Debrief

If time is short, run fewer participants.

#### Questions for the driver:

- What surprised you most during the activity?
- Where did you first notice difficulty?
- What did you expect would happen at normal speed versus speeding — and what actually happened?
- How did your awareness of obstacles change at higher speed?
- How did your steering control differ between normal and speeding?

#### Questions for observers:

- What differences did you see between the normal and speeding attempts?
- Describe the driver's reaction timing in one word for each condition.

#### Questions for the whole group:

- What changed most when speed increased — vision, reaction time, or stopping ability?
- If this were a real driving experience, what might the outcome have been?
- What does this activity suggest about driving “just a little over” the speed limit?

#### Susceptibility — “Could this happen to me?”

- Where does this show up in your daily driving?
- When are you most tempted to speed?

- Drivers who regularly speed without consequence start to believe nothing bad will happen to them. Does that sound familiar?

#### **Severity — “How bad could it actually get?”**

- Every 1% drop in average speed produces approximately a 5% reduction in crashes. What does that mean when the math attempts the other direction?
- Higher speeds don’t just increase your chances of a crash — they increase what happens when one occurs. What would the results screen have looked like if those obstacles were real?

#### **Step 4 — Building Skills: “I Know What to Do. I Know I Can Do This.”**

Help participants build confidence in their ability to act — not just awareness of the risk.

- What steps could you take to prevent speeding?
- How might you develop the habit of driving the posted speed limit?
- What would you say to a friend who speeds?
- What will you do differently this week?
- How can you practice this?

### **Phase 3 Commit to Action**

Step 5 of the five-step sequence: Commit to Action.

#### **Step 5 — Ask for a Commitment, Not a Summary**

Close with a question that pulls a personal commitment out of the participant in their own words. What they say out loud, they own — and what they own is what travels with them the next time they’re behind the wheel.

Self-generated conclusions produce stronger attitude change than externally delivered ones. A participant who says “I’m going to leave earlier, so I don’t feel like I have to speed” owns that commitment in a way they never would if you had said it to them. The shift from realization to stated intention is what makes this a commitment, not just a reflection.

Ask one of these:

- “You’ve just experienced what speed does to your ability to control a car. What’s one thing that you’ll do differently next time you drive?”
- “Think about the last time you were in a car at highway speed. Based on what you just felt — what will you change?”
- “What surprised you most — and what will that mean the next time you’re deciding how fast to go?”

Then let a participant answer. Don’t editorialize. If the answer stays at the level of realization (“I had no idea stopping distance was that long”), nudge it toward commitment: “So knowing that — what will you do with it?” When the commitment surfaces — and it usually does — simply affirm it: “That’s it. Hold on to that.”

**Facilitator note:** The four impairments — diminished reaction time, narrowed awareness of hazards, extended stopping distance, amplified crash force — are guideposts for you, not lines to deliver. They help you recognize when a participant has landed on the right insight so you can affirm it confidently. But the goal of this phase is not recognition — it's commitment. The participant's words become the takeaway, and those words should point forward, not just backward.

## Facilitation Tips

- Always run baseline first — the contrast is the lesson.
- Let participants struggle. Do not coach during attempts.
- Ask before telling. Discovery beats explanation.
- Keep your talk time short. Capture participant language.
- If the group gets loud, ask an observer question. If quiet, ask the driver.
- If time is running short, stop runs and go straight to debrief.

Experience → Reflection (Debrief/Connect/Address) → Commit to Action.

Not: → Lecture → Scare Tactics. Discovery sticks. Correction resists.

## Common Pitfalls and Fixes

Problem	Fix
Rushing through runs	Cut attempts if needed, but always keep the Debrief.
Too much explaining	Ask a question instead.
Participants treat it as only a game	Ask a real-road transfer question.
Skipped baseline	Restart — baseline is required for contrast.

## Section 3 Background & Support

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### Why This Activity Works

For over 20 years, speeding has been a factor in approximately 1 in 3 of all motor vehicle fatalities. Many drivers — especially younger and less experienced ones — believe they will not experience the legal or crash consequences associated with speeding. This belief is known as an optimistic bias. This bias strengthens when someone repeatedly speeds without immediate consequences.

Research shows that drivers often underestimate both their susceptibility to speed-related performance impairment and the severity of crashes that can result. Fatal Speeding™ addresses that gap through experiential learning: participants directly experience how increased speed reduces visual awareness, reaction time, and stopping ability, followed by facilitated conversation about real-world consequences and what the participant can do to avoid those consequences.

### The Four Impairments of Speeding

<b>Narrowed Field of Vision</b>	As speed increases, a driver's usable field of vision narrows. Peripheral awareness decreases, causing drivers to overlook hazards, miss curves, and misjudge the distance and speed of other vehicles.
<b>Diminished Reaction Time</b>	Higher speed shortens the time available to perceive and respond to hazards. Drivers may brake too late or swerve abruptly, increasing the risk of loss of control or collision.
<b>Extended Stopping Distance</b>	Added speed and vehicle weight extend the distance required to stop. Even small speed increases produce meaningful increases in stopping distance.
<b>Amplified Crash Force</b>	Crash energy increases exponentially with speed. Higher speeds make crashes more forceful and more likely to be fatal.

### Key Research Findings

- Every 1% drop in average speed produces approximately a 5% reduction in crashes (Transport Research Laboratory, TRL Report 421, 2000).
- Higher speed limits are associated with increased traffic fatalities (IIHS, Farmer, 2019).
- Drivers routinely underestimate risk from speeding due to optimistic bias (Chen et al., Int. J. Environ. Res. Public Health, 2022).

### Participant Outcome Targets

In a 10–30-minute session, participants should leave with:

- A realization of how speeding reduced their own driving performance.
- Recognition that what they felt in the simulation reflects real driving conditions.
- Heightened sense of susceptibility to speeding-related crashes.
- A clear understanding of the speed-to-crash link.
- A personal commitment to a specific driving decision: speed choice, pre-trip planning, or speaking up when others speed.

## Facilitation Resources

The following resources provide additional context and background for your programming. Use them to deepen your own knowledge, answer participant questions, or support expanded programming.

- State-specific speeding data: [Insert your state’s data link here]
- IIHS speed research: [iihs.org](http://iihs.org)
- Transport Research Laboratory, TRL Report 421 (2000)
- Chen et al. (2022). Underestimated Risk Perception Characteristics of Drivers. *Int. J. Environ. Res. Public Health*, 19(5), 2744.

## Talking Points for Presentations

Use these points when incorporating Fatal Speeding™ into a larger presentation, event, or extended program. They are not intended for use during the demonstration itself — during the activity, let the experience do the talking.

Experiential activities like Fatal Speeding™ can shift risk perception in ways that statistics alone cannot.

- Speed narrows a driver’s usable field of vision.
- Speed diminishes the window available to perceive and react.
- Speed always extends stopping distance.
- Speed amplifies crash force exponentially.
- Drivers who regularly speed without consequence develop optimistic bias — they underestimate their own risk.

## Troubleshooting

Issue	Steps to Resolve
Unit fails to start	Press and hold RESET until “READY?” appears. Or turn off, wait 10 seconds, turn back on. If still unresponsive, unplug power cord and wheel USB, then reconnect both.
Steering and pedals unresponsive	Unplug the USB cable, wait 10 seconds, replug. Confirm pedals are connected to the steering wheel unit, not directly to the board.
No audio	Press and release the MUTE button. If still silent, turn unit off, unplug power and wheel, wait one full minute, reconnect power, turn on, then reconnect wheel.
No green light on top of unit	There may be an electrical issue. Call 800-272-5023.

## General Checks

- Power brick indicator light should be on.
- Power cord should be fully seated at both ends.
- Pedals must be plugged into the steering wheel unit, not directly into the board.
- A single green light should appear on top of the unit when power is connected. If absent, there may be an electrical issue.

**Technical support:** Call Innocorp at 800-272-5023.

Step	Action	Facilitator Notes/Questions												
<b>Create the Experience</b>														
<b>1. Baseline Build Optimism</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Practice Attempt</li> <li>• Normal Attempts x 3</li> </ul>	<p><b>Sample Introduction</b></p> <p><i>“This activity shows four ways speeding impairs a driver: it narrows your field of vision, diminishes reaction time, extends stopping distance, and amplifies crash force. You’ll run it first at normal speed, then at speeding.”</i></p> <p>Normal Attempts:</p> <ul style="list-style-type: none"> <li>• Refrain from coaching.</li> <li>• Let success happen naturally.</li> <li>• Say nothing evaluative, the baseline needs to feel easy, so the contrast with speeding is meaningful.</li> </ul>												
	<ul style="list-style-type: none"> <li>• <b>What to watch for</b></li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #003366; color: white;">NORMAL Speed</th> <th style="background-color: #003366; color: white;">SPEEDING</th> </tr> </thead> <tbody> <tr> <td>Earlier braking</td> <td>Late or missed braking</td> </tr> <tr> <td>Fewer obstacles hit</td> <td>Overshooting the stop line</td> </tr> <tr> <td>Smoother steering</td> <td>Over-corrections and jerky steering</td> </tr> <tr> <td>Calm demeanor</td> <td>Missed obstacles</td> </tr> <tr> <td></td> <td>Visible frustration</td> </tr> </tbody> </table>	NORMAL Speed	SPEEDING	Earlier braking	Late or missed braking	Fewer obstacles hit	Overshooting the stop line	Smoother steering	Over-corrections and jerky steering	Calm demeanor	Missed obstacles		Visible frustration
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	Visible frustration													
<b>2. Experience</b>	Speeding x 3 attempts	<ul style="list-style-type: none"> <li>• Stand back.</li> <li>• Let struggle occur.</li> <li>• Do not rescue performance.</li> <li>• Note the visible behavior changes you observe.</li> </ul>												
<b>Process the Experience</b>														
<b>3. Debrief + Connect</b>	<ul style="list-style-type: none"> <li>• Review results.</li> <li>• Select &amp; ask facilitated questions to move participants from surprise to real world relevance.</li> </ul>	<p><b>What Did You Notice?</b></p> <p><b>Questions for the driver:</b></p> <ul style="list-style-type: none"> <li>• What surprised you most during the activity?</li> </ul>												

		<ul style="list-style-type: none"> <li>• Where did you first notice difficulty?</li> <li>• What did you expect would happen at normal speed versus speeding — and what actually happened?</li> <li>• How did your awareness of obstacles change at higher speed?</li> <li>• How did your steering control differ between normal and speeding?</li> </ul> <p><b>Questions for observers:</b></p> <ul style="list-style-type: none"> <li>• What differences did you see between the normal and speeding attempts?</li> <li>• Describe the driver’s reaction timing in one word for each condition.</li> </ul> <p><b>Questions for the whole group:</b></p> <ul style="list-style-type: none"> <li>• What changed most when speed increased — vision, reaction time, or stopping ability?</li> <li>• If this were a real driving experience, what might the outcome have been?</li> <li>• What does this activity suggest about driving “just a little over” the speed limit?</li> </ul> <p>Move from the activity to their world. Help participants recognize that it can happen to them and what it costs when it does.</p> <p><b>Susceptibility — “Could this happen to me?”</b></p> <ul style="list-style-type: none"> <li>• Where does this show up in your daily driving?</li> <li>• When are you most tempted to speed?</li> </ul> <p>Drivers who regularly speed without consequence start to believe nothing bad will happen to them. Does that sound familiar?</p> <p><b>Severity — “How bad could it actually get?”</b></p> <ul style="list-style-type: none"> <li>• Every 1% drop in average speed produces approximately a 5% reduction in crashes. What does that mean when the math runs the other direction?</li> <li>• Higher speeds don’t just increase your chances of a crash — they increase what happens when one occurs. What would the results screen have looked like if those obstacles were real?</li> </ul>
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<p><b>4. Building Skills</b></p>	<p>Guide discussion to build participants' confidence.</p>	<p>Help participants build their confidence in their ability to act — not just awareness of the risk.</p> <ul style="list-style-type: none"> <li>• What steps could you take to prevent speeding?</li> <li>• How might you develop the habit of driving the posted speed limit?</li> <li>• What would you say to a friend who speeds?</li> <li>• What will you do differently this week?</li> <li>• How can you practice this?</li> </ul>
<p><b>5. Commitment - takeaway</b></p>	<p>Ask for a commitment to improving the status quo</p>	<p>Close with a question that pulls a personal commitment out of the participant in their own words. What they say out loud, they own — and what they own is what travels with them the next time they're behind the wheel.</p> <p>Ask one of these:</p> <ul style="list-style-type: none"> <li>• "You've just experienced what speed does to your ability to control a car. What's one thing that you'll do differently next time you drive?"</li> <li>• "Think about the last time you were in a car at highway speed. Based on what you just felt — what will you change?"</li> <li>• "What surprised you most — and what will that mean the next time you're deciding how fast to go?"</li> </ul> <p>Don't editorialize. If the answer stays at the level of realization ("I had no idea stopping distance was that long"), nudge it toward commitment: "So knowing that — what will you do with it?" When the commitment surfaces — and it usually does — simply affirm it: "That's it. Hold on to that."</p>