

Fatal Vision® Drowsy and Distracted Driving Erase Board

Program Guide

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Participant Learning Objectives

Participants will be able to:

- Describe how drowsiness and distraction remove a driver's eyes from the road without the driver deciding to look away.
- Compare their own baseline drive to their impaired drive and name what changed.
- Identify the traffic cues and obstacles they missed while impaired, and what those misses would mean on a real street.
- State one action they will take to avoid driving drowsy or distracted.

How to Use This Guide

This guide is organized into three sections. Read them in order — each section builds on the one before it.

Section	What It Covers
Section 1	Delivering an Engaging Program: the facilitation framework that applies to both activities, the three-phase arc, the five-step sequence, the use scenarios, how the goggle models impairment, the safety caution, facilitation tips, and common pitfalls.
Section 2	The Activities: self-contained cards for the Urban board and the Suburban board, each with materials, setup, spoken introduction, the full five-step sequence, and a suggested commitment prompt.
Section 3	Background and Support: why the experience works, what the goggle models, participant outcome targets, and additional resources.
Two boards, two cards. The Urban and Suburban boards run the same five-step sequence on different road environments. Each has its own activity card in Section 2 and its own Quick Reference sheet. Run either one on its own, or run both and compare.	

Companion document: The facilitation philosophy and full discussion framework are covered in the *Fatal Vision Facilitation Guide (FVFG)*. This program guide is based on the FVFG and assumes you have read it.

 QR CODE	Scan to access the Fatal Vision® Facilitation Guide (FVFG). FVFG URL:
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Section 1 — Delivering an Engaging Program

This section is the facilitation framework. Both activities in Section 2 follow it. Read this section first.

The Facilitation Arc: Three Phases, Five Steps

Every Innocorp activity follows a three-phase arc. Within the phases you will see numbered steps (1 through 5). The phases are the arc; the steps are the moves inside it.

Phase	Steps	What Happens
Phase 1 — Create the Experience	Steps 1–2	The participant drives a route at baseline, then drives again wearing the goggle. The gap between the two lines on the board is the lesson.
Phase 2 — Process the Experience	Steps 3–4	Debrief what happened, then move participants from awareness of the risk to confidence that they can act on it.
Phase 3 — Commit to Action	Step 5	Ask for a commitment in the participant's own words. What they say out loud, they own.

Use Scenarios

Scenario	How to Run It
Tabletop Station (3–5 min per participant)	A single participant drives one route at baseline and one impaired, with a short debrief. Suited to health fairs, lobby displays, and event tables where the line moves.
Dedicated Drowsy and Distracted Program (10–30 min)	Several participants drive while observers watch and answer the debrief questions. Assign a different app mode to each driver and let the group compare what they saw. This is the primary use scenario and the focus of this guide.
Within a Larger Program (30+ min)	The Erase Board as the experiential opening of a driver education unit, a fleet safety session, or a multi-station traffic safety event. Refer to the Fatal Vision® Facilitation Guide for extended use.

Urban and Suburban Boards

The kit contains four boards in two versions. The Urban board presents dense intersections, frequent traffic control, and short blocks. The Suburban board presents longer runs between decision points, wider spacing, and fewer cues. Each version has its own activity card and its own Quick Reference sheet.

Use the second board of the same version for the impaired attempt. Keeping the baseline drive intact on one board lets the participant and the group compare the two lines side by side afterward. Erasing the baseline before the second drive throws away the most persuasive artifact the activity produces.

How the Goggle Models Distraction and Drowsiness

The Fatal Vision® Drowsy and Distracted Goggle interrupts vision. Under app control it blocks the participant's sight in bursts, the way a glance down at a phone, or a microsleep, takes a driver's eyes off the road.

Be precise with participants. The goggle does not blur, tint, or dim the board. It removes it, briefly and repeatedly. The point of the activity is not that distraction changes how the road looks. It is that for a second or two, the driver is not looking at the road at all. Say this out loud. Overstating what the goggle does costs you credibility with the exact audience most likely to push back.

Three app modes are available:

Mode	What It Represents
Distracted Dial	Eyes leaving the road to find and press something: a phone, a screen, a control.
Distracted Text	Longer, repeated glances away while reading or composing.
Drowsy Driving	Involuntary lapses. The eyes close without the driver choosing it.

Run one mode per participant. They produce different error patterns. If you have several volunteers, use a different mode for each and let the group compare what they saw.

Safety Caution (applies to every activity)

⚠ CAUTION — Participant Safety Participants remain seated for this activity, but the goggle removes their vision without warning and can be disorienting. Clear the table around the board so an unsteady hand has nothing to knock over, and stay within arm's reach. Participants who are susceptible to motion sickness may feel nauseous when wearing the goggle; consider excluding them. Allow anyone who feels woozy to sit until it passes.

Phase 1 — Create the Experience (Steps 1–2)

Open with a short introduction, about 15 seconds. Set expectations without lecturing. Each activity card supplies a suggested line.

Step 1 — Baseline. Always run the baseline drive first. It establishes what this participant's normal looks like, and it is the only thing the impaired drive can be measured against. Do not coach the route.

Step 2 — Impaired Attempt. Goggle on, one mode, second board of the same version. Same rules, comparable route. Stand back and let the drive go badly. Note the visible changes so you can name them in the debrief.

Phase 2 — Process the Experience (Steps 3–4)

The debrief is the lesson. The drives are the setup. Select a few questions; you do not need to use all of them.

Do not skip the debrief. If time is short, run fewer participants, but always debrief. The debrief is what facilitates behavior change.

Step 4 — Build Skills. Move participants from awareness of the risk to confidence that they can act on it. A participant who believes the action works, and believes they can take it, is the one who takes it.

Phase 3 — Commit to Action (Step 5)

Close by asking for a commitment rather than a summary. Then stop talking and let the participant answer.

Facilitation Tips

- Ask, do not tell. A participant who says the drive got away from them has learned more than one who hears you say it.
- Let participants talk more than you do.
- Connect the drawn line to specific decision moments they will actually face.
- Laughter is a bridge, not a problem. Defenses drop and attention rises. That is your moment.

Common Pitfalls

- Erasing the baseline drive before the impaired drive, which destroys the comparison.
- Coaching the route while the goggle is on.
- Running both board versions back-to-back without debriefing either one.
- Describing the goggle as blurred vision. It removes vision instead.

Section 2 — The Activities

Each activity applies the Section 1 framework. Cards are self-contained so a facilitator can work from a single card during a session.

Urban Board Activity

Purpose (for the facilitator): Demonstrates how drowsiness and distraction remove a driver's eyes from the road during dense, closely spaced urban decision points.

Objective: Participants trace a route through an urban street network at baseline and again while impaired, then compare the two lines.

AWARENESS & KNOWLEDGE ACQUISITION — Steps 1–2 are Baseline + Impaired Attempt. The participant drives it cold first; the gap between the two attempts is the lesson.

Materials

Included

- Fatal Vision® Drowsy and Distracted Driving Erase Board, Urban version (2 in the kit)
- Black dry erase markers
- Cleaner and cloth

Not included (supply separately)

- Fatal Vision® Drowsy and Distracted Goggle
- Phone with the Fatal Vision Drowsy and Distracted app

Setup

- Place one Urban board and a marker on the table in front of the participant.
- Keep the second Urban board within reach for the impaired drive.
- Charge the goggle and pair it with the app before the session starts.
- Clear the table around the board.

PHASE 1 — Create the Experience (contains Steps 1–2)

Introduce the Activity (about 15 seconds)

Set expectations without lecturing. Use the line below as your hook, then move directly into Step 1.

SAY “You’re going to drive a route across this map, obeying the traffic rules and avoiding the obstacles on the board. First normally, then again wearing a goggle that simulates drowsy or distracted driving. Notice what changes.”

Step 1 — Baseline Attempt

- Pick a starting point. A large house on the left side of the board works well.
- Choose a midpoint and a destination or use one of the sample routes.
- The participant traces the route with the marker, obeying traffic rules and avoiding the obstacles printed on the board.
- Do not coach the route.

Step 2 — Impaired Attempt

- Move the participant to the second Urban board so the baseline drive stays intact.
- Goggle on. Select one mode: Distracted Dial, Distracted Text, or Drowsy Driving.
- Same rules, same or comparable route.
- Stay within arm's reach.

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

⚠ CAUTION — Participant Safety Participants remain seated for this activity, but the goggle removes their vision without warning and can be disorienting. Clear the table around the board so an unsteady hand has nothing to knock over, and stay within arm's reach.

Sample routes for the Urban board. Home → Bank → Car Mechanic · Home → Pizza Place → School · Home → Taco Shop → Gas Station · Home → Hospital → Police · Home → Bank → Groceries

Optional additions. Time each drive and compare. Have the participant mark a short horizontal line or a large dot at each stop sign to show they stopped.

What to Watch For

Normal	Impaired
Stays inside the roadway	Crosses lines, cuts corners, leaves the road
Stops at every stop sign	Rolls through or misses them entirely
Smooth, continuous line	Jagged line, stalls, long unexplained gaps
Notices and steers around obstacles	Drives through obstacles without registering them
PHASE 2 — Process the Experience (contains Steps 3–4)	

Step 3 — Debrief: Connect to Real-World Relevance

Debriefing is the lesson. The drives are just the setup. Select a few questions; you do not need to use all of them.

Do not skip the debrief. If time is short, run fewer participants, but always debrief. The debrief is what facilitates behavior change.

Questions for the participant

- What surprised you most during the second drive?
- Where did you first notice you had lost the road?
- What did you expect the impaired drive to look like, and what did it actually look like?
- At what point did you realize you had drifted, and how long had it been going on? (*activity-specific*)
- Which mode were you in, and what did it feel like it was doing to your driving? (*activity-specific*)

Questions for observers

- What differences did you see between the baseline line and the impaired line?
- Was there a moment the driver did not seem to know something had gone wrong?
- Did the driver ever correct a mistake they did not appear to notice making? (*activity-specific*)

Questions for the whole group

- If this were a real street, what might the outcome have been?
- What does this suggest about a two-second glance at a phone?

Step 4 — Build 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 could you do with your phone before you start driving so it is not a decision you have to make at 45 miles per hour?
- What would you say to a friend who is driving while texting, or driving after a long shift?
- How can you practice that so you are ready in the moment?

PHASE 3 — Commit to Action (contains Step 5)

Step 5 — Ask for a Commitment, Not a Summary

Close with a question that pulls a personal commitment from the participant in their own words. What they say out loud, they own, and what they own travels with them into the next real situation.

Suggested commitment prompt for this activity:

SAY *“You’ve just seen what two seconds away from the road does to a drive. What’s one thing you’ll do differently the next time your phone lights up while you’re driving, or you’re too tired to be behind the wheel?”*

Then let the participant answer. Do not editorialize. If the answer stays at the level of realization, 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.”

Suburban Board Activity

Purpose (for the facilitator): Demonstrates how drowsiness and distraction remove a driver's eyes from the road across longer suburban runs, where decision points are spaced further apart and cues are easier to miss.

Objective: Participants trace a route through a suburban street network at baseline and again while impaired, then compare the two lines.

AWARENESS & KNOWLEDGE ACQUISITION — Steps 1–2 are Baseline + Impaired Attempt. The participant drives it cold first; the gap between the two attempts is the lesson.

Materials

Included

- Fatal Vision® Drowsy and Distracted Driving Erase Board, Suburban version (2 in the kit)
- Black dry erase markers
- Cleaner and cloth

Not included (supply separately)

- Fatal Vision® Drowsy and Distracted Goggle
- Phone with the Fatal Vision Drowsy and Distracted app

Setup

- Charge the goggle and pair it with the app before the session starts.
- Place one Suburban board and a marker on the table in front of the participant.
- Keep the second Suburban board within reach for the impaired drive.
- Clear the table around the board.

PHASE 1 — Create the Experience (contains Steps 1–2)

Introduce the Activity (about 15 seconds)

Set expectations without lecturing. Use the line below as your hook, then move directly into Step 1.

SAY “You’re going to drive a route across this map, obeying the traffic rules and avoiding the obstacles on the board. First normally, then again wearing a goggle that simulates drowsy or distracted driving. Notice what changes.”

Step 1 — Baseline Attempt

- Pick a starting point. A large house on the left side of the board works well.
- Choose a midpoint and a destination, or use one of the sample routes.
- The participant traces the route with the marker, obeying traffic rules and avoiding the obstacles printed on the board.
- Do not coach the route.

Step 2 — Impaired Attempt

- Move the participant to the second Suburban board so the baseline drive stays intact.
- Goggle on. Select one mode: Distracted Dial, Distracted Text, or Drowsy Driving.
- Same rules, same or comparable route.
- Stay within arm's reach.

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

⚠ CAUTION — Participant Safety Participants remain seated for this activity, the goggle removes their vision without warning and can be disorienting. Clear the table around the board so an unsteady hand has nothing to knock over, and stay within arm's reach.

Sample routes for the Suburban board. Home → Coffee Shop → Bookstore · Home → Fitness Center → Gas Station · Home → Gas Station → Groceries · Home → Burger Stop → Shopping Center

Optional additions. Time each drive and compare. Have the participant mark a short horizontal line or a large dot at each stop sign to show they stopped.

What to Watch For

Normal	Impaired
Stays inside the roadway	Drifts wide on the long stretches
Stops at every stop sign	Rolls through or misses them entirely
Holds the route between turns	Overshoots the turn and doubles back
Notices and steers around obstacles	Drives through obstacles without registering them
PHASE 2 — Process the Experience (contains Steps 3–4)	

Step 3 — Debrief: Connect to Real-World Relevance

Debriefing is the lesson. The drives are just the setup. Select a few questions; you do not need to use all of them.

Do not skip the debrief. If time is short, run fewer participants, but always debrief. The debrief is what facilitates behavior change.

Questions for the participant

- What surprised you most during the second drive?
- Where did you first notice you had lost the road?
- What did you expect the impaired drive to look like, and what did it actually look like?
- The distances here are longer. Did that make the lapses easier or harder to notice? (*activity-specific*)
- Which mode were you in, and what did it feel like it was doing to your driving? (*activity-specific*)

Questions for observers

- What differences did you see between the baseline line and the impaired line?
- Was there a moment the driver did not seem to know something had gone wrong?
- Where did the line start to wander before the driver appeared to notice? (*activity-specific*)

Questions for the whole group

- If this were a real street, what might the outcome have been?
- What does this suggest about a two-second glance at a phone?

Step 4 — Build 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 could you do with your phone before you start driving so it is not a decision you have to make at 45 miles per hour?
- What would you say to a friend who is driving while texting, or driving after a long shift?
- How can you practice that so you are ready in the moment?

PHASE 3 — Commit to Action (contains Step 5)

Step 5 — Ask for a Commitment, Not a Summary

Close with a question that pulls a personal commitment from the participant in their own words. What they say out loud, they own, and what they own travels with them into the next real situation.

Suggested commitment prompt for this activity:

SAY *“You’ve just seen what two seconds away from the road does to a drive. What’s one thing you’ll do differently the next time your phone lights up while you’re driving, or you’re too tired to be behind the wheel?”*

Then let the participant answer. Do not editorialize. If the answer stays at the level of realization, 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.”

Section 3 — Background and Support

Why the Experience Works

Drivers do not choose to miss a stop sign. They miss it because their eyes and attention were somewhere else when it mattered, and they were not aware of the gap while it was happening. Telling a driver this rarely changes anything, because most drivers believe the warning is about someone else.

This activity closes that distance by making the gap visible in the participant's own handwriting. The traced line is a record of where the driver was and was not looking. When the impaired line crosses a curb the participant never saw, the evidence is theirs, not the facilitator's, and it is difficult to argue with.

What the Goggle Models

The goggle simulates the momentary lapses in attention that happen when a driver looks away from the road. The lens goes opaque for about 4.6 seconds, close to the time a driver's eyes leave the road to send a text. The instructor controls the pattern from a mobile app and can switch between distraction types or run the activity with no distraction for comparison. The goggle does not simulate blurred vision, tunnel vision, or slowed reaction time. Because the goggle blocks their vision automatically, participants notice the interruption. Distracted and drowsy drivers, however, often do not realize how long they have looked away from the road.

Participant Outcome Targets

- Names at least one specific moment in the drive when they lost the road.
- Describes the difference between the two lines in their own words.
- States one concrete action they will take before or during driving.

Additional Resources

- Fatal Vision® Facilitation Guide (FVFG), the companion facilitation methodology.
- Instructor materials and activity videos: [URL to be supplied]

Troubleshooting

For product-specific questions about the Fatal Vision® Drowsy and Distracted Goggle, the app, or any included materials, contact Innocorp customer support or refer to the product packaging insert.

Quick Reference Sheets

The Quick Reference sheets follow this page. Print two-sided: each activity's Activity Quick Reference on the front, the universal Facilitator Quick Reference on the back.

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Activity Quick Reference

Urban Board Activity

OVERVIEW Demonstrates how drowsiness and distraction take a driver's eyes off the road at dense urban decision points. The participant traces a route at baseline, drives it again wearing the goggle, and compares the two lines.

MATERIALS Urban Erase Board (2) · dry erase marker · cleaner and cloth · DD Goggle and app (not included)

SETUP Goggle charged and paired. Board and marker in front of the participant. Second Urban board within reach for the impaired drive..

PHASE 1

Create • Steps 1–2

SAY "Drive a route across the map, obeying traffic rules and avoiding the obstacles on the board. First normally, then wearing a goggle that simulates drowsy or distracted driving. Notice what changes."

Step 1 — Baseline: Pick a start (a large house on the left works well), a midpoint, and a destination, or use a sample route below. Participant traces the route with a marker, obeying traffic rules and avoiding printed obstacles. Do not coach.

Step 2 — Impaired: Use the second Urban board to keep the baseline intact. Goggle on, one mode: Distracted Dial, Distracted Text, or Drowsy Driving. Same rules, comparable route. Stay within arm's reach.

Optional: Time each drive. Have the participant mark a line or dot at each stop sign.

Routes: Home → Bank → Car Mechanic · Home → Pizza Place → School · Home → Taco Shop → Gas Station · Home → Hospital → Police · Home → Bank → Groceries

WATCH FOR

Normal	Impaired
Stays inside the roadway	Crosses lines, cuts corners, leaves the road
Stops at every stop sign	Rolls through or misses them entirely
Smooth, continuous line	Jagged line, stalls, long gaps
PHASE 2 Process • Steps 3–4	TALKING POINTS / DISCUSSION PROMPTS <i>pick a few — don't use them all</i> What changed between the first drive and the second? At what point did you realize you had drifted, and how long had it been going on? Observers: What did you notice about the driver's behavior compared to the first drive? If this were a real street, what might have happened? Step 4 — Build Skills: What could you do with your phone before you drive? What would you say to a friend texting at the wheel? How will you practice it?
PHASE 3 Commit • Step 5	Step 5 — Ask for a commitment, not a summary. SAY "What's one thing you'll do differently the next time your phone lights up while you're driving, or you're too tired to be behind the wheel?" <i>If only realization: "So knowing that — what will you do with it?" → Affirm: "That's it. Hold on to that."</i>
RESEARCH-BASED APPROACH — WHY IT WORKS The goggle does not blur or dim the board. Under app control, the lens goes opaque in short bursts, modeling the way a glance at a phone or a micro-sleep takes a driver's eyes off the road. The breaks in the participant's traced line mark the moments they could not see, so the evidence belongs to the participant rather than the facilitator.	
 VIDEO QR	Scan to watch a video of how to conduct this activity.

Normal	Impaired
⚠ SAFETY Participants stay seated, the goggle removes vision without warning. Clear the table and stay within arm's reach.	

Facilitator Quick Reference

KNOW WHICH BOARD YOU'RE RUNNING Urban and Suburban run the same five steps on different road environments. The front of this sheet is board-specific. This back is the same for both.	
PHASE 1 Create • Steps 1–2	Step 1 — Baseline. Run the drive with no goggle. Always first, because the contrast is the lesson. Do not coach the route. Step 2 — Impaired Attempt. Second board of the same version so the baseline drive stays intact. Goggle on, one mode. Stand back. Let them struggle. Stay within arm's reach. <i>Open with (about 15 sec): "You'll drive this route normally, then again wearing a goggle that simulates drowsy or distracted driving. Notice what changes."</i>
PHASE 2 Process • Steps 3–4	Step 3 — Debrief / Connect. Pick a few, don't use them all. What changed between the two drives? Where did you first notice you had lost the road? Observers: what differences did you see in the two lines? If this were a real street, what might have happened? Step 4 — Build Skills. What could you do with your phone before you drive? What would you say to a friend texting at the wheel or driving after a long shift? How will you practice it?
PHASE 3 Commit • Step 5	Step 5 — Ask for a commitment, not a summary. <i>If they answer with realization, nudge: "So knowing that — what will you do with it?" When the commitment surfaces, affirm: "That's it. Hold on to that."</i>
⚠ SAFETY Participants stay seated, but the goggle removes vision without warning. Clear the table and stay within arm's reach. Exclude anyone susceptible to motion sickness.	THE RULE Experience → Reflection → Commitment. <i>Not lecture. Not scare tactics.</i> Discovery sticks. Correction resists.
IN THE MOMENT • Baseline first, always. • Let them struggle. Don't coach. • Ask before telling. • Capture their language; reflect it back. • Loud group? Ask an observer. Quiet group? Ask the participant. • Short on time? Cut drives, never the debrief.	
 QR CODE	<i>See the Fatal Vision® Drowsy and Distracted Driving Erase Board Program Guide for the background for the activity.</i>

Activity Quick Reference

Suburban Board Activity

OVERVIEW Demonstrates how drowsiness and distraction take a driver's eyes off the road across longer suburban runs, where cues are spaced further apart. The participant traces a route at baseline, drives it again wearing the goggle, and compares the two lines.

MATERIALS Suburban Erase Board (2) · dry erase marker · cleaner and cloth · DD Goggle and app (not included)

SETUP Goggle charged and paired. Board and marker in front of the participant. Second Suburban board within reach for the impaired drive.

PHASE 1

Create • Steps 1–2

SAY *"Drive a route across the map, obeying traffic rules and avoiding the obstacles on the board. First normally, then wearing a goggle that simulates drowsy or distracted driving. Notice what changes."*

Step 1 — Baseline: Pick a start (a large house on the left works well), a midpoint, and a destination, or use a sample route below. Participant traces the route with a marker, obeying traffic rules and avoiding printed obstacles. Do not coach.

Step 2 — Impaired: Use the second Suburban board to keep the baseline intact. Goggle on, one mode: Distracted Dial, Distracted Text, or Drowsy Driving. Same rules, comparable route..

Optional: Time each drive. Have the participant mark a line or dot at each stop sign.

Routes: Home → Coffee Shop → Bookstore · Home → Fitness Center → Gas Station · Home → Gas Station → Groceries · Home → Burger Stop → Shopping Center

WATCH FOR

Normal	Impaired
Stays inside the roadway	Drifts wide on the long stretches
Stops at every stop sign	Rolls through or misses them entirely
Holds the route between turns	Overshoots the turn and doubles back

PHASE 2

Process • Steps 3–4

TALKING POINTS / DISCUSSION PROMPTS *pick a few — don't use them all*

What changed between the first drive and the second?

Observers: What did you notice about the driver's behavior compared to the first drive?

If this were a real street, what might have happened?

Step 4 — Build Skills: What could you do with your phone before you drive? What would you say to a friend driving after a long shift? How will you practice it?

PHASE 3

Commit • Step 5

Step 5 — Ask for a commitment, not a summary.

SAY *"What's one thing you'll do differently the next time your phone lights up while you're driving, or you're too tired to be behind the wheel?"*

If only realization: "So knowing that — what will you do with it?" → Affirm: "That's it. Hold on to that."

RESEARCH-BASED APPROACH — WHY IT WORKS The goggle does not blur or dim the board. Under app control, the lens goes opaque in short bursts, modeling the way a glance at a phone or a micro-sleep takes a driver's eyes off the road. The breaks in the participant's traced line mark the moments they could not see, so the evidence belongs to the participant rather than the facilitator.

**VIDEO QR**

Scan to watch a video of how to conduct this activity.

⚠ SAFETY Participants stay seated, but the goggle removes vision without warning. Clear the table and stay within arm's reach.

Facilitator Quick Reference

KNOW WHICH BOARD YOU'RE RUNNING Urban and Suburban run the same five steps on different road environments. The front of this sheet is board-specific. This back is the same for both.	
PHASE 1 Create • Steps 1–2	Step 1 — Baseline. Run the drive with no goggle. Always first, because the contrast is the lesson. Do not coach the route. Step 2 — Impaired Attempt. Second board of the same version so the baseline drive stays intact. Goggle on, one mode. Stand back. Let them struggle. Stay within arm's reach. <i>Open with (about 15 sec): "You'll drive this route normally, then again wearing a goggle that simulates drowsy or distracted driving. Notice what changes."</i>
PHASE 2 Process • Steps 3–4	Step 3 — Debrief / Connect. Pick a few, don't use them all. What changed between the two drives? Where did you first notice you had lost the road? Observers: what differences did you see in the two lines? If this were a real street, what might have happened? Step 4 — Build Skills. What could you do with your phone before you drive? What would you say to a friend texting at the wheel or driving after a long shift? How will you practice it?
PHASE 3 Commit • Step 5	Step 5 — Ask for a commitment, not a summary. <i>If they answer with realization, nudge: "So knowing that — what will you do with it?" When the commitment surfaces, affirm: "That's it. Hold on to that."</i>
⚠ SAFETY Participants stay seated, but the goggle removes vision without warning. Clear the table and stay within arm's reach. Exclude anyone susceptible to motion sickness.	THE RULE Experience → Reflection → Commitment. <i>Not lecture. Not scare tactics.</i> Discovery sticks. Correction resists.
IN THE MOMENT • Baseline first, always. • Let them struggle. Don't coach. • Ask before telling. • Capture their language; reflect it back. • Loud group? Ask an observer. Quiet group? Ask the participant. • Short on time? Cut drives, never the debrief.	
 QR CODE	<i>See the Fatal Vision® Drowsy and Distracted Driving Erase Board Program Guide for the background for the activity.</i>

