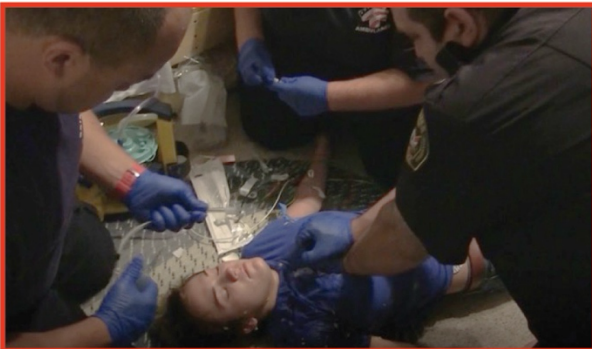
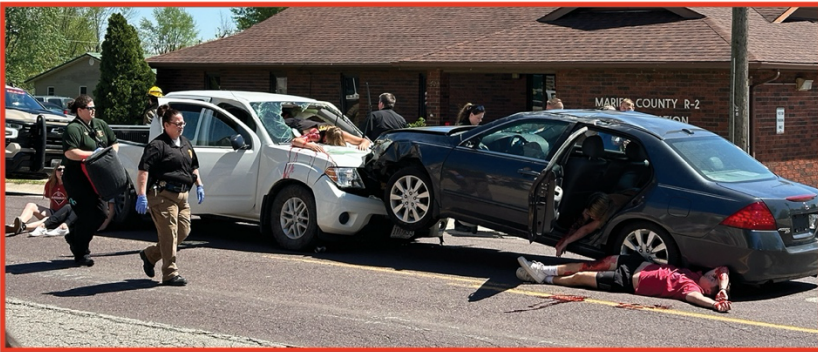




DOCUDRAMA PLANNING ASSISTANCE



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*Missouri Coalition
for Roadway Safety*



Prepared February 2025
Available, including updates, at meramecregion.org/roadway-safety-programs

The Who, Why, and How

I started this journey 25 years ago after losing a student I was close to, as well as being friends with his family. Until this loss, our school had lost a couple of students from strange events, but this one was alcohol related. He had been at a party, spent the night, but was still under the influence the next morning. He crashed head-on into a semi truck. I had been at church, left, and something made me think of him - around the time of the crash. By the time I got home, my phone was ringing - students telling me he had been killed. It was a tough journey through this loss. I had kids at my house grieving - including one of his sisters. As teachers, we know our students become 'our kids,' and this threw me into the role of dealing with the grief of 'my kids.'

For a year, the struggle to deal with the loss was great, and I was determined to find a way to prevent this from happening again. Without any knowledge of how to do it, the mock crash began to develop. The town's first responders had never done it before, and after quite a few meetings, the details were hammered out, and our first program was done with success. The next year, I took the SADD Grim Reaper project and made it my own. The student body responded very well to this, with significant impact. Then, the realization that two more programs were needed to round out four years. The Emergency Room scenario was developed, and it was panic that first time. Ideas were thrown out minutes before the event was to occur, kid actors were in a panic, I was in a panic, but it went off without a hitch. With one more year, so that kids would see something new each year, I was stumped. After hearing about a party, where one student was taken to the hospital with alcohol poisoning, it hit me. It was time to address what can happen, teach on safety, and demonstrate what can happen to the parents who allow the parties to occur on their property. The fourth year was finalized, and we pulled it off feeling it was impactful.

So, now there were four, and what was discovered was that each time these were presented to the student body, they changed here and there, they were tweaked, unforeseen things happened right in the middle of them that were far from normal, but overall, they went just fine. That is something to remember - things can change right in the middle of the program, but the kids are amazing at taking care of it. We NEVER rehearse, because it is the random actions, the chaos, the confusion that can make the programs more realistic.

Doing these for the first time without direction was a challenge, but after 25 years, I think I have it, barring complications. That's why I am happy to be a resource for your program. It would have been beneficial for all of us to have someone to guide us, to bounce ideas off, and help facilitate these programs the first time. What I can tell you is that during the time I did them at my school, and even though we suffered through many more fatalities, they were not alcohol related or distracted driving related. "My Kids" from years past tell me often that these programs made a difference in how they did things. They may have still been to parties, but the level of responsibility was much greater. Some just chose not to drink. They also tell me that this program, or that program had the most impact, so I emphasize doing the four-year rotation.

When I retired from teaching, I was approached by the Meramec Regional Planning Commission to do these programs in the Meramec Region. That started in July 2016. After a few years, my grant was expanded to help with programs statewide. This has been a wonderful experience, and I am grateful for the opportunity.

I am always here to help guide you, visit with your kids, and help you talk to the administration. Do not quit when you lose a student. It's hard, but important to move forward. In the next pages, you will see the 'HOW,' and I hope it assists you in putting your programs together. Reach out if you need to pick my brain or want me to come assist you. My contact info is in the packet.

Maggie Roberts
Docudrama Coordinator
Meramec Regional Planning Commission

What is a Docudrama?

A docudrama is a staged event, often times used for educational purposes, where a simulated scenario is portrayed realistically to raise awareness about the dangers of risky behaviors and usually involves actors portraying roles that engage in those risky behaviors and first responders who demonstrate real-world responses and the potential consequences of such actions. Most commonly a docudrama, in this sense, is utilized for a staged car crash, but can be utilized for other scenarios as well. This guide is intended to help schools and other organizations plan their own docudramas for educational purposes. It is a guideline and as such should not be treated as the only way these scenarios can be performed but more a resource to help make each presentation unique and tailored to the needs of those viewing the performance.

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

The following document will help to outline the different scenarios, and the work required for each, as well as agencies you may need to partner with. It is important to remember each school has different needs and will have modifications to its programs to personalize and accommodate the programs to that school's needs. Therefore, this document should be used as a guideline, but not as the authority on how to do docudramas. This guide will give you a starting point, and you will be able to customize each scenario to be unique to your community. Please feel free to contact MRPC for assistance and guidance in your planning process and coordination efforts.

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

Crash Simulation

Page 5

Grim Reaper

Page 15

**Emergency Room
Simulation**

Page 10

**Alcohol Poisoning/
Drug Overdose**

Page 19

THE CRASH SIMULATION

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

Step One – Determine Who is Leading the Effort

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

Step Two – Pick a Date

Pick a date - and then pick a backup!!! An outdoor scenario like this one may need to be rescheduled due to weather.

Step Three – Contact Area Agencies that Need to Be Involved

Contact those who will be involved and confirm the date. (See worksheet on Page 7 for an easy to track table of these agencies). Dependent on the scenario's needs, not all agencies may be necessary.

Step Four – Select Your Student Participants

Now you need your participants, who will be in the crashed vehicle(s). The amount of those in crashed vehicles can be customized, but you will want a variety of injury types during the scenario. (See page 8 for a worksheet to track and assign positions to participants.)

Things to consider when selecting your participants:

- Consider students from all grade levels. If you have a group you are working with, pull from them, but don't be afraid to add to your group.
- Consider students from multiple activities, such as band, sports, school clubs, academics, etc. Also, consider using those who drink and those who don't as it makes a difference.



Step Five – Plan Your Scenario – What Kind of Crash?

Decide how you are going to approach the situation. Is it a two-car crash or a single? Is it a rollover or striking an object? Will there be an ejection? Was drinking involved or distracted driving? The possibilities are endless when it comes to creating your crash scenario.



For example, MRPC usually coordinates a two-car front-end crash. Additionally, one or two come upon the scene and are the ones who place the call to 911 and attempt to help some of the minor injuries. At times we have added a parent/teacher push through the first responders to get to their child/students. Police move them back and try to comfort them while maintaining the scene. While the scene is playing out, there is an officer dealing with “the drunk” or person responsible off to the side of the crash, but close enough to the students viewing can see what is happening. The police and patrol will field test the drunk – who should be combative and uncooperative - cuff him/her - and place them in a police car. Then the coroner and/or funeral home arrive to remove the fatality from the scene.

Tips To Remember:

- Be ready to roll with unexpected changes.
- Make sure first responders know that those watching must be able to maintain visual of the scene meaning they will need to park to the sides of the accident or to the back.
- Make sure that the level of combativeness of your responsible party with the officer conducting their investigation has been pre-arranged between officer and student so both are aware of what will transpire.
- DO NOT rehearse. Talk through it a few times, but do not rehearse it so that the reactions are as realistic as possible.
- If students seem as though they are getting too emotional while viewing the performance, have teachers present in the crowd to speak with them and make sure they are okay.
- If students aren't taking the performance seriously, the same teachers present in the crowd should correct that behavior or ask them to step away.



Step Six – Always Reinforce the Message

End the docudrama with a message from one of the first responders or law enforcement involved. It can also be impactful to have a speaker or an assembly for viewers as the conclusion for a docudrama. Additionally, pairing a docudrama with other activities and events that reinforce the message is great. Consider bringing in a speaker who has experienced this in real life, consider holding other similarly messaged events with the school, post signage reinforcing the message or do social media challenges for the students.



AGENCY PARTNERS AND CONTACT INFORMATION

Agency	Contact Name	Phone Number	Role
Local Police			
County Sheriff			
Highway Patrol (Page 26)			
Fire Department			
Ambulance District			
Air Evacuation			
County Coroner			
Funeral Home			
Moulage/Make-Up Artist			
Salvage Yard			
Tow Truck			
Docudrama Coordinator			

PARTICIPANTS

(Please note these roles are suggestions only and come customized to your specific needs.)

Crashed Car One

Drunk Driver: _____

Injury Level: Minor

Front Passenger: _____

Injury Level: Serious or Minor

Back Passenger: _____

Injury Level: Serious or Minor

Back Passenger: _____

Injury Level: Serious or Minor

Crashed Car Two

Driver: _____

Injury Level: Serious

Front Passenger: _____

Injury Level: Fatal

Back Passenger: _____

Injury Level: Serious or Minor

Back Passenger: _____

Injury Level: Serious or Minor

Car One Arriving on Scene (Optional)

Driver: _____

Front Passenger: _____

Additional Passengers: _____

Car Two Arriving on Scene (Optional)

Driver: _____

Front Passenger: _____

Additional Passengers: _____

Parent/Teacher Arriving on Scene (Optional)

Name: _____

THE EMERGENCY ROOM

The first part of the Emergency Room docudrama is a crash simulation filmed in advance and shown prior to the assembly. Then the live portion assembly opens on a mock ER with those affected in the crash being brought into the hospital.

Step One – Determine Who is Leading the Effort

It is important to determine who is leading the effort and who will serve as the main point of contact. This scenario has the most moving parts with essentially performing two docudramas in one, but clear leadership and guidance will make the process easier.

Step Two – Pick Two Dates

You will need to pick two dates. First you will need to decide on a date for your assembly/live ER scene. Second you will need to pick a date prior to that to film the crash simulation. Make sure to pick a backup date for the filming as well, in case of weather causing a need for rescheduling.

Step Three – Contact Outside Agencies for Assistance

This scenario will require some agencies for the filmed portion, some for the live portion and some for both. Make sure you know which will be at both and that the same people can attend. (See pages 12-14 for planning worksheets.) It is important to remember that you will need the same make-up/moulage individuals from the night crash that is being filmed as you do with the live performance. They will need to be able to recreate the injury effects.

Step Four – Select your Student Participants

It is imperative that you select participants available for both the filmed portion and the live portion of this docudrama. (See pages 12-14 for planning worksheets.)

Step Five – Plan your Scenes

For the crash simulation use pages 4-8 of this workbook.

For the live portion ER scene, you will need:

- Gurneys and IV equipment – check with the local ambulance district, an area hospital or get creative using tables as gurneys.
- Folding chairs for a waiting room - this is for the kids who come in from the crash site, both those waiting for triage and those who are waiting to hear about friends.
- A minister (optional) – to speak with those in waiting room or the family of the fatality
- Adults to portray nurses and docs – could be ambulance personnel or people from the hospital.
- You will need a triage area – beds with curtained partitions.
- Sound system
- Screen to show the video.



Show the crash simulation first, then begin the live portion of the docudrama. The first of the students come crashing into the ER asking for help with the minor injuries. The triage folks take them, and the others sit in the waiting room.

EMS starts bringing in the victims from the “ambulance entrance.” Others show up in the waiting room. The police bring in the drunk driver to make sure he is ok. Meanwhile another victim has come in from the “ambulance entrance.” The highway patrol is there taking statements from those in the waiting room, so the overall ER is very busy (chaos is part of this scene).

This scenario is very customizable. Your group will be responsible for deciding how the family of the fatality finds out about their loved one. Additionally, decide how or if there will be a confrontation with the drunk driver who is brought in to be checked out. For example, in one performance we had two siblings involved where one was on the gurney injured and the other was standing there, as the drunk driver was being escorted away. The angry sibling charged the drunk and screamed at him and tackled him to the floor. Profanity was used to make it more realistic, and then the police broke it up.

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

The twist – the gurney the fatality is brought in on is a body double. The fatality from the crash simulation becomes the “spirit” in the live portion. The hospital keeps working on the fatality and the spirit wanders and watches not understanding what has happened, while all other parts continue happening as well.

Tips for the Emergency Room Scene:

- Consider having the spirit dressed in all white, without the ability to talk or be heard.
- Consider having the spirit come forward at the end and address the assembly finally realizing they have passed.
- Consider having a confrontation with the drunk driver in the ER.
- Make sure that your moulage/make-up people can recreate the injury make-up for the live portion.
- Consider having two entrances to the gym. One for walk-ins to the waiting room, one for emergency services to bring in people on gurneys.



- This program can involve multiple fatalities including a fatality pronounced on scene at the night crash filmed portion, one fatality that is pronounced on route to ER and is dead on arrival as they enter the scene (this fatality could be associated with the person who goes after the drunk driver), and then the fatality that becomes the spirit in the live performance as described above (associated with the grieving parent).

Step Six – Always Reinforce the Message

End the docudrama with a message from one of the first responders or law enforcement involved. Additionally, pairing a docudrama with other activities and events that reinforce the message is great. Consider bringing in a speaker who has experienced this in real life, consider holding other similarly messaged events with the school, post signage reinforcing the message or do social media challenges for the students.

AGENCY PARTNERS AND CONTACT INFORMATION

Agency	Contact Name	Phone Number	Crash Sim, ER or Both	Role
Local Police				
County Sheriff				
Highway Patrol (Page 26)				
Fire Department				
Ambulance District				
Air Evacuation				
Moulage/Make- Up Artist				
Salvage Yard				
Tow Truck				
Videographer				
Minister				
School Personnel				

NIGHT CRASH SIMULATION PARTICIPANTS

(Please note these roles are suggestions only and come customized to your specific needs.)

Crashed Car One

Drunk Driver: _____

Injury Level: Minor

Front Passenger: _____

Injury Level: Serious or Minor

Back Passenger: _____

Injury Level: Serious or Minor

Back Passenger: _____

Injury Level: Serious or Minor

Crashed Car Two

Driver: _____

Injury Level: Serious (Live Performance Spirit)

Front Passenger: _____

Injury Level: Fatal

Back Passenger: _____

Injury Level: Serious or Minor

Back Passenger: _____

Injury Level: Serious or Minor

Car One Arriving on Scene (Optional)

Driver: _____

Front Passenger: _____

Additional Passengers (Optional): _____

Car Two Arriving on Scene (Optional)

Driver: _____

Front Passenger: _____

Additional Passengers (Optional): _____

LIVE PERFORMANCE ER SCENE PARTICIPANTS

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

Triage Technicians in Waiting Room to check in minor injuries:

1. _____
2. _____

Doctors and Nurses in the ER:

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

Minister: _____

Body Double for Serious Injury on Gurney for Fatality: _____

Spirit: _____

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

Parent of Spirit: _____

Sibling or Friend of Spirit: _____

Optional Additional Fatality

Fatality DOA: _____

Sibling or Friend of DOA: _____

THE GRIM REAPER

Every 39 minutes someone is killed in a drunk driving crash in the United States. With the Grim Reaper docudrama, a student is “reaped” every 30 minutes from a classroom to represent a drunk driving fatality and removed from the class to represent the scale of the problem facing our nation when it comes to drinking and driving.

Step One – Determine Who is Leading the Effort

It is important to determine who is leading the effort and who will serve as the main point of contact. This person will be responsible for selecting which students are to be the drunk driving fatalities, when they will be taken from class and all other participating individuals. They also will work to coordinate the assembly portion, which will be discussed further down.



Step Two – Pick a Date/Timeframe

Make sure it is a date that works with your school and most of the student body will be in attendance to the assembly. Additionally, you will want to pick a timeframe in which students will start to be ‘reaped’ from class.

Step Three – Select your Student Participants

It is ideal if you select an equal number of students from each grade level, diversifying to make sure you have the greatest impact by getting a variety of students involved in sports, academics, arts, etc. (See page 17 and 18 for a student selection worksheet.) You will need to select a student, parent or teacher who can spend the day playing the Grim Reaper (if you are choosing to have a grim reaper), as well as the person who will travel with the reaper to announce which student is being reaped. Having one to two additional students who can help with make-up of the reaped students and making tombstones (which can be prepped ahead of time) is beneficial as well.

Step Four – Contact your Outside of School Participants

This program is very impactful when individuals outside of the school participate as well. If your school decides to do this, consider who you will be contacting (parents/siblings/other people in the community/etc.) who can come and add value to your assembly. Make sure you can give these people an assembly time to be at the school.

Step Five – Plan your Scenario/Assembly

The idea is that every 30 minutes a student is reaped from class. Are you having a visible reaper (person in costume) or an invisible reaper (students called from class and returned reaped)?

As an example, MRPC tends to utilize a visible reaper who wears an all-black robe with his/her face covered. This person should be hard to identify in the robe. The reaper never speaks and has an assistant or the school resource officer who travels with them, who does the announcement of the student who was killed in the crash.

One such announcement could be: “[Student’s Name] - you have just been killed in a drunk driving crash.” And then remove the victim from the classroom. Reap a student every 30 minutes for the entirety of your day leading up to the assembly. This could also be announced over the intercom if a school chooses not to use a physical reaper.

As the victims are called, they need to be given a way to distinguish themselves as one of the drunk driving fatalities. They then return to class where they do not talk for the remainder of the school day.

For the assembly, decide how you will display the fatalities in front of the student body. Consider starting with a discussion on what the “victims” represent. Will there be eulogies, obituaries, or a reading of a drunk driving involved crash incident and who will be doing these things? Will you have an outside guest come to speak on the dangers of drunk driving? Make sure to plan how long everyone will speak during your assembly so as not to run over on time.

Tips for Enhancing the Grim Reaper Scenario:

- Shadowing and shading, not injury make-up can be used to distinguish the reaped. Hypo-allergenic lotion, baby powder and shades of gray and purple eyeshadow work well for this. Be sure to use new make-up wands and cotton balls for each student! Or signs that say they have died from a drunk driving crash.
- Pick participants carefully....as these kids are supposed to remain quiet the remainder of the day. Some kids will find this hard to accomplish.
- Having additional students to help with make-up and making tombstones for each of the students reaped can help save time.
- Consider having tombstones for each of the reaped students that are hung in a high traffic area. This allows students to see the number of reaped grow throughout the day. Tombstones could also be prepped ahead of time and names added when the student is reaped. Do Not pre-name the stones if you do them ahead of time in case a student meant to be reaped does not attend school that day.
- Having a parent/sibling/friend come and read a eulogy for their child who is one of the victims is very impactful.

Step Six – Always Reinforce the Message

Consider bringing in a speaker later in the week/school year, get community participation to continue the messaging, consider holding other similarly messaged events with the school, post signage reinforcing the message or do social media challenges for the students.



PARTICIPANTS

(Please note these roles are suggestions only and come customized to your specific needs.)

This schedule can be started at any time dependent on school need but should stop approximately 30 minutes prior to assembly to prepare for the assembly. Remember it should be a student every 30 minutes.

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

Grim Reaper: _____

Reaper Assistants:

1. _____

2. _____

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

1. _____

2. _____

Parent Reader: _____

Student/Teacher Readers:

1. _____

2. _____

3. _____

4. _____

ALCOHOL POISONING/OVERDOSE SIMULATION

Parents Who Host Lose the Most

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

Step One – Determine Who is Leading the Effort

It is important to determine who is leading the effort and who will serve as the main point of contact. This scenario has two components to it, but clear leadership and guidance will make the process easier.

Step Two – Pick Two Dates

You will need to pick two dates. First you will need to decide on a date for your assembly/live ER scene. Second you will need to pick a date prior to that to film the crash simulation. Make sure to pick a backup date for the filming as well, in case of weather causing a need for rescheduling.

Step Three – Contact Area Agencies That Need to be Involved

This scenario takes fewer outside agencies, but also requires some more unusual assistance such as from a funeral home. (See page 21 for planning worksheet.)

Step Four – Select your Student Participants

This scenario will require quite a few students for the bonfire portion, but then fewer people are needed for the live portion. (See page 22 for planning worksheet.)

Step Five – Plan A Bonfire and a Funeral

You will need the following supplies for the bonfire:

- All supplies to have a real bonfire
- An empty keg
- Solo cups for students to hold and to be lying around
- Empty alcohol bottles
- Alcohol bottles with water or tea for students to drink from

To begin, find a location where you can film a bonfire party where students are celebrating, and a parent thinks they have done the responsible thing by taking care of the car keys to prevent drinking and driving. As the party progresses, students will begin to appear more drunk, and one will be worse than the rest. The one who is overly intoxicated is cut off and escorted to rest and sober up. However, they aspirate and die. Cops come and arrest the parent.

This video is show prior to the live portion – a funeral. For the funeral, you will need to decide who will be speaking, will there be a video commemorating the life of the victim, will there be music, will there be outside

individuals attending. This is fully customizable as no funeral is the same. The students then sit through the realistic funeral.

Tips for enhancing the Alcohol/Drug Overdose Docudrama:

- Note some city parks can be used for the bonfire portion, but make sure you can actually build a bonfire.
- To help with videoing the bonfire portion, extra lighting is helpful. Consider calling the fire department so they can bring a truck to light the scene and to put the fire out when the filming is over.
- Consider showing the video in a separate room from the live performance so students are walking into a funeral pre-staged in the gym.
- Consider using fake vomit for the fatality (below)
- Consider including in your filmed portion the parent going to booking and being fingerprinted. This can be done right at dusk so that it looks like early morning and will be filmed prior to the start of the bonfire.
- Consider contacting a local funeral home for a coffin.
- Consider having the fatality “absent” from school that day to enhance the realism of them being gone.

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

Drug Overdose

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

Vomit Recipe

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

Step Six – Always Reinforce the Message

At the end of the funeral, consider having an authority figure to make a statement to the students. They need to know that if their parents let the kids have a party, and something goes wrong, they could end up in jail. They need to know that alcohol poisoning is a real thing that can kill - in more ways than just aspiration.

Consider bringing in a speaker later in the week/school year, get community participation to continue the messaging, consider holding other similarly messaged events with the school, post signage reinforcing the message or do social media challenges for the students.

ALCOHOL POISONING/DRUG OVERDOSE AGENCY PARTNERS AND CONTACT INFORMATION

Agency	Contact Name	Phone Number	Party, Funeral or Both	Notes
Local Police				
County Sheriff				
Highway Patrol (Page 26)				
Fire Department				
Ambulance District				
County Coroner				
Funeral Home				
Florist				
Minister				
School Personnel				
Videographer				

ALCOHOL POISONING/DRUG OVERDOSE PARTICIPANTS

(Please note these roles are suggestions only and come customized to your specific needs.)

Filmed Bonfire Portion

Location of Party: _____

Student Victim: _____

Parent Hosting Party: _____

Students Participating in Bonfire Party:

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

Live Funeral Portion

Location of Funeral: _____

Minister: _____

Parent Reading Eulogy: _____

Friend/Sibling Reading Eulogy: _____

Person Delivering Wrap-Up Message: _____

REMEMBER ITS ALL ABOUT SAVING LIVES!

Hopefully this guidebook has provided a basic understanding of these programs with worksheets that help in the planning process. Each scenario is completely customizable to the needs of your community. They can be completed with large groups or small groups. It's up to you how your scenario is presented. Remember the most important thing is presenting a message that helps students think about their actions and presents them with the real-world consequences of bad decision making.

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

Important things to remember and do:

1. You must trust your students.
2. Trust that the agencies know what they are doing and believe in your message.
3. Be ready to go with the unexpected and keep on rolling.
4. Communication is key. Make sure all members of the presentation are aware of their roles and responsibilities and touch base prior to the performance to verify they are still able to participate.
5. Understand that this group will have a lot of leaders. Make sure you establish, at the beginning, who is the contact and responsible party and ask that everyone work with that person.
6. Encourage suggestions that will make the docudrama more realistic.
7. If time allows do a de-briefing with the team on what worked and what did not.
8. Reinforce the messages (cannot stress this one enough) – make good decisions, don't drink and drive, buckle up/phone down, focus on the road – through the school year. Think about signage and follow-up activities that would serve as reminders.

There are many elements that go into creating a docudrama, and at times, it may appear daunting, but the Meramec Regional Planning Commission (MRPC) is here to make the process easier. Through a MoDOT Highway Safety Grant, MRPC's Mag Roberts has 25+ years of experience coordinating docudramas and MRPC will strive to help however, we can make the planning process easy and your program impactful.

Meramec Regional Planning Commission

Mag Roberts – Docudrama Coordinator | kirganroberts@hotmail.com | 573-263-5504

Caitlin Jones – Marketing and Communications Manager | cjones@meramecregion.org | 573-265-2993

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

RESOURCES

Parental Consent Form for Docudrama Activity

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

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

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

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

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

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

Emergency Contact Information:

1. Name: _____

Relationship: _____

Phone Number: _____

2. Name: _____

Relationship: _____

Phone Number: _____

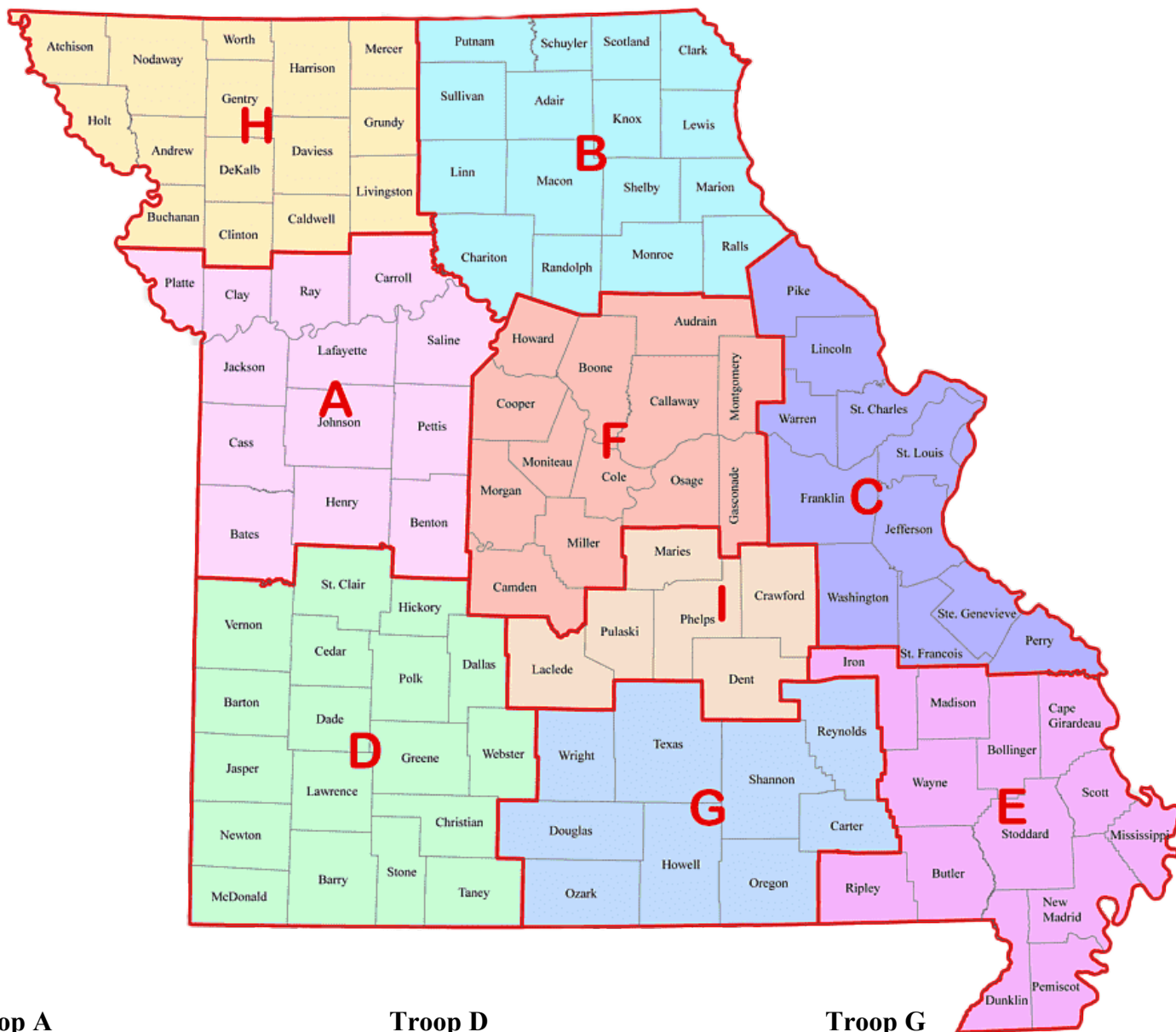
I also give consent for my child's photograph or video footage from the Docudrama activity to be used by for educational or promotional purposes, including but not limited to the school website, social media accounts, and printed materials.

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

Parent/Guardian Signature

Date

Missouri Highway Patrol Troop Map



Troop A

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

Troop D

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

Troop G

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

Troop B

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

Troop E

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

Troop H

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

Troop C

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

Troop F

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

Troop I

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

ADDITIONAL PROGRAMS

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

MADD (Mothers Against Drunk Driving)

MADD (Mothers Against Drunk Driving) works to prevent underage drinking and impaired driving through youth-focused education programs. We provide impactful presentations, including powerful victim speakers who share real-life stories to help students understand the consequences of impaired driving and inspire safer choices.

Tabitha Perkins

Executive Director

500 Northwest Plaza Suite 705, St. Louis, MO 63074

Cell: 314-609-4182

Tabitha.Perkins@madd.org

MoDOT Teen Driving Coordinator

Robyn Schroeder

573-751-2488

Robyn.Schroeder@modot.mo.gov

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

Meramec Region Project Graduation and Docudrama Grant Program

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