

**CHAPTER 7**  
**RIGHT TURN PROGRAM**  
**REVISED DECEMBER 2025**  
**TABLE OF CONTENTS**

GENERAL ..... 7-3  
THE RIGHT TURN PROGRAM CONCEPT ..... 7-3  
RIGHT TURN PROGRAM ROLES AND RESPONSIBILITIES ..... 7-4  
    Program Administrator ..... 7-4  
    Program Coordinator ..... 7-4  
    Division Commanders ..... 7-4  
    Division Coordinators ..... 7-4  
    Area Commanders ..... 7-4  
    Area Program Coordinators ..... 7-4  
RIGHT TURN PROGRAM MATERIALS ..... 7-5  
    Right Turn Program Information Guide ..... 7-5

ANNEXES

A – RIGHT TURN PROGRAM INFORMATION ..... 7-7  
B – GET HOME SAFE ACTION AND AGREEMENT PLAN ..... 7-11  
C – TIPS FOR PARENTS ..... 7-13  
D – TIPS FOR TEACHERS ..... 7-15  
E – STUDENT EVALUATION ..... 7-17  
F – TEACHER EVALUATION ..... 7-19  
G – PRESS RELEASE EXAMPLE ..... 7-21  
H – PRESS RELEASE EXAMPLE—AFTER ACTION ..... 7-23  
I – FACT SHEET ..... 7-25

THIS PAGE INTENTIONALLY LEFT BLANK

## CHAPTER 7

### RIGHT TURN PROGRAM

1. GENERAL. The Right Turn Program is a proactive traffic safety outreach program designed to reach out to middle school students ages 11 to 14 to convey the dangers of driving under the influence (DUI) of drugs and alcohol, reckless and distracted driving, and driver and passenger responsibilities while they are receptive to the information, and before they reach driving age. It is essential for the Department to expand traditional DUI prevention to help students in grades six through eight become responsible drivers using California Highway Patrol (CHP) led traffic safety presentations.

2. THE RIGHT TURN PROGRAM CONCEPT.

a. Earlier attempts to solve the impaired driving problem in youths have largely been directed at high school students. Currently, the Department participates in anti-DUI awareness programs such as Teen Choices, which includes the Every 15 Minutes Program, Sober Graduation Program, and Mothers Against Drunk Driving (MADD) School Outreach Assembly Program. Students are consuming alcohol as early as seventh or eighth grade. The average age at which an American child takes their first drink is 12, and people who begin drinking before age 15 are four times more likely to develop alcoholism than those who begin at age 21. Additionally, this course will facilitate classroom education on the dangers of reckless and distracted driving, and driver and passenger responsibilities. The Department is concerned with this because motor vehicle crashes are the leading cause of death for individuals ages 15 to 20, more than homicide, suicide, and cancer. Even though the minimum legal drinking age in every state is 21, data shows 22 percent of 15- to 18-year-old passenger vehicle drivers involved in fatal crashes in 2022 had been drinking<sup>1</sup>. Additionally, almost 4000 teens, ages 15 to 19, die every year, nationwide, from reckless and distracted driving.

b. The goal of the Right Turn Program is to increase awareness among middle school students, before they begin driving, of the dangers of impaired driving, reckless and distracted driving, and the important roles of both driver and passenger. Activities are designed to educate and encourage smart choices by middle school students, promote safe driving habits, and provide traffic safety education presentations. The program is designed to be presented in a classroom-type setting to be most effective and sustain the attention of a younger audience.

---

<sup>1</sup> <https://www.nhtsa.gov/road-safety/teen-driving>

c. The Right Turn Program Information guide describes the purpose, benefits, and scope of the Right Turn Program. This guide also serves as a model for Area offices. (Refer to Annex A, Right Turn Program Information.)

### 3. RIGHT TURN PROGRAM ROLES AND RESPONSIBILITIES.

a. Program Administrator. The Community Outreach and Marketing Section (COMS) commander serves as the Department's designated program administrator, is responsible for the effectiveness of the Right Turn Program within the Department, and is responsible for any reporting requirements to the Departmental Affairs Division.

b. Program Coordinator. The COMS provides overall coordination of the program. The COMS program coordinator provides implementation of the Department's Right Turn Program activities, plans specific strategies designated to accomplish the Department's community outreach objectives, and provides staff services to all Commissioners, Division, and Area commanders for Right Turn Program activities.

c. Division Commanders. The Division is responsible for program implementation and reporting at the Division level. The Division shall select a Right Turn Program coordinator.

d. Division Coordinators. The Division coordinator is responsible for promoting and coordinating the Right Turn Program at the Division level. The coordinators are directly accountable to the Division, have the responsibility to ensure adequate departmental participation in community relations/involvement activities, and to coordinate and conduct Right Turn presentations and activities within the Division. The Division coordinator shall be responsible for assisting Area commanders with the implementation of the Right Turn Program at the Area level.

e. Area Commanders. The Area commander is responsible for appointing an Area program coordinator and for promoting the Right Turn Program within the command and community.

f. Area Program Coordinators. The Area program coordinator is responsible for coordinating the Right Turn Program at the Area level. This includes focusing the program on the education of middle school students regarding the topics contained in this manual, establishing good rapport with local schools and school officials, conducting Right Turn Program presentations, attending and representing the Department at local community functions and meetings, participating in local community school events, and meeting with local media and establishing regular contacts for informational talk show opportunities.

4. RIGHT TURN PROGRAM MATERIALS.

a. Right Turn Program PowerPoint Presentation.

(1) The purpose of the PowerPoint (PP) Presentation is to assist in coordinating and conducting presentations.

(2) The PP includes the required element of the Right Turn Program.

(3) The PP Presentation can be accessed on the COMS site, located on the Department's Intranet.

(4) If, after reviewing the PP, you need additional assistance or have questions about the presentation and materials, please contact COMS at (916) 843-3210.

THIS PAGE INTENTIONALLY LEFT BLANK

## ANNEX A

### RIGHT TURN PROGRAM INFORMATION

#### **THE RIGHT TURN PROGRAM PRESENTATION**

Outlined below are recommendations to make this presentation real and compelling, some key messages that should be conveyed, and the order to cover topics with students. However, please feel free to tailor these recommendations based on your own presentation style and the specific classroom setting.

#### **Key Points to Drive Home**

The presentation itself has been developed to touch upon several key points. Weaving the key point messages into what you are communicating will be extremely important.

- 1) Drinking and doing drugs is illegal and dangerous for young people.
- 2) Alcohol and drugs cause harmful effects to a growing body and mind.
- 3) Drinking alcohol can result in loss of control and judgment, causing you to possibly do something to put yourself in danger.
- 4) Mixing drinking and doing drugs with driving can have serious consequences.
- 5) If you are under 21 years old and get caught drinking alcohol, DMV may deny you getting your driver license.
- 6) If you find yourself in a situation where the driver has been drinking or using drugs, or you feel unsafe to get into a vehicle, stay where you are and call someone (like a parent or guardian) to come pick you up.
- 7) Be your own person – don't let someone pressure you into taking dangerous risks that you might regret later – some chances are not worth taking.
- 8) You have ultimate control when you choose not to drink, do drugs, or get into a vehicle with an unsafe driver. It OK to find a safe way to ride.
- 9) Be a responsible passenger and when you start driving be a responsible driver for both you and your passengers.

#### **Presentation Outline**

Connecting with students in a meaningful way is the first step in delivering a high impact presentation. Being straightforward and talking to them about the facts will go a long way in gaining student's trust. Let your personality come through – as an officer, you are an authority figure; but also let this age group know that you are accessible and there to help. Be friendly, informal, and ask them to share their thoughts and experiences to engage them as part of the presentation.

## ANNEX A

### RIGHT TURN PROGRAM INFORMATION (*continued*)

Below is an outline of how your presentation may flow.

#### Step 1: Introduction

- Self-introduction and ice breaker
- Review the purpose of your presentation
- Acknowledge they may have been exposed to similar type presentations
- Present key facts
- Review vocabulary and key laws

#### Step 2: Power Point Presentation/ Class Facilitation

#### Step 3: Q&A, Interactive Segment

- Review key points from the presentation
- Ask participants what they thought
- If you have a teen co-presenter (see sidebar) available, have them share any applicable stories with the class.
- Discuss what steps students should take if they find themselves in a “dangerous” situation
- Distribute Right Turn Get Home Safe Plan and explain purpose
- Distribute and collect evaluation cards

#### **[SIDEBAR]**

##### **Teen Co-presenter**

Through your local area contacts, you may already know of a teen or family who might be appropriate to include in your presentation. This could be someone who is seen as a leader and is viewed as popular and successful without the use of alcohol or if they are driving, is considered a safe, reputable driver (e.g., football player, student body president, etc.). Alternatively, your teen co-presenter could be a student who made the wrong choice and is willing to share their story with younger students and may help them better understand possible consequences. Your co-presenter could also be a family member who has suffered a loss due to a bad decision.

## ANNEX A

### RIGHT TURN PROGRAM INFORMATION (*continued*)

Middle school students want to hear from older teens, not their peers. They view the topic as black and white—with right decisions or wrong decisions.

Having presenters who can represent either side of the spectrum will help deliver maximum impact.

**Following the Presentation, be sure to:**

- Hand out the Right Turn Get Home Safe Plan. Let the students know there is a reward for discussing and completing the Plan with a parent or other trusted adult.
- Collect the student and teacher evaluation cards. Keep a set for yourself and mail a set to:

Community Outreach and Marketing Section (035)  
California Highway Patrol  
601 North 7<sup>th</sup> Street  
Sacramento, CA 95811

THIS PAGE INTENTIONALLY LEFT BLANK

## ANNEX B

### GET HOME SAFE ACTION AND AGREEMENT PLAN

#### **SAMPLE RIGHT TURN GET HOME SAFE ACTION AND AGREEMENT PLAN**

##### Get Home Safe Action and Agreement Plan

As I get older, my parents and I know that I could face difficult situations with friends and others that might involve drugs or alcohol, reckless or distracted driving. Our action plan outlines our agreement, the kinds of situations I might find myself in and how I can get home safely. We have talked about these situations openly and agreed to handle them—together. This agreement also states that I will always wear my seat belt whenever I'm in a moving car—on every single ride.

##### **For Students**

1. I will talk to you about situations surrounding impaired, reckless, or distracted driving.
2. I won't let the topic be awkward or embarrassing for us – we'll be open talking about it.
3. I will be honest when you ask me questions concerning impaired, reckless, or distracted driving.
4. I will respect your ideas and feelings.
5. If I am uncomfortable in any situation involving a motor vehicle, I will act on our plan, even if it means staying where I am and calling you or another responsible adult for help – anytime or anywhere.
6. I recognize that saying “no” to a ride with someone who is possibly impaired or is known to be a reckless driver might be a hard choice for me to make and I will ask for your support.
7. I will think before I take any action that may put me at risk.

##### **For Adults**

1. I will answer all your questions about drugs, alcohol, and situations concerning impaired, reckless, or distracted driving.
2. I won't let the topic be awkward or embarrassing for us—we'll be open talking about it.
3. I will be honest in my answers and expect you to be honest in return.
4. I will respect your feelings.
5. If you find yourself with an unsafe ride, I will pick you up—anytime, anywhere—enact the Plan that we've agreed upon.
6. I recognize saying “no” to riding with someone who is possibly impaired might be a hard choice for you to make and I will support you in any way I can.
7. I believe in you and know you will think before you take action.

## ANNEX B

### GET HOME SAFE ACTION AND AGREEMENT PLAN (*continued*)

#### Possible Situations and Solutions

**My boyfriend/girlfriend has a driver's license and picks me up to go somewhere. They have been drinking (or doing drugs) when they come to pick me up.**

*I don't get in the car. I tell them that I'm not riding with them if they've been drinking, or I tell them I decided not to go after all.*

**I'm at a party and my ride home is my friend. Their car has four passenger seatbelts but five passengers. If I don't leave with them, I'll miss my curfew and get into trouble.**

*I stay where I am and call you or enact our plan. We've agreed that it is better for me to miss curfew than to accept a ride with someone that is unsafe.*

**I am riding with my friend, and they keep using their cell phone to text people while driving.**

*I explain to them that distracted driving is unsafe and they are responsible for the safety of themselves and their passengers. If they do not stop the distracted driving behavior, I ask them to safely pull over and call my parents.*

#### Our Plan

Write, in your own language, your Get Home Safe Plan. Be as detailed as needed. Include phone numbers, action steps, and key commitments to one another.

Student's Signature \_\_\_\_\_  
Date \_\_\_\_\_

Parent(s) / Guardian(s) Signature \_\_\_\_\_  
Date \_\_\_\_\_

## ANNEX C

### TIPS FOR PARENTS

#### **DRAFT COPY FOR RIGHT TURN PARENT TIP SHEET**

##### Helping Your Kids Make the RIGHT TURN—Tips for Parents

With the average age of first alcohol use in the U.S. now reported to be 12, it's not too early to start talking to your young teen about making smart decisions when it comes to drugs, alcohol, peer pressure, and drinking and driving, or if they are riding with a reckless or distracted driver? Will they know how to handle the situation? What if their friend has a driver's license? What are they going to do if they have been drinking, they are texting while driving, or speeding and driving reckless? These are real-life scenarios that are worth discussing with your child.

The CHP's Right Turn program has some tips for parents, about alcohol prevention strategies, talking to your teen about reckless and distracted driving, and ways to help them say "no."

#### **YOUNG TEENS—THE RISKS**

Alcohol-related, reckless, and distracted traffic crashes are a major cause of death among teens. Even though alcohol related crashes are down, reckless, and distracted driving is at an all-time high.

1. Teens that use alcohol are more likely to engage in risky behavior than teens who do not drink.
2. A young person dies in a traffic crash once an hour on weekends and once every two hours on weekdays due to drinking, drug use, and driving.
3. Reckless and distracted driving is the number one killer of teenagers.
4. Young males account for 77 percent of alcohol-related youth fatalities.

#### **TAKING ACTION—PREVENTION STRATEGIES FOR PARENTS**

1. Develop family rules about drinking. When parents establish clear "no alcohol" rules and expectations, their children are less likely to begin drinking (Example: kids will not stay at teen parties where alcohol is served, and kids will not ride in a car with a driver who has been drinking).
2. Talk to your child about passenger responsibilities and that it is normal to say "no" to accepting a ride with someone who has been drinking or is a reckless or distracted driver.
3. Monitor alcohol use in your home. Additionally, be a good example for your kids when you are driving. That means following all traffic laws and not driving distracted (e.g., cell phones, eating).

## ANNEX C

### TIPS FOR PARENTS (*continued*)

4. Connect with other parents. Getting to know other parents can help you keep closer tabs on your child.
5. Keep track of your child's activities. Be aware of your child's plans and whereabouts.
6. Set a good example—use alcohol moderately; show by your actions that alcohol is not a good way to handle problems; never drink and drive or ride in a car with a driver who has been drinking. Additionally, drive distracted free and normalize good driving behavior.
7. Don't support teen drinking, distracted or reckless driving in any way, shape, or form.
8. Help your child build healthy friendships with kids that are making good decisions.
9. Keep your child busy and focused—one reason kids often cite risky behavior is boredom.

### COMMUNICATING WITH YOUR TEEN

1. Encourage conversation. Encourage your child to talk about whatever interests them and listen without interruption to give your child a chance to teach you something new.
2. Ask open-ended questions. Encourage your child to tell you how they think and feels about the issues you're discussing.
3. Control your emotions. If you hear something you don't like, try not to respond with anger. Instead, take a few deep breaths and acknowledge your feelings in a constructive way.
4. Make every conversation a "win-win" experience. If you show respect for your child's viewpoint, they will be more likely to listen to and respect yours.

### FOUR WAYS FOR YOUR KIDS TO SAY NO TO AN IMPAIRED, RECKLESS, OR A KNOWN DISTRACTED/UNSAFE DRIVER

1. No thanks, I have another ride (then call a parent or another trusted adult for a ride).
2. I think I'm going to spend the night (then call a parent to alert them of the situation).
3. I think I'm going to walk (ONLY if it's an area that you normally walk and are familiar with, it's during daylight, AND you have a buddy with you).
4. There's no way I'm riding with you.

*Adapted from the National Institute on Alcohol Abuse and Alcoholism "Making a Difference –Talk to Your Child About Alcohol" and from the National Academies of Science Report, "Reducing Underage Drinking: A Collective Responsibility."*

## ANNEX D

### TIPS FOR TEACHERS

#### **DRAFT COPY FOR RIGHT TURN TEACHER TIP SHEET**

##### Helping Students Make the RIGHT TURN—Tips for Teachers

Thank you for including the California Highway Patrol's (CHP) Right Turn Program in your classroom. Now that the presentation is over, the CHP has some tips on keeping the issue alive with your students in order to encourage continued discussion about peer pressure, drinking, reckless, and distracted driving. With the average age of first alcohol use in the U.S. now reported to be 12, it's not too early to start talking to middle school students about making smart decisions when it comes to drugs, alcohol, peer pressure, drinking, reckless, and distracted driving. In fact, 20 percent of eighth graders have been reported to have recently consumed alcohol and reckless and distracted driving kills nearly 4000 teens every year, nationwide.

Students will likely be faced with making a judgment call about riding with an impaired or unsafe driver long before they ever legally get behind the wheel. What is a seventh grader going to do if his ride home from practice has been drinking? Will he know how to handle the situation? What if an eighth grader's older boyfriend has a driver's license and is a known unsafe driver? These are real life scenarios that are worth discussing with your students **BEFORE** they find themselves in a situation that could be life threatening.

The CHP has specific tips for teachers on how to address risky behavior in students, including prevention strategies, classroom activities, and ways to help kids say no.

#### **YOUNG TEENS—THE RISKS**

1. Alcohol-related traffic crashes are a major cause of death among teens. Additionally, nearly 4000 teens die every year, nationwide, from reckless and distracted driving.
2. Teens that drink are more likely to have problems with schoolwork and school conduct.
3. An individual who begins drinking as a young teen is four times more likely to develop alcohol dependence than someone who waits until adulthood to use alcohol.
4. Teenagers that drink are more likely to engage in risky behavior.
5. Young males account for 77 percent of alcohol-related youth fatalities.

## ANNEX D

### TIPS FOR TEACHERS (*continued*)

#### **TAKING ACTION—CLASSROOM ACTIVITIES**

These classroom activities can either be done as a group discussion or as a writing assignment. Have students do the following:

1. Make a list of all the excuses they have heard or can think of why someone would choose to drive reckless/distracted or while under the influence. Discuss why these are really just excuses and do not justify the action.
2. Brainstorm all of the possible consequences of riding with driver that is making bad decisions behind the wheel (give an alternative).
3. Ask students to outline two options for their future—one in which they ride with an impaired or reckless driver and one in which they make another choice. How do these two scenarios differ? How does this choice impact both long and short-term goals?
4. Make a list of things they might do or say if they were at a place where people engaging in risky behavior and they didn't want to participate, especially if one of the people drinking is their ride home. Can they see themselves saying or doing these things?
5. Describe someone they know who does not make decisions based on peer acceptance. What traits or characteristics do they possess?
6. Describe a person who makes destructive decisions. How is this person different from the person they described in #5?
7. Would they call their parents or a trusted adult if they were someplace where people were engaging in risky behavior, and they were worried about how to get home safely? What do they think their parents would say? Ask them.

#### **FOUR WAYS FOR KIDS TO SAY NO TO AN IMPAIRED DRIVER**

1. No thanks, I have another ride (then call your parents or another trusted adult for a ride).
2. I think I'm going to spend the night (then call your parents to alert them of the situation).
3. I think I'm going to walk (ONLY if it's an area that you normally walk and are familiar with, it's during daylight, AND you have a buddy with you).
4. There's no way I'm riding with you.

## ANNEX E

### STUDENT EVALUATION

#### California Highway Patrol Right Turn Program—Student Evaluation

**School Name/Location/County:**

**Date of Presentation:**

**Teacher's Name/Grade:**

Thank you for participating in the California Highway Patrol's Right Turn presentation. We would like your feedback in order to continually improve the program for other students.

For questions 1–5, on a scale of 1–5 (1 being lowest, 5 being highest), how would you rate the following?

1. Quality of Right Turn Program presentation content. Did the information make you think about the choices you make? (circle one) 1 2 3 4 5
2. Quality of Right Turn Program presentation delivery. Did the officer do a good job of presenting the information in a way that you understood? (circle one)  
1 2 3 4 5
3. Quality of program materials. Did you like the giveaways the officer provided? (circle one) 1 2 3 4 5
4. Quality of the video. Did it make you think about how the decisions you make will affect your life? (circle one) 1 2 3 4 5
5. Likelihood that you will tell your friends about the things you learned:
  - a. Very likely
  - b. Likely
  - c. Unsure
  - d. Not very likely
  - e. Not at all likely
6. Likelihood that you will tell your parents about the things you learned and talk to them about not drinking and driving:
  - a. Very likely
  - b. Likely
  - c. Unsure
  - d. Not very likely
  - e. Not at all likely

Please tell us anything else you think we should know in order to help students learn not to engage in risky behavior. *Thank you for your participation.*

THIS PAGE INTENTIONALLY LEFT BLANK

## ANNEX F

### TEACHER EVALUATION

#### **COPY FOR TEACHER RIGHT TURN PROGRAM EVALUATION CARDS:**

#### **California Highway Patrol Right Turn Program—Teacher Evaluation**

**School Name/Location/County:**

**Date of Presentation:**

**Grade level:**

For questions 1–4, on a scale of 1–5 (1 being lowest, 5 being highest), how would you rate the following?

Quality of Right Turn Program presentation content (circle one)

1   2   3   4   5

Quality of Right Turn Program presentation delivery (circle one)

1   2   3   4   5

Quality of program tools (guidebook leave behind materials, parent plant, incentive items, giveaways, etc.) (circle one)

1   2   3   4   5

Quality and appropriateness of video (circle one)

1   2   3   4   5

2. Likelihood that you will continue to address the issue of driving reckless, distracted, or under the influence with your students after the presentation is over:

- a. Very likely
- b. Likely
- c. Unsure
- d. Not very likely
- e. Not at all likely

6. If so, how often:

- a. Weekly
- b. Monthly
- c. Quarterly
- d. Before key events, such as spring break, prom or graduation

Please share any other additional comments about the program. *Thank you for your participation.*

**ANNEX F**

**TEACHER EVALUATION (*continued*)**

**California Highway Patrol Right Turn Program  
Presentation Tracking Report**

**School Name/Location:**

**County:**

**Date of Presentation:**

**Grade Level(s):**

**Number of Students:**

Please share any other additional comments about the program. Please include details regarding any media coverage attained (attach clips if possible).

Please use this form to compile your data to present to Division quarterly. The Division will compile one report to forward to California Highway Patrol Headquarters, Community Outreach, and Marketing Section (COMS). Please forward the teacher and student evaluations to your Division. They will be utilized for informational purposes only. After reviewing the evaluations, the Division will forward them to COMS quarterly.

# ANNEX G

## PRESS RELEASE EXAMPLE



# CALIFORNIA HIGHWAY PATROL

## NEWS RELEASE

### Valley Division

John Doe, Captain  
2555 1st Ave, Sacramento, CA 95818

### CONTACT

Mike Carrillo, Officer  
916-731-6300  
Mike.Carrillo@chp.ca.gov

### FOR IMMEDIATE RELEASE

June 11, 2025

## CALIFORNIA HIGHWAY PATROL TO EDUCATE 'TWEENS' ON DANGERS OF DRINKING AND DRIVING

Average Age of First Alcohol Use Now 12

- WHO** Officers from the California Highway Patrol's (CHP) Woodland Area will meet with students at Douglas Middle School to help educate sixth to eighth grade students about the dangers of impaired, reckless, and distracted driving and how to handle situations in which they might face riding with an intoxicated, reckless, or distracted driver.
- WHAT** The CHP will be conducting the Right Turn Program - a one-hour presentation to students in a small classroom setting.
- WHEN** June 23, 2025
- WHERE** 6000 J Street, Woodland, CA 95811  
Please park in the main parking lot and walk to the gymnasium. All media representatives will need to register at the school office upon arrival on campus.
- WHY** Motor vehicle crashes are the leading cause of death for people ages 15 to 20, and almost one-third of those crashes involve alcohol. Additionally, nearly 4000 teens die every year, nationwide, from reckless and distracted driving. As California is currently experiencing a steep increase in the number of teenage drivers, the CHP is working to educate them before they start driving.

###

Join the Conversation:  @CHP\_HQ

 @californiahighwaypatrol

 @California Highway Patrol

CHP 288C (New 10-24) OPI 001

THIS PAGE INTENTIONALLY LEFT BLANK

## ANNEX H

### PRESS RELEASE EXAMPLE—AFTER ACTION



# CALIFORNIA HIGHWAY PATROL

## NEWS RELEASE

### Valley Division

John Doe, Captain  
2555 1st Ave, Sacramento, CA 95818

### CONTACT

Mike Carrillo, Officer  
916-731-6300  
Mike.Carrillo@chp.ca.gov

### FOR IMMEDIATE RELEASE

June 11, 2025

### CALIFORNIA HIGHWAY PATROL HELPS MIDDLE SCHOOL STUDENTS MAKE RIGHT TURN

California Highway Patrol Officers (CHP) from the Woodland Area office brought the CHP's new Right Turn Program to students at Douglas Middle School today. The one-hour presentation by uniformed CHP officers emphasizes the importance of making informed decisions regarding reckless, distracted, and alcohol-related driving.

Middle school students are not legally old enough to drink or drive, but the CHP hopes to get to these kids with a potentially lifesaving message before their peers gain influence over them.

Teen drivers have traditionally had the highest rate of vehicle crashes compared to the rest of the population. Vehicle crashes are the number one cause of teen deaths. Alcohol is a factor in approximately one-third of fatal teen vehicle crashes. California is experiencing a steep increase in the number of teenage drivers, so the CHP has launched "Right Turn" as an additional educational tool to help teens make informed decisions.

The CHP Right Turn Program provides materials for parents and teachers to address the issues of reckless, distracted, and alcohol-related driving. Right Turn provides an action plan that parents and children develop together, detailing how the child will handle situations involving teens who engage in risky behavior.

"With almost half of all eighth-grade students reporting they have tried alcohol, and nearly 4000 teens dying each year from reckless and distracted driving, we cannot wait until kids reach high school to start talking about the dangers of impaired driving. We must start now, before they can drive and before they make wrong choices," stated Commander John Doe.

###

Join the Conversation:  @CHP\_HQ

 @californiahighwaypatrol

 @California Highway Patrol

CHP 288C (New 10-24) OPI 001

THIS PAGE INTENTIONALLY LEFT BLANK

# ANNEX I

## FACT SHEET



**CALIFORNIA  
HIGHWAY PATROL**

CALIFORNIA STATE TRANSPORTATION AGENCY

601 North 7<sup>th</sup> Street, Sacramento, CA 95811 |  
800-735-2929 (TT/TDD)  
800-735-2922 (Voice)

GAVIN NEWSOM, GOVERNOR

### 'TWEEN' FACT SHEET

Alcohol is the number one drug problem among young people in the United States, and nearly 4000 teens die every year in reckless and distracted driving crashes.

Three million teens are alcoholics in the U.S. Several million more have serious drinking problems.

The risk of alcohol and drug use increases substantially when kids enter the sixth grade, and almost half of all eighth graders have tried alcohol.

Drinking alcohol at a young age can hinder brain development, damage memory, and make it difficult to focus on school.

Kids, Tweens, and teens who use alcohol have a higher risk of depression, sexual assault, being a victim of violent crime, and other harmful effects. Additionally, teenagers often struggle to speak up in situations where peer pressure is a factor.

Motor vehicle crashes are the leading cause of death for young people ages 15 to 20. About one-third of all motor vehicle-related teen deaths involve alcohol.

Nearly 4000 teens are killed in reckless and distracted driving crashes each year, and almost 1400 in DUI-related crashes.

*Safety, Service, and Security*

CHP 49 (Rev 4-25) OPI003



THIS PAGE INTENTIONALLY LEFT BLANK