Alcohol Impaired Driving
Recruiting and Preparing Peer Leaders

The procedures to follow consist of six sections recruiting and organization, preparation, practice teaching and evaluation, teaching, evaluation, and closure.

I. Recruiting and Organization

A. Select and list possible peer leaders
B. Choose supportive peer leaders, three for each lesson.
C. Meet with candidates and send out permission slips to parents explaining the program. (Recruit interested parents for needed help.)
D. Copy materials and prepare overheads.
E. Meet with peer leaders to talk about their responsibilities, introduce module and hand out information. Emphasize the importance of being organized and detailed.

II. Preparation of Peer Leaders

A. First meeting: Peer leaders begin preparation.
 1. Select or assign lesson plan to the peer leaders.
 2. Preview and organize all teaching materials.
 3. Prepare and train in use of all needed equipment.
 4. Set the schedule with peer leaders and schedule media equipment.

B. Second meeting: Peer leaders discuss logistics.
 1. Practice introduction and purpose of the lesson.
 2. Discuss classroom rules.
 3. Practice lessons for teacher, with friends and in front of a mirror.
 4. Finalize and ready teaching responsibility.

III. Evaluation

A. Highlight the positives post lesson to give words of encouragement.
B. Suggest areas of improvement if peer leader teams of three have additional lessons to follow.
C. Have students complete Peer Leader Assessment Form.

IV Closure

A. When done, send a certificate of appreciation or a note of thanks to the peer leaders and to their parents.
B. Organize a peer leader pizza party.
C. Reward peer leaders at all school awards program.

Alcohol Impaired Driving
Parent Permission Information

Dear Parents,

We are starting an important traffic safety unit called Alcohol Impaired Driving Module as part of the driver education course. This part of the course uses peer to peer teaching. We are seeking your support and permission to have your teen be part of small group interaction and participation. Your teen's small group will present to their peers important prevention information regarding the unsafe practice of teenagers consuming alcohol and driving.

The module was created by The Minnesota Highway Safety Center at St. Cloud State University. The overall goal of the module is to reduce teenage alcohol use and driving crashes.

Research provides evidence that learning healthful decision making skills can be accomplished when peers teach peers. Peer education has a proven record of success. The module responds to the results of identifying best practices for peer to peer education:

1. The best prevention programs involve young people in planning and decision-making/leading.

2. The best projects/activities give students a responsibility for which they are held accountable.

3. The peer leaders' work meets a genuine school/community need and involves working relationships with concerned adults.

4. The best prevention programs have a built-in learning component with time set aside for discussion of and reflection upon the experiences of students and material learned/taught.

The module provides peer leaders the opportunity to learn, demonstrate and utilize leadership skills that respond to the Minnesota graduation standards.

_____

I give permission for _____ to participate as a peer leader for the Alcohol Impaired Driving module.

Parent/Guardian Signature _____

Peer leaders assigned to discuss **Knowledge**.

#1 _____

#2 _____

#3 _____

Knowledge

Teaching Objective: To identify the role played by alcohol in motor vehicle crashes.

Life Skill: I will understand the negative consequences of drinking and driving and choose to make safe decisions.

Lesson Plan: Visuals are in Power Point or overhead masters   Page ??
  • 10 minutes - Visuals: Introduction to program   Page ??
  • 20 minutes - Visuals: The Alcohol Game   Page ??
  • 4 minutes - Video: Avoiding Collisions, (cued up)   Page ??
  • 11 minutes - Small Group Discussion   Page ??
  •   Optional Worksheet: Making Decisions   Page ??
  •   Optional Worksheet: Decision To Talk or Not to Talk   Page ??

Materials:
    Computer and Power Point presentation
        or overhead Projector and overhead transparencies
    pointer (laser or stick)
    VCR and the video Avoiding Collisions   (Rewind video and cue to 10:56
for start-up. A teenage girl (dressed in blue) is waving her hands in front of her
boyfriend's eyes, asking, "Hello, are you, like, here?" End the video at 15:06
showing "Questions, What do you think?"
    Handouts for optional activities if included today.

Time: 45 to 60 minutes. Peer Leader 1 is in charge of time management.

Knowledge

Peer Leaders 1, 2, 3 Introduce yourself to the class and state why you have an interest in being a peer leader for this topic of alcohol and driving.

Peer Leader 1 List on the board or an overhead your teaching objective and your life skill. Ask a student in the class to read each.

Peer Leader 2 Ask "Do you know of anyone who has ever been in an alcohol related car crash."

Peer Leader 3 Show first graph. Say "Today we want to examine the risks and probability of death associated with the drinking and driving problem. We will also learn about the effects of alcohol concentration. Alcohol concentration is abbreviated 'AC'."

Peer Leader 1 Say "We will learn and discuss what are the risks involved for people who choose to drink and drive?

Peer Leader 2 Ask "and what is the probability of death?"

Peer Leader 3 Ask "What is the difference of risk and the probability of death for males and females?"

Peer Leader 1 Say "In addition we will examine the concept: 'More Alcohol Means More Death!'"

Peer Leader 2 Say "We see on the visual that more alcohol means more death! Did you know that research has proved that the higher the blood alcohol content the increase in probability of death?"

Peer Leader 3 Say "This graph shows the increased probability of death with increased blood alcohol concentration. The range is from low levels of 0 to high levels of .15. (use pointer to show AC amounts) Take note of the increased probability of death associated with higher blood alcohol concentration."

Peer Leader 1 Say "For everyone the probability of death increases. This graph was based on deaths of 16 to 20 year-old males." Click to show each level. "The base probability at 0% blood alcohol concentration is 1. At .02 % BAC the chance of a fatal crash is about **one and a half** times as much."

Peer Leader 2 Click Say "At .05% BAC the probability of death is almost **five** times the chances when driving sober."

Peer Leader 3 Click Say "At .08 % the chance of dying has increased to almost **eighteen** times sober driving."

Peer Leader 3 Click Say "At the .10 % level (the adult legal limit in many states) the probability of death is about **fifty-two** times the sober driving level."

Peer Leader 3 Click Say "The last alcohol concentration level depicts a most dangerous situation. The AC concentration of .15% and above increases the probability of death to about **two hundred fourty** times the level for driving sober. That is off this chart."

(The teacher's guide has the actual data used if anyone is interested.)

Peer Leader 1 Say "This graph makes it very clear that 'More alcohol means more death!" Click to show the second graph. Say "This bar graph shows that over a ten year span in Minnesota, low alcohol concentration levels of alcohol resulted in low numbers of deaths. (Click and point to low level bar graph.) Over this ten year span, Minnesota drivers of all ages with alcohol concentration levels below .10% averaged about 22 deaths per year. In the same ten-year span note that the high AC levels resulted in higher levels of death. (Click and point to high level bar graph.) The high alcohol concentration levels of .10% and above averaged over 99 deaths per year, almost 5 times the amount of deaths at lower levels of alcohol concentration. The higher the alcohol concentration levels the higher the risk of death. (click) It is clear 'More alcohol means more death!' "

Peer Leader 2 Say "We have learned from these visuals that the probability of death is increased substantially with higher alcohol concentration levels.

Now we are going to examine how much we know about alcohol by playing The Alcohol Game."

Peer Leader 1 Read the directions and set up the teams.

The Alcohol Game

PURPOSE: The Alcohol Game is designed to offer some basic facts and information about the drug alcohol, its effect on the human body, its use in society and its role in traffic crashes. The game is also designed to promote thought and discussion about the problem of drinking and driving.

SETTING UP THE GAME: Divide the class into two teams, Team 1 and Team 2. Peer leaders will act as "challengers." One peer leader will act as score keeper.

HOW THE GAME WORKS: There are a series of "true-false" questions in this game. The game begins with the peer leader asking the first question, and the first member of Team 1 answers it . After the answer is given, the peer leader issues a "challenge" to the other team. After the challenge has been answered and discussed, the correct answer to the question is given and discussed. The question is then scored.

CHALLENGES: After a team gives its answer to a question, AND BEFORE THE CORRECT ANSWER IS REVEALED, the peer leader issues a "challenge" to the opposing team. The challenged team, as a group, decides whether or not the answer given by the other team is right or wrong and why. A correct challenge is one that agrees with the correct answer.

Questions and challenges are asked on an alternating basis. For example: Team 1 answers question one, with Team 2 answers the challenge. Team 2 answers question two and Team 1 answers the challenge, and so on. The team with the most points at the end of the game is the winner.

SCORING: A correct answer scores ONE POINT. A correct challenge scores ONE POINT. NO points are given for incorrect answers or challenges.

Peer Leaders 1, 2, 3 will conduct the Alcohol Game. The peer leaders will rotate the reading of questions.

The Alcohol Game

1.   12 ounces of beer, 4 ounces of wine, and 1 ounce of distilled Liquor contain about the same amount of alcohol.

TRUE or FALSE?

TRUE. (Bring out the idea that sometimes people say "It's only beer!"")

2.   Alcohol affects men and women differently.

TRUE or FALSE?

TRUE. Research indicates that alcohol's effects on women tend to be stronger and last longer. The liver eliminates 90% of the alcohol consumed by a man. Breath and sweat account for the other 10%. But, for the average female, breath and sweat, rather than the liver, account for most elimination since women have less of an enzyme that breaks down alcohol.

3.   The brain is affected by the amount of alcohol a person drinks. The first to be affected are inhibitions, followed by reasoning and judgment.

TRUE or FALSE?

TRUE. Following judgment, the senses, coordination, heart rate, and finally, respiration become affected. (Note there are four vital areas that are impaired before we visually see the affects of alcohol on coordination. Discuss how impairment of the listed functions could affect driving ability.)

4.   It is possible to drink and never become impaired.

TRUE or FALSE?

TRUE, if a person limits the amount of alcohol intake over a certain period of time. The average liver can break down 3/4 to 1 ounce of alcohol per hour. A person can drink and still remain sober if the quantity of alcohol consumed does not exceed the amount of time required by the liver to metabolize it. Some people choose not to take the risk of impairment and do not consume any alcohol. Black coffee, cold showers or exercise will not make a person more sober.

5.   Driving after drinking one beer can be illegal?

TRUE or FALSE?

TRUE. Minnesota is a zero tolerance state for people under the age of 21. After drinking one beer a young adult will test positive for alcohol and could be arrested. (Make reference to other motor vehicles - snowmobiles, ATV's. See MN Statute # 169.121.)

6. Over half of 10th graders choose not to drink alcohol.

TRUE or FALSE?

TRUE. 60% of 10th graders in the U.S. choose not to use alcohol.

not to use alcohol.

7. Only a small portion of fatal highway crashes each year are alcohol-related?

TRUE or FALSE?

FALSE. According to crash data, alcohol is involved in 35-39% of the fatal crashes in the U.S. each year.

8. If you choose not to drink, you have solved you impaired driving problem?

TRUE or FALSE?

FALSE. Even if you don't drink, others will. Some of those will drink and then drive and they'll still be your problem.

9.   Social drinkers are problem drivers.

TRUE or FALSE?

TRUE. Data shows that the majority of drinking drivers are social drinkers.

10. The victims of drinking drivers are just as dead as the victims of murder. The difference is that impaired driving is an accident.

TRUE or FALSE?

FALSE. Impaired driving is a violation of the law. If you choose to drink and drive the outcome is likely to be a crash, and crashes are not accidents.

11. Drinking alcohol after a sleepless night is no different that drinking alcohol after a full night's sleep.

TRUE or FALSE?

FALSE. Sleep deprivation and alcohol consumption interact to increase impairment. Both sleep deprivation and alcohol affect the brain. When two such items are combined they multiply the affects of each other.

12. If you are taking any medication, it could increase the affects of alcohol.

TRUE or FALSE?

TRUE. Many over-the-counter medications and prescriptions interact negatively with alcohol.

Avoiding Collisions

The video takes four minutes and group discussion should take less than ten minutes.

Only the alcohol portion of this video is used for the discussion. Before class cue the video to 10:20. It should begin with "Alcohol is involved in more than 40% ..." End the video at the screen showing "Questions, What do you think?"

Peer Leader 1 Say "Please watch this video clip. We will be asking questions about what you see." Start video.

Peer Leader 1 Ask "Have you ever had to make a decision about taking a ride with a driver who was drinking? What happened?" Gather responses from class.

Peer Leader 2 Ask "How did seeing the mother whose son died in an alcohol related crash affect you?" Gather responses from class.

Peer Leader 3 Ask "What are your feelings about the young man who boasted about drinking and driving?" Gather responses from class.

REVIEW AND CLOSURE

Peer Leader 1 Ask "What have you learned from the visuals that were shown at the beginning of class?"

Pause. Wait for a few comments. Emphasize the following comments.
"More alcohol means more death."
"Higher alcohol concentration levels mean a higher probability of death."
"Drinking and driving has a high death risk."

Peer Leader 2 Say "The alcohol game has taught us the dangers and risks associated with the use of alcohol. I am going to choose not to use!"

Peer Leader 3 Say "The video reinforced the fact that drinking and driving is a risk taking behavior!

Peer Leader 1 Have students repeat or write the life skill. "I will understand the negative consequences of drinking and driving and choose to make safe decisions."

Peer Leaders 1, 2 and 3 Thank the class for their good participation.