

# **Alcohol Impaired Driving**

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# Alcohol Impaired Driving

## Part 1 - Goal and Objectives

The goal of this unit is to provide an opportunity for driver education classes to discuss the effects of alcohol on driving.

The students will:

- identify the role played by alcohol in motor vehicle crashes.
- identify and clarify values, attitudes, and feelings about the use of alcohol and driving.
- identify prevention strategies that will reduce the negative impact of impaired driving.

## Part 2 - Instructor Notes

The typical high school student in Minnesota has many years of vehicle travel to look forward to, first as a passenger, then as a driver. During a lifetime of riding and driving the chances of being in a motor vehicle crash is extremely high. Annually in Minnesota hundreds of drivers are killed and thousands of people suffer serious injuries. More than 100,000 motor vehicle crashes occur each year on public roadways throughout the state. Motor vehicle collisions remain the leading cause of death and injury among young people with alcohol related crashes making up a significant number of the injury producing collisions.

The **decision making model** created by the Minnesota Highway Safety Center in 2000-1 defines “feelings” as that almost instinctive inner control that allows a driver to make quick decisions. Because those “feelings” are influenced by more knowledge and experience, the three parts of this model give new knowledge, then new experiences and finally ask the students to make decisions. It is hoped that those decisions will be influenced by the knowledge and experience and that future decisions will be to make safe choices.

## **Alcohol Impaired Driving**

The Alcohol Impaired Driving Module is based on that model and consists of learning activities in three categories: Knowledge, Experience, and Decisions. Appropriate multi-media materials are used to provide these activities. Optional activities are provided that can be used if time allows. These can be added after each of the three daily activities or as a fourth day. A fourth day lesson plan is provided for peer leaders to use if that is how the teacher decides to provide the optional activities.

Three to four instructional periods (150 to 200 minutes) are needed to complete the module's activities. The activities listed without the optional activities have been tested and fit into three fifty-five minute periods.

The recommended teaching approach for this module is to use peer to peer education. The teacher is encouraged to select teams of three peer leaders for each lesson. These peer leaders could come from the driver education class or be older members of the school's student safety program such as MnSSP, SADD, Target, etc. Students who were peer leaders for the Kids Teaching Kids program in elementary school would be good choices.

The teaching materials and lesson plans found within this module are designed to assist the teacher and peer leaders to make learning exciting, compelling, and meaningful for students. The lessons can be used alone, with the optional activities or with peer leaders' ideas.

**Warning:** At the end of the tape Kevin's Story there is a questionable word. Preview the tape and deal with it as you see fit.

## **Alcohol Impaired Driving**

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

### **Why use peer teaching?**

Research as reported by Mary Jo Richardson, MN Children Family and Learning 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.

### **Life Skills**

Life Skills are actions that promote health literacy, maintain and improve health and reduce risk-taking behaviors. The Life Skills for the module provide a knowledge base of information enabling students to make wise, healthful, safe decisions. Students are able to transfer Life Skills to the "real world" in a personal manner. Life skills are student centered action words written in the I will format to promote safe behavior actions.

# Alcohol Impaired Driving

## Part 3 - Module Summary

### 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

- 10 minutes - Visuals: Introduction to program
- 20 minutes - Visuals: The Alcohol Game
- 4 minutes - Video: Avoiding Collisions, (alcohol part only)
- 11 minutes, Small Group Discussion
- Optional Worksheet: Making Decisions
- Optional Worksheet: Decision To Talk or Not to Talk

### Experience

Teaching Objective: To assist the learner identify and clarify values, attitudes, and feelings about the use of alcohol and driving.

Life Skill: I will take action to act on values, attitudes, and feelings to reduce the negative impact of impaired driving.

Lesson Plan: Visuals are in Power Point or overhead masters

- 4 minutes - Visuals: Review of Knowledge
- 35 minutes - Audio: Introduction and Kevin's Story
- 6 minutes - Discussion Questions
- Optional Worksheet: Letter to Victim's Parents

### Decisions

Teaching Objective: Assist the learner to identify prevention strategies that will reduce the negative impact of impaired driving.

Life Skill:s I will be a responsible driver and choose not to drink and drive nor let friends drink and drive. I will never ride with an impaired driver.

Lesson Plan: Visuals are in Power Point or overhead masters

- 5 minutes - Visuals: Review of Experience
- 20 minutes - Video: Driving Drunk, Your Choice
- 20 minutes - Visuals & Worksheet: The Party
- Optional Discussion : Driving Drunk, Your Choice
- Optional Worksheet: The Consequence Search

## Alcohol Impaired Driving

This is the data used to create the first Powerpoint graph.

	No Alcohol	up to .02	.02 to .05	.05 to .08	.08 to .10	0.15
Male	1	1.6	4.6	17.7	51.9	240.9
Female	1	1.4	2.9	7	14.9	42.6

This is the data used to create the second Powerpoint graph.

	1990-1991	1992-1993	1994-1995	1996-1997	1998-1999
up tp .10 BAC	22.5	16	26.5	20.5	22.5
Above .10 BAC	96.5	89.5	106	91.5	111.1

### Part 4 - Additional Resources

This unit is only part of the total Decision Making Module for Driver Education. Additional resources exist that should be included in the overall discussion of impaired driving.

Sleep, Teens and Driving discusses the effects of sleep deprivation on driving. This one hour program was developed by MHSC with the cooperation of the Minnesota Regional Sleep Disorders Center and WCCO TV.