LESSON

Reducing Risks:

Drunk and Impaired Driving

RESPONSIBLE TEENS

Grades 9-12

Length 45-50 minutes

Summary

Drunk and impaired driving crashes are entirely preventable. In this lesson, students examine how alcohol and other substances affect a person's ability to drive safely, identify warning signs of impairment, and explore strategies individuals and communities can use to reduce risk. Through realistic decision-making scenarios and a research activity evaluating their state's laws, students apply their learning to make safer choices to protect themselves and others.

Learning Objectives

- Identify the signs of drunk and impaired driving.
- Discuss the impact of drunk and impaired driving on individuals and society.
- Apply decision-making skills to respond to situations involving drunk and impaired driving.
- Evaluate how existing laws and policies relating to drunk and impaired driving protect people in society.

Vocabulary

- Alcohol breath test
- Blood alcohol concentration (BAC)
- Bystander
- Cannabis
- Central nervous system depressant
- Designated driver
- Driving under the influence (DUI)
- Drunk
- Fatality
- Felony
- Ignition interlock device
- Impaired driving
- Intoxication
- Multiple-substance impaired driving
- Sober
- Social host laws
- Substance
- Tailgating
- Zero tolerance laws

Guiding Question

What actions can be taken to keep the people you know safe from the dangers of drunk and impaired driving?

Standards

National Health Education Standards:

- 5.12.2 Determine when and why health-related situations require the application of a thoughtful decision-making process.
- 5.12.4 Analyze a variety of options based on priorities and potential outcomes when making a health-related decision.
- 5.12.5 Analyze the potential impact of a decision on the health and well-being at individual, interpersonal, community, societal, and environmental levels.

Common Core Standards:

- CCSS.ELA-Literacy.RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Materials

- Kahoot: Drunk and Impaired Driving
- Google Doc: Vocabulary List
- Google Doc: Warm-up Activity T-chart
- Google Doc: Drunk and Impaired Driving Pre-assessment
- Google Doc: Decision-Making Scenarios
- Google Doc: Eliminating Drunk and Impaired Driving Research Activity
- Google Slides: Drunk and Impaired Driving
- Internet

Preparation

Before class, ensure students can access handouts and activities by printing copies, uploading materials to online learning management systems, allowing access to Google Docs and Slides, and/or by setting up a Kahoot! profile.

Identify lesson modifications based on time limitations, student accommodations, or other factors.

Review content and teacher notes in the **Google Slide presentation** and **decision-making scenarios** to prepare for potential questions students might have.

1. Warm-up

10 MINUTES

A. Begin class by having students complete the following tasks independently by either creating a T-chart or using the **warm-up handout**:
   i. *Make a list of tasks and skills that are important for driving safely and responsibly.*
   ii. *Make a list of behaviors that can make driving more dangerous.*
   ii. *Make a list of tasks or functions that can be more difficult to perform when a person is drinking alcohol or using other substances.*

B. Have students share their lists. Keeping in mind some students might have had negative experiences with alcohol, other substances, and/or driving that they might not want to share, refer to your classroom norms and expectations including having the right to "pass" on sharing personal information.

C. Record student answers on the board for the class and discuss where the two lists overlap.

D. Ask students to correlate the two lists by answering the following question:
   i. *Why is it dangerous to drive while impaired by alcohol or other substances?*

2. Pre-assessment: Impaired driving

15 MINUTES

A. Complete the pre-assessment either using the **handout** or **Kahoot** to identify what students know about the risks of alcohol and other substance use and driving.

B. Review the correct answers and explanations with the students using the **Kahoot** or **Google Slide presentation**.



3. Direct Instruction: Warning signs and bystander engagement

5-10 MINUTES

A. Using the **Google Slide presentation**, have students brainstorm ways that each of the following individuals could either plan ahead or respond to prevent impaired driving.
   - An adult invited to a party where alcohol is being served
   - An adult hosting a party where alcohol is being served
   - Someone who realizes that they are impaired
   - Someone who realizes that their friend is impaired

B. Provide information on the warning signs of impaired driving, importance of never driving impaired, reasons why taking action during these situations can be lifesaving, and strategies for engagement. Discuss safe strategies to use or to employ if teens find themselves in a risky situation where they, or their ride, have consumed alcohol or another substance and which strategies might work better in specific situations.

4. Decision-making scenarios: Responding to situations involving drunk and impaired driving

15 MINUTES

A. Provide students with the **Decision-Making Scenarios handout** either as a physical printout or digital handout. The handout includes scenarios and guiding questions based off the D.E.C.I.D.E. decision-making model. If not previously taught, introduce the D.E.C.I.D.E. model:
   - D- Define the problem
   - E- Explore the alternatives
   - C- Consider the consequences
   - I- Identify your values
   - D- Decide and take action
   - E- Evaluate the decision



PROCEDURES

B. Have students apply what they learned about the warning signs of drunk and impaired driving to evaluate possible actions they could take in each of these scenarios.
C. Complete the first scenario as a class to model how students should respond to each scenario.
D. Have students complete the remainder of the scenarios. When complete, review each scenario and discuss, as a class or in small groups, the following questions:
   i. *What are some of the challenges of taking action in situations involving drunk and impaired driving?*
   ii. *What are some realistic recommendations for taking action in these situations?*
   iii. *What are some alternatives to engaging directly in these situations?*

5. Closing

5 MINUTES

A. Have students answer the following question to summarize what they have learned by completing an exit ticket or having a think-pair-share discussion.
   i. *What actions can be taken to keep the people you know safe from the dangers of drunk and impaired driving?*
B. Review student responses and identify any topics needing to be readdressed later.

6. Additional research activity: Eliminating drunk and impaired driving

A. Either as a homework assignment or as an in-class assignment on another day, have students use the **Eliminating Drunk and Impaired Driving Research handout** to research drunk and impaired driving laws in their state and evaluate their state's laws' effectiveness in protecting people from impaired driving.



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Assessments

Formative:

- Written responses to the decision-making scenarios activity
- Exit ticket on the importance of taking action during situations involving drunk and impaired driving and ways to prevent it

Summative:

- Graded responses to the research activity pertaining to eliminating drunk and impaired driving

Possible Modifications

Throughout the lesson:

- Provide students with a **list** of vocabulary words and definitions used within the lesson.
- Provide students with copies of the **Google Slides presentation** to follow along and review.

Warm-up activity:

Use sentence starters such as "Driving while impaired is dangerous because..."

Pre-assessment:

Provide physical copies of the **pre-assessment handout** before completing the Kahoot.

Decision-making scenarios:

- Have students discuss with partners first before completing the assignment.
- After deciding on an action to take for each scenario, have students In partners or small groups, assign parts, and roleplay how the situation might play out.

Research activity:

- Using the same prompt, adapt the activity to be a class presentation.

Expanding the lesson for a 90-minute extended block:

- This lesson can be extended to a 90-minute block by having students complete the research activity during class.

Extension/School-to-home Connection Options

Post-assessment

- Use the same **assessment** provided at the beginning of the class as a post-assessment to evaluate students' mastery of the content.

Raising awareness

- Have students create a poster or social media post/graphic educating people about the dangers of drunk and impaired driving.

Advocating for policy change

- Using the research from their essay, have students identify a state law or policy that they would like to change and write an email to their state legislator about why the current policy is not effective and what should be done.

Take the lesson home

- Have students identify a trusted adult in their lives (i.e. parent, family member, coach, community leader, etc.) to have a conversation with about drunk and impaired driving.
- Ways to start the conversation might include:
  - Talking about current laws in place to eliminate drunk and impaired driving
  - Asking questions from the pre-assessment

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Additional Prompts:

PROMPT
How can one person's decisions impact an entire community?

PROMPT
How can teens help prevent drunk and impaired driving among their peers?

PROMPT
What is the most effective strategy for reducing impaired driving?

PROMPT
Should more funding be devoted to impaired driving prevention programs or law enforcement efforts? Explain your answer.

SOURCES

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