

HOPE

Health and Opioid
Prevention Education

HIGH SCHOOL LESSON 8

Avoid Driving or Riding with a Person Under the Influence

Overview

In this lesson, students will analyze the dangers associated with impaired driving. Students will have the opportunity to think about what they would do if an impaired driver offered to drive them to their destination and what to say if they want to prevent a person from driving while under the influence. This lesson will reinforce decision-making and communication skills and apply them in new situations.

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator 1.12.19: Analyze the dangers of driving while under the influence of other drugs.

Performance Indicator 1.12.20: Summarize the importance of not riding with a driver who is under the influence of drugs.

Standard 4: Interpersonal Communication Skills

Performance Indicator 4.12.3: Demonstrate effective communication skills to avoid riding in a motor vehicle with a driver who is under the influence of drugs.

Standard 5: Decision Making Skills

Performance Indicator 5.12.8: Choose a healthy alternative when making a decision related to riding in a motor vehicle with a driver who has been using drugs.

Healthy Behavior Outcomes (HBOs)

Avoid riding in a car with a driver who is under the influence. Avoid driving under the influence.

Lesson Objectives

Students will be able to:

Objective	Assessment
1. Analyze the dangers associated with driving under the influence to determine possible consequences.	<ul style="list-style-type: none">• Drugged Driving Story and Reflection Question 1
2. Identify decision points that require a healthy decision.	<ul style="list-style-type: none">• Drugged Driving Story and Reflection Question 2
3. Detail the importance of not riding with a driver who is under the influence.	<ul style="list-style-type: none">• Drugged Driving Story and Reflection Question 3
4. Identify what to do or say as a bystander seeing a person under the influence attempt to drive.	<ul style="list-style-type: none">• Drugged Driving Story and Reflection Question 4
5. Write an effective communication statement to avoid riding in a motor vehicle with a driver who is under the influence of other drugs.	<ul style="list-style-type: none">• Drugged Driving Story and Reflection Question 5
6. Choose a healthy alternative when making a decision related to riding in a motor vehicle with a driver who has been using drugs.	<ul style="list-style-type: none">• Drugged Driving Story and Reflection – <i>Story Ending Reflection</i>

Time: 45-50 minutes

Materials

Assessments and Worksheets

- Drugged Driving Story and Reflection Sheet ([Attachment 1](#)); Story Ending ([Attachment 2](#)); Drugged Driving Rubric ([Attachment 3](#)).

References

- http://www.cdc.gov/motorvehiclesafety/impaired_driving/impaired-driv_factsheet.html
- <https://www.drugabuse.gov/publications/drugfacts/drugged-driving>
- <http://www.dot.state.oh.us/news/Pages/2016/It%E2%80%99s-Time-to-Start-Talking-about-Ohio%E2%80%99s-Growing-Drugged-Driving-Problem.aspx>
- https://www.cdc.gov/motorvehiclesafety/pdf/impaired_driving/drunk_driving_in_oh.pdf
- <https://www.madd.org/tennessee/wp-content/uploads/sites/56/2017/11/Tips-for-how-to-prevent-someone-from-driving-drunk.png>

Introduction

Today we are going to take a closer look at the dangers associated with driving under the influence and riding with a driver who is under the influence of drugs. The CDC states, “Drugs other than alcohol (legal and illegal) are involved in about 16 percent of motor vehicle crashes.” According to the 2014 National Survey on Drug Use and Health (NS-DUH), 10 million people aged 12 or older reported driving under the influence of illicit drugs. This risk behavior can be prevented through healthy decision-making to avoid becoming another statistic.

Teaching Steps

Activity 1: Bell Ringer

- “What dangers can occur by mixing two risky behaviors of driving and using drugs?”
 - o **Possible answers:** Car crash, injury, death, jail, etc.
- How can you avoid dangerous and unhealthy situations like these and respond to similar situations involving driving under the influence?

Activity 2: Case Study

- Review healthy decision-making using “**STOP, THINK, CHOOSE.**”
 - o See Lesson 4: Decision Making.
 - o Reminders: **STOP, THINK, CHOOSE**
 - **STOP:** What is the decision to make?
 - **THINK:** About the options, the advantages and disadvantages.

- **CHOOSE:** The healthy option.
- Review Refusal Skills and Assertive Communication
 - o See Lesson 7
 - Remember:
 - o Two elements: What we say and how we say it.
 - What we say
 - o Have students report out from their **bell ringer** at the start of the lesson. Here are additional strategies:
 1. Use humor, while still saying no
 2. Give a reason or make-up an excuse for saying no
 3. Suggest positive alternatives
 4. Own your statement; use “I” messages.
 5. Be direct in your statement
 - How we say it
 - o Be assertive and consistent
 - o Nonverbal strategies including:
 - Body language: Posture — sit or stand up tall, be aware of your gestures
 - Facial expressions: Pleasant, but serious face; eye contact
 - Proximity: Leaving the area if you feel unsafe
 - Voice volume: Calm and steady, not whiny or abrasive
 - o Remember, in this situation you need make a healthy decision that will keep you and others around you safe and healthy.
 - **Step 1:** Keep yourself safe and healthy. Find a way home – **STOP, THINK, CHOOSE.**
 - o Talk with your family about a plan to get home safely.
 - *If I am in an unsafe situation, can I call you without fear of being in trouble?*
 - o Call an uber/taxi/cab.
 - o Walk home if it is safe (with a friend if possible).
 - o Ask a sober friend to take you home.
 - o Stay at the location.
 - o Call the police

- **Step 2:** Keep others safe - Intervene with impaired driver:
 - o Be as non-confrontational as possible but remain assertive. Remember, the person you are talking to is impaired.
 - o Find an alternative way of getting to the destination.
 - o Enlist friends or other adults or call law enforcement.
 - o Take the keys; you hold the leverage.
 - o Suggest they sleep over.
 - o Tell them you care and you don't want them to hurt themselves or others.
- **Case Study:** Serious consequences occur when people combine risky behaviors such as driving and substance abuse. We are going to read a story about "drugged driving" and reflect on the decision points that could have prevented the outcome.
 - o **Step 1:** Read Drugged Driving Story ([Attachment 1a](#))
 - o **Step 2:** Have students reflect on Questions 1-4 individually ([Attachment 1b](#)).
 - o **Step 3:** Students will partner up for Question 5. Role play effective communication skills to avoid riding in a vehicle with an impaired driver. Take turns for each statement being the reader and responder ([Attachment 2](#)).

Closure

We discussed the dangers associated with driving under the influence of drugs. Any substance that impairs driving is going to have a high risk for devastation. Use the skills you learned today to make healthy choices and avoid a tragedy like the one you analyzed with John and Kendra.

DRUGGED DRIVING STORY

Kendra enjoyed her evening with friends attending a concert at the Civic Center. She was completely sober while driving home as a misty rain began to fall. Unbeknownst to her, a drugged driver was heading her way as he crossed the center line of the highway. The drugged driver hit Kendra head-on. Her injuries were numerous and life-threatening. Most people would have died within minutes, but she had not. During emergency surgery, surgeons worked hard to save her life.

She spent two weeks in a coma and more than three weeks on life support. Kendra had all kinds of emotions knowing that her life would never be the same. She is going to have to learn how to move her body again to walk, talk and hold things like a pencil or fork. Some injuries will be permanent, such as the paralysis on the left side of her body. She inquired about the other driver and learned that he tested positive for prescription drugs in his system at the time of the accident.

The driver's name was John. Earlier on the night of the crash, John was hanging out with some friends and sharing a variety pack of pills. He is not sure what he took, but he started get a headache and feel nauseous; he wanted to go home. John's friend Paula told him he was too high to drive, but John insisted that he drives better when he is a little buzzed. Paula tried one more time, but dropped it and watched John pull away. John's symptoms now turned to dizziness, but he kept driving so he could get home.

About 10 minutes into his drive, he started seeing double. He unrolled his window to get some fresh air, but that wasn't enough. He crossed the center line and crashed into an oncoming car.

John had minor injuries and was conscious to see the aftermath of his choice to drive while under the influence of drugs. He was taken to the hospital to be checked out and they also ran a toxicology report. The police told him the victim in the car that he hit is in critical condition. His life is forever changed. He will face a judge in a few days and learn his fate.

REFLECTION QUESTIONS:

1. What were the consequences of John's choice to take drugs and drive for both John and Kendra?

2. In the story, there were decision points that could have prevented the devastating outcome. List at least three decision points.

3. Why is it important to never ride in a car with a person who is impaired?

4. What could you say or do as a bystander seeing John attempting to drive while under the influence?

REFLECTION QUESTIONS (CONTINUED):

5. What would you say if John said these comments to you at the party?

“Do you need a ride home? I can take you. I am completely fine to drive.”

“What’s the matter with you! You don’t trust me?”

“You’re going to get in trouble for being past curfew. You got any better ideas for getting home?”

“Suit yourself. Enjoy getting in trouble for being past curfew!”

DRUGGED DRIVING RUBRIC:

Category	Level of Performance		
	3 Advanced	2 Proficient	1 Limited
Consequences of Choices	Identified at least one specific, likely consequence for John and Kendra. (Identified short and long-term consequences).	States at least one likely consequence for John and one for Kendra.	Did not identify an appropriate consequence for John or Kendra or both.
Identify Decision Points	Identified three specific decision-points that could have prevented the devastating outcome.	Identifies three decision-points.	Identifies less than 3 decision-making points within the story.
Reasons to not ride with an impaired driver	Lists more than one specific, appropriate reason to never ride in a car with a person who is impaired.	Lists at least one reason to never ride in a car with a person who is impaired.	Does not identify at least one appropriate reason to ride in a car with a person who is impaired.
Refusal Skills	Provides an appropriate, specific and effective response to each of the four statements from a friend.	Provides an appropriate response to each of the four statements from a friend in each situation.	Fails to provide an appropriate response to each of the four statements.
Alternative Story Ending	Rewrites the story ending so it ends in a positive, healthy manner.	Completes story ending with an ending so it ends in a positive manner.	Does not provide an ending to the story.