**Lesson 7: Preventing Driving Under the Influence**

**Overview**: The goal of the lesson is to apply knowledge about substance use, reinforce the decision-making process, and use refusal skills to avoid driving or riding in a vehicle with a person under the influence of alcohol or other drugs. The lesson will also address bystander behavior so that students will act to prevent harm to themselves or others.

National Health Education Standards:

**Standard 1:** Students comprehend functional health knowledge to enhance health.

**Standard 4:** Students demonstrate effective interpersonal communication skills to enhance health.

**Standard 5:** Students demonstrate effective decision-making skills to enhance health.

Healthy Behavior Outcome (HBO):

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| --- |
| Students will avoid driving under the influence or riding in the car with a driver who is under the influence of alcohol or other drugs. |

Lesson Objective – Students will be able to:

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| **Objective** | **Assessments** |
| 1. Describe the dangers associated with driving under the influence or riding in a car with a driver who is under the influence.
 | Attachment 7.1a – Stop, Think, Choose  |
| 1. Describe influences that impact the decision to drive under the influence or ride in a car with a driver who is under the influence
 | Attachment 7.1a – Stop, Think, Choose  |
| 1. Identify decision points in a story to help prevent the consequences of driving under the influence or riding in a car with a driver who is under the influence.
 | Attachment 7.1a – Stop, Think, Choose  |
| 1. Apply the Stop, Think, Choose decision-making template to consider options and consequences and make a healthy choice.
 | Attachment 7.1a – Stop, Think, Choose  |
| 1. Create refusal skill statements to help the character in the story make a health-enhancing decision.
 | Attachment 7.1b – Refusal skill practice  |

Lesson Assumptions

* This lesson assumes you have completed Lesson 2 (Stop, Think, Choose) and Lesson 3 (Refusal Skills). This lesson will practice and reinforce decision-making and communication skills.

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 alcohol or other drugs. Motor vehicle accidents are the second leading causes of injury and death for teenagers ([CDC, 2021](https://cdctransportation.org/www.cdc.gov/transportationsafety/teen_drivers/teendrivers_factsheet.html)). Driving under the influence of alcohol or other drugs results in an average of 29 deaths every day or 1 every 50 minutes ([CDC, 2020](https://cdctransportation.org/www.cdc.gov/transportationsafety/impaired_driving/impaired-drv_factsheet.html)) risk behavior can be prevented through healthy decision making.
* Bell Ringer – *What dangers are associated with driving under the influence of alcohol or other drugs or riding in a car with a driver who is under the influence of alcohol or other drugs?*
* *Possible student answers –* A car crash; death; trouble with the law; losing your license; going to jail; guilt from hurting or killing someone; etc.
* The statistics associated with driving under the influence are concerning:
* In 2020, 11,654 people were killed in motor vehicle crashes involving alcohol-impaired drivers, accounting for 30% of all traffic-related deaths in the United States. This was a 14.3% increase compared to the number of crash deaths involving alcohol-impaired drivers in 2019 ([CDC](https://www.cdc.gov/impaired-driving/facts/)).
* According to the 2021 National Survey on Drug Use and Health (NSDUH), in 2021, 13.5 million people 16 or older drove under the influence of alcohol in the past year, and 11.7 million drove under the influence of selected illicit drugs, including marijuana ([NIDA, 2021](https://nida.nih.gov/publications/drugfacts/drugged-driving)).
* Every day, about 37 people in the United States die in drunk-driving crashes — that’s one person every 39 minutes. In 2021, 13,384 people died in alcohol-impaired driving traffic deaths — a 14% increase from 2020 ([NHTSA](https://www.nhtsa.gov/risky-driving/drunk-driving)).

Teaching Steps:

Activity 1: Review - Decision Making Using Stop, Think, Choose

* What tools do we have to prevent driving under the influence of alcohol or other substances?
	+ Answer: Decision-making and communication skills. Let’s review decision-making skills first, and then we’ll apply our refusal skills and strategies to be sure we make a healthy and safe choice.
* Review the steps of the decision-making model: Stop, Think, Choose
* **STOP:** What is the decision to make?
	+ Define the problem.
	+ Does it require a thoughtful decision?
	+ Do I need the support or help of a trusted adult or additional resources?
* **THINK:**
	+ What are your options?
	+ What are the advantages and disadvantages?
		- List the potential consequences of each option as advantages/pros or disadvantages/cons for each option.
		- Does this option keep you safe?
	+ How do you think the people who love and care for you would feel about these options?
* **CHOOSE:** Choose the healthy and safe option.
	+ What option do you feel would be the healthiest choice?
* Read the story *Was that a Good Decision?* (Attachment 7.1a) and read the story together as a class. The teacher can choose the best way to have the story read aloud.
	+ Could the characters in the story have made better decisions? *Yes.*
* Let’s read the story again and look for decisions and clues where the character(s) could have used Stop, Think, Choose to make a healthy choice.
	+ Going back to the story, review the roles of each character. For example, Chris was the friend Steve picked up at the beginning of the evening, and so on. The students will then pick one character from the story to process the Stop, Think, Choose – Decision Making Template (in Attachment 7.1b) to identify an unhealthy decision and then make a healthy decision.
* Students will be given a decision-making table (in Attachment 7.1b) and rubric (Attachment 7.2) to help guide their answers. Students will consider the situation where the character have used a substance (alcohol, marijuana, medicine) and are intoxicated. Then students will consider a situation where a friend or classmate is trying to drive home after using a substance.
	+ Debrief the activity review how to use Stop, Think, Choose to make the healthy choice to prevent driving under the influence.
* What can we do in a situation where someone is trying to drive under the influence?
* *Step 1:* Keep yourself safe and healthy. Find a way home
	+ Use Stop, Think, Choose to consider your options.
	+ Talk with your family about a plan to get home safely. Have this conversation before you head out so you can reach out if you need help.
	+ “If I’m in an unsafe situation, can I call you without fear of being in trouble to be sure I get home safely?”
	+ Find a ride with a sober driver or ride share.
	+ Walk home with a friend if it is safe.
	+ Stay at the location.
	+ Call the police.
* *Step 2:* Keep others safe.
	+ Be as non-confrontational as possible but remain assertive. Remember that the person you are talking to is impaired.
	+ Find an alternative way to get to your destination. Enlist friends, other adults, or law enforcement if necessary.
	+ Take the keys to control the decision.
	+ Suggest they sleep over.
	+ Deliver these messages in a way that says you care about them and don’t want them to hurt themselves or others.
	+ *Note.* Share these additional strategies to prevent driving under the influence in our community ([CDC, 2020](https://cdctransportation.org/www.cdc.gov/transportationsafety/impaired_driving/impaired-drv_factsheet.html)):
	+ Before drinking, designate a non-drinking driver when with a group.
	+ Don’t let your friends drive while impaired.
	+ If you have been drinking alcohol and/or using drugs, get a ride home, use a ride share service, or call a taxi.
	+ If you are hosting a party where alcohol will be served, remind your guests to plan ahead and designate a sober driver.
	+ Offer alcohol-free beverages, and make sure all guests leave with a sober driver.

Activity 2: Refusal Skills and Strategies

* Serious consequences occur when people combine risky behaviors, such as using alcohol or drugs and driving impaired. Students will create refusal skill statements to help the characters in the story stick to their health-enhancing decision. Distribute Attachment 7.3 – Refusal Skill Statements
* Students will work with a partner to create refusal skill statements to stay safe and prevent the character from driving under the influence or riding in the car with a person who is under the influence. Encourage students to use the information they learned in class.
	+ Say NO. Use the word. Say it in a firm tone of voice.
	+ Use actions and body language that support the NO message.
	+ Repeat. You may need to say NO more than once.
	+ Suggest an alternative. If this is someone you want to remain friends with, offer something that’s safe to do instead.
	+ Be sure your words and actions are real for the situation and would work with the people you know.
* Have students be prepared to share their refusal skill statements with the class.

Closing

* We discussed the dangers associated with driving under the influence of alcohol or other drugs and the dangers of riding in a car with a driver who is under the influence of alcohol or other drugs. Use the skills you learned today to make healthy choices and avoid a tragedy like the one you analyzed in the story.
* Complete this statement: My reasons for avoiding driving under the influence and avoiding riding in a car with a person who is under the influence are: *(List 3 reasons on the bottom of Attachment 7.3)*

Lesson Resources:

* [Impaired Driving Facts (CDC)](https://www.cdc.gov/impaired-driving/facts/).
* [Risky Driving: Drunk Driving (NHTSA)](https://www.nhtsa.gov/risky-driving/drunk-driving)
* [Drugged Driving Drug Facts](https://nida.nih.gov/publications/drugfacts/drugged-driving)

Attachment 7.1a: Stop, Think, Choose — Was That a Good Decision?

It was a Friday night, and Taylor called his good friend Peyton to see if they wanted to go out dancing. Peyton, who had just finished a major exam, was eager to celebrate and agreed to go. Taylor picked up Peyton, but as they got into the car, Peyton noticed that Taylor had a beer in his hand. Not wanting to put a damper on the evening, Peyton shrugged off her concern of Taylor’s behavior.

After arriving at a favorite campus hangout, Peyton and Taylor began to dance. They were having a great time and working up a sweat when Taylor suggested a beer and offered to buy. Peyton accepted the offer for a beer.

Peyton and Taylor saw some friends and sat with them while they drank their beers. The group was playing a drinking game, and Sydney, Taylor’s old roommate, insisted Taylor play. Taylor, not wanting to drink too much because he was driving, declined. However, Sydney continued to hound Taylor until he finally gave in and played. Meanwhile, Peyton had asked a friend to dance and was unaware of what Taylor was doing.

The drinking game broke up after 45 minutes, and Taylor went back to the dance floor. Peyton gave Taylor money and sent him for a “liquid refreshment.” Taylor was beginning to feel the effects of the drinking game but decided one more beer wouldn’t hurt. Taylor asked the bartender for two more beers, and the bartender, aware of Taylor’s “tipsy” condition, gave him the beers.

After drinking the beer, Peyton told Taylor it was time to go home because they had to get up early the next morning. Peyton noticed Taylor had a fair amount to drink and asked if he was OK to drive. Taylor replied that he could drive and had driven in much worse condition. A person in the parking lot noticed the two getting in the car and asked if they were OK. Taylor said “We’re fine — mind your own business.”

Several miles down the road, Peyton noticed a car following them. Taylor looked in his rear-view mirror to see the flashing lights of a police car and pulled off to the side of the road. Taylor, trying to keep his composure, looked up to see the police officer at his window. The police officer could smell the alcohol and asked Taylor if he had been drinking. Taylor said he had a couple beers, but that was a few hours ago. The officer asked him to step out of the car, and Taylor clumsily got out. The officer did a sobriety test, and Taylor failed miserably and was arrested.

Could this arrest have been prevented? Yes! Each character in the story could have made better decisions to have prevented the negative outcome.

Pick one character from the story and help them make a better decision that would have prevented the negative outcome. Use the Stop, Think, Choose Decision-Making Template for the character you choose. You must think of options that were not present in the story.

|  |  |
| --- | --- |
| **Character** | **Storyline or description of activities** |
| Taylor |  |
| Peyton |  |
| Sydney |  |
| Bartender |  |
| Person in Parking Lot |  |

Attachment 7.1b: Stop, Think, Choose Decision-Making Template

* Answer the following questions for your assigned character.
* My Character \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**STOP:** What is the situation?

* Define the problem or decision.
* Does it require thoughtful decision-making? YES NO
* Will this decision require reaching out to a trusted adult or resource? YES NO
If yes, list resource: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**THINK:** What are the options?

|  |  |  |
| --- | --- | --- |
| List two options: | Option 1: | Option 2: |
| List the positive outcomes or advantages of this option. |  |  |
| List negative outcomes or disadvantages. |  |  |
| Does the option keep you safe and healthy? Explain how it does or does not.  | YES NO | YES NO |
| Why? | Why? |
| How would the people who care about you think about this decision? |  |  |

**CHOOSE:**

What option do you feel would be the healthiest choice? Option 1 Option 2

Why is this the best option?

List trusted adults or resources or positive influences that could help or support a healthy decision.

Attachment 7.2: Rubric for Decision Making

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective** | **3** | **2** | **1** |
| **STOP: Define the problem** | Clearly describes the problem in detail that needs analysis and correctly determines if it is a thoughtful decision. | Identifies the problem and correctly identifies if it requires a thoughtful decision. | Does not identify the problem and/or if it requires a thoughtful decision. |
| **Resource** | Identifies a trusted adult or a specific school or community resource that would support a healthy choice. | Identifies resources, supports, or positive influences that can support the decision. | Does not identify a resource, support, or influence that can support the decision. |
| **THINK: Options** | Clearly, with detail, describes two options. | Describes two options for the identified problem with little detail. | Attempts to describe one option for the identified problem.  |
| **Outcomes** | Lists clear advantages and disadvantages for both options, and they are aligned with each option. | Describes the advantages or disadvantages for each option.  | Describes advantages and disadvantages that do not align with the option or does not describe the outcomes.  |
| **Is this option healthy and safe?** | Can explain how each option keeps them safe or would not be safe. | Explains how one option keeps them safe or would not be safe. | States yes or no without explanation. |
| **How would loved ones feel about the decision?** | Clearly describes how loved ones would feel about both options.  | Somewhat describes how loved ones would feel about one option.  | States feeling(s) with no reason.  |
| **CHOOSE: What option is the healthiest choice?**  | Identifies a healthy choice that prevents substance use and describes the consequences of the decision.  | Identifies a healthy and safe choice that prevents substance use. | States the option but does not describe why it is a healthy and safe choice OR does not identify the healthy and safe choice.  |
| **Substance use prevention principles** | Identifies the correct principles that apply for this situation.  | Identifies at least one correct principle. | Does not identify a correct principle.  |

Attachment 7.3: Refusal Skill Statement

**Directions**: Help the characters from each story compose a strong refusal statement by the end of the dialogue. The goal of the conversation is to keep everyone safe.

*Scenario 1*

* Chris sees that Steve has a beer in his hand when he comes to pick her up in his car.
* Steve says, “Hey Chris! Ready to go?”
* Chris says, “I see you started drinking early.”
* Steve replies, “This is only my first one.”
* ***What could Chris say to Steve to keep both safe?***

*Scenario 2*

* Steve’s old roommate Scott is pressuring him to play a drinking game. Steve is planning to drive himself and Chris home at the end of the evening.
* Scott says, “Hey Steve! How have you been? Come join us!”
* Steve says, “Nice to see you! No, man. I’m good. I’m driving.”
* Scott replies, “Oh come on! A few rounds won’t hurt.”
* ***What could Steve say to Scott to stay safe?***

*Scenario 3*

* Steve approaches the bartender for another drink. The bartender sees that Steve is tipsy.
* Steve says, “I’ll take two beers please.”
* The bartender replies, “Looks like you have already had a few.”
* Steve replies, “I’m good. I just had a couple.”
* ***What could the bartender say to keep Steve safe?***

*Scenario 4*

* It is the end of the evening, and Steve and Chris are ready to go.
* Chris asks Steve, “Are you OK to drive?”
* Steve replies, “I only had a few beers. I have driven in much worse conditions.”
* ***What will Chris say to Steve to keep both safe?***

**Prevention Strategies:**

* List three strategies you would use to prevent driving under the influence.
* List 3 reasons for avoiding driving under the influence or avoiding riding in a car with a person who is under the influence.
* Who is a trusted adult who can help you prevent driving under the influence or riding in vehicle with someone who is under the influence?