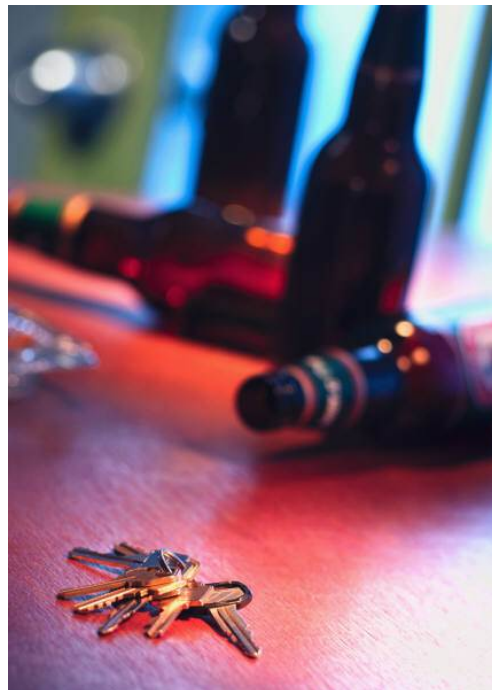


Driver Education
Classroom and In-Car Curriculum

Unit 11

Impaired Driving



Unit 11 Impaired Driving

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Unit 11 Impaired Driving

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Overview

Unit 11 is designed to give the student an understanding of the significant effects of alcohol and other drugs on a person’s ability to perform the driving task. Statistics will indicate that alcohol is a significant factor in fatal motor vehicle crashes for individuals between 15 and 24 years of age. Many who use alcohol also use other drugs. This use compounds the effects and creates a serious problem for the new driver.



Objectives

The student will:



1. Make wise choices and take responsibility in regard to not using alcohol and other drugs while operating a motor vehicle.
2. Recognize the nature of the alcohol-related traffic crash problem.
3. Explain the definition of intoxicated according to their state law and explain the penalties associated with driving under the influence.
4. Describe the effects of alcohol on space management including, perception, vision, reaction time and risk-taking, the common signs of the drinking driver and how to eliminate alcohol from the system.
5. Explain how drugs other than alcohol affect the driving task.
6. Define key words associated with the unit objectives.



Words to Know

- | | | |
|---|--|---|
| <ul style="list-style-type: none">• Alcohol elimination• Blood alcohol concentration (BAC) | <ul style="list-style-type: none">• Illegal drugs• Implied consent law• Intoxication | <ul style="list-style-type: none">• Over-the-counter medications• Prescription medications |
|---|--|---|

Unit 11 Impaired Driving

Unit 11 Introduction		Lesson Overview Time Frame – 4 hours
Teacher Information and Resources		
Slides	PowerPoint Slides 11.1 – 11.18	
Videos	11.1 Drinking and Driving (7 minutes 33 seconds)	
Video Review	11.1 Video Review: Drinking and Driving	
Fact Sheets	11.1 The Responsibility to say “No” 11.2 Alcohol Related Traffic Crash Problem 11.3 State Law and Penalties 11.4 Effects and Elimination of Alcohol 11.5 Effects of Drugs Other than Alcohol on the Driving Task 11.6 Words to Know Definitions Page	
Worksheets	11.6 Words to Know Matchup	
Learning Activities	11.0 Key Words – Word Wall 11.4.1 Judging Distance 11.4.2 Examples of How Alcohol Affects Driving	
Textbooks	<div style="border: 1px solid black; background-color: #e6f2ff; padding: 5px; margin-bottom: 5px;"> Preferred Textbook:  HOW to DRIVE Chapter 12 </div> Other Textbooks: <u>Drive Right</u> : Chapter 7 <u>Responsible Driving</u> : Chapters 2 and 18 Other Textbook: _____	
Unit 11 Test	Unit 11 Test – Impaired Driving – 10 questions	

Unit 11 Impaired Driving

Key Words

Unit 11 Activity Lesson Content



Unit Objectives:

Student will define the meaning of the key words in Unit 11.

Lesson Content

Materials and Resources

Key Words

➤ Learning Activity 11.0

Throughout the instruction of Unit 11, conduct learning activity to help students with vocabulary and spelling of key words.

➤ Learning Activity 11.0: Key Words – Word Wall



Topic

Word Wall

Information

Students begin to assimilate a new language in driver and traffic safety education. Some words are familiar, but others are new. The use of a word wall helps students with vocabulary and spelling as well as provides students with a tool for reference without “giving away” answers.

Materials Needed

1. Make word cards out of paper, poster board, or card stock cut in strips.
2. Markers in various colors.
3. A space to post words (i.e., bulletin board).
4. Tape or stapler and staples to affix cards on the word wall.



Learning Activity

1. As the instructor introduces new words in a unit, the instructor should post these words on the word wall.
 - a. The instructor should remind students to use the words on the wall for recall and correct spelling.
 - b. When an instructor poses a question and a student correctly answers the question, the instructor should allow that student to make a word strip and post the strip in the designated location on the word wall. Because this is new learning, recalling words are part of the learning process.
 - c. Students often enjoy decorating their word with a particular flair, color, or design.
2. Words may remain posted for just the unit or remain posted throughout the course.

Unit Objectives and the Responsibility to Say “No” **Part 1**
Lesson Content



Lesson Objective:

Student will make wise choices and take responsibility in regard to not using alcohol and other drugs while operating a motor vehicle.

Lesson Content	Materials and Resources
<p><u>Unit Objectives</u></p> <p>➤ Slides 11.1 and 11.2</p> <p>Give an overview of what students should know and be able to do by the end of this unit.</p> <p><u>Responsibility to Say “No”</u></p> <p>➤ Video Review 11.1</p> <p>Duplicate and distribute Video Review 11.1. Students should complete the worksheet as they watch the video.</p> <p>➤ Slides 11.3 and 11.4 - Video 11.1</p> <p>Discuss the topics covered in Video 11.1. Play Video 11.1. <i>Drinking and Driving</i> (Time: 7 minutes 33 seconds)</p> <p>After viewing, review Video Review 11.1 to gauge student understanding of the video.</p>	<p>➤ Slides 11.1 and 11.2: Title and Objectives</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> </div> <p>➤ Video Review 11.1 and Answer Key: <i>Drinking and Driving</i></p> <p>➤ Slides 11.3 and 11.4: Video 11.1 <i>Drinking and Driving</i></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> </div>



Video Overview 11.1: Drinking and Driving

Title

Drinking and Driving

Time

7 minute 33 seconds

Topics Covered

1. Effects of drinking.
2. Laws related to drinking and driving.
3. Consequences of drinking and driving.
4. How to prevent friends from drinking too much.
5. How to prevent friends from drinking and driving.

Video Review

1. Have students complete a video review worksheet as they watch the video.
2. After viewing the video, review the worksheet to gauge students’ understanding of the video.

Instructor Notes

Unit 11 Impaired Driving

The Responsibility to Say “No”

Video Review 11.1

Video Review 11.1: Drinking and Driving

Name

Date

1. How many drinks in the body does it take to affect driving? _____

2. What are the effects of alcohol on driving? _____

3. What percent of alcohol in the blood is illegal? _____

4. What is the limit of alcohol in the blood for people under age 21 in most states?

5. What is the best way of hanging on to the driver’s license? _____

6. What should you do if someone tries to drive drunk? _____

Unit 11 Impaired Driving


The Responsibility to Say “No”

Video Review 11.1
ANSWER KEY

To see the Answer Key you must purchase the 3.0 Curriculum.



Unit 11 Impaired Driving

The Responsibility to Say “No”	Part 1 Lesson Content
Lesson Content	Materials and Resources
<p><u>The Responsibility to Say “No”</u></p> <ul style="list-style-type: none"> ➤ Fact Sheet 11.1 <p>Duplicate and distribute Fact Sheet 11.1 for students to use as a resource and study guide.</p> <ul style="list-style-type: none"> ➤ Class Discussion <p>Consequences of high-risk decisions are sometimes not known by the driver or passenger until after the collision happens to them. Ask for any personal consequences that are part of this decision making process. List some short-term and long-term consequences of drinking and driving.</p> <ul style="list-style-type: none"> ➤ Slide 11.5 <p>Discuss the consequences of using alcohol and other drugs and driving.</p>	<ul style="list-style-type: none"> ➤ Fact Sheet 11.1: Making Choices and Taking Responsibility to Say “No” ➤ Chalkboard / dry-erase board ➤ Slide 11.5: Consequences of Using Alcohol or Drugs and Driving <div style="text-align: center; margin-top: 10px;">  </div>

Making Choices and Taking Responsibility to Say “No”

Alcohol and other drugs are major factors in fatal motor vehicle crashes for individuals between 15 and 24-years of age. Alcohol use among youth can spiral into a series of problems including poor driving performance, poor academic achievement, disruption of classroom learning, family life, as well as delinquency or other problems with society and unlawful behaviors. Consequently, the younger students begin use, the more likely they are to abuse, become dependent upon, or move onto more extreme drug use.

It is important to recognize the use of alcohol and other drugs as a serious problem related to operating a motor vehicle. Evidence demonstrates that combining alcohol with driving is a leading problem among drivers.

Each student should recognize the potential for injury and make reduced risk decisions regarding the use of alcohol and other drugs. Although alcohol use is a choice made by people, laws and enforcement agencies control the use of alcohol and other drugs.

Consequences of using alcohol or other drugs and driving

Consequences of high risk decisions are sometimes not known by the driver or passenger until after the collision happens to them.

Twenty-four percent of 15 to 20-year old drivers involved in fatal crashes were drinking.

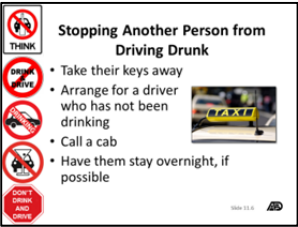

Drivers age 21-24 have the highest percentage of alcohol use involved in fatal crashes. Drivers age 25-44 have the second highest number of alcohol-related fatal crashes.

Young people who drink and drive have a greater chance of being in a crash than older drivers because alcohol usually affects young people more and young people have little experience in both drinking and driving.

The greater the blood alcohol concentration (BAC), the greater the risk of being involved in a fatal crash. BAC is the concentration of alcohol in a person’s bloodstream. Young drivers between the ages of 16 and 19 with a BAC of .02 to .05 percent (one to two drinks) are at least seven times more likely to be killed in a crash than a sober driver of any age.

If you are arrested for drinking and driving, the penalties are severe. Your driver’s license may be suspended, you may be fined or you may have to serve a prison term.

The Responsibility to Say “No” **Part 1 continued**
Lesson Content

Lesson Content	Materials and Resources
<p><u>Stopping Another Person from Driving Drunk</u></p> <p>➤ Class Discussion</p> <p>Ask, can you really stop another person from driving drunk?</p> <p>What would you say to someone who is impaired and about to drive?</p> <p>Is it your responsibility to keep another friend from driving drunk?</p> <p>➤ Slide 11.6</p> <p>Discuss how to stop another person from driving drunk.</p> <p>➤ Slide 11.7</p> <p>Discuss the student’s responsibility to not use alcohol and other drugs while driving and alternatives to drinking and driving.</p>	<p>➤ Chalkboard / dry-erase board</p> <p>➤ Slide 11.6: Stopping another Person from Driving Drunk</p>  <p>➤ Slide 11.7: Alternatives to Drinking and Driving</p> 

Making Choices and Taking Responsibility to Say “No”

Stopping another person from driving drunk

If you are going to try to control the drinking of others, you must recognize that:

- You have a responsibility to prevent your friends from drinking to excess.
- You must be willing to brave the resistance of the drinker or others in the group.



Never let a friend or relative drive if s/he has been drinking. If they have been drinking:

- Take his/her keys away
- Arrange for a driver who has not been drinking
- Call a cab
- Have him/her stay overnight, if possible

Alternatives to drinking and driving

- **Do something else** – involve friends in activities other than drinking – dancing games, board games, video games, outside activities, etc.
- **Stay home** – the best way to avoid having to drive home is not to leave home in the first place.
- **Agree on a designated driver** – choose a person in advance who will be the designated driver and will not drink or be sure a sober person drives home.
- **Plan to stay overnight** – stay at someone’s home so no one has to drive.
- **Call someone for a ride** – if you cannot drive, call a friend, parent, spouse or relative
- **Find a ride** – get a ride from a sober friend, call a taxi, or use public transportation.

Alcohol-Related Traffic Crash Problem **Part 2**
Lesson Content



Lesson Objective:

Student will recognize the nature of the alcohol-related traffic crash problem.

Lesson Content	Materials and Resources
<p><u>Alcohol-Related Traffic Crash Problem</u></p> <p>➤ Fact Sheet 11.2</p> <p>Develop, duplicate and distribute Fact Sheet 11.2 for students to use as a resource and study guide. Utilize your state specific information on alcohol-related traffic crashes.</p> <p>➤ Slide 11.8</p> <p>Discuss the alcohol / traffic safety problem.</p> <p>➤ Ask students the following questions:</p> <ul style="list-style-type: none"> • How often do alcohol related crashes occur? • How were the friends of people killed affected? • Is experience the only way to learn about the effects of alcohol? 	<p>➤ Fact Sheet 11.2: Alcohol-Related Traffic Crash Problem</p> <p>➤ Slide 11.8: Alcohol / Traffic Safety Problem</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Alcohol / Traffic Safety Problem</p> <ul style="list-style-type: none"> • An average of one alcohol-impaired driving fatality occurs every 48 min. • Over 10,800 people are killed in alcohol-impaired driving crashes each year • All 50 states have created a law making it illegal to drive with a BAC of .08 or higher <p style="text-align: right; font-size: small;">Slide 11.8 AD</p> </div>

Nature of the Alcohol-Related Traffic Crash Problem

**INSTRUCTOR: PLEASE UTILIZE YOUR STATE SPECIFIC INFORMATION
HERE**

- An average of one alcohol-impaired driving fatality occurs every 48 minutes.
- Friends of the people killed were affected by sadness and grief.
- Experience is the most dangerous way to learn about the effects of alcohol.

Over 10,800 people are killed in alcohol-impaired-driving crashes each year. These alcohol-impaired-driving fatalities accounted for 32 percent of the total motor vehicle traffic fatalities in the United States.

- All 50 States, the District of Columbia, and Puerto Rico by law created a threshold making it illegal to drive with a BAC of .08 or higher. Of the 10,800 people who died in alcohol-impaired-driving crashes, 7,281 (67%) were drivers with a BAC of .08 or higher. The remaining fatalities consisted of 2,891 (27%) motor vehicle occupants and 667 (6%) non-occupants.

Unit 11 Impaired Driving

State Alcohol Laws and Penalties **Part 3**
Lesson Content



Lesson Objective:

Student will be able to explain the definition of intoxicated according to their state law and explain the penalties associated with driving under the influence.

Lesson Content	Materials and Resources
<p><u>State Alcohol Laws and Penalties</u></p> <p>➤ Fact Sheet 11.3</p> <p>Develop, duplicate and distribute Fact Sheet 11.3, utilizing the guidance given for students to use as a resource and study guide.</p> <p>Discuss state alcohol laws.</p> <p>Have students list what constitutes illegal use of license in relation to alcohol purchase and consumption.</p>	<p>➤ Fact Sheet 11.3: State Alcohol Laws and Penalties</p>

Your State's Alcohol Laws and Penalties

The instructor should refer to his/her state's vehicle law and then relay important information about driving and the use of drugs and alcohol.

The following is intended to give the instructor ideas about what to cover.



- Intoxication – a physiological state that occurs when a person has a high level of alcohol in his or her blood, the legal blood alcohol concentration is determined by state law.
- Measurements
- Operating a vehicle while intoxicated or under the influence
- License restriction (alcohol use)
- Illegal use of a license
- Violation of restriction penalties
- Loss of license
- Court fines
- Jail
- Implied consent and refusal laws – a law that requires a driver charged with being under the influence to take a chemical test that measures the amount of alcohol in the blood.
- Preliminary Breath Test (PBT)
- Request by police officer
- Test failure/refusal
- Zero tolerance rules and regulations

Effects and Elimination of Alcohol **Part 4**
Lesson Content



Lesson Objective:

Student will be able to describe the effects of alcohol on space management including, perception, vision, reaction time and risk-taking, the common signs of the drinking driver and how to eliminate alcohol from the system.

Lesson Content	Materials and Resources
<p><u>Effects of Alcohol on Space Management</u></p> <ul style="list-style-type: none"> ➤ Fact Sheet 11.4 Duplicate and distribute Fact Sheet 11.4 for students to use as a resource and study guide. ➤ Slides 11.9 and 11.10 Discuss the effects of alcohol on space management. Emphasize that dynamic (vision of motion) is more affected by alcohol than static (vision related to non-moving objects). ➤ Summarize Summarize by stating that most of these impairments (double vision being the possible exception) will be unnoticed by a driver. Thus, the ability to employ search may be affected without the driver realizing this has occurred. 	<ul style="list-style-type: none"> ➤ Fact Sheet 11.4: How Alcohol Affects Driving Ability ➤ Slides 11.9 and 11.10: Effects of Alcohol on Space Management <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;">   </div> <ul style="list-style-type: none"> ➤ Chalkboard / dry-erase board

Effects of Alcohol on Space Management

- **Searching** – the prime sense humans use in driving is vision. Even low levels of alcohol (.03) have been found to reduce this ability. Alcohol affects vision in a number of ways. This is particularly important since about ninety percent of what a driver “identifies” is by use of his or her eyes. The prime reason for visual problems after use of alcohol is lessened muscular control. Alcohol relaxes the fine muscles of the eye that focus and control eye movement.
- **Eye focus** – the human eye has the ability to change focus rapidly from objects close to the viewer to objects far away. Alcohol delays this process; thus, a driver may experience difficulty, especially at higher speeds.
- **Double vision** – although humans have two eyes, each eye must work in conjunction with the other. Alcohol impairs this coordination and may produce a double image. Some drivers close one eye to cope with this, but this greatly affects the next two areas— distance judgment and side vision.
- **Distance judgment** – a driver must be able to determine how far objects are from his or her path of travel. This is complicated by movement of other objects. Alcohol reduces the ability to judge distance accurately.
- **Side vision** – sometimes called peripheral vision, this ability is critical to the driving task. A person’s central vision is very narrow so a driver must be able to take in a number of things to each side of his/her path of travel. Speed also reduces side vision.
- **Visual acuity** – this is sharpness of vision. Alcohol may make images blur for the driver and thus impair the ability to identify properly what is in the traffic scene.
- **Color distinction** – a driver gets much information from different colors in the traffic scene. Red is used on three types of signs: stop, yield, or some prohibition of action. If alcohol is impeding a driver’s ability to determine accurately the color of a sign or traffic light, problems in information processing will occur.
- **Night vision** – humans have limited night sight at best, and alcohol reduces this ability further. In addition, alcohol reduces the control of light entering the eye. This is important, since drivers must adapt from the situation of no oncoming light to that of headlights shining in their eyes.
- **Slowed response time** – alcohol slows a driver’s ability to process information and respond to critical driving tasks.
- **Impaired motor skills** – a driver’s eye, hand, and foot coordination is impaired by alcohol.

Unit 11 Impaired Driving

Effects and Elimination of Alcohol		Part 4 continued Lesson Content
Lesson Content	Materials and Resources	
<p><u>Judging Distance</u></p> <p>➤ Learning Activity 11.4.1 Conduct learning activity to gauge student understanding of the problems humans have in judging distance, even when sober.</p>	<p>➤ Learning Activity 11.4.1: Judging Distance</p>	



Learning Activity 11.4.1

Judging Distance



Topic

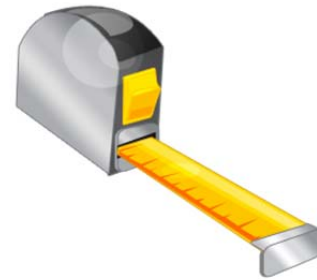
Distance Judgment Affected by Alcohol and Other Drugs

Information

Humans have problems judging distance, even when sober. This activity can be conducted to demonstrate this problem and show how much harder it would be to judge distance when drinking.

Materials Needed


1. Students
2. Chalkboard / dry-erase board



Learning Activity

1. Have each student in the class silently estimate the length of the classroom.
2. After all have had a chance to do this, put the range of estimates on the board. In most classes, there will be at least a fifty percent variation.

Unit 11 Impaired Driving


Effects and Elimination of Alcohol	Part 4 continued Lesson Content
Lesson Content	Materials and Resources
<p><u>Factors that Affect BAC Level</u></p> <p>➤ Slide 11.11</p> <p>Discuss the factors that affect the BAC level of a person.</p>	<p>➤ Slide 11.11: Factors that Affect BAC</p>  <p>The slide titled "Factors that Affect BAC Level" features a list of five factors: Gender, Body weight, Size of drink, Food, and Time spent drinking. To the right of the list is an inset image titled "Size of Drink" which shows two glasses of beer, one labeled "12oz beer" and the other "16oz beer". The slide also includes a small "AD" logo in the bottom right corner.</p>

Factors that Affect BAC Level

Two people can drink the same number of drinks, but the percentage of alcohol in the blood depends on a number of factors.

- **Gender** – alcohol affects females more than males. The effects tend to be stronger and last longer.
- **Body weight** – a heavier person will have a lower BAC because the person has more body fluids with which the alcohol will mix.
- **Size of drink** – a larger drink will contain more alcohol and result in a higher BAC than a smaller drink
- **Food** – food can slow the rate at which the alcohol is absorbed, but the alcohol consumed gets into the blood eventually
- **Time spent drinking** – the faster a drinker consumes alcohol, the more quickly BAC will reach its peak
- **Alcohol content** – the more alcohol content in a drink, the higher the BAC will rise



Effects and Elimination of Alcohol	Part 4 continued Lesson Content
Lesson Content	Materials and Resources
<p><u>Greater Risk Taking After Drinking</u></p> <p>➤ Slide 11.12</p> <p>Discuss how alcohol leads to greater risk taking.</p> <p>Concentrate on the likelihood of making inaccurate predictions because of alcohol's impairment of thinking. This may be done by using examples of the prediction process. For example, ask the class:</p> <p>If you are approaching an intersection with a green light facing you, give reasons why you cannot be sure drivers approaching the red light from your left or right will stop. Follow this by asking why a person who has been drinking may fail to predict accurately in this situation (failure to concentrate and accurately judge action of other vehicles).</p> <p>Set up a situation at an intersection where there are a number of elements about which a driver must make a prediction (bus, bicycle, pedestrian, dog, police car, motorcyclists, etc.).</p>	<p>➤ Slide 11.12: Greater Risk Taking after Drinking</p> 

Greater Risk Taking after Drinking

Based on what has been identified, drivers must evaluate what others will do and what they should do. The brain must process the information identified and make accurate evaluations.

It is often difficult to determine where “search” stops and “evaluation” starts. Both involve the brain and thinking process and experimentation has shown that levels of alcohol as low as .03 reduces these abilities. One aspect of this process is the willingness of a driver to take risks.

Alcohol tends to produce more aggressive behavior and, thus, poor decisions. It is possible for a driver to search and evaluate correctly, yet fail to execute properly. While alcohol affects thinking and judgment first, it also affects muscular actions, whether in the eyes or arms and legs. After drinking, drivers tend to lose fine muscle control. This is often shown by failure to maintain their vehicles in a straight line (weaving). When they brake, they brake too hard or not enough. When they steer, they may steer too much or fail to return the wheel properly.

Unit 11 Impaired Driving

Effects and Elimination of Alcohol		Part 4 continued Lesson Content
Lesson Content	Materials and Resources	
<p><u>Effects of Alcohol on Driving</u></p> <p>➤ Learning Activity 11.4.2 Conduct learning activity to gauge student understanding of how alcohol affects our ability to drive.</p>	<p>➤ Learning Activity 11.4.2: Examples of how Alcohol Effects Driving</p>	



Unit 11 Impaired Driving

Learning Activity 11.4.2

Examples of how Alcohol Effects Driving



Topic

Effects of Alcohol on Driving

Information

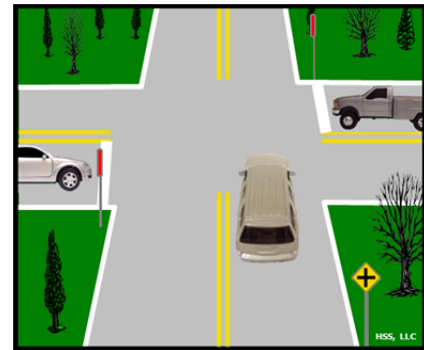
It is often difficult to determine where “search” stops and “evaluation” starts. Both involve the brain and thinking process, and experimentation has shown that levels of alcohol as low as .03 reduce these abilities. While alcohol affects thinking and judgment first, it also affects muscular actions, whether in the eyes or arms and legs. After drinking, drivers tend to lose fine muscle control. This is often shown by failure to maintain their vehicles in a straight line (weaving). When they brake, they brake too hard or not enough. When they steer, they may steer too much or fail to return the wheel properly.

Materials Needed


1. Students
2. Chalkboard / dry-erase board

Learning Activity

1. Concentrate on the likelihood of making inaccurate predictions because of alcohol’s impairment of thinking. Use examples of the prediction process. For example, ask the class:
 - a. If you are approaching an intersection with a green light facing you, give reasons why you cannot be sure drivers approaching the red light from your left or right will stop.
 - b. Follow this by asking why a person who has been drinking may fail to predict accurately in this situation (failure to concentrate and accurately judge action of other vehicles).
2. Set up a situation at an intersection where there are a number of elements about which a driver must make a prediction (bus, bicycle, pedestrian, dog, police car, motorcyclists, etc.).



Unit 11 Impaired Driving

Effects and Elimination of Alcohol	Part 4 continued Lesson Content
Lesson Content	Materials and Resources
<p><u>Common Signs of the Drinking Driver</u></p> <p>➤ Class Discussion</p> <p>Ask students to give common signs of the drinking driver and create a list on the chalkboard or dry-erase board and lead a short discussion.</p> <p>➤ Slide 11.13</p> <p>Discuss the common signs of the drinking driver.</p>	<p>➤ Chalkboard / dry-erase board</p> <p>➤ Slide 11.13: Common Signs of the Drinking Driver</p> 

Common Signs of the Drinking Driver

- Turns in a wide radius
- Straddles center or lane marker
- Almost strikes an object
- Weaves
- Drives on shoulder of roadway
- Swerves
- Slow speed
- Stops for no apparent reason
- Follows too closely
- Drifts
- Tire on center or lane line
- Brakes erratically
- Drives into opposing or crossing traffic
- Signals inconsistently
- Responds slowly to traffic signals
- Illegal or abrupt turns
- Rapid acceleration and/or deceleration
- Drives at night with lights off
- Fails to dim high beam headlights

Effects and Elimination of Alcohol		Part 4 continued Lesson Content
Lesson Content	Materials and Resources	
<p><u>Elimination of Alcohol</u></p> <p>➤ Class Discussion</p> <p>Ask students how alcohol can be eliminated from the system.</p> <p>➤ Slide 11.14</p> <p>Discuss how to eliminate alcohol from the system.</p>	<p>➤ Chalkboard / dry-erase board</p> <p>➤ Slide 11.14: Elimination of Alcohol</p> <div data-bbox="971 699 1268 921" data-label="Image"> </div>	

Elimination of Alcohol

There is no way to get all the alcohol or other drugs out of the circulatory system to become sober quickly. Coffee, fresh air, cold showers or eating will not help to remove the alcohol or other drug combination from the circulatory system. Time is the only medically-proven method to remove alcohol or other drug combinations from the system. It can take 1 ½ hours or longer for the body to eliminate one drink from the system. The best advice is not to drive a vehicle of any kind if alcohol or other drugs are consumed. Impairment starts with the first drink.

Alcohol is removed in three ways:

- **Breath** – approximately 8 percent of alcohol is eliminated by breathing
- **Sweat** – about 2 percent of alcohol is eliminated by sweating
- **Oxidation** – the majority of alcohol (90 percent) is removed by the liver



Lesson Objective:

Student will be able to explain how drugs other than alcohol affect the driving task.

Lesson Content	Materials and Resources
<p><u>Drugs Other than Alcohol</u></p> <ul style="list-style-type: none"> ➤ Fact Sheet 11.5 <p>Duplicate and distribute Fact Sheet 11.5 for students to use as a resource and study guide.</p> <ul style="list-style-type: none"> ➤ Slide 11.15 <p>Discuss the types of drugs other than alcohol that can affect the driving task.</p>	<ul style="list-style-type: none"> ➤ Fact Sheet 11.5: Effects of Drugs Other than Alcohol on the Driving Task ➤ Slide 11.15: Drugs Other than Alcohol <div data-bbox="971 871 1274 1096" data-label="Image"> <p>Drugs Other than Alcohol</p> <ul style="list-style-type: none"> • Over-the-counter medications <ul style="list-style-type: none"> - Purchased legally without a prescription - Read label, may cause drowsiness or impair driving ability • Prescription medications <ul style="list-style-type: none"> - Written note from doctor to obtain medications - Check label, may reduce level of alertness or ability to perform complex tasks • Illegal drugs <ul style="list-style-type: none"> - Against the law - Impact driving in ways similar to alcohol <p>Slide 11.15 AD</p> </div>

Drugs Other than Alcohol

There are other drugs that can affect your ability to drive safely. These drugs can have effects like those of alcohol, or even worse. These drugs include:

- **Over-the-Counter Medications** – those that can be purchased legally without a prescription. Always read the label carefully, especially if intending to drive. Some medications may cause drowsiness or impair driving ability. If you are not sure it is safe to take the drug and drive, ask your doctor or pharmacist about any side effects.
- **Prescription Medications** – must have a written note from a doctor to obtain these medications, includes antidepressants, pain reducers, sleep aids, sedatives. Check the label on the prescription and packaging before you take a drug for warnings about its effect. They can hinder your driving ability by reducing your level of alertness or ability to perform complex tasks. If you are not sure if it safe to take the drug and drive, ask your doctor or pharmacist.
- **Illegal Drugs** – against the law to purchase, possess and consume illegal drugs, impacts your driving and can affect your reflexes, judgment, vision and alertness in ways similar to alcohol.

Unit 11 Impaired Driving

Effects of Drugs Other than Alcohol on the Driving Task	Part 5 continued Lesson Content
Lesson Content	Materials and Resources
<p><u>Effects of Other Drugs</u></p> <p>➤ Slide 11.16</p> <p>Discuss the effects of other drugs on the driving task and the effects of marijuana, the drug most often found in drivers involved in crashes (after alcohol).</p> <p>➤ Slide 11.17</p> <p>Discuss how drugs and alcohol should never be mixed.</p>	<p>➤ Slide 11.16: Effects of Other Drugs</p> <div style="text-align: center; margin: 10px 0;"> </div> <p>➤ Slide 11.17: Mixing Alcohol and Drugs</p> <div style="text-align: center; margin: 10px 0;"> </div>

Effects of Drugs other than Alcohol on the Driving Task

Perception - This involves giving meaning to human senses of vision, hearing, etc. Unless a driver accurately understands what he/she sees, it is impossible to react appropriately. Both amphetamines and cocaine can cause perceptual problems.

Judgment - Accurate decisions are based on a driver's ability to assess and judge a given driving situation. Poor judgments often result in collisions.

Coordination - Drivers must coordinate hand, eye and foot movements to operate a motor vehicle successfully. Loss of such ability greatly handicaps performance.

Vision - Vision is the key to information gathering and processing and safe driving. Visual impairments make it difficult to search, evaluate and execute appropriately.

Mood - A driver's mood may cause him/her to take unnecessary risks or be so lethargic as to fail to act correctly in a dangerous situation.

Effects of marijuana

Drug most often found in drivers involved in crashes (after alcohol) and because more research data is available on marijuana than other drugs, specific attention is provided. Effects include:

- **Loss of tracking ability** - This is the ability to maintain the vehicle in a given line.
- **Distance judgment** - Following too closely can cause problems.
- **Vigilance** - Not remaining attentive to the driving task can cause a driver to follow too closely, drift into another lane, etc.
- **Divided attention** - Driving is a task which requires constant but changing attention to traffic, roadway and weather conditions, passengers, gauges, etc.

Mixing alcohol and drugs

A driver should never drink alcohol while taking other drugs. These drugs could multiply the effects of alcohol or have additional effects of their own. These effects not only reduce the driver's ability to operate a vehicle, but could cause serious health problems, even death.

The key factor to remember is that any change a drug produces may also cause a lessening of driving ability. Drugs should never be mixed with alcohol because of a possible synergistic effect (chemical reaction between two or more drugs that may produce a reaction greater than either drug alone).

Unit Review and Test **Part 6**
Lesson Content



Lesson Objective:

Student will evaluate their knowledge of the content presented in Unit 11 through review questions, key word matchup worksheet and unit test.

Lesson Content	Materials and Resources
<p><u>Review Questions</u></p> <p>➤ Review Questions</p> <p>Ask review questions to summarize discussion on Unit 11.</p>	<p>➤ Unit 11 Review Questions</p>

Unit 11 Review Questions



1. What should you do if a friend or relative has been drinking?
2. What are the consequences of drinking alcohol and driving?
3. How does alcohol affect your judgment?
4. What is the only proven method to remove alcohol or other drugs from the system?
5. What type of drugs other than alcohol can affect your driving ability?
6. Why should drugs never be mixed with alcohol?

To see the Answer Key you must purchase the 3.0 Curriculum.

Unit Review and Test		Part 6 continued Lesson Content
Lesson Content	Materials and Resources	
<p><u>Words to Know Review</u></p> <p>➤ Fact Sheet 11.6</p> <p>Duplicate and distribute Fact Sheet 11.6. Use the definitions page as a resource for teaching and for the students as a resource and study guide.</p> <p>➤ Worksheet 11.6</p> <p>Duplicate and distribute. Have students complete the worksheet.</p> <p>Review the answers.</p>	<p>➤ Fact Sheet 11.6: Unit 11 Words to Know Definitions Page</p> <p>➤ Worksheet 11.6 and Answer Key: Unit 11 Words to Know Matchup</p>	



Alcohol elimination – removing all the alcohol out of the circulatory system to become sober.

Blood alcohol concentration (BAC) – the concentration of alcohol in a person’s bloodstream.

Illegal drugs – drugs which are against the law to purchase, possess and consume. These drugs impact driving in ways similar to alcohol.

Implied consent law – a law that requires a driver charged with being under the influence to take a chemical test that measures the amount of alcohol in the blood.

Intoxication – a physiological state that occurs when a person has a high level of alcohol in his/ her blood. The legal blood alcohol concentration is determined by state law.

Over-the-counter medications – those drugs that can be purchased legally without a prescription.

Prescription medications – those drugs that require a medical prescription from a doctor before they can be obtained. These include antidepressants, pain reducers, sleep aids, sedatives.

Unit 11 Impaired Driving

Unit 11 Words to Know Matchup

Worksheet 11.6

Name _____

Date _____



Directions: Match the clues on the left with the words in the list on the right. Place the matching letter in the blank to the left of the number.

- | | | | |
|----------|--|----|-----------------------------------|
| _____ 1. | Time is the only medically-proven method. | A. | Alcohol elimination |
| _____ 2. | Medications that can be purchased legally without a prescription. | B. | Blood alcohol concentration (BAC) |
| _____ 3. | The concentration of alcohol in a person's bloodstream. | C. | Illegal drugs |
| _____ 4. | Against the law to purchase, possess and consume these drugs. | D. | Implied consent law |
| _____ 5. | A law that requires a driver charged with being under the influence to take a chemical test that measures the amount of alcohol in the blood. | E. | Intoxication |
| _____ 6. | Medications which include, antidepressants, pain reducers, sleep aids and sedatives. | F. | Over-the-counter medications |
| _____ 7. | A physiological state that occurs when a person has a high level of alcohol in his or her blood, the legal blood alcohol concentration is determined by state law. | G. | Prescription medications |



To see the Answer Key you must purchase the 3.0 Curriculum.

Unit Review and Test **Part 6 continued**
Lesson Content

Lesson Content	Materials and Resources
<p><u>Unit Review and Test</u></p> <p>➤ Slide 11.18</p> <p>Discuss what the students have learned by the end of this unit.</p> <p>➤ Reading Assignment</p> <p>Assign students the reading material for the next unit. Students might begin reading after they have completed the Unit 11 Test.</p> <p>➤ Unit 11 Test </p> <p>Duplicate and distribute the Unit 11 Test.</p> <p>Collect and grade the test.</p> <p>After returning tests to the students, review the answers and clarify any confusion.</p>	<p>➤ Slide 11.18: Unit Review of Objectives</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Unit 11 Review</p> <p>In this unit, you learned:</p> <ul style="list-style-type: none"> • How to make wise choices and take responsibility to not drink and drive • The alcohol-related traffic crash problem • State laws and penalties associated with driving under the influence • The effects of alcohol on driving and how to eliminate alcohol from the system • How other drugs affect driving task </div> <p>➤ Textbooks</p> <div style="border: 1px solid black; background-color: #e0e0e0; padding: 5px; margin: 10px 0;"> <p>Preferred Textbook:  HOW to DRIVE Chapter 13</p> </div> <ul style="list-style-type: none"> • Other Textbooks: <ul style="list-style-type: none"> – Drive Right: Chapter 6 – Responsible Driving: Chapter 2, 16 and 17 – Other Textbook: _____ _____ <p>➤ Unit 11 Test, page 11-46</p>

Unit 11 Review

Unit 11 Review

In this unit, you learned:

- How to make wise choices and take responsibility in regard to not using alcohol and other drugs while operating a motor vehicle.
- The nature of the alcohol-related traffic crash problem.
- The definition of intoxicated according to your state law and the penalties associated with driving under the influence.
- The effects of alcohol on space management including, perception, vision, reaction time and risk-taking, the common signs of the drinking driver and how to eliminate alcohol from the system.
- How drugs other than alcohol affect the driving task.
- Key words associated with the unit objectives.

To see the Unit Test you must purchase the 3.0 Curriculum.



Unit 11 Impaired Driving

Impaired Driving

Unit 11 Test
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To see the Unit Test you must purchase the 3.0 Curriculum.



To see the Answer Key you must purchase the 3.0 Curriculum.