AIMS Multimedia is a leading producer and distributor of educational programs serving schools and libraries for
nearly 40 years. AIMS draws upon the most up-to-date knowledge, existing and emerging technologies, and all of
the instructional and pedagogical resources available to develop and distribute educational programs
in film, videocassette, laserdisc, CD-ROM and CD-i formats.

Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia

1-800-FOR-AIMS
1-800-367-2467
Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.
RATIONALE

In today’s classrooms, educational pedagogy is often founded on Benjamin S. Bloom’s “Six Levels of Cognitive Complexity.” The practical application of Bloom’s Taxonomy is to evaluate students’ thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students’ life experiences, realities, and expectations. AIMS’ learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today’s classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.
ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manage- ability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2,
INTRODUCING THIS ATM
will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3,
PREPARATION FOR VIEWING
provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4,
AFTER VIEWING THE PROGRAM
provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.
FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world’s most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.
PREPARATION FOR VIEWING

SECTION 3
In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program
Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary
Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas
Discussion Ideas are designed to help you assess students’ prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students’ ideas and opinions.

Focus
Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In
Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4
After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.

Critical Thinking

Critical Thinking activities are designed to stimulate learners’ own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.

Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.

In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

Link to the World

These activities offer ideas for connecting learners’ classroom activities to their community and the rest of the world.

Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.
**VOCABULARY**

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

**CHECKING COMPREHENSION**

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students’ needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

**CONSUMABLE ACTIVITIES**

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

**CHECKING VOCABULARY**

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

**TEST**

The AIMS Teaching Module Test permits you to assess students’ understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.
Every 15 Minutes

THEMES
Every 15 Minutes gives viewers a realistic look at an alcohol-related car crash and its far-reaching consequences. It illustrates the pain and loss felt by family members, as well as the fear experienced by a young drunk driver as he is arrested. In addition, the program conveys a strong message about the risks facing all young people who drive intoxicated, as well as those who accept a ride from a drunk driver.

OVERVIEW
A vivid reenactment, based on actual events, shows the brutal aftermath of an alcohol-related car crash. Each haunting scene presents a different consequence of the crash—from a parent hearing about the loss of her child, to the fear and isolation felt by the young driver as he is arrested. The program ends with images of the victims, along with names and brief descriptions of the real young people involved in the crash. Together, their faces make for a powerful ending that will not be easily forgotten.

OBJECTIVES
- To illustrate the tragic consequences of drunk driving, both to the driver and to the victims.
- To show that all young people—even those who are popular and successful in school activities—are at risk when they drive drunk or ride with a drunken driver.
- To convey the serious legal penalties of driving under the influence.
- To discourage young people from drinking and driving.
Use this page for your individual notes about planning and/or effective ways to manage this AIMS Teaching Module in your classroom.
INTRODUCTION TO THE PROGRAM

In the past decade, four times as many Americans died in drunk driving accidents as were killed in the Vietnam War. Traffic crashes are a leading cause of death for teenagers, taking the lives of eight young people each day. Drunk driving also carries severe emotional and legal risks—especially for young people. Every 15 Minutes explores these risks, as it clearly illustrates how drunk driving can affect both drinkers and non-drinkers.

INTRODUCTION TO VOCABULARY

Before starting the program, write the following words on the board. Ask the class to discuss the meaning of each word, and review the terms that are unfamiliar to students.

- manslaughter - the crime of killing a human being without intent or ill will
- D.U.I. - driving under the influence; the crime of driving a vehicle while under the influence of alcohol
- B.A.C. - blood alcohol concentration; the amount of alcohol present in the blood

FOCUS

Tell students to consider the growing responsibilities that accompany young adulthood. How can something as simple as a ride home involve several tricky decisions? Ask the class to think about this question as they begin the program.

DISCUSSION IDEAS

How easy is it to tell if someone is drunk? Are some people better at hiding it than others? What are some reasons why a person might pretend not to be drunk? How could this be dangerous?
JUMP RIGHT IN

HOW TO USE THE EVERY 15 MINUTES AIMS TEACHING MODULE

Preparation
- Read Every 15 Minutes Themes, Overview, and Objectives to become familiar with program content and expectations.
- Use Preparation for Viewing suggestions to introduce the topic to students.

Viewing EVERY 15 MINUTES
- Set up viewing monitor so that all students have a clear view.
- Depending on your classroom size and learning range, you may choose to have students view Every 15 Minutes together or in small groups.
- Some students may benefit from viewing the video more than one time.

After Viewing EVERY 15 MINUTES
- Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.
- Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.
- You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- Administer the Test to assess students’ comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.
SUGGESTED ACTIVITIES

Critical Thinking

B.A.C., or blood alcohol concentration, is the number of grams of alcohol per 100 milliliters of blood, expressed as a percentage. This number is used to determine a driver’s level of intoxication. The higher the B.A.C., the more effects alcohol will have on judgement and coordination.

In most states, people are considered legally intoxicated if their B.A.C. is 0.08% or higher. However, even a B.A.C. of 0.02% makes a driver 3 times more likely to have a motor vehicle accident.

Since people who are legally drunk (in most states 0.08% or higher) do not always appear drunk to others, imagine how difficult it is to recognize danger in someone with a B.A.C. of 0.02%. Even though the person may seem fine, reaction time and coordination are still diminished.

Talk with students about the importance of a “no excuses” rule against driving or riding with someone who has been drinking alcohol. What factors could make the rule hard to keep? What precautions can we take to ensure that we don’t ride with someone who has been drinking?

Meeting Individual Needs

Alcohol use is often portrayed in movies and on television, but not always accurately. Explain to students the importance of watching the depiction of alcohol use with a careful eye.

Ask each student to view a movie or television program featuring a character who drinks alcohol. Encourage students to take notes while watching the movie or program. Then have each student write a response to the depiction of alcohol use. Was it accurate? How did it compare with what was seen in the program Every 15 Minutes? Did the alcohol use cause any problems? Were the problems solved by the end of the movie or program?

Connection to Civics

What are the local laws in your state concerning DUI or DWI? How are repeat offenders usually punished? Do students think that local drunk driving laws are adequate? If not, how could they be changed or improved? What steps can be taken to encourage young people not to drink and drive?

A large percentage of drunk drivers who cause a fatal accident have been arrested for drunk driving in the past. How can this information be used to combat the problem of drunk driving?
Connection to Social Science

Every day we are confronted with advertisements for alcoholic drinks. They appear in magazines, on television and on the radio. Talk with students about these ads. How comfortable is our society with the idea of a social drink? How acceptable is it for people to drink if they are stressed out or upset?

Locate several magazine ads for products containing alcohol. Talk with students about the images, words and tactics used in the ads. What kind of emotions do the ads appeal to? Who are they directed at? How do the ads distort the realities of drinking alcohol? What information do the ads leave out?

Connection to Art

Begin a class project to create a collective work of art on the subject of drunk driving. Encourage students to collect images, stories and articles about drunk driving. They may find good material in newspapers, magazines, on the Internet or in library books. When necessary, have them photocopy the images or stories they need. They may collect photographs of drunk driving victims or wrecked cars; articles, statistics or facts about drunk driving accidents; or stories written by people with a drunk driving experience.

When the materials have been collected, encourage students to work together as a class or in small groups to decide how to organize the work of art. It could take on the form of a scrapbook, a slide show, a giant mural, a video, or a live presentation. If possible, share the finished product with other classes.

Link to the World

What do people in your school or community think about drunk driving? What are their opinions and misconceptions? To find out, write the following questions on the board. Ask students to copy the questions and use them in a survey of other students and young people in the community. ALL PARTICIPANTS AND THEIR ANSWERS SHOULD REMAIN CONFIDENTIAL.

1. What are the chances of students in our community being involved in a drunk driving accident? Explain your answer.
2. Have you ever driven after drinking alcohol or accepted a ride with a drunken driver?
3. How many people do you know who can answer “yes” to the previous question?
4. Has anyone you know ever been involved in an alcohol-related accident?

After each student has gathered responses to the questions from at least 5 people, ask them to share the results in an open class discussion. The names of the people interviewed should be kept totally confidential. Were they surprised by the results? Why or why not?
Connection to Health

Everyone reacts to alcohol differently. One person may become very intoxicated by an amount that barely affects someone else. The effects of alcohol depend on at least 8 things:

1) Alcohol content, or proof, of the drink
2) The volume of alcohol consumed
3) The speed at which alcohol is consumed
4) The drinker’s mood or state of mind
5) Food that the drinker has eaten or is eating
6) The drinker’s size and weight
7) The drinker’s body chemistry
8) The drinker’s experience with alcohol, or tolerance

Talk with students about each of these factors. Which ones can a drinker control? How? Which ones cannot be controlled by a drinker?

(A drinker can control the volume of alcohol and the speed at which it is consumed by drinking slowly and knowing when to stop. The drinker can also control the amount of food eaten by having a meal before drinking. A drinker cannot control the proof of the drink, his size and weight, his body chemistry, or his tolerance.)

Culminating Activity

Ask each student to imagine the following situation:

You have a good friend who sometimes drinks too much. One night, he slips out of a party and gets into his car to drive home. You know he is drunk, so you follow him to his car.

Below are some possible solutions. Some are more fair and realistic than others. Write each of the solutions on a card.

- Suggest to the friend that he leave his car at the party. Offer to take him home and bring him back the next morning to retrieve his car.
- Offer to call a cab for the friend.
- Tell the friend that he is too drunk to drive. Take away his keys and hide them.
- Offer to call the friend’s parents and explain the situation.
- Tell the friend that you don’t like his behavior and that you are very angry. Explain that you will no longer be his friend if he drives home.

Ask for student volunteers to play the drunk driver. Have other students draw one of the solution cards, using it to act out the scenario. After each exchange is acted out, encourage students to critique what happened. Was it realistic? Would the solution work? Why or why not?
QUESTIONS FOR THOUGHT

Answer each question below in your own words. There are no right or wrong answers.

1. In the reenactment presented in the video, the driver told a police officer that the crash was an accident. The officer responded by saying that it wasn’t an accident, but a choice. Do you agree or disagree? Why?

2. Do you think the teenagers who were killed in the accident were concerned about the driver’s level of intoxication? (Remember, his blood alcohol level was three times the legal limit.) What factors could have kept them from making a good judgement about his ability to drive home?

3. Why do you think the video made a point to list the victims and their involvement in sports and other student activities? What does this say about drunk driving?

4. If you had to the power choose one method of drunk driving prevention, what would it be? What punishment would you choose for the driver of a fatal drunk-driving accident?

5. Which part of the program was most memorable for you? Why?
CLASS DEBATE

Choose an opinion below and write your reasons for supporting that opinion. Then use your reasons in a class debate on the subject.

Opinion A

Sometimes it is difficult to tell that a friend is intoxicated. Accepting a ride from someone who is drunk is a mistake that anyone could make.

My reasons:

Opinion B

People should have enough responsibility to know their friends’ drinking habits. They should pay attention to a situation closely, so they can accurately judge a person’s ability to drive.

My reasons:
NEW ENDS

Rewrite each situation below using a new ending. In the new ending, make sure someone makes a smarter, more responsible decision. Use a separate sheet of paper if you need more space.

1. At a graduation party, Eric is encouraged by his older brother to drink three shots before the end of the night. Since he has to drive home, Eric drinks the shots quickly, one after another. As the party goes on, Eric turns down other drinks in hopes of sobering up. Two hours after the shots, he drives his brother home. Although he thinks he’s pretty sober, Eric is not alert enough to drive. He drives around a corner too quickly and slams his car into the back of a truck. Eric’s brother is killed instantly.

NEW ENDING: At a graduation party, Eric is encouraged by his older brother to drink three shots before the end of the night.

2. You and a close female friend are hanging out downtown when you run into a guy from school. She’s had a crush on the guy for a long time. When he offers to drive her home, she accepts. You see beer cans in the guy’s car and you smell beer on his breath. When you try to tell your friend, she says, “You sound like my mom!” Feeling angry and embarrassed, you drop it. The next morning at school, you hear that the guy and your friend were in an accident. He lost control of the car and drove off the road. Your friend’s leg is badly broken. The doctors say she’ll never play basketball again and that she’ll always walk with a limp. When you visit her in the hospital, she is very depressed.

NEW ENDING: When you try to tell your friend, she says, “You sound like my mom!”
TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. ___ In the video, two passengers sustained only minor injuries.

2. ___ The driver was charged with manslaughter and driving under the influence.

3. ___ The driver’s blood alcohol level was just over the normal limit.

4. ___ Every 15 minutes, someone is killed in an alcohol-related car crash.

5. ___ Two teenagers were killed in the accident that was reenacted.

6. ___ The students were loners who were not involved in school sports or activities.

7. ___ Police officers were kind to the driver and tried to help him deal with the emotional shock of the accident.

8. ___ As a result of the crash, one of the passengers was paralyzed from the waist down.

9. ___ The female passenger died after spending several days in the hospital.

10. ___ The driver said he was sorry for the accident.
A FRIENDLY WARNING

Below are the names of the four people involved in the accident featured in the video. Choose one of the people and pretend that he or she is a close friend. Imagine it is the day of the accident. You know that your friend will be going to a party where people will drink. You have a chance to write a letter warning the friend about drunk driving. You may choose to warn your friend of the dangers, provide tips for resisting peer pressure, or offer to provide a safe ride. Whatever you choose to say, do it with words that are respectful. Use the back of this sheet if you need more space.

Jackie Gilmore—senior, female, varsity track team, pronounced dead on arrival
Brian “Skippy” Nishinaga—male, junior, varsity basketball and soccer teams, died in surgery
Danny Dardon—male, junior, state-ranked varsity wrestler, paralyzed from waist down
Jonathan Sassani—male, senior, Associated Student Body officer, arrested for DUI and two counts of manslaughter
BEING A REAL FRIEND

Imagine that a close friend has had too much to drink. You know that he should not drive home. You offer to drive or call a cab, but your friend just argues that he is okay. What can you say to counter each argument below without alienating him or being disrespectful?

1. “I drive better when I’ve had a drink or two.”

2. “I haven’t had anything in over an hour.”

3. “How do I know you’re not drunk?”

4. “This is my dad’s car, and no one else is allowed to drive it.”

5. “My mom will kill me if I don’t get home on time.”

6. “I drive like this all the time, and nothing ever happens.”

7. “Everybody gets a little drunk now and then.”
ALCOHOL MYTHS

Each of the statements below refutes a common belief about alcohol. To read each statement, translate the bolded words using the code below.


1. Drmv xllovih do not have less zoxlso than other drinks.

2. Rolling a xzi drmwld down or taking a xlow hslsvi will not help a person sober up.

3. Drinking only yvvi will not keep you from getting wifmp as quickly.

4. Drinking at slnv is not a hzuv way to use alcohol.

5. Alcohol does not give you more vmvitb.

6. Everyone—nzov or uvnzov—reacts to alcohol differently.

7. Xluuvv will not help someone hlyvi up more quickly.

8. Sticking to one type of zoxlso will not keep you from getting hrxp later.
Circle the phrase which best answers each question.

1. Someone is killed in an alcohol-related car crash every:
   - 15 seconds.
   - 15 minutes.
   - hour and 15 minutes.
   - 15 hours.

2. In the accident reenacted in the video, the driver:
   - was killed instantly.
   - died at the hospital.
   - had minor injuries.
   - was paralyzed as a result of his injuries.

3. Police officers who arrived on the scene:
   - seemed to feel pity for the driver.
   - wanted to show the driver what he had done.
   - tried to comfort the driver.
   - decided not to press charges.

4. The driver was charged with:
   - first-degree murder.
   - reckless endangerment.
   - DUI and two counts of manslaughter.
   - public drunkeness.

5. Jackie Gilmore, the teenage girl who was a member of the track team:
   - was pronounced dead on arrival.
   - died in surgery.
   - was paralyzed by her injuries.
   - sustained only minor injuries.
TEST (CONTINUED)

6. Brian Nishinaga, the junior who was airlifted to the hospital:
   • barely survived.
   • died in the helicopter.
   • died at the hospital of massive internal injuries.
   • lost an arm in the accident.

7. When the driver “walked the line” at the scene of the accident, he:
   • seemed sober.
   • was obviously drunk.
   • surprised the officers by walking fairly straight.
   • broke down and cried.

8. At the police station, a test revealed that the driver’s blood alcohol content was:
   • normal.
   • slightly higher than normal.
   • twice the legal limit.
   • three times the legal limit.

9. In the end, the accident:
   • killed two people and paralyzed one.
   • killed one person.
   • killed three people.
   • paralyzed two people.

10. Before the crash, the students involved:
    • kept to themselves and did not get involved in school activities.
    • participated in many activities.
    • were shown to be involved in other crimes.
    • none of the above.
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:
TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1.   F   In the video, two passengers sustained only minor injuries.

2.   T   The driver was charged with manslaughter and driving under the influence.

3.   F   The driver’s blood alcohol level was just over the normal limit.

4.   T   Every 15 minutes, someone is killed in an alcohol-related car crash.

5.   T   Two teenagers were killed in the accident that was reenacted.

6.   F   The students were loners who were not involved in school sports or activities.

7.   F   Police officers were kind to the driver and tried to help him deal with the emotional shock of the accident.

8.   T   As a result of the crash, one of the passengers was paralyzed from the waist down.

9.   F   The female passenger died after spending several days in the hospital.

10.  F   The driver said he was sorry for the accident.
ALCOHOL MYTHS

Each of the statements below refutes a common belief about alcohol. To read each statement, translate the bolded words using the code below.


1. Drmv xllovih do not have less zoxlslo than other drinks.
   Wine coolers, alcohol

2. Rolling a xzi drmwld down or taking a xlow hslldvi will not help a person sober up.
   car window, cold shower

3. Drinking only yv vi will not keep you from getting wifmp as quickly.
   beer, drunk

4. Drinking at slnv is not a hzuu way to use alcohol.
   home, safe

5. Alcohol does not give you more vmvitb.
   energy

6. Everyone—nzov or uvnzov—reacts to alcohol differently.
   male, female

7. Xluuvv will not help someone hlyvi up more quickly.
   coffee, sober

8. Sticking to one type of zoxlslo will not keep you from getting hrxp later.
   alcohol, sick
TEST

Circle the phrase which best answers each question.

1. Someone is killed in an alcohol-related car crash every:
   - 15 seconds.
   - 15 minutes. [Answer]
   - hour and 15 minutes.
   - 15 hours.

2. In the accident reenacted in the video, the driver:
   - was killed instantly.
   - died at the hospital.
   - had minor injuries. [Answer]
   - was paralyzed as a result of his injuries.

3. Police officers who arrived on the scene:
   - seemed to feel pity for the driver.
   - wanted to show the driver what he had done. [Answer]
   - tried to comfort the driver.
   - decided not to press charges.

4. The driver was charged with:
   - first-degree murder.
   - reckless endangerment.
   - DUI and two counts of manslaughter. [Answer]
   - public drunkeness.

5. Jackie Gilmore, the teenage girl who was a member of the track team:
   - was pronounced dead on arrival. [Answer]
   - died in surgery.
   - was paralyzed by her injuries.
   - sustained only minor injuries.
6. Brian Nishinaga, the junior who was airlifted to the hospital:
   - barely survived.
   - died in the helicopter.  
   - died at the hospital of massive internal injuries.
   - lost an arm in the accident.

7. When the driver “walked the line” at the scene of the accident, he:
   - seemed sober.
   - was obviously drunk.
   - surprised the officers by walking fairly straight.
   - broke down and cried.

8. At the police station, a test revealed that the driver’s blood alcohol content was:
   - normal.
   - slightly higher than normal.
   - twice the legal limit.
   - three times the legal limit.

9. In the end, the accident:
   - killed two people and paralyzed one.
   - killed one person.
   - killed three people.
   - paralyzed two people.

10. Before the crash, the students involved:
    - kept to themselves and did not get involved in school activities.
    - participated in many activities.
    - were shown to be involved in other crimes.
    - none of the above.