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 manageability, 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, draw conclusions, 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.

**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.

**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.
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.
Drunk Driving

THEMES
Drunk Driving explores the risks of driving under the influence. Emotional, physical and legal consequences are discussed. Law enforcement officers and relatives of those killed by drunk drivers share their personal experiences. Viewers are also introduced to the use of B.A.C., the Field Sobriety Test, and the Breathalizer Test as methods of determining a driver’s level of intoxication.

OVERVIEW
The program begins by offering some hard-hitting statistics related to drunk driving and young people. Various factors that contribute to drunk driving are also discussed, including the inexperience of young drivers and peer pressure. B.A.C., or blood alcohol concentration, is explained. Viewers also get a firsthand look at a law enforcement officer performing a Field Sobriety Test and a Breathalizer Test. In addition, the various legal consequences of a D.U.I. conviction are explained. Next, law enforcement officers and victims’ relatives describe their personal experiences with drunk driving accidents.

OBJECTIVES
- To learn more about the risks of driving under the influence—especially as they relate to young people.
- To discuss the use of B.A.C. to determine a driver’s level of intoxication.
- To examine the aftermath of two alcohol-related car crashes.
- To explore the legal consequences of being charged with D.U.I.
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

Alcohol-related car crashes kill 43 people each day in the United States. The number of fatalities is over 300 each week, and over 1300 each month. Obviously, drinking and driving creates many emotional, physical and social problems—especially for young people. Their inexperience, combined with strong peer pressure to drink and “hold their liquor,” contribute to the risks.

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

vehicular homicide - the felony crime of ending a life by driving recklessly or while under the influence of alcohol or other drugs

intoxication - the state that occurs when someone drinks enough alcohol to affect his or her brain

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?

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.
JUMP RIGHT IN

HOW TO USE THE DRUNK DRIVING AIMS TEACHING MODULE

Preparation

› Read Drunk Driving Themes, Overview, and Objectives to become familiar with program content and expectations.

Use Preparation for Viewing suggestions to introduce the topic to students.

Viewing DRUNK DRIVING

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 Drunk Driving together or in small groups.

Some students may benefit from viewing the video more than one time.

After Viewing DRUNK DRIVING

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

Connection to Civics

What are the local laws in your state concerning D.U.I.? 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?

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? What steps can be taken to encourage young people not to drink and drive?

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 Drunk Driving? Did the alcohol use cause any problems? Were the problems solved by the end of the movie or program?

Connection to Science

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 0.10% or higher.

The following chart explains the symptoms of various B.A.C.s. Discuss the symptoms with students to help them become familiar with the concept of blood alcohol concentration.

<table>
<thead>
<tr>
<th>B.A.C.</th>
<th>Physical Symptoms</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.02%</td>
<td>Person begins to lose judgement and alertness.</td>
</tr>
<tr>
<td>0.05%</td>
<td>Decision-making skills greatly reduced. Less control of emotions.</td>
</tr>
<tr>
<td>0.08%</td>
<td>Coordination and reaction time impaired. Legally drunk in some states.</td>
</tr>
<tr>
<td>0.10%</td>
<td>Person begins to have clumsy movements. Legally drunk.</td>
</tr>
<tr>
<td>0.20%</td>
<td>Staggering, slurred speech. Disorientation and loss of balance. Blurred or double vision. Loss of depth perception.</td>
</tr>
<tr>
<td>0.35%</td>
<td>Unconscious. Irregular heartbeat and respiratory function. Coma and death are possible.</td>
</tr>
</tbody>
</table>
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 0.10% 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 (0.10% 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?

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.)
**Extended 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? How can this information be used to combat the problem of drunk driving?

**Culminating Activity**

Being legally intoxicated and feeling drunk are not the same thing. A person’s B.A.C. can pass the legal limit before the person even feels the physical effects of alcohol.

The chart below shows typical B.A.C. levels for people with different body weights. It should be used to identify how a person’s size can affect B.A.C. Use the chart to discuss various scenarios with students. How accurate are their guesses about how many drinks it takes to cause legal intoxication?

<table>
<thead>
<tr>
<th># of Drinks</th>
<th>120 lbs.</th>
<th>140 lbs.</th>
<th>160 lbs.</th>
<th>180 lbs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 drinks</td>
<td>0.31%</td>
<td>0.26%</td>
<td>0.23%</td>
<td>0.20%</td>
</tr>
<tr>
<td>9 drinks</td>
<td>0.28%</td>
<td>0.24%</td>
<td>0.21%</td>
<td>0.18%</td>
</tr>
<tr>
<td>8 drinks</td>
<td>0.25%</td>
<td>0.21%</td>
<td>0.18%</td>
<td>0.16%</td>
</tr>
<tr>
<td>7 drinks</td>
<td>0.21%</td>
<td>0.18%</td>
<td>0.15%</td>
<td>0.14%</td>
</tr>
<tr>
<td>6 drinks</td>
<td>0.18%</td>
<td>0.16%</td>
<td>0.14%</td>
<td>0.12%</td>
</tr>
<tr>
<td>5 drinks</td>
<td>0.15%</td>
<td>0.13%</td>
<td>0.11%</td>
<td>0.10%</td>
</tr>
<tr>
<td>4 drinks</td>
<td>0.12%</td>
<td>0.10%</td>
<td>0.09%</td>
<td>0.08%</td>
</tr>
<tr>
<td>3 drinks</td>
<td>0.09%</td>
<td>0.08%</td>
<td>0.07%</td>
<td>0.06%</td>
</tr>
<tr>
<td>2 drinks</td>
<td>0.06%</td>
<td>0.05%</td>
<td>0.04%</td>
<td>0.04%</td>
</tr>
<tr>
<td>1 drink</td>
<td>0.03%</td>
<td>0.02%</td>
<td>0.02%</td>
<td>0.02%</td>
</tr>
</tbody>
</table>

One drink = 1.25 oz of 80-proof liquor, 12 oz. of beer, or 5 oz. of wine
Subtract 0.01% for each 40 minutes of drinking.
VOCABULARY

The following terms are from Drunk Driving. Fill in the number of each term next to its closest definition.

1. vehicular homicide
2. binge drinking
3. sober
4. intoxication
5. alcoholic
6. depressant
7. blood alcohol concentration (B.A.C.)
8. fatality

___ the state that occurs when someone drinks enough alcohol to affect his or her brain
___ the felony crime of ending a life by driving recklessly or while under the influence of alcohol or other drugs
___ someone who is addicted to alcohol
___ the state of someone who is not under the influence of alcohol or other drugs
___ unit used to measure the amount of alcohol in a person’s body
___ drug that decreases bodily functions and causes the user to seem tired
___ consuming large quantities of alcohol in a very short time
___ accident or event that results in the death of a human being
CHECKING COMPREHENSION

1. What did the officer interviewed in the program mean when he said "availability (of alcohol) and mobility" can be a deadly combination for young people?

2. What is B.A.C.? How is it used by law enforcement officers?

3. Based on what you saw, explain what was involved in the Field Sobriety Test. Based on what you saw, explain what was involved in the Breathalyzer Test.

4. At the end of the program, advice is offered by Misty Wathen Jones, whose uncle was killed by a drunk driver. What does Misty ask viewers to do before they drink alcohol?
IN YOUR OWN WORDS

1. For you, what scene or story in the video was the most powerful? Why?

2. What are some excuses you have heard people use to justify drinking and driving? How do those excuses hold up to what you saw in the video? Explain.

3. Do you think teenagers face special risks or pressures when it comes to drinking and driving? Explain your answer.

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 crash?
TRUE OR FALSE

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

1. ___ Of the teens killed in car crashes, nearly 50% were in crashes involving alcohol.

2. ___ Young people make up 7% of all drivers, but they account for only 2% of all fatalities on the road.

3. ___ B.A.C. stands for beer and alcohol concentration.

4. ___ Non-commercial drivers with a B.A.C. of 0.10 would be considered intoxicated in most states.

5. ___ A Field Sobriety Test uses various methods to test a driver’s coordination.

6. ___ Other than theft and larceny, D.U.I. is the most common offense in the United States.

7. ___ Shannon Fair and other young people on a bus were killed by a drunk driver.

8. ___ Misty Wathen Jones accidently killed her uncle after drinking too much at a party.

9. ___ On a typical weekend, an average of one teenager dies in an alcohol-related crash every hour.

10. ___ Asking a friend if he or she is drunk is the best way to determine the friend’s ability to drive.
TOUGH SITUATIONS

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.”
DRUNK DRIVING:
THE FACTS

- Men are four times more likely than women to drive drunk.
- Half of all people who die in alcohol-related motor vehicle crashes are teenagers.
- Nothing but time can sober a person up.
- It takes the liver two hours to process the alcohol in one drink.
- Everyone has a different tolerance to alcohol based on factors like body weight and genes.
- In the past decade, four times as many Americans died in drunk driving crashes as were killed in the Vietnam War.
- Traffic crashes are a leading cause of death for children up to age 14, taking the lives of eight young people each day.
- Every night, from 10 p.m. to 1 a.m., one in 13 drivers is drunk. Between 1 a.m. and 6 a.m., one in 7 drivers is drunk.
- About three in five Americans will be involved in an alcohol-related crash at some time in their lives.
- A driver with a B.A.C. of 0.15 is more than 300 times more likely to be involved in a fatal crash. For a female or a small male, that’s the equivalent of four beers in a couple of hours.
- Drunk driving is the nation’s most frequently committed violent crime.
PREVENTION LETTER

Pretend you have the chance to write a letter to one of the drunk drivers responsible for the crashes profiled in the video. You may choose to write to the man who crashed into the bus of full of young people. Or you may write to the man who wrecked into Carl Phillip Wathen.

In your letter, try to prevent the driver from getting behind the wheel after drinking. You may explain the consequences of what happened to the victims, the emotional consequences faced by the driver, or your own feelings about what happened. Use whatever tactic you feel would have the strongest effect. Instead of accusing or insulting the driver, try to use respectful language.
TEST

Circle the phrase which best answers each question.

1. On a typical weekend, an average of one teenager dies in a car crash every:
   - hour.
   - five hours.
   - ten hours.
   - twenty-four hours.

2. Of these fatalities, ________ involve alcohol.
   - 10%
   - 30%
   - 50%
   - 80%

3. Someone is killed in an alcohol-related crash every:
   - 33 minutes.
   - 3 hours.
   - 33 hours.
   - 3 days.

4. Young people account for 7% of drivers, but they make up _______ of fatalities on the road.
   - 1%
   - 3%
   - 7%
   - 14%

5. The legal limit of B.A.C. for non-commercial drivers in most states is 0.08 to:
   - 0.10.
   - 0.12.
   - 0.14.
   - 0.20.
6. B.A.C. stands for:
   - body alcohol content.
   - beer and alcohol concentration.
   - blood alcohol concentration.
   - bloodstream alcohol count.

7. B.A.C. allows law enforcement officers to accurately measure a driver’s:
   - coordination.
   - thinking ability.
   - level of intoxication.
   - liver function.

8. The Field Sobriety Test requires a driver to perform several tasks which demonstrate:
   - emotional state.
   - coordination.
   - B.A.C.
   - heart rate.

9. Misty Wathen Jones tells viewers about the drunk-driving crash which killed her:
   - uncle.
   - father.
   - husband.
   - mother.

10. Shannon Fair was killed with other members of her youth group while traveling in a:
    - car.
    - truck.
    - bus.
    - camper.
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

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

8141-EN -VID  Drinking and Driving: A Deadly Combination
8907-EN-VID  Drinking and Driving: A Deadly Decision
2251-EN-VID  Binge Drinking Blowout: The Extreme Dangers of Alcohol Abuse
2530-EN-VID  IMPACT: Driving Drunk Driving High
8866-EN-VID  Crossing the Line
VOCABULARY

The following terms are from Drunk Driving. Fill in the number of each term next to its closest definition.

1. vehicular homicide
2. binge drinking
3. sober
4. intoxication
5. alcoholic
6. depressant
7. blood alcohol concentration (B.A.C.)
8. fatality

4. the state that occurs when someone drinks enough alcohol to affect his or her brain
1. the felony crime of ending a life by driving recklessly or while under the influence of alcohol or other drugs
5. someone who is addicted to alcohol
3. the state of someone who is not under the influence of alcohol or other drugs
7. unit used to measure the amount of alcohol in a person’s body
6. drug that decreases bodily functions and causes the user to seem tired
2. consuming large quantities of alcohol in a very short time
8. accident or event that results in the death of a human being
CHECKING COMPREHENSION

1. What did the officer interviewed in the program mean when he said “availability (of alcohol) and mobility” can be a deadly combination for young people?

*Young people have more mobility than ever before because they have more vehicles and they drive more frequently. They also have little experience on the road, which can make dangerous situations even more risky. Combining this mobility with the availability of alcohol can be especially dangerous for young people.*

2. What is B.A.C.?

*B.A.C. is blood alcohol concentration, the unit used to measure the amount of alcohol in a person’s body.*

   How is it used by law enforcement officers?

   *B.A.C. is used to accurately determine a person’s level of intoxication. Levels of 0.08 to 0.10 are considered illegal for drivers in most states.*

3. Based on what you saw, explain what was involved in the Field Sobriety Test.

   *The Field Sobriety Test involves a driver performing several coordination tasks, such as walking a straight line.*

   Based on what you saw, explain what was involved in the Breathalizer Test.

   *The Breathalizer Test involves someone breathing into a device that measures intoxication by analyzing a driver’s blood alcohol concentration.*

4. At the end of the program, advice is offered by Misty Wathen Jones, whose uncle was killed by a drunk driver. What does Misty ask viewers to do before they drink alcohol?

   *Misty asks viewers to make a choice before they take a single drink. She asks them to decide exactly how they will get home and to arrange an alternative to driving before taking the first drink. Even if you think you will only have one drink, you never know what might happen.*
IN YOUR OWN WORDS

1. For you, what scene or story in the video was the most powerful? Why?
   
   Answers will vary.

2. What are some excuses you have heard people use to justify drinking and driving? How do those excuses hold up to what you saw in the video? Explain.
   
   Some excuses include: I drive better when I’ve had a few drinks. I can hold my liquor better than most people. It doesn’t affect me. I don’t feel drunk at all. I have to get home. I know the roads really well.

3. Do you think teenagers face special risks or pressures when it comes to drinking and driving? Explain your answer.
   
   Teenagers are usually smaller than adults, and therefore tend to get drunk more quickly. Since it is illegal for minors to drink, many teens are afraid to ask for rides because they don’t want to get caught. Also, they may fear getting into trouble if they don’t come home on time or if they call their parents for a ride. Teenagers also face added peer pressure to drink and “hold their liquor.”

4. If you had to the power choose one method of drunk driving prevention, what would it be?
   
   Answers will vary.

   What punishment would you choose for the driver of a fatal drunk-driving crash?
   
   Answers will vary.
TRUE OR FALSE

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

1. **T** Of the teens killed in car crashes, nearly 50% were in crashes involving alcohol.

2. **F** Young people make up 7% of all drivers, but they account for only 2% of all fatalities on the road.

3. **F** B.A.C. stands for beer and alcohol concentration.

4. **T** Non-commercial drivers with a B.A.C. of 0.10 would be considered intoxicated in most states.

5. **T** A Field Sobriety Test uses various methods to test a driver’s coordination.

6. **T** Other than theft and larceny, D.U.I. is the most common offense in the United States.

7. **T** Shannon Fair and other young people on a bus were killed by a drunk driver.

8. **F** Misty Wathen Jones accidentally killed her uncle after drinking too much at a party.

9. **T** On a typical weekend, an average of one teenager dies in an alcohol-related crash every hour.

10. **F** Asking a friend if he or she is drunk is the best way to determine the friend’s ability to drive.
TEST

Circle the phrase which best answers each question.

1. On a typical weekend, an average of one teenager dies in a car crash every:
   - hour.
   - five hours.
   - ten hours.
   - twenty-four hours.

2. Of these fatalities, _________ involve alcohol.
   - 10%
   - 30%
   - 50%
   - 80%

3. Someone is killed in an alcohol-related crash every:
   - 33 minutes.
   - 3 hours.
   - 33 hours.
   - 3 days.

4. Young people account for 7% of drivers, but they make up ______ of fatalities on the road.
   - 1%
   - 3%
   - 7%
   - 14%

5. The legal limit of B.A.C. for non-commercial drivers in most states is 0.08 to:
   - 0.10.
   - 0.12.
   - 0.14.
   - 0.20.
6. B.A.C. stands for:

- body alcohol content.
- beer and alcohol concentration.
- blood alcohol concentration.  \(\text{\underline{correct}}\)
- bloodstream alcohol count.

7. B.A.C. allows law enforcement officers to accurately measure a driver’s:

- coordination.
- thinking ability.
- level of intoxication.  \(\text{\underline{correct}}\)
- liver function.

8. The Field Sobriety Test requires a driver to perform several tasks which demonstrate:

- emotional state.
- coordination.  \(\text{\underline{correct}}\)
- B.A.C.
- heart rate.

9. Misty Wathen Jones tells viewers about the drunk-driving crash which killed her:

- uncle.  \(\text{\underline{correct}}\)
- father.
- husband.
- mother.

10. Shannon Fair was killed with other members of her youth group while traveling in a:

- car.
- truck.
- bus.  \(\text{\underline{correct}}\)
- camper.