

Lesson: Reduce the Risk: Never Drive While Impaired

Grade Level: 9-12

Materials/Equipment:

- [Worksheet Reduce the Risk](#)

Oklahoma Academic Standards for Health Education: OAS-HE 1, OAS-HE 5

Objective(s):

- **1.IP.12.2:** Practice responsible decision-making in situations with risk of injuries at home, school, and in the community (e.g., water, sport, weather, firearms, chemicals, medicines).
- **1.SU.12.1:** Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism, and job loss.
- **1.SU.12.2:** Compare and contrast family and school rules, and community laws about alcohol and other drug use.
- **5.DM.12.1:** Examine barriers that can hinder healthy decision-making.
- **5.DM.12.2:** Determine the value of applying a thoughtful decision-making process in health-related situations.
- **5.DM.12.3:** Justify when individual or collaborative decision-making is appropriate.
- **5.DM.12.4:** Generate alternatives to health-related issues or problems.
- **5.DM.12.5:** Predict the potential short-term and long-term impact of each alternative on self and others.
- **5.DM.12.6:** Defend the healthy choice when making decisions.
- **5.DM.12.7:** Evaluate the effectiveness of health-related decisions.

Action 1: Skill Introduction

Introduce the decision-making skill by asking students, "Why is it important to know how to make healthy decisions?"

Ask students to turn and talk with a neighbor and discuss an example of a healthy decision they recently made.

Teacher will then ask, "Did you use a procedure to make the decision? Did you reflect on the consequences of that decision before making it?"

The steps in this health skill model allow students to make decisions individually, or collaboratively to improve their quality of life. The health skill also allows students to make important decisions that require a thoughtful decision-making process outside of high-risk and high-stake contexts, increasing the likelihood of making healthy choices when facing potentially unhealthy situations. Mastery of *Decision-Making* empowers

students to work through difficult situations by keeping the impact of the decision on their health in mind. ([RMC HealthDecision-Making - RMC Health](#))

Action 2: Content Included

- | | |
|---|---|
| <input type="checkbox"/> Nutrition | <input type="checkbox"/> Physical Activity |
| <input checked="" type="checkbox"/> Injury Prevention | <input type="checkbox"/> Healthy Relationships |
| <input type="checkbox"/> Mental Health & Wellness | <input checked="" type="checkbox"/> Substance Use & Abuse |

Guiding Questions for Content Topic

Today, we are going to take a closer look at the dangers associated with driving under the influence and riding with a driver who is under the influence of drugs. The CDC states, “*Drugs other than alcohol (legal and illegal) are involved in about 16 percent of motor vehicle crashes.*” This risk behavior can be prevented through healthy decision-making to avoid becoming another statistic.

The teacher plays “Fact or Fiction” using the statements below to see if students understand the dangers and consequences of impaired driving.

Statement	True	False	Not Sure
1. If your BAC (Blood Alcohol Concentration) is below the legal limit, you cannot be charged with an impaired driving offence.			
2. Your driver's license can be suspended immediately by a police officer for impaired driving.			
3. Having only one drink per hour allows you to stay below the legal limit.			
4. If you are impaired while operating a snowmobile on your own property you cannot be charged with impaired driving.			
5. An impaired driving charge is nothing to be concerned about. You pay the ticket and that's that.			
6. If you have had too much to drink, drinking a cup of coffee and taking a cold shower will sober you up enough to drive.			
7. Driving under the influence of drugs is less risky than driving under the influence of alcohol.			
8. If you suspect that someone has had too much to drink but they assure you they are okay to drive, you should trust their judgment and get in a vehicle with them.			
9. Any drug that changes your mood or the way you feel (e.g. illegal or legal drugs, prescription drugs or over-the-counter drugs) impairs your ability to drive.			
10. If you are under 21 years of age and a fully licensed driver, it's okay to have one drink and drive.			

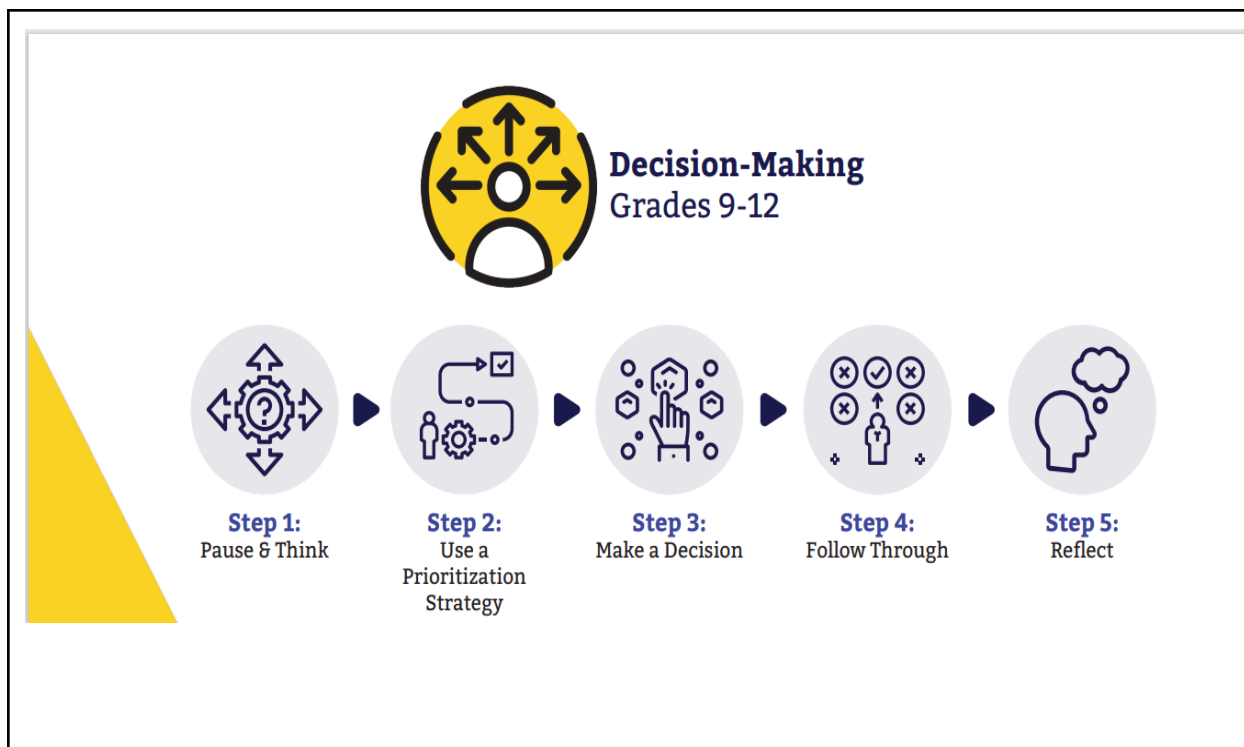
The teacher asks the following questions. After a few minutes, have students discuss with a partner and share with the whole group.

1. What are the risks of driving impaired?
2. Do you have an exit plan if a friend wants to drive impaired?

Guiding Question: How do teenagers practice responsible decision-making in situations with risk of injuries at home, school, and in the community (e.g., water, sport, weather, firearms, chemicals, medicines)? (1.IP.12.2)

Action 3: Present the Steps (Resource: [RMC Health's Steps & Sub-Skills Posters](#))

There are five steps for healthy decision-making. The teacher will present each of the five steps below.



Action 4: Model the Steps

The teacher will use the prompt below to model the five steps of healthy decision-making.

Prompt

John was hanging out with his friends Jason, Paula, and Misty at Jason's house. Jason's parents are not at home. John smokes some cannabis, and he starts feeling nauseous. John wanted to go home. Jason told John that he was too high to drive, but John insisted that he drives better when he is a little buzzed. John asked Paula to go with him, saying he would drop her off at home. Paula seems hesitant but hasn't told John no. She has a secret crush on John and wants to spend one-on-one time with him. Jason tried to convince John to stay several times. What should Paula do?

Steps	Response
Step 1: Determine the importance of the decision Identify the decision	Should Paula stay or ride home with John?
Determine if a situation requires an individual or collaborative	Paula can decide by herself, but she seems hesitant to say no to John because she wants

<p>decision</p> <p>5.DM.12.1: Examine barriers that can hinder healthy decision making.</p> <p>5.DM.12.2: Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>5.DM.12.3: Justify when individual or collaborative decision making is appropriate.</p>	<p>to spend time with him.</p> <p>Misty and Jason might encourage and support Paula since they seem concerned about John.</p>												
<p>Step 2: Use a prioritization strategy</p>													
<p>5.DM.12.4: Generate alternatives to health-related issues or problems.</p> <p>5.DM.12.5: Predict the potential short-term and long-term impact of each alternative on self and others.</p>	<p>Options:</p> <table><tr><th>Options</th><th>Pros</th><th>Cons</th></tr><tr><td>Paula rides home with John.</td><td>She gets one-on-one time with him.</td><td>She is afraid he is impaired. John would be breaking the law.</td></tr><tr><td>Paula stays at Jason's house.</td><td>She won't be riding with an impaired driver.</td><td>I will miss out on time with John. John would be breaking the law.</td></tr><tr><td>Paula is sober, so she offers to drive John home.</td><td>She and John will get home safely. Paula would be following the law.</td><td>John's parents might get upset that she is driving his car, and he might get into trouble.</td></tr></table>	Options	Pros	Cons	Paula rides home with John.	She gets one-on-one time with him.	She is afraid he is impaired. John would be breaking the law.	Paula stays at Jason's house.	She won't be riding with an impaired driver.	I will miss out on time with John. John would be breaking the law.	Paula is sober, so she offers to drive John home.	She and John will get home safely. Paula would be following the law.	John's parents might get upset that she is driving his car, and he might get into trouble.
Options	Pros	Cons											
Paula rides home with John.	She gets one-on-one time with him.	She is afraid he is impaired. John would be breaking the law.											
Paula stays at Jason's house.	She won't be riding with an impaired driver.	I will miss out on time with John. John would be breaking the law.											
Paula is sober, so she offers to drive John home.	She and John will get home safely. Paula would be following the law.	John's parents might get upset that she is driving his car, and he might get into trouble.											

Step 3: Make a decision 5.DM.12.6: Defend the healthy choice when making decisions.	Paula would follow the law by driving sober, and John would be safe.
Step 4: Follow through	Paula drives John home and asks John's parents to drive her home afterward.
Step 5: Reflection 5.DM.12.7: Evaluate the effectiveness of health-related decisions.	It is better that John is safe and did not drive impaired than for him to get into trouble with his parents.

Action 5: Practice the Steps

Instructional strategies used:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Scenarios & Prompts | <input type="checkbox"/> Journaling & Drawing |
| <input type="checkbox"/> Role Play & Language Rehearsal | <input type="checkbox"/> Movement |
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Other: _____ |

Activity:

1. Students can work in pairs or independently on the [Reduce the Risk](#) activity.
2. Students will read the scenario, then determine three possible options and three possible consequences.
3. If time allows, have the students create a scenario and apply the 5 steps of decision making to the scenario.

Action 6: Feedback/Assessment/Reflection

Feedback

1. Gather feedback from conversations with students before, during, and after class.
2. Target feedback to student performance based on the standards.
3. Analyze the responses to the exit ticket to gather feedback regarding content and skill acquisition.

Formative assessments used during class

- Guiding question asked during the beginning of class.

- Decision making worksheet.
- End of class review
 1. What is one safety decision teens may make when at home? (1.IP.12.2)
 2. What is one safety decision teens may make when at school? (1.IP.12.2)
 3. What is one safety decision teens may make when in the community? (1.IP.12.2)
 4. Pick a risk factor that may occur at home, in school, or the community and demonstrate how to make a healthy decision. (Decision Making Skill)

Student Reflection-Exit ticket

- If you had a friend who enjoyed taking risks, how would you help them make a healthy decision when at home, at school, or in the community? (1.IP.12.2)

Teacher Reflection

1. Were the students able to practice making a responsible decision in situations with risk of injuries at home, school, and in the community (e.g., water, sport, weather, firearms, chemicals, medicines). What is the evidence? (1.IP.12.2)
2. Were the students able to demonstrate making a responsible decision in situations with risk of injuries at home, school, and in the community (e.g., water, sport, weather, firearms, chemicals, medicines). What is the evidence? (Decision-making skills)

Resources

- [Top 10 causes of death among teens aged 15 to 19 years U.S. 2019 | Statista](#)
- [CDC & Teen Drivers](#)
- [School Safety Home - National Safety Council \(nsc.org\)](#)
- [FDA warns about serious problems with high doses of the allergy medicine diphenhydramine \(Benadryl\) | FDA](#)

Next Steps

- Encourage students to continue to make healthy decisions about water safety, sport safety, being prepared for weather events, firearms safety, using or being near chemicals, and taking medicines.

Modifications/Adaptations

- Students work in pairs or groups to practice and demonstrate how to make healthy decisions.
- Use graphic organizers to assist English Learners and students with special needs.
- Work in groups to achieve the objective of the lesson.
- Provide worksheets in a variety of languages, as needed.

- Increase the size of the print on the worksheets, as needed.
- Provide access for blind students.

Integration/Movement Ideas

- Demonstrate how to turn off a phone and place it in the back seat of the car.
- Write a story about a teen demonstrating healthy decision-making about choices that occur at home, at school, or in the community.