

# ALCOHOL, VIOLENCE AND DRUNK DRIVING — WHAT RISKS ARE YOU WILLING TO TAKE?

## OUTCOMES

As a result of this lesson, students will be able to:

- Define binge drinking
- Explain the connection between alcohol abuse, violent crime, and victimization
- Define the crimes of drunk driving, driving under the influence (DUI), and driving while intoxicated (DWI)
- Explain the purpose of “zero tolerance laws” for young drivers
- Describe the legal responsibilities of parents and young people who host parties where alcohol is served
- Discuss the consequences of drinking and driving to young people and to communities

## MATERIALS NEEDED

- Chalkboard with chalk or flip chart paper with markers
- An overhead transparency projector or flipchart for a poster (see note below)
- 13 pieces of construction paper or poster paper
- Optional: 3 x 5 note cards for the “each one / teach one” activity (See note below)
- Teacher Key “Sobering Facts About Alcohol and Violence” (one for each instructor and one for the teacher to cut up for students)

## HANDOUTS

- 1 When Alcohol Changes Everything
- 2 The Investigation (enough handouts for each students and three or four transparencies or poster of the same handout)

## TRANSPARENCIES OR POSTERS

- 1 Facts Uncovered In The Preliminary Investigation
- 2 The Investigation (enough handouts for each students and three or four transparencies or poster of the same handout)
- 3 (Optional) Teacher Key “Blood Alcohol Content Chart” (see instructions)

on the teacher key)

## PREPARING TO TEACH THIS LESSON

- Prepare the materials listed above.
- Write up the lesson outcomes on the chalkboard or on flipchart paper.
- Using the 13 pieces of construction paper or poster paper, make 13 “signs” about the effect of alcohol at various levels of blood alcohol level. See the “Teacher BAC chart” at the end of the lesson for the information you need.
- Using an extra copy of “Sobering Facts About Alcohol and Violence,” prepare fact sheets for each student. You can do this by cutting the facts into separate strips or by putting those separate strips onto 3 x 5 note cards. (You may want to make the note cards if you plan to teach this lesson again in the future.)

## COMMUNITY RESOURCE PEOPLE

A Community Resource Person would add credibility, depth, and interest to this lesson. You may consider inviting a police officer, a prosecutor with experience handling DUI or DWI cases, a representative from your local chapters of Mothers Against Drunk Driving (MADD) or Students Against Destructive Decisions (SADD), or a speaker from your local office of the American Automobile Association (AAA). See the resource section at the end of the lesson for contact information. You may also want to invite a counselor or victim’s advocate. See note below.

Send an advance copy of the lesson to the Community Resource Person. When he or she has received it, confirm the date and location of the class and discuss how you will teach the lesson together.

For additional suggestions about working with Community Resource People, consult the section “How should I prepare for a visit by a Community Resource Person” in the section labeled “Teaching the Lessons” in the beginning of this manual.

## TIMING

As written, this lesson will take about two hours. This estimate is based on a class size of about 25 students. If your class is smaller, it will take less time. If it is larger, it may take longer.

If you cannot dedicate two hours to teaching this class in one session, you have two choices. First, you could break the lesson into two sessions. If you choose this option, a logical place to break the lesson is about ninety minutes into the lesson, after “Part Three: Who Is Accountable.” Be sure to leave enough time for the summary questions and discussion shown at the end of that section.

A second choice that is that you could pick and choose which parts of this lesson you want to teach in one class period. If you choose to shorten the lesson, be sure to give students sufficient time within each activity and do not cut the summary discussion at the end. These are critical to helping students absorb and personalize the information you have taught.

### **ADDITIONAL CONSIDERATION BEFORE TEACHING**

The topics of alcohol, drunk driving, and alcohol-related violence often bring up difficult emotional issues in people. A student in your class may have been the victim of a drunk driver or may be close to someone who was victimized. You may also have a student in your class who is struggling with alcohol addiction or know someone who abuses alcohol. Be prepared to handle this topic sensitively and to be sure that students do the same. We recommend inviting a counselor to help explain the impact of alcohol on individuals and on their communities. With two class leaders, one of you can help a teen who becomes emotional, if that is necessary, while the other can continue with the session.

### **SUMMARY**

At the end of each lesson is a summary section. It is very important that you keep track of time and allow sufficient time to complete the debrief (summary) with the students. During this reflection time the students can discuss the information learned, clarify any concerns and analyze the skills that they have practiced. This is a critical step in the learning process and must not be neglected.

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## **PART ONE: WHAT DO YOU THINK? (5 minutes)**

### **1**

Survey students with the following questions:

- Would you drive a car that you knew had faulty breaks? Why or why not?
- Would you drink bleach on a dare? Why or why not?
- Would you jump off a cliff into a river you've never seen before? Why or why not?

### **2**

Ask students to think about their answers to the next three questions without answering aloud.

- Have you ever ridden in a car with a driver you know had been drinking alcohol? Would you?
- Have you ever driven a car after you had been drinking? Would you?
- Have you ever gone on a date with someone who was drinking? Would you?

After students have thought quietly for a moment, ask students:

- How are these questions related to the first three questions?

*They are all avoidable, risky activities that could result in tragedy.*

- How are these three questions different than the ones about brakes, bleach, and cliffs?

### 3

Ask students:

- If you already had a sprained ankle, would you jump off a roof?

After pausing, tell students: binge drinking is defined as drinking five or more drinks in a row in one occasion for a man and four or more drinks in a row for a woman.

According to Monitoring The Future, people who binge drink frequently are ten times more likely to drive drunk than non-bingers are.

People who binge drink frequently are sixteen times more likely to get in a car with a drunk driver than non-bingers are.

- How many people do you think report they are binge drinkers?

*According to the National Institute on Drug Abuse, 31% of 12th graders reported binge drinking in the two weeks prior to being surveyed. Of eighth graders taking the same anonymous survey, 15% reported binge drinking. (Source: "Monitoring the Future: National Results on Adolescent Drug Use," National Institute on Drug Abuse, 2000.)*

*According to the Harvard School of Public Health, about 44% of students on college campuses can be classified as binge drinkers, a statistic that has not changed much in nearly ten years. (Source: Wechsler et al, (2002) "Trends in College Binge Drinking During a Period of Increased Prevention Efforts" Journal of American College Health. 50(5): 203-217.*

**4**

Ask students:

- Is teen consumption of alcohol a big deal?

*The Monitoring the Future study by the National Institutes of Health found that 80% of teens had at least tried alcohol by the twelfth grade as opposed to 49% who had tried Marijuana. (Source: "Monitoring the Future, National Results on Adolescent Drug Use," National Institute on Drug Abuse, 2001).*

*Alcohol kills over 6 times more young people than all other illicit drugs combined. (Source: Miller T. and The Pacific Institute for Research and Evaluation. Adolescent Deaths Attributable to Underage Drinking and to Illicit Drug Use.)*

**5**

Post and review the lesson outcomes with students. If you are using a Community Resource Person for this lesson, introduce him or her.

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## **PART TWO: ALCOHOL, VIOLENCE AND RISK (30 minutes)**

**1**

Tell students that many people do not connect alcohol to violence aside from drunk driving. The following activity is designed to help them learn some sobering facts about alcohol and violence.

**2**

Begin "Each One-Teach One" activity. Using the fact strips cut from the "Teacher Answer Key: Sobering Facts about Alcohol and Violence," distribute one fact card or strip to each student.

**3**

Instruct students to spend a few minutes reading the information on their fact strip. The instructor should then check to be sure the students understand the information on their cards.

**4**

Tell the students that they have ten minutes to circulate around the room and to

teach their fact to one person at a time. The object is to share a fact and learn one from the other student. Their assignment is to teach at least five people, but only one at a time. The goal is not to memorize the facts, but to remember the most important, main ideas.

**NOTE:** If students do not know each other, this activity can serve as an icebreaker. Each time two students get to together to teach and learn each other's facts, they should learn each other's names, too.)

## 5

Clarify the instructions with students. Post the ending time on the board. Ask students to begin. As students engage in the "each one / teach one" activity, the instructor(s) should circulate around the room, listening to students working. Give a one-minute warning when time is nearly up.

## 6

When students have completed the activity, they should return to their seats for a class discussion. Invite volunteers to tell one fact they learned from another student. As the students share their facts, the instructor should keep track by checking off on his or her original handout. If necessary, clarify facts that were misstated and answer questions that arise.

## 7

Ask students the following questions:

- Which facts surprised you the most?
- What dangers do people face when they associate with people who drink?
- What dangers do people who drink face?
- Do these facts influence your thinking about the risks involved with the consumption of alcohol? If so, how?
- Why do you think violence is so closely associated with alcohol?
- Why do you think are people more likely to be violent when they have been drinking?
- Why do you think people are more likely to be victims of violence when they have been drinking?

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## PART THREE: WHO'S ACCOUNTABLE? (45 minutes)

### 1

Distribute “**Handout 1: When Alcohol Changes Everything**” which can be found at the end of this lesson plan.

### 2

Ask a student volunteer to read the scenario aloud as the rest of the class reads it silently. When the student finishes reading, ask the class if they have any questions about what they read.

**NOTE:** If they ask you for additional details or information, tell them they will help uncover the rest of the story in few minutes.)

### 3

Tell students to assume they are police investigators assigned to the crash scene. Their preliminary investigation has uncovered the following facts.

Show “**Overhead or Poster 1: Facts Uncovered in the Preliminary Investigation**” which can be found at the end of this lesson plan. Read and clarify the facts.

### 4

Invite a student to volunteer to record information on the chalkboard or flipchart in the front of the room. Ask the class whom the police should talk to about the crash. The student volunteer should list each name on the chalkboard or flipchart paper. If students have difficulty generating names, ask the following questions to prompt them:

- Who had contact with Julia or Kenny that day?
- Who might have known about the party?
- Who might have attended the party?
- Who might know who bought the alcohol for the party?
- Who might know who sold the alcohol for the party?
- Who else made a choice or decision relating to Julia, Kenny and/or the party?

*The names students think of will probably will include Kenny, Robbie, Robbie's parents, Julia's parents, friends at the party, friends not at the party, neighbors, police, other parents, the liquor store clerk, and the liquor store owner, etc.*

**5**

Distribute to students copies of “**Handout and Transparency 2: The Investigation**” that can be found at the end of this lesson plan.

**NOTE:** Students will fill in the last two rows of the chart later in the class.

**6**

Select one of the names from the chalkboard and demonstrate how to fill in this chart.

*(For example: Robbie’s parents were careless when they neglected to pay attention to those at the party. They could have gone downstairs to the party to monitor it. They could have taken keys from people and made them “check in” with them before they left.)*

The students should fill in their charts with the class example.

Put students into groups of two to four students. Ask each group to pick a recorder.

**NOTE:** For suggestions about structuring small group work, refer to the “Teaching Strategies” section at the front of this manual.

**7**

Assign each group three different names from the list of people on the chalkboard or overhead. Ask students to complete the chart by deciding if anyone on their list acted irresponsibly. If so, who? Did more than one person or group act irresponsibly? If so, write yes in the appropriate box. What was the irresponsible act? (Write down your opinions.) What could the person have done differently? (Write down your opinions.)

Tell the groups they have ten minutes to complete their charts. Write the ending time on the chalkboard or flipchart paper.

After students begin working, circulate around the room and observe their work. Give a one-minute warning when time is nearly up.

**8**

Have each group report back to the whole class. As groups report, record their ideas onto the blank “**Transparency or Poster 2: The Investigation.**” Allow for debate or discussion, if needed.

Listen for the following steps various people could have taken. Add these points to the discussion if students do not mention them:

*Friends can:*

- *Appoint a designated driver*
- *Not let friends drive drunk*
- *Volunteer to drive if they are not drinking*
- *Call a taxi, parents, or someone else for a ride*
- *Insist on spending the night at someone's home*

*Party hosts can:*

- *Not serve alcohol to minors or to anyone who is driving*
- *Refuse to let drinking guests leave*
- *Drive drinking guests home*
- *Ask parents to drive a drinking guest home*
- *Have drinking guests get permission to spend the night*

## 9

Write the following questions on the poster or transparency in the fourth (blank) row: "Did this person break the law? If so, what law was broken?"

Write the following question on the poster or transparency in the fifth (blank) row: "What legal penalty might this person face if convicted?"

Ask students to think about these questions silently for a moment and then to share their opinions with the class.

If there is a police officer or prosecutor visiting the class, ask him or her to comment on the legal liability of each listed person after students have shared their opinions. If an officer or prosecutor is not helping with this lesson, use the notes below.

1. **Julia:** *She did not break the law unless she was drinking. She is under the legal age to drink alcoholic beverages. States have differing penalties for this violation and police use their own discretion when enforcing these laws. If the police had stopped Julia and Kenny before the car crash, they could have taken them to the police station. Since she was not a juvenile (under 18 years of age), the police could have held her in jail for up to eight hours and fined her for drinking. The police may have also chosen to take Julia home.*
2. **Kenny:** *He may have broken law --- driving under the influence (DUI), driving while intoxicated (DWI), possessing an open container of beer, and/or manslaughter. The police must determine whether his blood alcohol content level indicated he was driving while under the influence or while intoxicated. He may also be punishable under "zero tolerance laws." (There*

*will be more discussion about these later in the lesson.)*

3. **Julia's parents:** *They did not break any laws.*
4. **Robbie:** *He broke the law by serving beer to people under the legal age (21). Robbie would have broken the law even if he had hired someone else to serve the beer and that person served to an underage drinker. He could have asked his guests to spend the night, driven them home if he had not been drinking, had another nondrinker drive them home, asked his parents to drive them home, called his friends' parents or a taxi for a ride, and so on.*
5. **Robbie's parents:** *They broke the laws governing social host liability, serving liquor in their home to minors, and contributing to the delinquency of minors (in some states). To hold the parents liable, the police must determine that they knew alcohol was being served.*
6. **Neighbors:** *They are not legally liable.*
7. **Police:** *If the police saw the teens drinking in the house, they could enter the house without a search warrant. The police can also enter the house without a warrant if they are given permission to enter by the person who answers the door. Ask students if the police could enter the house based on a neighbor's report. Most officers will agree that they would not enter, however, answers may vary.*
8. **Liquor storeowner and clerk:** *This scenario is unclear about who bought the alcohol. It's against the law to sell alcohol to someone who is underage. The store could lose its alcohol license and pay a fine. (State laws vary).*
9. **Friends:** *They are not legally liable for the car crash. However, many states have laws that allow police to issue a citation for people attending a party where alcohol is served even if there is no direct evidence those particular teens were drinking.*

## 10

If a police officer has joined you to teach this lesson, ask him or her about the state procedures for handling drinking and driving. How does it differ for adults and teens? For each of the people listed, the officer should discuss possible penalties. Fill this information in on row 5 of the poster or transparency.

## 11

Ask students:

- What have you learned today that impressed you the most?
- What are some of the legal consequences of drinking and serving alcohol?
- What, if anything, have you learned today that would influence your decision to host a party where alcohol is served, attend a party, drive after drinking, or ride with a passenger who has been drinking?

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## **PART FOUR: WHAT IS DRUNK? WHAT IS DRUNK DRIVING? (30 minutes)**

### **1**

Explain that the term “drunk driving” is used in a general sense to refer to drivers affected by alcohol. Legally, it does not mean the same thing it does in everyday usage.

*The legal definition of drunk (driving while intoxicated or driving under the influence) refers to a person’s blood alcohol concentration (BAC). The BAC indicates the grams per deciliter (g/dl) of alcohol in the blood. For example, a person who has BAC of .10 has reached a point that alcohol makes up one-tenth of one percent of his or her blood.*

Check to see if students understand what BAC means, and the difference between driving while intoxicated and driving under the influence.

### **2**

Tell students to imagine they are watching a group of people who have been drinking. Ask students how would alcohol affect them physically? Ask a volunteer to come to the chalkboard or flipchart and record their responses. Likely student responses will include:

- *It makes people relax*
- *It impairs judgment (they might say or do things they would not normally do)*
- *It makes people sick*
- *It kills brain cells*
- *It makes people uncoordinated*

Remind students that the higher the BAC, the more dramatic the physical effect.

### **3**

Ask thirteen volunteers to come to the front of the room or to whatever side has enough room for the students to all stand next to each other in a line.

Hand each student a description of different BAC level and how it impairs activity. Ask the students to huddle together and to decide which of these statements shows the most impairment and which shows the least.

Then direct students to form a human continuum holding their signs for the rest of the class to see. (They will need to stand up there until you have finished discussing number six in this section.)

**NOTE:** If you have at least 26 students in your class, you could make two sets of signs and have two groups working at this point. If you have fewer than 13 students, you can leave some of the signs out until the class discussion and have students guess where they would fit.

**4**

When the volunteers have finished making their proposed continuum, ask the other students in class whether they think it is correct. If not, what suggestions do they have about who should move? Once the class has had input, check to see that the continuum is correct. Ask students to move who need to adjust their position on the continuum.

**5**

Ask students if they think people who have been drinking and are impaired at different levels of the continuum should be allowed to drive. Ask students to explain their answers.

**6**

Ask students if they would consider it safe to ride with a driver who was impaired at any level on this continuum. Have students explain their answers.

**7**

Using the **“Teacher B.A.C. Chart”** provided at the end of this lesson plan, tell the class the BAC level described in each of the mini-posters. (Option, you may also post a transparency or poster of this answer key and project it for students to see.)

**8**

Ask students if they know at which BAC level a driver can be charged with DUI/DWI.

*The answer depends on whether the drive is underage or not. Laws about underage drinking also vary by state. Typically, underage drinkers can be convicted of DWI or DUI with a blood alcohol level of .00, .01, or .02.*

*For adults the limit is .08 in every state.*

*NOTE: If you or your students do not know your state’s limits, go to:*  
<http://dui.findlaw.com/dui/dui/overview/duelaw.html>

**9**

Ask students if they have ever heard the term “zero tolerance laws.” Then ask if they think the legal limits for BAC levels are different for people under the age of 21.

*For many years, some states have had “zero tolerance laws” that made it illegal for drivers under age 21 to drive with any measurable alcohol in their system, regardless of the BAC limit for older drivers. In 1998, in an attempt to force all states to enact zero tolerance laws, the federal government threatened to withhold federal highway construction funds to states without zero tolerance laws. By late 1999, every state plus the District of Columbia had put zero tolerance laws into effect.*

Ask students if they think zero tolerance laws are a good idea. Why or why not?

**10**

(Optional: If a Community Resource Person is present, ask him or her to explain whether your state defines driving under the influence differently than driving while intoxicated. If so, how are the crimes different and how are the penalties different?)

**11**

- Ask students: How can the police determine a person’s BAC level?

*Investigators analyze samples of breath, urine, saliva or blood.*

- Ask students: Must drivers take a breathalyzer or other alcohol test if they are stopped by police?

*A driver who has been stopped may choose not to take an alcohol test, but most states have “implied consent laws” in which a person who refuses to take the test may have his or her driver’s license suspended for a certain period, even if the driver is found not guilty of DWI.*

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## **PART FIVE: SUMMARY – WHAT DO ALCOHOL-RELATED VIOLENCE AND DRUNK DRIVING COST US? (10 minutes)**

**1**

NOTE: The statistics in this session were taken from the Web site of Mother’s Against Drunk Driving. If you want to find more recent statistics, you may want to

go to their Web site at: [www.madd.org](http://www.madd.org)

Ask students the following questions:

- Take a guess about how many alcohol-related crash fatalities in the country there are in an average year.

*“In 1999, alcohol-related traffic crash fatalities numbered 15,786 according to the National Highway Traffic Safety Administration, (NHTSA).*

**NOTE:** These statistics and those in questions two and three below are from “Setting Limits, Saving Lives” U.S. Department of Transportation HS 809 241, April 2001 page 2)

- How many people are injured in alcohol-related crashes in the country in an average year?

*There are one million people injured in alcohol-related traffic crashes each year.*

- How many of these victims are between the ages of 15 and 20?

*According to Mothers Against Drunk Driving, over 2,300 aged 15 - 20 died in alcohol related car crashes in the year 2000.*

- Think about how drunk driving crashes affect people outside the immediate families of those hurt or killed in alcohol-related crashes. How much do you think the crashes cost society every year?

*Alcohol-related crashes cost society over \$45 billion every year. Just one alcohol-related fatality is estimated to cost society \$950,000. Each alcohol-related crash resulting in injuries costs an average of \$20,000 per year.*

Students are likely to be surprised by these figures. Explain that these figures include things like:

- *emergency and acute health care costs*
- *long-term care and rehabilitation*
- *police and judicial services*
- *insurance*
- *disability and worker’s compensation*
- *lost productivity*

- *social services for those who cannot return to work and support their families. These figures do not include the cost of pain and suffering.*

**2**

- Tell students: Recall the questions about risk-taking in the beginning of this lesson. In a national survey, more than 50% of graduating seniors and more than a third of 9th - 12th grade students said in the previous 30 days, they rode with a driver who had been drinking.
- Now you know more about the risks of alcohol and driving. Would you ride with a driver who had been drinking? Will you be a statistic or a safe passenger?

*(Sources: Journal of School Health, volume 66, number 7, 1996, pp 254-260 and "Youth Risk Behavior Surveillance: 1999" United States Centers for Disease Control)*

- Would you drive after drinking? One third of graduating seniors reported driving after drinking in the previous six months and 13% of high school students nationwide reported driving after drinking. Will you?

*(Source: "Youth Risk Behavior Surveillance: 1999" United States Centers for Disease Control)*

- Ask students to think about what they learned about alcohol and violence (aside from drunk driving.) Then ask them to give reasons for not drinking.

**3**

Thank the students and the Community Resource Person for their participation.

**RESOURCES:**

*Bombed: Teacher Resource Book*, Human Relations Media, Inc. Orlando, Florida, 1996.

*Driven* magazine, MADD, Fall, 2001.

*Journal of School Health*, volume 66, number 7, 1996, pp 254-260.

National Institute on Drug Abuse. "Monitoring the Future: National Results on Adolescent Drug Use," 2000.

Okie, Susan, "44% of College Students Are Binge Drinkers, Survey Finds," *Washington Post*, March 25, 2002, pA6.

United States. Department of Transportation. "Setting Limits, Saving Lives" HS 809 241, April 2001.

United States Centers for Disease Control. "Youth Risk Behavior Surveillance: 1999"

### **ADDITIONAL RESOURCES:**

- The National Youth Court Center offers a wide range of resources for youth courts. One resource, "Underage Drinking And Other Substance Abuse: Opportunities For Prevention and Intervention by Youth Courts" published in *Selected Topics On Youth Courts: A Monograph*, provides particularly relevant ways to help your youth court improve its services for young people who are or may be underage drinkers. Go to: [www.youthcourt.net](http://www.youthcourt.net) for this and other helpful resources.
- Street Law, Inc. offers a variety of law-related education and youth development programs. Youth court administrators using this lesson may also be interested in other Street Law projects:
  - *Street Law for School Resource Officers, Second Edition (2004)* was funded by OJJDP through a national law-related education project called *Youth for Justice*. It contains fifteen lessons for police officers assigned to schools, (including a lesson about underage drinking and a lesson about arrests) that would compliment the part of the youth court Web-based lesson that deals with Shannon's story. To order this curriculum, go to: [www.streetlaw.org/sro.asp](http://www.streetlaw.org/sro.asp) or call 301-589-1130 ext. 220.
  - *Street Law's Classroom Guide to Mock Trials and Moot Courts (2005)* contains a mock trial called "Vickers v. Hearst" which is about third party "host liability." In it, the host of a party is sued for damages resulting from a car accident caused by one of the guests. The trial raises many pertinent issues, including third party liability, driving while under the influence, and peer pressure. The curriculum is published by Glencoe of the McGraw-Hill Companies and is available by calling 800-334-7344.
  - *Community Works: Smart Youth Make Safer Communities, Second Edition* is a program and curriculum resulting from a partnership between Street Law, Inc. and The National Crime Prevention Council. It contains more than thirty activities designed to help young people take an active part in crime prevention so they may improve their communities and avoid becoming victims of crime. It is available at: [www.streetlaw.org/cw.asp](http://www.streetlaw.org/cw.asp) or 301-589-1130 ext. 254
  - *Street Law: A Course in Practical Law, Seventh Edition*, is a textbook used in classrooms across the country. It is published by Glencoe-McGraw/Hill Publishing. More information about it can be found at: [www.streetlaw.glencoe.com](http://www.streetlaw.glencoe.com)

- The National Organizations for Youth Safety (NOYS) is a nonprofit coalition of more than forty government agencies and nonprofit organizations dedicated to improving youth safety and health. NOYS works with its partners to develop and distribute three excellent resources:
  - *Speak Out & Make NOYS, Youth Changing The World, One Voice At A Time: Project Organizer, and Manual*
  - *Make Your Parties Rock... Substance Free – Planner*
  - *In partnership with R.A.D.D., and HBO Family, NOYS has produced a documentary on underage drinking called “Smashed: Toxic Tales of Teens and Alcohol”. The kit includes the documentary, lesson plans, pre/post tests, and other support materials.*

Street Law, Inc. has been a proud member of this coalition for many years and recommends you learn more about these publications and its work by going to:  
[www.noys.org](http://www.noys.org)

- The National Council on Alcohol and Drug Dependence sponsors a variety of programs such as Alcohol Awareness Month, a national campaign to reach the American public with information about the disease of alcoholism – that is a treatable disease, not a moral weakness, and that alcoholics are capable of recovery. They offer a kit to help people become involved with Alcohol Awareness Month. Learn about their efforts at:  
[www.ncadd.org/programs/awareness/](http://www.ncadd.org/programs/awareness/)
- The Center on Alcohol Marketing and Youth hosts a very interesting Web site with information about how to help young people understand and resist techniques that the alcoholic beverage industry uses to entice people to purchase alcohol. The Web site is:  
[www.camy.org](http://www.camy.org)
- The Substance Abuse & Mental Health Services Administration (SAMHSA) is part of the U.S. Department of Health and Human Services. It offers a number of resources including:
  - reports about underage drinking and other substance abuse issues at:  
[www.drugabusestatistics.samhsa.gov](http://www.drugabusestatistics.samhsa.gov)
  - The National Registry for Effective Programs and Practices at:  
<http://modelprograms.samhsa.gov>
- Alcoholics Anonymous (AA) helps people recover from alcoholism and provides numerous resources to communities. Check their Web site to find a group near you:  
[www.aa.org](http://www.aa.org)
- Al-Anon and Alateen are both adapted from Alcoholics Anonymous. Al-anon helps families and friends of alcoholics recover from the effects of living with the problem drinking of a relative or friend. Alateen is a recovery program for young people. They

share a Web site that offers resources in English, Spanish and French. You can also find out about groups near you at [www.al-anon.org](http://www.al-anon.org)

- Students Against Destructive Decisions (SADD) is an organization that had more than 1.5 million young members since 1982. SADD has comprehensive materials and resources for young people to work with their peers to reduce underage drinking, illegal drug use, teen pregnancy, eating disorders and other concerns. Their Web site is at: [www.sadd.org](http://www.sadd.org)
- Mothers Against Drunk Driving (MADD) is dedicated to reducing unsafe driving and crashes involving drivers who had too much alcohol. Their national and local chapters offer speakers, resources, and a variety of resources. Contact them at: [www.madd.org](http://www.madd.org)
- The Federal Interagency Committee for the Prevention of Underage Drinking (ICCPUD) sponsors a Web site containing links to federal resources from several agencies. The Web site also features a PowerPoint and ad campaign, “Start Talking Before They Start Drinking”, which is downloadable. Go to: [www.stopalcoholabuse.gov](http://www.stopalcoholabuse.gov)

## TEACHER KEY

### SOBERING FACTS ABOUT ALCOHOL AND VIOLENCE

1. A 1998 report by the United States Department of Justice determined that alcohol abuse was a factor in 40% of violent crimes committed in the United States.<sup>1</sup>
2. Surveys have found that alcohol plays a role in at least one third of all child abuse cases.<sup>2</sup>
3. The likelihood of becoming a victim also increases greatly with the use of alcohol. In 1996, more than 65% of the victims who suffered abuse by a spouse, former spouse, boyfriend, or girlfriend reported that alcohol had been a factor. A significant number of victims had used alcohol or other drugs.<sup>3</sup>
4. One study of murder victims found that 53% had alcohol or other drugs in their system at the time of death.<sup>4</sup>
5. Nearly three percent of the American college population will die from alcohol-related causes.
6. Approximately 15 percent of binge drinkers have had unprotected sex as a result of drinking. Studies show that teens are less likely to use condoms when having sex after drinking alcohol than when they are sober. This places them at even greater risk for HIV infection, STDs, and unwanted pregnancy.<sup>5</sup>
7. According to studies about sexual assaults on college campuses, at least 75% of assailants and 55% of victims were under the influence of alcohol at the time of the assault. Another study found that alcohol was present at 90% of college rapes.<sup>6</sup>
8. A survey of high school students found that 18 percent of girls and 39 percent of boys say it is acceptable for a boy to force sex if the girl is stoned or drunk.<sup>7</sup>
9. A person can be charged and convicted of rape or sexual assault if he or she has sex with someone who is too drunk to give consent, (is incapable of saying yes or no to sex.)

## TEACHER KEY, continued

10. In studies nationwide, it was reported that alcohol is involved in more than half of all rapes.<sup>8</sup>
11. The age when adolescents first start using alcohol, tobacco and other illegal drugs is a reliable predictor of later drug problems, especially if the person begins drinking before the age of 15. More than 40% of youth who started drinking at age 14 or younger develop alcohol dependence, compared with 10% of youth who begin drinking at age 20 or older.<sup>9</sup>
12. Almost 70% of drowning victims had been drinking.
13. Over 50% of fires that lead to adult deaths involve alcohol.
14. Almost 50% of people who die from falls had been drinking.

### (Sources)

- 1 Zimmer, Judith A., Terrence W. Modglin, Jean F. O'Neil, and Andrea Carlson, Teen, Crime, and the Community, Third Edition, West Publishing Company, Washington DC, 1998
- 2 Zimmer, page 11.
- 3 Arbetman, Lee, Street Law: A Course in Practical Law, Sixth Edition. West Educational Publishing, Washington DC, 1999, page 84.
- 4 Zimmer, page 11.
- 5 Greene, Eleanor, Judith A. Zimmer, and Stephanie T. Bray, Community Works: Smart Teens Make Safer Communities, Social Studies School Service, Culver City, CA, 1999, Session 16, page 10
- 6 Harney, Kerri, "Bombed: Teacher Resource Book," Human Relations Media, Inc. Orlando, Florida, 1996, page 55.
- 7 Green, page 10.
- 8 Green, page 10.
- 9 "Substance Abuse: The Nation's Number One Health Problem" OJJDP Fact Sheet, U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, May 2001.

## HANDOUT 1

### WHEN ALCOHOL CHANGES EVERYTHING

Last winter, my life and my family changed forever. I remember it so clearly. My older sister, Julia, was getting ready for a big New Year's Eve party. She came into the room where I was sitting with my parents and asked if she could stay out a little later than her usual curfew. Julia reminded them that she was eighteen years old and was "practically off to college." Besides, she would be with a big group of friends and that they would be over at Robbie's house. My parents had met Robbie's parents many times before and his family lived pretty close to ours. I knew my parents would let her stay out late because she had always been the responsible one. Dad told her to be home by 2:00 a.m. Julia kissed our parents good night and teased me about staying home on such a big night.

We had a pretty quiet night at home. After midnight, I was pretty tired, but I knew Mom and Dad would wait up for Julia. Then, the phone rang. I heard my Mom say, "No, Julia's not home yet," then she was quiet for a minute and she said "Oh, my god." I ran out of my room and asked my parents what was going on. Mom said that Robbie's mother said there had been an accident on Main Street and she was calling all the parents of the kids at the party. We dressed in a hurry and drove to the crash site, less than a mile from our house.

The lights and sirens were so eerie. We had to park about a block away. I couldn't help staring at the mangled car as we approached the accident. We ran over to a police officer on the scene and my Dad asked if Julia was in the accident. The officer said, "Yes." I didn't like the way he said it. Then my mom asked if Julia was okay. The officer said "No. She's dead."

Julia's body was already in a body bag and on the way to the hospital morgue, so, we had to go to the hospital to formally identify her body. For those few minutes in the car, it seemed like it was just a bad dream. When I saw her body, though, I knew the nightmare was real. My big sister was dead. And there was nothing anyone could do to bring her back.

At first no one had all the facts. The police and our family began to investigate. If only one of the people that Julia saw that evening had been more responsible, my sister might still be alive.

(Adapted from *Teens Crime and the Community: Third Edition*, West Educational Publishing, 1998)

**HANDOUT AND TRANSPARENCY/POSTER 2  
THE INVESTIGATION**

	Names of People to Investigate
1. Did he or she act irresponsibly?	
2. If so, what was the irresponsible act?	
3. What could the person have done differently?	
4.	
5.	

## TEACHER KEY: BLOOD ALCOHOL CONTENT CHART

Notes for the teacher:

- Before the lesson, make each of the rows on the right side into a separate poster.
- Do not label the posters because the students will be trying to put these in order.
- If you have at least 26 students in your class, you could make two sets of signs that would allow more students to actively participate.
- Remember, the signs will need to be much bigger than they appear on this page because they will need to be visible from across your classroom.

The following chart would show how much someone is impaired with various BAC level

Blood Alcohol Concentration (BAC)	
.01 - .02%	Minor impairments in judgment and memory are likely as the drinker relaxes. Usually, no apparent changes in behavior are noted.
.02 - .03%	Visual function and reaction time are impaired. Attention is divided.
.03 - .04%	Alertness, visual tracking and steering abilities are impaired. Small behavioral changes begin to be noticed.
.04 - .05%	Eye movement control, steadiness while standing, and emergency responses are impaired.
.05 - .06%	Inhibitions are lowered. Coordination is impaired. Walking, talking, and hand movements become more clumsy. Drinker has less control over actions and emotions. Ability to react is more slow.
.06 - .07%	Ability to process and judge information is impaired.
.07 - .08%	Walking, talking, and balance are visibly affected. Vision is more blurred. Judgment is impaired and drinker shows slower reaction times.
.08 - .09%	Ability to control speed and to concentrate are impaired
.09 - .10%	Vision, judgment, self-control, memory, speech, hearing, and reaction times are all severely affected. Loss of balance is common. Drinker often experiences a decrease in the sense of pain.
.10 - .20%	Irresponsible behavior and exaggerated mood swings are evident. There is significant lack of motor control and mental confusion.
.20 - .30%	A person is unable to perform tasks and is in a confused or dazed state. Unconsciousness may occur. All physical and mental abilities are severely impaired.
More than .30%	The drinker is unconscious with an irregular heartbeat and breathing pattern. Coma or death are possible because of acute alcohol poisoning. A person who is unconscious may vomit and choke. A person in a coma may have absorbed alcohol in the stomach -- so even if no further alcohol is taken, the continuing absorption may risk his or her life.

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