

National Youth Traffic Safety Month Lesson Plan

“Do-Re-We Won’t Drink or Drive Impaired”



LESSON TOPIC	Preventing Underage Drinking and Impaired Driving
NOTES	This lesson is designed to be used for both middle and high school students. Please feel free to adapt it to fit your curriculum goals and time constraints.
WHAT’S THE POINT?	<ul style="list-style-type: none"> • Students will learn the dangers of underage drinking and impaired driving. • Students will use their creative abilities to communicate statistics about underage drinking and impaired driving. • Students will actively participate in educating their peers.
MATERIALS	<ul style="list-style-type: none"> • Student handout • Music genres
FOCUSING EVENT	<p>Students will participate in an Agree/Disagree activity. When the teacher says the statistic, they are to move to one side of the room if they agree (and think that it is a true statistic) and to the other side of the room if they disagree (and think that it is a false statistic). After students have decided on which side of the room to go to, they need to be able to explain why they chose to move to that side. Make sure to facilitate some discussion with this activity.</p> <ul style="list-style-type: none"> • Nearly three-fourths of all teen drivers said they believed that most crashes involving teens result from drunk driving. (FALSE: nearly half of teen drivers think so) • 71% of teen drivers killed in 2006 had been drinking. (FALSE: 31% had) • About 22.5 million persons ages 10-20 reported drinking in the past month. (FALSE: 10.8 million had) • During the last 30 days, 78% of high school students nationwide have ridden one or more times in a car or other vehicle driven by someone who had been drinking alcohol. (FALSE: 28.5% had) • On average, someone is killed by a drunk or impaired driver every 80 minutes. (FALSE: every 40 minutes)
TEACHING STEPS	<ol style="list-style-type: none"> 1. Discuss the statistics with the students. What surprised them? Students should record the correct statistics on their handout. 2. Conduct a class discussion with the following questions: <ol style="list-style-type: none"> a. What is impaired driving? b. Why do people choose to drive while impaired? c. What can be done to encourage others not to drink until they are of legal age? d. What can be done to encourage others to not drive while impaired? 3. Students should then be placed into cooperative learning groups. 4. Each group will be given the task of writing a song. The song should incorporate one of the statistics and have an overall message promoting driving while not impaired and not drinking until of legal age. 5. Each group should select one of the following genres of music on which to base their song: opera, country, jazz, rap, rock and roll, hip hop, gospel, classical, blues, or oldies. Put these genres on small cards, and have groups draw out of a hat which genre they will use. 6. The groups should work together to complete the song plan on their handout. 7. Groups should be given adequate time to complete the activity, and be sure to include time for performances.
EVALUATION	Evaluation for this lesson should take place during the group work time (student participation and effort) and during the performances (quality of projection completion). Other classes of older or younger students could also be invited to view the performances or videos could be created for others to view at a later time.
SOURCES	http://www.rmia.org/Auto/Teens/Teen_Driving_Statistics.htm http://www.sadd.org/stats.htm http://www.madd.org/Drunk-Driving/Drunk-Driving/Statistics.aspx