



## Grade 10 Sample Lesson Plan: Safe Driving and DUI Prevention

### SOLs

- Practice and encourage responsible driving behaviors, and use refusal and negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs.

### Objectives/Goals

- Students will understand responsible driving behaviors and use refusal and negotiation skills to avoid riding in a car with someone under the influence.

### Materials

- Computer access to Internet
- *VDOE 45 Hour Parent Teen Driving Guide* – Printouts of safe driving contracts on Page 40 and 43
- *VDOE Grade 9-10 Alcohol Unit*
- *No Phone Zone Lesson*
- *Safe Driving Lesson*
- Handouts – *Safe Driving Basics* and *Drunk, Drugged, & Distracted Driving* from Partners for Safe Teen Driving
- Videos: *Underage Drinking What a Waste*, *One Decision*, *Underage Drinking –Is It Worth It*, *Prom- Drunk Driving PSA*, *Texting and Driving Crash- It Can Wait*, *Fletchers Drive-It Can Wait*

### Procedure

- Visit the Partners for Safe Teen Driving Website <https://safeteendriving.org> and review several pages with students (e.g., teens, resources) for information on laws and other resources have a discussion about key responsible driving behaviors, as well as Virginia's zero tolerance law for impaired driving. Provide them with the handouts: *Safe Driving Basics* and *Drunk, Drugged, & Distracted Driving*.
- Implement referenced lesson plans (e.g., *No Phone Zone Lesson*, *Safe Driving Lesson*, *VDOE Grade 9 -10 Alcohol Unit*)
- Supplement lessons with videos (e.g., *Underage Drinking What a Waste*, *One Decision*, *Underage Drinking –Is It Worth It*, *Prom- Drunk Driving PSA*, *Texting and Driving Crash- It*

- *Can Wait, Fletchers Drive-It Can Wait*) . Additionally, the following YouTube channel from SAMHSA offers over 90 videos to discourage underage drinking <https://www.youtube.com/playlist?list=PL6F25AC126268A2B3> .

### Assessment Idea

- Students complete a safe driving pledge agreement (e.g., page 40, page 43 of *45 Hour Parent Teen Driving Guide* with their families).
- Students participate in refusal skills role plays or other activities in Virginia DOE underage drinking and driving lesson.
- Students develop posters, PSAs, or infographics to promote and/or act out responsible teen driving behaviors and strategies for refusing and negotiating riding in car with impaired drivers

### References

- Teen Drivers- NHTSA  
<http://www.nhtsa.gov/Driving-Safety/Teen-Drivers/Teen-Drivers-Education/Teen-Drivers---Parents-&-Teens>
- Think First – National Head and Spinal Cord Injury Prevention Program
- [www.ThinkFirst.org](http://www.ThinkFirst.org)
- Partners for Safe Teen Driving <https://safeteendriving.org>
  - <https://safeteendriving.org/teens/basics.php>
  - <https://safeteendriving.org/parents/distracted.php>
- Virginia Department of Education  
<http://www.doe.virginia.gov/instruction/health/index.shtml>
- Assignment Discovery Safe Driving Lesson  
<http://www.discoveryeducation.com/teachers/free-lesson-plans/safe-driving.cfm>
- No Phone Zone Lesson Plan  
<https://www.scribd.com/document/27913353/No-Phone-Zone-Lesson-Plan>
- You Tube Videos
  - Underage Drinking What a Waste  
<https://www.youtube.com/watch?v=4Gi3x5a-qxE>
  - One Decision [https://www.youtube.com/watch?v=WWptgB\\_1bco](https://www.youtube.com/watch?v=WWptgB_1bco)
  - Underage Drinking –Is It Worth It  
<https://www.youtube.com/watch?v=WGQ8F05C5gk>
  - Prom-Drunk Driving <https://www.youtube.com/watch?v=LigPLJP6x3U>
  - Texting and Driving Crash – It Can Wait

<https://www.youtube.com/watch?v=ApnyKv1GuNI>

- Fletcher's Drive – It Can Wait

<https://www.youtube.com/watch?v=4kBaLbubNd4>

### **Handout**

The next page includes a handout for the lesson. The handout is designed for print use only.



## Safe Driving Basics

Nine basic actions that can help minimize the number of crashes:

Inexperienced, as well as experienced, drivers can prevent crashes by avoiding distractions and maintaining control of their vehicles. The following basics will help drivers with all levels of experience perform safely behind the wheel. But before you do anything - buckle-up. And, be sure all of your passengers are buckled up.

### SAFE DRIVING BASICS

PARENT/TEEN DRIVING AGREEMENT

DISTRACTED, DRUNK & DRUGGED DRIVING

YOVASO ACTIVITIES

LINKS

1. Keep your eyes on the road and your hands on the wheel!

Driver distraction is reaching epidemic proportions in drivers of all ages, but especially in young, inexperienced drivers. Consider all the things in a vehicle that can occupy a driver's attention: cell phones, radios and CD players, sophisticated vehicle controls, fast food and other drive-through conveniences, laptop computers and onboard navigation devices, as well as passengers, children, and pets.

In today's communities, more people spend more time in vehicles and on the road. Thus, they often try to maximize driving time by combining it with other activities, often with tragic consequences. Driving is not a multi-functional task. It requires the driver's full attention.

2. Set or adjust the controls on the vehicle and other devices as soon as you get in the car.

Fasten your safety belt and adjust your mirrors, the radio or CD player, and the climate control settings. Make sure everyone else in your vehicle is buckled up and that all objects are securely stowed.

3. Keep your body alert.

Sit straight, but relaxed. Place your left hand between the 7 and 9 o'clock positions on the steering wheel and your right hand between the 3 and 5 o'clock positions on the wheel. Hold the wheel with your fingers and thumbs. Avoid gripping it tightly because your palms are not as sensitive as your fingers. Look in the direction that you want to go.

4. Drivers ages 15, 16, and 17 are prohibited from talking, sending text messages, or snapping photos with a phone while driving on Virginia roads.

The ban also applies to hands-free devices. However, teens are allowed to use a phone during an emergency, such as if someone thinks he or she is being followed.

5. Anticipate the traffic and the environment around you.

- Maintain space around your car. Use the three second rule to keep space between you and the vehicle ahead. Don't cut in front of other vehicles.
- Don't drive parallel with another vehicle. If something blocks your path ahead, you'll need the room on either side of your vehicle to escape the obstacle in front of you.
- If someone tailgates you, move into another lane and let the tailgater pass. Or, pull off the road so the person can pass.
- Avoid speeding up or slowing down.
- As you drive, look four or five vehicles ahead. This helps you anticipate stops, slowdowns, curves or other changes in the traffic or roadway.
- Check your rearview mirrors approximately every ten seconds. This helps you anticipate hazards approaching from behind.

6. Know the type of braking system that your vehicle uses.

- If your vehicle uses an anti-locking braking system (ABS), keep your foot firmly on the pedal if you stop suddenly. Do not pump the brakes in an emergency situation. This will provide false information to your braking system, preventing it from operating correctly.
- If your vehicle is not equipped with anti-lock brakes, press the brake pedal firmly, just short of locking the wheels. If your wheels lock, indicating a skid, let up slightly on the brake pressure. Then, reapply pressure to the brake. Continue this squeezing action until the vehicle stops.

7. In bad weather, reduce your speed and increase your following distance.

Slow down in bad weather or other poor driving conditions, such as rain, fog, snow, ice, and heavy traffic. If you are uncomfortable with the speed limit, for whatever reason, slow down.

8. Drive the speed limit.

Speeding will not get you to your destination faster. Speed influences a crash in four ways:

- It increases the distance your vehicle travels from the time you recognize an emergency until you can react.
- It increases the distance it takes to stop your vehicle. The faster you go, the more distance it takes to stop your vehicle.
- Crash severity increases incrementally with speed. For example, if your speed increases from 40 to 60 miles an hour, your speed increases 50 percent while the energy released in a crash more than doubles.

- Higher speeds reduce the ability of vehicles, safety belts, air bags, guardrails, and barriers to protect vehicle occupants in a crash.

9. Avoid sudden moves or over-correction.

A sudden response or over-correction, such as jerking the steering wheel to the right or left, or slamming on the brakes can cause the vehicle to skid, swerve into oncoming traffic, or veer off the roadway. You can avoid sudden surprises that lead to reactive moves by watching the traffic and roadway ahead, behind, and around you.



Virginia Association  
of Driver Education  
and Traffic Safety



SAFE DRIVING BASICS

PARENT/TEEN DRIVING  
AGREEMENT

**DISTRACTED, DRUNK &  
DRUGGED DRIVING**

YOVASO ACTIVITIES

LINKS

## Distracted, Drunk & Drugged Driving

Your primary responsibility as a driver is to operate your motor vehicle and to do so safely! Driving while distracted, drunk or under the influence of other drugs is a leading cause of accidents and traffic fatalities for teens.

Many teens (and adults) recognize that driving under the influence is dangerous. However, many people fail to recognize the danger of driving while distracted, especially if they try to talk or text on a cell phone. Drivers who use hand-held devices while driving are four times as likely to get into crashes serious enough to injure themselves or others.

### "It Can Wait"

Everyone has a personal responsibility to pay full attention while driving and to realize that calls or texts can wait. Check out the "It Can Wait," music video by American Idol-finalist Travis Tucker, who is a math teacher in Prince William County. Pass along the link to this video through Facebook, You Tube, Twitter, and other social media and let your friends know that "It Can Wait."

With more portable technology now than ever, driver distractions have risen to unprecedented numbers. We live in a world where people expect instant, real-time information 24 hours-a-day and those desires do not stop just because people get behind the wheel. Drivers simply do not realize the dangers that are posed when they take their eyes and minds off the road and their hands off the wheel and focus on activities other than driving.

### Know the Law!

Virginia law prohibits drivers restricts a driver under age 18 from using any cellular telephone or any other wireless telecommunications device, regardless of whether such device is or is not hand-held. If you are under age 18, you can only use a cell phone or any other device:

- for a driver emergency;
- when the vehicle is lawfully parked or stopped.

### Alcohol, Other Drugs and Driving

Alcohol and other impairing drugs are involved in approximately 40 percent of all traffic crashes in which someone is killed each year. If you drink alcohol or use other impairing drugs and drive, even a little, your chances of being in a collision are much greater than if you did not drink any alcohol or use any other drugs.

If you are younger than 21 it is illegal to purchase, publicly possess and drink alcoholic beverages. Alcohol and other impairing drugs affect a person's ability to perceive surroundings, react to emergencies and skillfully operate a motor vehicle. For new drivers learning complex skills, the effects of alcohol and other impairing drugs are greater. All States have "zero tolerance" laws (no alcohol in the circulatory system) for drivers under 21.

### Know the Law!

Teens who drink alcohol and drive will lose their driver's license for a year and receive either a \$500 minimum fine or 50 hours of community service. The law provides a "zero tolerance" stance against underage drinking and driving, said Virginia Department of Motor Vehicles' Commissioner Richard D. Holcomb, the Governor's Highway Safety Representative. Zero tolerance means the legal limit for teens is a .02 percent blood alcohol concentration (BAC), which is the normal alcohol content of the average person. Even a small amount of alcohol can result in a conviction.

"Unfortunately, teens are one of the highest risk populations on our roadways," Holcomb said. "Despite meaningful efforts to curb underage drinking and driving, it still remains a significant problem." In 2010, 1,285 drivers under the legal drinking age of 21 were convicted of drunk driving in Virginia, and most were 18 to 20 years old.

Never let friends or relatives drive if they have been drinking. If a friend or relative has been drinking:

- take his/her keys away
- arrange for a driver who has not been drinking
- call a cab; or
- have them stay overnight

There is no way to get all the alcohol or other drugs out of the circulatory system in order to become sober quickly. Coffee, fresh air, cold showers or eating will not help to remove the alcohol or other drug combination from the circulatory system. Time is the only medically-proven method to remove alcohol or other drug combinations from the circulatory system. It takes about an hour for the body to get rid of one normal drink from the circulatory system.

Therefore, if someone has had four normal drinks, the person should wait four hours or more before driving. Keep in mind that "sober" means that no alcohol or other impairing drugs are in the circulatory system of the body.

The best advice is to not drive a vehicle of any kind if alcohol or other drugs are consumed. Impairment starts with the first drink. Even one drink of alcohol can affect a person's ability to operate a motor vehicle. With one or more drinks in the bloodstream a person could be arrested for driving under the influence of alcohol or other drugs.

### Links

#### Centers for Disease Control and Prevention (CDC)

[http://www.cdc.gov/motorvehiclesafety/distracted\\_driving/index.html](http://www.cdc.gov/motorvehiclesafety/distracted_driving/index.html)

#### Distraction.gov

<http://www.distraction.gov/>

**Governors Highway Safety Association (GHSA)**

[http://www.ghsa.org/html/stateinfo/laws/cellphone\\_laws.html](http://www.ghsa.org/html/stateinfo/laws/cellphone_laws.html)

**Stop the Texts. Stop the Wrecks.**

<http://www.stoptextsstopwrecks.org/>

**Students Against Destructive Decisions**

<http://www.sadd.org/>

**Youth of Virginia Speak Out (YOVASO)**

<http://www.yovaso.org/>



Virginia Association  
of Driver Education  
and Traffic Safety

[Contact Us](#) | [Privacy Policy](#) | [Terms of Use](#)

All content, downloadable materials, and information compilations, copyright © 2016 Prince William Network  
Website by Filnet

9<sup>th</sup> Grade Unit  
Alcohol & Underage Drinking  
Virginia Department of Education

## 9<sup>th</sup> Grade Alcohol Unit

9 <sup>th</sup> Grade Lesson 1	Related SOLs		
	9.1 Health Concepts	9.2 Healthy Decisions	9.3 Advocacy and Health Promotion
<p><b>Learning Objective</b> Students will be able to:</p>	<p>H. Explain how Alcohol and other drugs increase the risk of injury I. Analyze the deadly consequences of binge drinking</p>	<p>I. Evaluate the effects of alcohol and other drugs on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from the use of alcohol, tobacco, or other drugs.  J. Develop a set of personal standards to resist the use of alcohol, tobacco and other harmful substances, and other harmful behaviors.  C. Create a personal plan to reduce ... substance use, and ...  N. Analyze situations involving risk and risky behaviors (e.g. impaired driving) that may result in permanent disability for self and others.</p>	<p>K. Identify school and community mental health resources L. Determine how to help a friend exhibiting signs of depression, anxiety, disordered eating, or other self-harming behaviors.</p>

### Lesson Plan: Addressing Alcohol's Damaging Health Effects

#### **Materials and Resources**

#### **Background Resources for Schools and Campuses**

[www.preventunderageddrinkingva.com](http://www.preventunderageddrinkingva.com)  
<https://www.pinterest.com/cdcgov/safe-driving>

#### **Video Clips**

Refer to the school and campus resources section of [www.preventunderageddrinkingva.com](http://www.preventunderageddrinkingva.com) for video clips that you can use to frame or reinforce your lesson

#### **Online Factual information**

[www.cdc.gov](http://www.cdc.gov)  
[www.samhsa.gov](http://www.samhsa.gov)  
[http://teenshealth.org/teen/drug\\_alcohol/alcohol/binge\\_drink.html#](http://teenshealth.org/teen/drug_alcohol/alcohol/binge_drink.html#)  
[http://www.cdc.gov/motorvehiclesafety/impaired\\_driving/impaired\\_drv\\_factsheet.html](http://www.cdc.gov/motorvehiclesafety/impaired_driving/impaired_drv_factsheet.html)  
[http://www.cdc.gov/motorvehiclesafety/impaired\\_driving/bac.html](http://www.cdc.gov/motorvehiclesafety/impaired_driving/bac.html)  
<http://abovetheinfluence.com/drugs/alcohol/>

#### **Impairment Simulation**

Glasses – Public Service Campaign: <https://www.youtube.com/watch?v=MrhV3QTkNyw>  
[http://ades.bc.ca/assets/pdfs/Jan\\_08\\_Activity.pdf](http://ades.bc.ca/assets/pdfs/Jan_08_Activity.pdf)  
[http://www.ehow.com/how\\_7962602\\_can-students-effects-alcohol-activities.html?utm\\_source=eHowMobileShare&utm\\_medium=email](http://www.ehow.com/how_7962602_can-students-effects-alcohol-activities.html?utm_source=eHowMobileShare&utm_medium=email)

### **Online Interactive Resources**

<http://bloodalcoholcalculator.org/#LinkURL>  
[http://www.collegedrinkprevention.gov/CollegeStudents/anatomy/InteractiveBody\\_flash.aspx](http://www.collegedrinkprevention.gov/CollegeStudents/anatomy/InteractiveBody_flash.aspx)  
<http://help4kids.stanford.edu/alcohol/framework.swf>  
<http://www.nhtsa.gov/links/sid/ABCsBACWeb/>  
<http://www.drinkingnightmare.gov.au/internet/drinkingnightmare/publishing.nsf/Content/game>  
<http://sciencenetlinks.com/interactives/alcohol/ebook/index.htm>  
<http://youthsolutions.com.au/young-people/interactive/quiz-game/>  
<http://abovetheinfluence.com/how-are-you-doing/>  
<http://www.toosmarttostart.samhsa.gov/teens/default.aspx>

### **Lesson Plans and Activity Ideas**

<http://www.health-lesson-plans-teacher.com/dangerofalcohol.html>  
<http://sciencenetlinks.com/student-teacher-sheets/learning-about-teen-drinking-teacher>  
<http://sciencenetlinks.com/student-teacher-sheets/learning-about-teen-drinking/>  
<http://sciencenetlinks.com/lessons/alcohols-effect-on-the-mind-and-body-502/>  
<http://sciencenetlinks.com/lessons/alcohols-effects-on-organs/>  
[http://jessicahalverson.weebly.com/uploads/5/5/3/0/5530732/346\\_itip\\_on\\_alcohol\\_and\\_drugs.pdf](http://jessicahalverson.weebly.com/uploads/5/5/3/0/5530732/346_itip_on_alcohol_and_drugs.pdf)  
<http://www.boardworks.co.uk/mea/4513f808/Binge%20drinking%20lesson%20plan.pdf>  
[http://stacyhall.weebly.com/uploads/1/5/3/1/1531585/atod\\_unit\\_plan.pdf](http://stacyhall.weebly.com/uploads/1/5/3/1/1531585/atod_unit_plan.pdf)  
<http://www.alcholeducationtrust.org/wp-content/uploads/2014/11/Alcohol-long-term-effects.pdf>  
<http://www.alcholeducationtrust.org/wp-content/uploads/2014/11/JustAFewDrinks.pdf>  
<http://www.goodcharacter.com/BCBC/SayingNo.html>  
[http://kidshealth.org/teen/drug\\_alcohol/alcohol/binge\\_drink.html](http://kidshealth.org/teen/drug_alcohol/alcohol/binge_drink.html)  
<http://www.talkaboutalcohol.com/AtSchool/location-52.aspx>  
<http://www.thecoolspot.gov/pressures.aspx>  
<http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-grade11-byoh-lesson2.pdf>  
<http://www.rcmp-grc.gc.ca/cycp-cpcj/id-cfa/lp-pl/index-eng.htm#act1>  
<http://www.toosmarttostart.samhsa.gov/educators/lessonplan.aspx>  
<http://www.treatmentsolutions.com/15-ways-a-teen-can-say-no-to-alcohol-and-drugs/>

### **SAMPLE CLASSROOM LESSON OUTLINE:**

**See 9<sup>th</sup> Grade Alcohol Unit**

9<sup>th</sup> Grade Unit  
Alcohol & Underage Drinking

Lesson 1: Alcohol as a Health Issue

Lesson 2: Experiencing Impairment

Lesson 3: Resisting Pressure and Planning Ahead

**Supplemental Tools**

The following interactive websites can be integrated into alcohol lesson. They show the effect of alcohol on the brain and body and promote good decision-making.

<http://bloodalcoholcalculator.org/#LinkURL>

[http://www.collegedrinkingprevention.gov/CollegeStudents/anatomy/InteractiveBody\\_flash.aspx](http://www.collegedrinkingprevention.gov/CollegeStudents/anatomy/InteractiveBody_flash.aspx)

<http://help4kids.stanford.edu/alcohol/framework.swf>

<http://www.nhtsa.gov/links/sid/ABCsBACWeb/>

<http://www.drinkingnightmare.gov.au/internet/drinkingnightmare/publishing.nsf/Content/game>

<http://sciencenetlinks.com/interactives/alcohol/ebook/index.htm>

<http://youthsolutions.com.au/young-people/interactive/quiz-game/>

<http://abovetheinfluence.com/how-are-you-doing/>

<http://www.toosmarttostart.samhsa.gov/teens/default.aspx>

Numerous video resources are available at <http://www.preventunderagedrinkingva.com>.

## 9<sup>TH</sup> Grade – Alcohol and Underage Drinking Education

### Lesson 1: Alcohol As A Health Issue

#### 1.1 Introduction – 5 minutes

1. Give the Students the CDC fact sheet about underage alcohol use and additional information sheets that provide information on alcohol, binge drinking, and terminology.

(<http://www.cdc.gov/alcohol/fact-sheets/underage-drinking.htm> )

[http://teenshealth.org/teen/drug\\_alcohol/alcohol/binge\\_drink.html#](http://teenshealth.org/teen/drug_alcohol/alcohol/binge_drink.html#)

2. Show the following video – it presents an animated overview of the way alcohol causes injury and impacts the body. <https://www.youtube.com/watch?v=EY37BFmVxwQ>

3. Talk about the short and long term effects of alcohol on the body. Make sure they understand that both the amount and rate that alcohol is consumed are important

#### 1.2. Myths or Facts Activity – 10 minutes

This interactive activity will quickly educate students about key alcohol information. When the activity is over, give the students a handout with all of the myths and factual information discussed in class.

#### Supplies needed:

- ✓ Create a PowerPoint presentation based on Attachment 1. Myths and Fact Statements- each of the 19 statements will be on a slide followed by a slide with the statement, whether it is a myth or fact, and the explanation.
- ✓ Large index cards with Myth written on one side and Fact on the other.
- ✓ Hand out with each of the following 19 statements and explanation

#### How to Conduct the Activity:

1. Divide students into groups of three.
2. Each group will get a sign that says Myth on one side and Fact on the other side.
3. A series of PowerPoint slides are loaded with the following statements.
4. The teacher advances the PowerPoint slides.
5. As each statement comes up on the PowerPoint, the students discuss within their group if they think it is a myth or fact then hold up the side of what they think it is.
6. After they do this, the teacher advances the slide to an explanatory slide that provides factual information.

#### 1.3 Binge Drinking Consequences Discussion - 10 minutes

1. Tell students that **Binge Drinking is the heavy consumption of alcohol over a short period of time.**
2. Hand out Attachment 2 - Sheet A. Tell students that the sheet lists some common effects of drinking too much alcohol, especially for young people. Ask them to tick the boxes to say whom each one may affect.
3. In small groups, have the students compare answers. (Do you agree with each other? If not, discuss your reasons for the choices you've made.)
4. Ask the group to select someone to report out the group's answer to the following question - In general, does getting drunk affect just the drinker or other people?

5. Have students read the case study in Attachment 3- Sheet B and then have students engage in the following discussion in groups or as a whole class.

Ask questions to find out what each person felt about the evening's events: *It was not only Stephen who was affected by what happened that night – several people were involved in his 'story'. What did they do wrong? What did they do right? How might the events of the evening affect their attitude to alcohol?*

#### **1.4 Binge Drinking Blackout Activity - 20 minutes**

<http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-grade11-byoh-lesson2.pdf>

1. Ask students if they know what it means to “blackout.” A person who blacks out experiences a short-term loss of memory and forgets events that occurred while drinking.
2. Conduct Binge Drinking Blackout Activity to have students identify what it would be like to blackout after a bout of drinking, or to be subjected to the irresponsible actions of someone who has been drinking.

#### **How to Conduct the Activity:**

There are two versions of this activity (see Attachment 4 – Version 1 and Attachment 5 – Version 2). Select the one that you feel is most appropriate for your class. Regardless of which version you choose, it is important to emphasize that the situations presented are hypothetical. Some students may recognize behaviors that they or others have exhibited while drinking. It is necessary for them to keep real names and events separate from this activity. Also emphasize that the activity is not meant to embarrass anyone, or to glamorize drunken behavior. The focus is to identify negative emotions that result from binge drinking, experienced by the person who was drunk and others who were subjected to his or her behavior. Students will have a chance to voice any personal concerns they have during the discussion that follows.

#### **Discussion:**

- ✓ Have students describe the range of detrimental emotions that could result from blacking out (embarrassment, guilt, shame, remorse, etc.).
- ✓ Ask how they or their friends would react to the types of behavior demonstrated in this game.
- ✓ Discuss the negative consequences that these scenarios could potentially lead to. If you find that students are sharing personal experiences, try to bring the conversation back to a more general context. Remind everyone of the importance of confidentiality when describing events that involve others.

#### **1.4. Assessment and Homework Assignment – 5 minutes**

1. Summarize what you have taught the students and some of the insight gained from activities and discussions.
2. Explain Homework Assignments.

Today we have learned about the effects of alcohol on the body and experience some of the consequences of drinking. Your assignment will be to do some additional research on the facts and consequences of underage drinking and develop messaging to share what you have learned to dissuade others from drinking underage or engaging in hazardous drinking behaviors.

- ✓ Students will review the information and resources at <http://sciencenetlinks.com/interactives/alcohol/ebook/index.htm>.
- ✓ Students will develop social media messaging to promote what they have learned about the hazards of underage drinking. They can complete a visual poster or *infographic*, a series of 8 unique tweets, or 4 unique Facebook posts with images.
- ✓ Display the posters or “screen capture” images of their social media messaging in the next session.

**9<sup>th</sup> Grade Alcohol and Underage Drinking Education**  
**Lesson 1**  
**Attachment 1. Alcohol - Myth and Fact Statements**

**1. Alcohol makes someone perform tasks and activities better.**

**MYTH**

Heavy drinking has a negative effect on judgments, coordination and reaction time. Due to alcohol's relaxing effects, drinking alcohol can lead to a false sense of confidence that can have deadly consequences if unchecked.

**2. Alcohol affects every system in the body.**

**FACT**

Consuming too much alcohol affects the brain and causes unclear thinking, poor coordination, and slurred speech. It affects the eyes and causes blurred vision by affecting the metabolism of glucose in the brain. Alcohol can affect the heart by causing an irregular heartbeat and high blood pressure. Drinking too much alcohol over a period of years also can cause damage to the liver, stomach, pancreas, or kidneys. It can cause blood vessels to widen, resulting in headaches. Finally, alcohol abuse can cause systemic muscle weakness.

**3. Alcohol only affects the body in the short term.**

**MYTH**

Over time, alcohol abuse can cause even greater damage to other body systems, resulting in permanent liver damage and damage to the frontal lobes of the brain.

**4. Alcohol affects teens the same way it affects adults.**

**MYTH**

Alcohol has a less sedating effect on teens than it does on adults. As a result, teens may be more likely to drive under the influence, which can lead to car accidents. Teens also show signs of reduced function in the hippocampus, the part of the brain critical for forming new memories. As a result, young drinkers score lower on standardized tests than non-drinkers.

**5. Alcohol is a stimulant, meaning that it accelerates the workings of the body's key functions.**

**MYTH**

Alcohol is a depressant. It slows the body's key functions, including breathing, heartbeat, and thinking.

**6. Beer doesn't make a person intoxicated like wine and hard liquor.**

**MYTH**

A 12-ounce can of beer, a five-ounce glass of wine, and a standard mixed drink (1.5 ounces of hard

liquor) all contain the same amount of alcohol.

**7. Coffee or a shower helps people become sober faster.**

**MYTH**

It takes over one hour for a standard drink of alcohol [beer, wine, or liquor] to work its way out of the bloodstream.

**8. Teens who drink are more likely to be victims of violent crimes and be involved in alcohol-related traffic accidents-**

**FACT**

Impaired judgment and coordination results from alcohol use and increases the risk of negative consequences.

**9. Alcohol use is not common among teens.**

**MYTH**

According to one national survey, one in four eighth graders reports drinking alcohol within the past month and 18% of eighth graders have gotten drunk at least once in the past year.

**10. Females become intoxicated more quickly when it comes to drinking alcohol.**

**FACT**

Gender, weight, tolerance to alcohol and state of mind all contribute to the effect alcohol will have on an individual. The same amount of alcohol affects most women more than it affects men because women generally have less water in their bodies and bloodstream to dilute or water down the alcohol.

Also, men have more of the enzyme gastric alcohol dehydrogenase, which breaks down alcohol in the stomach (Kinney, 2000, pp. 52-53). For men, more alcohol breaks down in the stomach; therefore, less alcohol enters the bloodstream and goes to the brain. However, for women, less alcohol is broken down in the stomach; more alcohol is absorbed into the bloodstream and sent to the brain.

**11. A person is in control when he/she is drunk.**

**MYTH**

Alcohol affects judgment, lowers inhibitions and can lead to poor choices, which may mean that you take chances you would not otherwise take. For example, some people have unplanned and unprotected sex when they are drunk.

**12. If someone passes out from drinking, it's OK to let him or her sleep it off.**

**MYTH**

A person is experiencing alcohol overdose if he or she  
a. is not responding when spoken to, pinched, shaken or poked b. cannot stand up

- c. does not respond to being woken up
- d. shows slow and labored breathing
- e. has purplish, cold or clammy skin
- f. has a rapid pulse rate

Seek medical attention if you see these signs in a person who has been drinking by calling 911, roll the person on his or her side to prevent choking if vomiting occurs, and stay with him or her to monitor breathing.

**13. One or two drinks will affect a person's driving ability.**

**FACT**

After one drink, a person begins to lose coordination, even if he or she does not appear drunk. A driver who has had one or two drinks may take more chances at a time when judgment, coordination and reaction time are reduced. Driving after drinking is foolish, dangerous and illegal, and being "a little bit drunk" is just as dangerous as being "really drunk." Some people think that they will not get drunk if they don't drink hard liquor, but a standard drink of any type has the same alcohol content, whether it is a standard glass of wine (5 ounces), a bottle of regular (5%) beer (12 ounces), or a regular serving of hard liquor (1.5 ounces).

**14. As long as you're eating while you're drinking, you won't get drunk.**

**MYTH**

Alcohol enters the bloodstream by absorption through the lining of the stomach and intestine, mainly the intestine. The presence of food in the stomach can slow the absorption of the alcohol into the bloodstream. Drinking non-alcoholic beverages will also decrease the effects of alcohol to an extent by diluting alcohol in the blood. With continued drinking, however, neither food nor non-alcoholic beverages will prevent intoxication.

**15. I'm more appealing to others when I've been drinking.**

**MYTH**

You may think that you look attractive to others, but that does not mean that they share your opinion. Alcohol changes the way your body and mind function. You might say or do things under the influence of alcohol that you would not normally say or do.

Many people drink in social situations to feel more self-confident, relieve anxiety or lower inhibitions; however, if you feel the need to rely on alcohol to elevate your mood or feel better about yourself, this can lead to negative consequences and dependence.

**16. Drinking can make you feel invincible.**

**FACT**

But you're not. Alcohol affects judgment, reduces inhibitions and influences decision-making. It is a depressant drug that travels quickly through the bloodstream to the brain. It slows down the central nervous system and brain functioning. If you are under the influence of alcohol, you are more likely to make mistakes that could embarrass or even hurt you.

**17. "Drinking coffee, getting some fresh air, or taking a cold shower will sober you up."**

**MYTH**

The only way to get sober is to wait for the body to metabolize (eliminate) the alcohol – it takes several hours. The body metabolizes about one drink each hour. Coffee or a shower may make you feel more awake, but you will still be impaired.

**18. "I only drink beer. Beer won't affect my driving."**

**MYTH**

Beer will fill you up more than wine or hard liquor, but a glass of beer has the same alcohol content as a glass of wine or a mixed drink. Myth: "Alcohol helps me socialize better."

**19. Alcohol makes me perform better."**

**MYTH**

Heavy drinking has a negative effect on judgments, coordination and reaction time. Due to alcohol's relaxing effects, drinking alcohol can lead to a false sense of confidence that can have deadly consequences if unchecked.

<http://sciencenetlinks.com/student-teacher-sheets/learning-about-teen-drinking-teacher>

**9<sup>th</sup> Grade Alcohol and Underage Drinking Education Lesson 1  
Attachment 2.**

**HANDOUT A. EFFECTS OF DRINKING**

Source: <a href="http://www.alcoholeducationtrust.org/wp-content/uploads/2014/11/You-friends-and-strangers.pdf">http://www.alcoholeducationtrust.org/wp-content/uploads/2014/11/You-friends-and-strangers.pdf</a>	<b>Does this affect the drinker? How?</b>	<b>Does this affect the drinker's friends? How?</b>	<b>Does this affect other people as well? How?</b>
<b>Vomiting</b>			
<b>Blurred vision</b>			
<b>Can't stand or walk straight</b>			
<b>Being louder than normal</b>			
<b>Saying things you wouldn't normally say</b>			
<b>Causing an accident</b>			
<b>Arguing and fighting</b>			
<b>Making a fool of yourself</b>			
<b>Ending up in hospital</b>			
<b>Having a hangover</b>			
<b>Unable to go to school the next day or poor school performance</b>			

## **9<sup>th</sup> Grade Alcohol and Underage Drinking Education Lesson 1**

### **Attachment 3**

#### **HANDOUT B. Who is the victim?**

*Stephen is 15 and was out with three friends in the town. They met up behind the mall and had a few drinks and a laugh. Stephen drank a few cans of extra-strength cider and soon became drunk.*

*It got pretty late and the group was hanging about waiting for the last bus home. Ben started fooling around and started teasing Stephen for not being able to handle his alcohol. The drink had begun to affect Stephen's judgment and he started to get dizzy. He playfully lunged forward and hit Ben in the face ... then lost his balance, fell over, hit his head, and lost consciousness.*

*Ben and the two other friends panicked and tried to wake Stephen up. The two others then ran off, not wanting to get involved. Fortunately an ambulance was driving past and Ben flagged it down. The ambulance driver said she was going to inform the police and wanted to know Stephen's parents' phone number. Ben asked her not to involve anyone else but she said they had to contact them. Stephen and Ben were taken to hospital where the police met them.*

Source with Adaptation: <http://www.alcholeducationtrust.org/wp-content/uploads/2014/11/You-friends-and-strangers.pdf>

**9<sup>th</sup> Grade Alcohol and Underage Drinking Education**  
**Lesson 1**  
**Attachment 4. Alcohol – Binge Drinking Consequences: Version 1**

Ask up to seven volunteers to take turns standing at the front of the room, one at a time. Fully explain the parameters of volunteering, so that students will know exactly what they are getting themselves into. Each volunteer will assume the role of someone who has been binge drinking. The rest of the class will read a sign describing a specific behavior that the volunteer displayed while he or she was drinking. The volunteer should not be aware of the behavior, and therefore, is not permitted to look at this sign.

Seven signs are provided entitled “I drank too much and...”:

***I drank too much and... embarrassed myself by flirting with everyone in the room.***

***I drank too much and... got a ride home with someone who had been drinking.***

***I drank too much and... passed out and didn’t wake up for hours.***

***I drank too much and... told my friends everything that bugs me about them.***

***I drank too much and... threw up all over the couch and the people sitting on it.***

***I drank too much and... fell down the stairs and broke my ankle.***

***I drank too much and... started a fight and broke someone’s nose.***

The object of the game is to have the class treat the volunteer according to the role he or she has assumed. The class can give hints about events that occurred, without being obvious or directly stating what happened, for example, “Don’t you remember what you said to me?” “I was sitting right beside you when it happened!” “I can’t believe you went with him.” Even though the situations are hypothetical, stress the importance of refraining from using hurtful comments.

The volunteer can also ask specific questions about his or her behavior, such as, “Was I rude to you?” “Did I hurt you?” “Did we leave alone or with other people?” This student will attempt to guess his or her behavior.

You may also allow the class to indicate if he or she is “hot, warm or cold” in guessing. The game is played until the volunteer can account for his or her behavior. You can repeat the game up to six times using other volunteers.

**9<sup>th</sup> Grade Alcohol and Underage Drinking Education**  
**Lesson 1**  
**Attachment 5. Alcohol – Binge Drinking Consequences- Version 2**

As an alternative, have volunteers work in pairs. Give each pair one of the “I drank too much and” signs. Allow the students a few minutes to go into the hallway and develop a brief dialogue about the situation they have been assigned. One student will role-play the person who was drunk, and the other student will role play a person who witnessed or was subjected to the behavior. Both volunteers will know about the behavior, but the class will not. Through their dialogue, they will help the class determine what happened. Each pair will present their dialogue to the class, without being obvious or stating what happened.

***Sample Dialogue***

**Student A: *Don't you remember what you said to me?***

**Student B: *Not really, but I think I was out of line.***

**Student A: *Yeh, that would be a good guess.***

**Student B: *Did I lie to you?***

**Student A: *Not exactly. But you didn't have to be brutally honest.***

**Student B: *So I told you the truth?***

**Student A: *It's not about whether you were honest or not. If you don't want to be my friend, why don't you just say so!***

**Student B: *Why wouldn't I want to be your friend?***

**Student A: *Well, it sure didn't seem like you wanted to be my friend at the party.***

Members of the class will try to identify the event that occurred, based on the dialogue presented. This version of the game can also be played up to seven times.

## 9<sup>TH</sup> Grade – Alcohol Education

### Lesson 2: EXPERIENCING IMPAIRMENT

#### 2.1. Overview – 5 minutes

1. Remind students that alcohol impairment is a major problem for adolescents and adults. Review what they have learned already about alcohol- that it increases the risk of motor vehicle crashes, injury, violence, unplanned pregnancy, sexual assault, personal, academic and legal problems. Tell them that today we will spend class time engaging in simulations so that they can understand the various impairments that may be caused by alcohol.

Alcohol and drug use can affect everyone differently, but generally result in:

- Difficulty judging distances and slower reaction times
- Panic, anxiety
- Impaired short term memory and coordination
- Slowed, drowsy, disoriented feelings and thinking
- Confusion, hard to concentrate
- Lower inhibitions
- Impaired judgment
- Slurred speech
- Blurred vision

This is especially dangerous when driving

2. Show the MADD Video “Glasses” <http://www.youtube.com/watch?v=MrhV3QTkNyw> to demonstrate how alcohol impairs vision.

#### 2.2. Impairment Simulation – 30 minutes.

1. Re-enact the following Alcohol Impairment Simulation (Source: Jessica Halverson) which is intended to teach students that: alcohol use can cause blurred vision and poor coordination and to help them understand the various impairments that can be caused by the use of alcohol.

##### Supplies Needed:

- ✓ 36” wooden dowel- one for each group
- ✓ Leather or cloth worker’s gloves- one for each group
- ✓ Large marshmallows- 3 per person (Cheetos may be substituted)
- ✓ Small envelopes numbered one through six- one set per group
- ✓ Statements printed on paper and placed in numbered envelope (saying printed below)
- ✓ Sunglasses with Elmer’s Glue (light coating of glue on front of both lenses, dries in 2 hours for use)
- ✓ 6’ nut and bolt- one per group.

### How to Conduct the Activity:

1. Divide the class into groups of 4-6. All groups must be equal in number or someone may have to do each skill twice.
2. Conduct the Activity: Nut and Bolt with No Impairment

*Each group gets a nut and bolt. It's placed on a desk. At the signal "go," one person threads the nut onto the bolt all the way to the top. When this is completed, the nut and bolt are handed to the next team member who removes the nut. This continues until every team member has completed one of the tasks. To signal the team has finished, everyone in the group stands.*

3. Conduct the Activity: Nut and Bolt with Visual Impairment (Glasses)

*Students repeat the nut and bolt task wearing the glasses with the glue smudge. When every team member has completed the task, the team stands.*

4. Conduct the Activity: Nut and Bolt with Impaired Dexterity (Gloves)

*Each team member repeats the nut and bolt task wearing the glasses and the worker's gloves. The team stands to indicate they've all had a turn.*

5. Conduct the Activity: Marshmallow and Saying (Verbal Impairment)

*Each student is given three marshmallows and an envelope with a printed statement inside. The envelope should not be opened until it is that student's turn. Students should not show their table the printed quote inside.*

*A group member must put on the glasses, put on the gloves, place the marshmallows in his/her mouth and repeat the statement that's in their envelope until a fellow teammate can correctly identify the saying (start with different statements for each group so that other groups can't eavesdrop.) Once correctly identified pass the gloves and glasses on to the next person. The whole group stands when finished.*

*Six sample statements are included below, but feel free to develop your own:*

1. *I really don't think we've known each other long enough.*
2. *I'm really uncomfortable with this.*
3. *I'm really drunk. This isn't such a good idea.*
4. *When I say "no" that means no. Understand?*
5. *It's been a long night. I think someone should just take me home.*
6. *I think I'm going to be sick. Will you stop the car?*

### 2.3 Discussion and Closing Video– 10 minutes.

1. Discuss the following questions with students:

- ✓ How did each impairment affect your ability to perform the task?
- ✓ How was it different when there was no impairment?

- ✓ These exercises are fun, but how is it different when there is alcohol use/misuse in real life?

2. Show the following video clip <https://www.youtube.com/watch?v=WGQ8F05C5gk> or another one of the brief video clips from [www.preventunderageddrinkingva.com](http://www.preventunderageddrinkingva.com)

#### **2.4 Assessment and Homework Assignment–5 minutes**

1. Explain and assign Homework Assignment including distribution of Lesson Plan 2 - Attachment 1.

Students will respond to the “Dear Abby” letter (Source: TheCoolSpot.gov ) in the attachment. Their responses must clearly indicate:

- ✓ A restatement of the problem
- ✓ Possible choices, including positive and negative consequences of each
- ✓ A rationale for the final choice
- ✓ A plan of action

2. Download the MADD Power of Parent’s Handbooks or provide the link

<http://www.madd.org/underage-drinking/the-power-of-parents/> and send home a request that parents review the resources which encourages them to have conversations with their teens about alcohol. Refer parents to the resources and recommendations at [www.preventunderageddrinkingva.com](http://www.preventunderageddrinkingva.com)

**9<sup>th</sup> Grade Alcohol and Underage Drinking Education Lesson 2**

**Attachment 1**

Name \_\_\_\_\_

Date \_\_\_\_\_ Class \_\_\_\_\_

Directions: The student must respond on the same page. Responses must clearly indicate the following:

- A restatement of the problem
- Possible choices, including positive and negative consequences of each
- A rationale for the final choice
- A plan of action

***Help!***

***I have been having a problem that maybe you can help me with. I have a really good friend, Chris. He is really into drugs and alcohol. In fact, Chris threatened not to be my friend anymore if I keep making excuses not to drink and smoke marijuana with him. Chris is putting a lot of pressure on me. Chris and I have been friends since third grade and I would be devastated if our friendship ended. He will call me to come to parties where I am not comfortable attending; but I go for the sake of his friendship. This has really been bothering me. Help!!***

***Signed,  
Stressed in Ninth Grade***

**Dear Stressed in Ninth Grade,**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Source: TheCoolSpot.gov

## 9<sup>TH</sup> Grade – Alcohol Education

### Lesson 3: Resisting Pressure and Planning Ahead

#### 3.1. Factors/Influences Activity–5 minutes

1. Prepare a board or a projection with 3 columns.
2. Ask students to identify the 3 major influences in a person's choice to drink.
3. Write the categories: Family, Peers, Media and Advertising and say that these have been shown to have the most influence on a young person's drinking behaviors and attitudes.
4. Have them list the reasons why and how each group influences decisions.
5. Remind them of the effects that alcohol has on the body and how alcohol can influence a person to make poor decisions that can have a detrimental impact on their health and future success. Even though there may be people around them who are encouraging or influencing them to drink, encourage your students to do the right thing by not drinking and to be positive influencers in encouraging others not to drink. Tell them that more young people don't drink than do drink so they'd be in good company.

#### 3.2. Pros and Cons of Drinking Discussion – 5 minutes

1. Tell the students that they will be critically examining the pros and cons to drinking.
2. Tell them that you will be doing a role play activity that will help them practice and observe strategies that will help them refuse alcohol if offered it. Tell them that this is important because if they haven't drank or been offered to drink alcohol yet, there is a very high chance that they will be offered in the near future.
3. On the overhead or blackboard, create two columns: pros of drinking and cons of drinking. Instruct the students to shout out things to fill in each column. Continue to take answers until all students have had an opportunity to include something.
4. Ask for volunteers to discuss the pros on the list and ask them if these pros are more important than the cons that have been listed.
5. Do a round robin and ask each student to read out a con on the list or another con that they have thought about:

*Anticipate some of the pros to be able to counter them during the discussion (e.g., you look cool, you feel older, helps you socialize, its fun, makes you happy). Anticipate the possible cons so that you can reinforce how problematic, detrimental, or damaging they can be (e.g., hangover, bad breath, loose coordination, say stupid things, embarrassing moments, alcohol poisoning, get in trouble (with severe punishment), its illegal, impaired decisions, puts your health at risk).*

### 3.3 Alternatives to Drinking Discussion – 5 minutes

1. Write “ Why Drink When We Could...?” on the blackboard.
2. Challenge students to suggest a wide range of alternative choices to complete the sentence such as: Why drink when we could play soccer? Why drink when we could go to the movies. Write down these responses on the board and keep them up for the whole class period

### 3.4. Peer Pressure/Saying No Discussion – 5 minutes

1. Give students the definition of Peer Pressure - the feeling that someone your own age is pushing you toward making a certain choice, good or bad....
2. Tell students that everyone gives in to pressure at one time or another, but why do people sometimes do things that they really don't want to do? Write down some of the reasons that young people give in to peer pressure, e.g., are afraid of being rejected by others, want to be liked and don't want to lose a friend, want to appear grown up, don't want to be made fun of, don't want to hurt someone's feelings, aren't sure of what they really want, don't know how to get out of the situation
3. Have discussion:

*Think about all sorts of situations where you have given in to pressure? Like when a friend begs to borrow something you don't want to give up or to do something your parents say is off limits? Chances are you probably have given into pressure at sometime in your life.*

*How did it feel to give into pressure? If you did something you wish you hadn't, then most likely you didn't*

4. Conclude the discussion with the following:

- ✓ *Usually after giving in to pressure people may feel, sad, anxious, guilty, like a wimp or pushover, disappointed in yourself.*
- ✓ *But when you face pressure you can stand your ground.*
- ✓ *Giving in to peer pressure is most dangerous when you are being pressured to do something illegal or dangerous like using alcohol or drugs. The best way to avoid peer pressure is by practicing refusal strategies and planning ahead. We are going to spend the rest of the class doing just that.*

### 3.5 Practicing Refusal Strategies Activity – 30 minutes

#### Introductory Discussion

1. Use a whiteboard and ask students for strategies they could use to prevent form underage drinking and keeping themselves and their friends out of trouble. Once students have generated a list, talk about why each refusal strategy could be effective.
2. Hand out Attachment 1 A and go over the information on saying no in Attachment 1 - A. Encourage students to apply these refusal skills to their personal life and tell them we will be practicing these.

## Practicing Refusal Activity

1. Print and hand out the scenarios from Attachment 1.B. Each group gets one. Put the above say no/refusal information on a projector or blackboard.
2. Organize the students in groups of 2,3,4 based on each scenario's requirements. Ask for volunteers to go first.
3. After each group has finished, ask them if they had any other ideas for refusing alcohol. Ask the class for specific and constructive feedback. Ask the class if they would have handled the situation any differently. Ask the class if they can relate to the scenario.
4. Summarize and Debrief Conversation: Ask your students what refusal skill they used and why? Once a refusal skill has been said, ask for any students with a different one until you have heard 5 or 6 different choices. Tell the students to weigh the pros and cons of drinking alcohol and come up with a refusal strategy before they get into a situation with alcohol.

## 3.6. Homework Assignment: PLAN AHEAD / PERSONAL PLAN

### Lesson Summary

In this unit, we have learned about the dangers and consequences of alcohol and the challenges of media, family, and peer pressure. We have also learned strategies for saying no and keeping yourself safe. Sometimes you can make it easier on yourself by preparing in advance for a possible pressure situation. Here are some things you can do ahead of time.

- ✓ Think ahead and try to anticipate possible situations in the future where alcohol may be involved and prepare to keep you and your friends safe and healthy.
- ✓ Decide in advance what you intend to do.
- ✓ Think of some good ways to handle the situation if it arises, or some good ways to avoid the situation altogether

Your homework assignment is going to give you the opportunity to do that.

Homework Assignments:

1. Visit the Cool Spot website at <http://www.thecoolspot.gov>
2. Read their Why Peer Pressure Can Work and Resisting Spoken Pressure sections.
3. Read the Dear Abby Advice Column entries in Lesson 3 – Attachment 2 and write a reflective paragraph on how you will apply what you have read or learned to help you be yourself and resist pressure from the media, friends and peers and family to drink or use drugs.
4. Look at the SAMHSA poster in Attachment 3 and complete the Planning Ahead worksheet to help you practice anticipating situations in the future that might include underage drinking and deciding in advance what you would do.

## 9<sup>th</sup> Grade Alcohol and Underage Drinking Education Lesson 3

### Attachment 1A: Saying No to Alcohol Handout

#### HOW TO REFUSE OR SAY NO TO ALCOHOL

Saying "no" to your friends can be very hard sometimes. You may be afraid of what they'll think of you if you don't go along with them.

**Say “no” with Confidence: Here is a good way to say "no" and still be cool.**

1. **Be direct**, look the other person in the eye and say what the problem is (that's mean, or, that's illegal, etc.).
2. **Say what the consequences are.**
3. **Suggest something to do instead** (let's go shoot some hoops instead).
4. **If your friends insist on doing it anyway, leave. But leave the door open for them to change their minds and join you.**

**You can also:**

- ✓ **Enlist a Friend's support** – have a friend who will back up your decision.
- ✓ **Use Humor** – think of something witty.
- ✓ **Give an excuse** – think of several and practice saying them with confidence.
- ✓ **Plan your exit ahead** – know of ways to avoid the situation.
- ✓ **Suggest an alternative to drinking:**
  - Do you have any water or soda?
  - Let's go shoot some hoops instead.
- ✓ **Be truthful and assertive** –
  - No thanks. I don't feel like it.
  - Alcohol's not my thing?
  - Are you talking to me? FORGET IT.
  - Why do you KEEP pressuring me when I've said NO.
- ✓ **Delay the decision** – put it off until later.
- ✓ **Blame shift** – parent, coach, or other close friend.

## Ways A Teen Can Say No to Drugs and Alcohol

Teens can use an excuse, such as:

1. I can't stay; I've got to help my dad with something.
2. That stuff makes me sick.
3. I'm supposed to meet so and so in a few minutes.
4. No way. I think you just want me to get in trouble.

Teens can explain to their friends about the dangers of these substances:

5. That stuff is so bad for you.
6. Why would you use that junk?
7. Haven't you heard about the kid in the news who died from doing that?
8. Go ahead if you want to kill yourself – I don't want to.
9. You're crazy!

Teens can also just be honest with their friends:

10. I'm not into that.
11. My mom would kill me if she found out.
12. I don't have time for drugs.
13. I'd be suspended from the team.
14. Forget it. There's no way I'm going to do drugs.
15. I've got more to do with my life.

Once you have given your answer, you should be ready to leave. It rarely does any good to argue with someone about alcohol or drugs, and it might make it difficult for you to stick with your answer if you stay.

You should be confident in your answers. So many teens that experiment with drugs and alcohol do so to feel more popular. By giving a firm “no”, you can actually influence their friends in a good way. Teens tend to follow a strong leader among them, and sometimes all it takes is a positive teen that says no to drugs to keep the whole group away from drugs.

<http://www.treatmentsolutions.com/15-ways-a-teen-can-say-no-to-alcohol-and-drugs>

## 9<sup>th</sup> Grade Alcohol and Underage Drinking Education Lesson 3

### Attachment 1B: Scenarios for Practicing Refusal Strategies

#### **Scenarios to be cut out and given to a group:**

##### **Scenario 1 (4 people):**

While riding in the back of the bus on the way home from a sporting event, one of your teammates pulls out a bottle of vodka and offers you a drink.

##### **Scenario 2 (2 people, male/female):**

Your friend is having a small party. You show up and everybody you see is either drinking alcohol or appears to be. Your big “crush” walks up and offers you a drink.

##### **Scenario 3 (4 people, mixed gender):**

You are at a party and are drinking with a few of your friends. The person you have a “crush” on walks up to you and says in a very disappointing tone, “I didn’t know that you drank.”

##### **Scenario 4 (2-3 people):**

You go over to a friend’s house after school and their parents are not home. Your friend walks in, hands you a drink of alcohol, and exclaims, “My parents left the liquor cabinet open!”

##### **Scenario 5 (2-4 people):**

You don’t have your driver’s license yet, but your junior friend drove you to this party. When it’s time to leave, you realize they have been drinking, but they climb in the driver’s side door and tell you to get in.

##### **Scenario 6 (3 people):**

You’re at a party with a bunch of people from your school. A student who just moved in town a few weeks ago shows up and your friend offers them a drink. There is hesitation and a look of uncertainty on the new student’s face.

##### **Scenario 7 (2 people):**

You get invited to your first party as a sophomore, but you have never drunk alcohol before and you know it will be there. You go and when someone offers you an alcoholic drink you accept. You finish the drink but don’t like it. The person comes around and offers you another one.

##### **Scenario 8 (2-4 people):**

You go to a party and have had several alcoholic drinks. As you finish your current drink, someone walks in and tries to give you another drink, but you know that you have had way too much and should not drink another.

Source: [www.talkaboutalcohol.co.uk](http://www.talkaboutalcohol.co.uk)

**9<sup>th</sup> Grade Alcohol and Underage Drinking Education Lesson 3**  
**Attachment 2 – Homework Reading & Reflection**  
**Source: TheCoolSpot.gov**

Ashley writes the advice column for a website that she and her friends designed. Lately she's been getting a lot of e-mails about unspoken pressure to drink, so she made this week's column all about that. Take a look....

Dear Ashley,

My mom drinks a lot, especially since she lost her job. She says it helps her deal with the stress. Lately I've also been stressed out and I think about drinking, too. I'm feeling mixed up and don't know where to turn. Help!

13 and Troubled

*Dear 13 and Troubled,*

*Everyone learns from his or her parents—they're our first role models. But you don't need to drink to handle your troubles, just because your mom does. Alcohol won't make you feel better—you can get sick, get in trouble, or do poorly in school. Try hanging out with friends who don't drink, and get out of the house.*

*Also, there are people you can call for help. Your mother might have a drinking problem. Start by talking to an adult you trust. Also, [check out these sources](#). Good luck!*

*Peace Out, Ashley*

Dear Ashley,

I'm a 14-year old boy and my brother, T.J., is 21. He's a popular guy with lots of friends and a girlfriend. He's been drinking beer with his buddies for a few years. He hasn't gotten into any trouble--my parents didn't know about it when he was younger. Meanwhile, my friends are starting to talk about drinking on Saturday nights. I don't really want to, because I'm afraid I'll get caught or sick or something. But so far it hasn't hurt my brother, so I'm thinking about it. What should I do?

Unsure

*Dear Unsure,*

*You may think drinking is OK because your brother--a major role model for you--hasn't gotten into trouble with drinking. But that doesn't make it any safer for you to drink at your age.*

*It is illegal to drink alcohol under the age of 21, and you could face serious legal problems. Also, alcohol won't make you popular or help you find a girlfriend. It could do just the reverse. When your friends want to drink, you have a few options. First, remind yourself that most teens don't drink, and remind yourself that it's risky. Then, either find something non-alcoholic to drink or leave and hang out with friends who aren't drinking.*

*Laterz, Ashley*

Dear Ashley,

My best friend just moved away. Now I pretty much watch TV everyday after school and on the weekends. There are a lot of ads for alcohol, and I always see people partying with drinks and having a good time. If they're having such a good time and I'm lonely at home, should I go out and join the drinkers?

Thanks, TV Boy

*Hi TV Boy,*

*Alcohol in TV shows may make you think that all the beautiful people with lots of friends drink and that drinking will turn you into one of them. The truth is not everyone drinks and a lot of bad things can happen with alcohol. Don't let the TV fool you. Get off the couch and join a club or group at school and make some new friends.*

*Good luck! Ashley*

Dear Ashley,

I moved to a new neighborhood with my family and don't know any of the kids, so I don't really have anyone to hang out with. There is a group of kids my age that sit in the park and drink. They seem like they're cool. I'm tired of being bored. Should I start hanging out with them even though they are into drinking?

Sick of Hanging out with Myself

*Dear Sick of Hanging out with Myself,*

*If you decide to join that crowd, you will face pressure to drink. There are too many risks with drinking alcohol. Remind yourself that most kids your age don't drink. Be careful about who you choose as friends. A good way to make new friends is to join a group or club at school or near your new neighborhood. Find some friends who enjoy things you like and who don't drink.*

*See ya! Ashley*

Dear Ashley,

I was at a party last night where people were drinking. They were all hanging out in a circle, and I felt left out. I picked up a beer can and pretended to drink so I'd fit in. It seemed like a good idea at the time, but later I felt kinda dumb about it. What do you think of this trick? What should I do next time?

Thanks, Party Animal

*Hi Party Animal,*

*First of all, if the party got busted you would be in serious trouble. Pretending to drink is not a good thing to do, because your friends will start asking you if you want drinks in the future. The best thing to do is to find something else to drink, find others who are not drinking and hang out with them, or, if you feel really uncomfortable, leave the party. You will get a chance to see your friends later.*

*Good luck, Ashley*

**Write a paragraph about how you will apply what you have read or learned to help you be yourself and resist pressure from the media, friends and peers and family to drink or use drugs.**

---

---

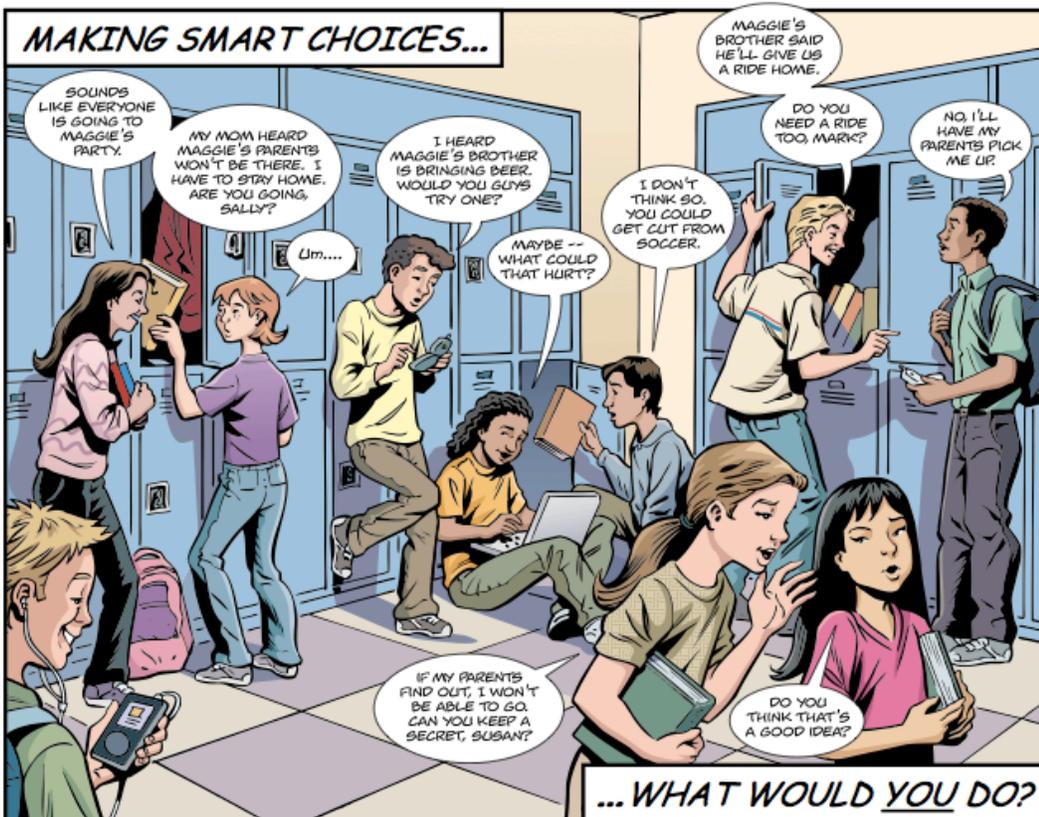
---

---

## 9<sup>th</sup> Grade Alcohol and Underage Drinking Education Lesson 3

### Attachment 3 - Homework Assignment

1. Review the following SAMHSA Poster.
2. Complete the following Planning Ahead worksheet. The Event will be Maggie's Party which is rumored to involve alcohol. The worksheet will help you think through what your personal plan will be for preventing problems from happening. Anticipating problems and planning ahead for circumstances or situations you find yourself in that may involve alcohol is the best way to keep yourself safe and healthy.



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
Substance Abuse and Mental Health Services Administration  
Center for Substance Abuse Prevention  
www.samhsa.gov

**SAMHSA**  
A Life in the Community for Everyone

### FAST FACTS About Alcohol

- Alcohol can have long-lasting effects on your brain and body.
- Drinking alcohol can impair your senses.
- Alcohol affects nearly every organ system in the body.
- A young person's brain may be more sensitive to the harmful effects of alcohol than an adult's brain.
- Alcohol can slow your reflexes and make it hard to keep your balance.
- Drinking alcohol can affect your ability to make smart decisions.

For more information about preventing underage alcohol abuse, visit:  
<http://www.stopalcoholabuse.gov>

Alcohol Out There  
National Alcoholism Clearinghouse



## Planning Ahead Worksheet

What is the event?

Where is it taking place?

Who is attending?

How can we prevent problems from happening?

What are potential problems that might occur?

What is my plan of action for handling these problems? For making sure I and my friend stay safe and healthy? For getting home safely?

10<sup>th</sup> Grade Unit  
Alcohol, Underage Drinking, and Impaired Driving Prevention  
Virginia Department of Education

## 10th Grade Underage Drinking and Impaired Driving Unit

10 <sup>th</sup> Grade Lesson #1	Related SOLs			
	DE. Drivers Education SOL	10.1 Health Concepts	10.2 Healthy Decisions	10.3 Advocacy and Health Promotion
<p><b>Learning Objective</b> Students will be able to:</p>	<p>DE.9</p> <p>Analyze and describe the physiological, psychological, and cognitive effects of alcohol and other drugs and their impact on a driver's awareness of risks and involvement in collisions. Key concepts include:</p> <ul style="list-style-type: none"> <li>a) prescription and nonprescription medications</li> <li>b) illegal drugs</li> <li>c) effects of alcohol and other drugs on vision and space management</li> <li>d) synergistic effects of drugs; and</li> <li>e) ways alcohol and other drugs are eliminated from the body.</li> </ul>	<p>G. Research trends in teen use/abuse of alcohol, tobacco, and other drugs and their impact on the community.</p> <p>H. Evaluate the causal relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease.</p> <p>M. Identify health related social issues such as.... underage drinking, substance abuse and... and their impact on the community.</p>		

### **Materials and Resources**

#### **Background Resources for Schools and Campuses**

[www.preventunderagedrinkingva.com](http://www.preventunderagedrinkingva.com) ncludes information, resource links, background research information and a teacher training PowerPoint.

#### **VDOE Classroom PowerPoint Presentation**

(1A) [Physiological and Psychological Effects of Alcohol](#)

(1B) [Effects of Alcohol on the Driving Task](#)

#### **Video Clips**

Refer to the school and campus resources section of [www.preventunderagedrinkingva.com](http://www.preventunderagedrinkingva.com) for video clips that you can use to frame or reinforce your lesson

[http://www.pbs.org/inthemix/alcohol\\_index.html](http://www.pbs.org/inthemix/alcohol_index.html)

#### **Online Factual information**

[www.cdc.gov](http://www.cdc.gov)  
[www.samhsa.gov](http://www.samhsa.gov)

<http://abovetheinfluence.com/drugs/alcohol/>

### **Impairment Simulation**

Glasses – Public Service Campaign: <https://www.youtube.com/watch?v=MrhV3QTkNyw>  
[http://ades.bc.ca/assets/pdfs/Jan\\_08\\_Activity.pdf](http://ades.bc.ca/assets/pdfs/Jan_08_Activity.pdf)  
[http://www.ehow.com/how\\_7962602\\_can-students-effects-alcohol-activities.html?utm\\_source=eHowMobileShare&utm\\_medium=email](http://www.ehow.com/how_7962602_can-students-effects-alcohol-activities.html?utm_source=eHowMobileShare&utm_medium=email)

### **Online Interactive Resources**

<http://bloodalcoholcalculator.org/#LinkURL>  
[http://www.collegedrinkingprevention.gov/CollegeStudents/anatomy/InteractiveBody\\_flash.aspx](http://www.collegedrinkingprevention.gov/CollegeStudents/anatomy/InteractiveBody_flash.aspx)  
<http://help4kids.stanford.edu/alcohol/framework.swf>  
<http://www.nhtsa.gov/links/sid/ABCsBACWeb/>  
<http://www.drinkingnightmare.gov.au/internet/drinkingnightmare/publishing.nsf/Content/game>  
<http://sciencenetlinks.com/interactives/alcohol/ebook/index.htm>  
<http://youthsolutions.com.au/young-people/interactive/quiz-game/>  
<http://abovetheinfluence.com/how-are-you-doing/>  
<http://www.toosmarttostart.samhsa.gov/teens/default.aspx>

### **Lesson Plans and Activity Ideas**

<http://sciencenetlinks.com/student-teacher-sheets/learning-about-teen-drinking-teacher>  
<http://sciencenetlinks.com/student-teacher-sheets/learning-about-teen-drinking/>  
<http://sciencenetlinks.com/lessons/alcohols-effects-on-organs/>  
<http://www.toosmarttostart.samhsa.gov/educators/lessonplan.aspx>  
<http://www.discoveryeducation.com/teachers/free-lesson-plans/safe-driving.cfm>  
<http://www.alcoholeducationtrust.org/wp-content/uploads/2014/11/You-friends-and-strangers.pdf>  
<http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-grade11-byoh-lesson2.pdf>  
<http://www.rcmp-grc.gc.ca/cycp-cpcj/id-cfa/lp-pl/index-eng.htm#act1>  
[http://www.ehow.com/how\\_7962602\\_can-students-effects-alcohol-activities.html?utm\\_source=eHowMobileShare&utm\\_medium=email](http://www.ehow.com/how_7962602_can-students-effects-alcohol-activities.html?utm_source=eHowMobileShare&utm_medium=email)  
[http://jessicahalverson.weebly.com/uploads/5/5/3/0/5530732/346\\_itip\\_on\\_alcohol\\_and\\_drugs.pdf](http://jessicahalverson.weebly.com/uploads/5/5/3/0/5530732/346_itip_on_alcohol_and_drugs.pdf)  
[http://www.pbs.org/inthemix/alcohol\\_index.html](http://www.pbs.org/inthemix/alcohol_index.html)  
<http://www.discoveryeducation.com/teachers/free-lesson-plans/safe-driving.cfm>  
[http://stacyhall.weebly.com/uploads/1/5/3/1/1531585/atod\\_unit\\_plan.pdf](http://stacyhall.weebly.com/uploads/1/5/3/1/1531585/atod_unit_plan.pdf)  
<http://www.talkaboutalcohol.com/AtSchool/location-52.aspx>  
<http://www.health-lesson-plans-teacher.com/dangerofalcohol.html>  
<http://www.treatmentsolutions.com/15-ways-a-teen-can-say-no-to-alcohol-and-drugs/>

### **SAMPLE CLASSROOM LESSON OUTLINE**

See attached Grade 10 Alcohol, Underage Drinking, and Impaired Driving Prevention Unit.

10 <sup>th</sup> Grade Lesson #2, #3	Related SOLs			
	DE. Drivers Education SOL	10.1 Health Concepts	10.2 Healthy Decisions	10.3 Advocacy and Health Promotion
<p><b>Learning Objective</b> Students will be able to:</p>	<p>DE.10</p> <p>Identify and analyze the legal, health, and economic consequences associated with alcohol and other drug use and driving. Key concepts include:</p> <ul style="list-style-type: none"> <li>a) positive and negative peer pressure</li> <li>b) refusal and peer intervention skills</li> <li>c) Implied Consent, Zero Tolerance, and Use and Lose Laws</li> <li>d) Administrative License Revocation, loss of license, ignition interlock, and other licensing restrictions; and</li> <li>e) Court costs, insurance requirements, Virginia Alcohol Safety Action Program referral, and other costs.</li> </ul>		<p>H. Explain reasons why teenagers use or avoid drugs or alcohol and how positive role models can influence that decision..</p> <p>J. Analyze the influence of emotions and peer approval on personal decision making.</p> <p>K. Explain the value of positive self-image, self esteem and self control when faced with peer pressure.</p> <p>L. Evaluate the value of exercising self-control.</p> <p>M. Recognize the protective factors of assertiveness.</p> <p>P. Describe how and where to access community resources related to ... underage drinking and/or substance abuse.</p>	<p>H. Design an action plan to reduce risk taking behaviors, including substance use.</p> <p>D. Practice and encourage responsible teen driving behaviors, and use refusal and negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs.</p> <p>U. Model effective communication skills for addressing peer pressure.</p> <p>C. Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.</p> <p>F. Demonstrate effective negotiation skills for avoiding dangerous and risky situations.</p> <p>R. Describe when to seek support for self and others, and role-play various help-seeking strategies.</p> <p>G. Research and develop an educational campaign to encourage positive health choices and discourage risky</p>

choices (e.g. drinking and texting while driving, driving while drowsy).

N. Identify and create a plan to address a community health related social issue such as ...underage drinking, or substance abuse.

## **Materials and Resources**

### **Background Resources for Schools and Campuses**

[www.preventunderagedrinkingva.com](http://www.preventunderagedrinkingva.com) includes information, resource links, background research information and a teacher training PowerPoint.

### **VDOE Classroom PowerPoint Presentation**

(2A) Introduction to Alcohol – Saying NO

(2B) Alcohol- Related Crash Problem

### **Video Clips**

Refer to the school and campus resources section of [www.preventunderagedrinkingva.com](http://www.preventunderagedrinkingva.com) for video clips that you can use to frame or reinforce your lesson

### **Online Factual information**

[www.cdc.gov](http://www.cdc.gov)

[www.samhsa.gov](http://www.samhsa.gov),

[www.nhtsa.gov](http://www.nhtsa.gov)

<http://abovetheinfluence.com/drugs/alcohol/>

### **Impairment Simulation**

Glasses – Public Service Campaign: <https://www.youtube.com/watch?v=MrhV3QTkNyw>

[http://ades.bc.ca/assets/pdfs/Jan\\_08\\_Activity.pdf](http://ades.bc.ca/assets/pdfs/Jan_08_Activity.pdf)

[http://www.ehow.com/how\\_7962602\\_can-students-effects-alcohol-activities.html?utm\\_source=eHowMobileShare&utm\\_medium=email](http://www.ehow.com/how_7962602_can-students-effects-alcohol-activities.html?utm_source=eHowMobileShare&utm_medium=email)

### **Online Interactive Resources**

<http://bloodalcoholcalculator.org/#LinkURL>

[http://www.collegedrinkingprevention.gov/CollegeStudents/anatomy/InteractiveBody\\_flash.aspx](http://www.collegedrinkingprevention.gov/CollegeStudents/anatomy/InteractiveBody_flash.aspx)

<http://help4kids.stanford.edu/alcohol/framework.swf>

<http://www.nhtsa.gov/links/sid/ABCsBACWeb/>

<http://www.drinkingnightmare.gov.au/internet/drinkingnightmare/publishing.nsf/Content/game>

<http://sciencenetlinks.com/interactives/alcohol/ebook/index.htm>

<http://youthsolutions.com.au/young-people/interactive/quiz-game/>

<http://abovetheinfluence.com/how-are-you-doing/>

<http://www.toosmartostart.samhsa.gov/teens/default.aspx>

## **Lesson Plans and Activity Ideas**

<http://www.alcoholeducationtrust.org/wp-content/uploads/2014/11/Alcohol-long-term-effects.pdf>  
<http://www.alcoholeducationtrust.org/wp-content/uploads/2014/11/Alcohol-and-community.pdf>  
<http://www.drinkinganddriving.org/lessons/dui-a-costly-mistake.html>  
<http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-grade11-byoh-lesson2.pdf>  
<http://www.rcmp-grc.gc.ca/cycp-cpcj/id-cfa/lp-pl/index-eng.htm>  
[http://stacyhall.weebly.com/uploads/1/5/3/1/1531585/atod\\_unit\\_plan.pdf](http://stacyhall.weebly.com/uploads/1/5/3/1/1531585/atod_unit_plan.pdf)  
<http://www.goodcharacter.com/BCBC/SayingNo.html>  
<http://www.thecoolspot.gov/right2.aspx>  
<http://www.thecoolspot.gov/pressures.aspx>  
[http://www.thecoolspot.gov/peer\\_pressure2.aspx](http://www.thecoolspot.gov/peer_pressure2.aspx)  
<http://todayisfortomorrow.org/cool-ways-to-say-no-to-drugs>  
<http://www.talkaboutalcohol.com/AtSchool/location-52.aspx>  
<http://www.talkaboutalcohol.com/AtSchool/location-52.aspx>  
<http://www.toosmarttostart.samhsa.gov/educators/lessonplan.aspx>  
<http://sciencenetlinks.com/student-teacher-sheets/learning-about-teen-drinking-teacher>  
<http://sciencenetlinks.com/student-teacher-sheets/learning-about-teen-drinking/>  
<http://sciencenetlinks.com/lessons/alcohols-effect-on-the-mind-and-body-502/>  
[http://jessicahalverson.weebly.com/uploads/5/5/3/0/5530732/346\\_itip\\_on\\_alcohol\\_and\\_drugs.pdf](http://jessicahalverson.weebly.com/uploads/5/5/3/0/5530732/346_itip_on_alcohol_and_drugs.pdf)  
<http://www.discoveryeducation.com/teachers/free-lesson-plans/safe-driving.cfm>  
<http://abovetheinfluence.com/inspiration-wall/>  
<http://www.treatmentsolutions.com/15-ways-a-teen-can-say-no-to-alcohol-and-drugs/>

## **SAMPLE CLASSROOM LESSON OUTLINE**

See attached Grade 10 Alcohol, Underage Drinking, and Impaired Driving Prevention Unit.

10<sup>th</sup> Grade Unit  
Alcohol, Underage Drinking, and Impaired Driving Prevention

Lesson 1: Alcohol as a Public Health and Public Safety Issue

Lesson 2: Staying Out of Trouble

Lesson 3: Community Prevention Campaign Presentation

**Supplemental Tools**

The following interactive websites can be integrated into alcohol lesson. They show the effect of alcohol on the brain and body and promote good decision-making.

<http://bloodalcoholcalculator.org/#LinkURL>

[http://www.collegedrinkingprevention.gov/CollegeStudents/anatomy/InteractiveBody\\_flash.aspx](http://www.collegedrinkingprevention.gov/CollegeStudents/anatomy/InteractiveBody_flash.aspx)

<http://help4kids.stanford.edu/alcohol/framework.swf>

<http://www.nhtsa.gov/links/sid/ABCsBACWeb/>

<http://www.drinkingnightmare.gov.au/internet/drinkingnightmare/publishing.nsf/Content/game>

<http://sciencenetlinks.com/interactives/alcohol/ebook/index.htm>

<http://youthsolutions.com.au/young-people/interactive/quiz-game/>

<http://abovetheinfluence.com/how-are-you-doing/>

<http://www.toosmartostart.samhsa.gov/teens/default.aspx>

Numerous video resources are available at <http://www.preventunderagedrinkingva.com>.

## 10<sup>TH</sup> Grade – Alcohol, Underage Drinking and Impaired Driving Prevention

### Lesson 1: Alcohol As A Public Health and Public Safety Issue

#### 1.1 Introductory Presentation and Discussion

##### Effect of Alcohol on the Body – 20 minutes

1. Tell students today you will be learning about the effect of alcohol on the body and its impact on driver awareness.
2. Complete What Do You Already Know About Alcohol – T/F Survey (see attachment 1.1) and discuss correct responses from attachment 1.2.
3. Present information in DOE Curriculum PowerPoint: (Lesson 1A) Physiological and Psychological Effects of Alcohol
4. Take students to <http://sciencenetlinks.com/interactives/alcohol/ebook/pages/human-body.htm> or [http://www.collegedrinkingprevention.gov/CollegeStudents/anatomy/InteractiveBody\\_flash.aspx](http://www.collegedrinkingprevention.gov/CollegeStudents/anatomy/InteractiveBody_flash.aspx) and review the interactive information on the effect of alcohol on the various parts of the body.
5. Alternatively, hand out the attachment 1.3 and have students complete the activities.

##### Effect of Alcohol on the Driving Task – 20 minutes

6. Present information in DOE Curriculum PowerPoint – (1B) Effect of Alcohol on the Driving Task.
7. Discuss the following impacts of alcohol on the driver.  
Impaired driving is driving while you are **under the influence of alcohol or drugs**.

Definition	Impacts
<b>Alcohol impaired driving:</b> driving after having consumed any amount of alcohol.	Everyone reacts differently to alcohol, so it’s hard to say what the exact effects will be. Some people feel happy, some are sad, and some just get really sleepy. Drinking heavily impairs your judgment and your risk of getting into an accident increases dramatically.
<b>Drug impaired driving:</b> driving after consuming drugs – illegal, prescription, or even over-the-counter.	<ul style="list-style-type: none"> <li>• Slower reaction times</li> <li>• Harder to concentrate</li> <li>• Drowsy and/or disoriented feelings</li> <li>• Difficulty judging distances and making decisions</li> <li>• Harder to stay in your own lane</li> <li>• Greater difficulty maintaining a constant speed (<a href="#">Peel Public Health</a>)</li> </ul>

#### 1.2 Videos and Discussion – 10 Minutes

8. Show the MADD Video “Glasses” <http://www.youtube.com/watch?v=MrhV3QTkNyw> to demonstrate how alcohol impairs vision.
9. Show another Video from [www.underagedrinkingpreventionva.com](http://www.underagedrinkingpreventionva.com) that illustrates the consequences of teen drinking and driving.
10. Have the following discussion:
  - ✓ What is your reaction to the video?
  - ✓ How did alcohol impact driving?
  - ✓ How could this have been prevented?

### **1.3 Group Homework Assignment**

1. Divide students into groups of 4.
2. Students will have 2 weeks to design a public education campaign for teens that promote alternatives to drinking and sober driving. They will present at Lesson 3.
3. Encourage them to use statistics and specific state laws from their research and anecdotes or stories from personal experience. The campaign can use infographics, tweets, Facebook posts, YouTube videos, logos, slogans, hashtags, music, and any other multi-media tools.

## 10<sup>th</sup> Grade Alcohol and Underage Drinking Education Lesson 1

### Attachment 1.1: How Much Do You Know? T/F

What do you already know about teen drinking? Is the information you have correct?

Answer these true/false questions and find out.

- |  |   |   |
|--|---|---|
| 1. Alcohol affects every system in the body.   | T | F |
| 2. Alcohol only affects the body in the short term.  | T | F |
| 3. Alcohol affects teens the same way it affects adults.   | T | F |
| 4. Alcohol is a stimulant, meaning that it accelerates the workings of the body's key functions.   | T | F |
| 5. Alcohol abuse can cause problems as can marijuana and other drugs.  | T | F |
| 6. A 12-ounce can of beer, a five-ounce glass of wine, and a standard mixed drink (1.5 ounce of hard liquor) all contain the same amount of alcohol. | T | F |
| 7. Coffee or a shower helps people become sober faster.  | T | F |
| 8. Teens who drink are more likely to be victims of violent crimes and be involved in alcohol-related traffic accidents.                             | T | F |
| 9. Alcohol use is not common among teens.  | T | F |

## 10<sup>th</sup> Grade Alcohol and Underage Drinking Education Lesson 1

### Attachment 1.2: How Much Do You Know? T/F Answer Sheet

1. Alcohol affects every system in the body.

*True. Consuming too much alcohol affects the brain and causes unclear thinking, poor coordination, and slurred speech. It affects the eyes and causes blurred vision by affecting the metabolism of glucose in the brain. Alcohol can affect the heart by causing an irregular heartbeat and high blood pressure. Drinking too much alcohol over a period of years also can cause damage to the liver, stomach, pancreas, or kidneys. It can cause blood vessels to widen, resulting in headaches. Finally, alcohol abuse can cause systemic muscle weakness.*

2. Alcohol only affects the body in the short term.

*False. Over time, alcohol abuse can cause even greater damage to other body systems, resulting in permanent liver damage and damage to the frontal lobes of the brain.*

3. Alcohol affects teens the same way it affects adults.

*False. Alcohol has a less sedating effect on teens than it does on adults. As a result, teens may be more likely to drive under the influence, which can lead to car accidents. Teens also show signs of reduced function in the hippocampus, the part of the brain critical for forming new memories. As a result, young drinkers score lower on standardized tests than non-drinkers.*

4. Alcohol is a stimulant, meaning that it accelerates the workings of the body's key functions.

*False. Alcohol is a depressant. It slows the body's key functions, including breathing, heartbeat, and thinking.*

5. Alcohol abuse can cause problems just as marijuana and other drugs can.

*True. Like marijuana, alcohol is a drug, and it affects all body systems over the short and long term.*

6. A 12-ounce can of beer, a five-ounce glass of wine, and a standard mixed drink (1.5 ounces of hard liquor) all contain the same amount of alcohol.

*True.*

7. Coffee or a shower helps people become sober faster.

*False. It takes over one hour for a standard drink of alcohol [beer, wine, or liquor] to work its way out of the bloodstream.*

8. Teens who drink are more likely to be victims of violent crimes and be involved in alcohol-related traffic accidents.

*True, in part because of the impaired judgment and coordination that results from alcohol use.*

9. Alcohol use is not common among teens.

*False. According to one national survey, one in four eighth graders reports drinking alcohol within the past month and 18% of eighth graders have gotten drunk at least once in the past year.*

<http://sciencenetlinks.com/student-teacher-sheets/learning-about-teen-drinking-teacher/>

**10<sup>th</sup> Grade Alcohol and Underage Drinking Education Lesson 1**  
**Attachment 1.3: Effect of Alcohol on the Body Worksheet**

**ACTIVITY**  
**ONE**

Look at the diagram below.

**Heart:** pumps blood around the body through the blood vessels

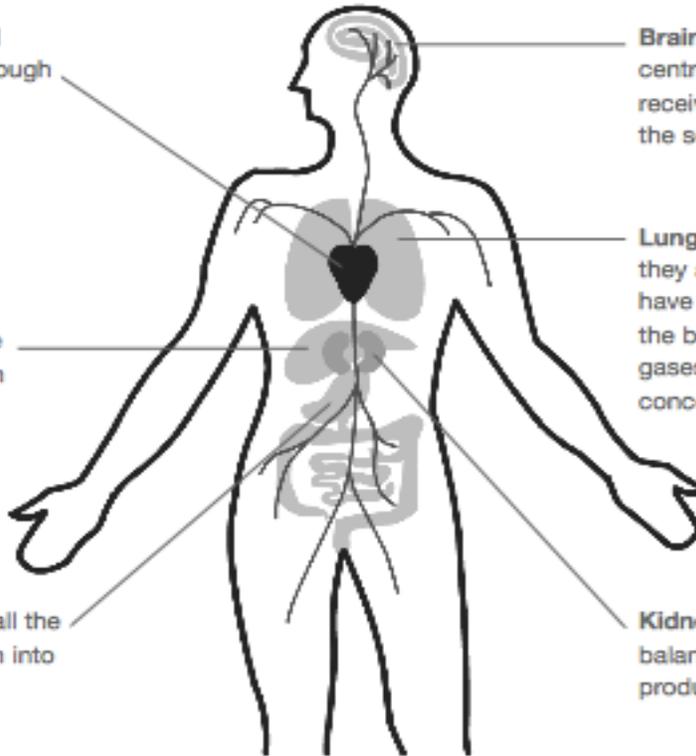
**Brain:** acts as the control centre of the body, and receives information from the sense organs

**Liver:** processes the food and drink taken into the body

**Lungs:** exchange gases – they absorb gases that have a low concentration in the blood, and excrete gases which have a high concentration in the blood

**Stomach:** receives all the food and drink taken into the body

**Kidneys:** control the water balance in the body and produce urine



Draw a line to connect the parts of the body with the short-term effects experienced after someone has drunk alcohol.

- |         |   |
|---------|---|
| Brain   | Slurred speech  |
| Kidneys | Difficulty standing up or walking                             |
| Liver   | Looking flushed   |
| Heart   | Feeling sick  |
| Lungs   | Needing to urinate more (less anti-diuretic hormone secreted) |
| Stomach | Loss of self-control  |
|         | Slow reactions  |
|         | Dehydration leading to a 'hangover'                           |
|         | Blurred vision  |
|         | Breath smelling of alcohol                                    |

Draw a line to connect the parts of the body with the long-term effects of alcohol.

Brain  
Liver  
Heart  
Circulatory system  
Lungs  
Stomach and small intestine  
Kidneys

Cirrhosis and cancer  
Ulcers  
Depression and mood swings  
Urinary infections  
Memory loss  
Bloodshot eyes  
High blood pressure  
Mental illness  
Flushed complexion  
Rapid pulse  
Vomiting and diarrhoea  
Dehydration

[http://www.talkaboutalcohol.com/worksheets/science/science\\_worksheet\\_3.pdf](http://www.talkaboutalcohol.com/worksheets/science/science_worksheet_3.pdf)  
[http://www.talkaboutalcohol.com/worksheets/science/science\\_worksheet\\_6.pdf](http://www.talkaboutalcohol.com/worksheets/science/science_worksheet_6.pdf)

## 10<sup>TH</sup> Grade – Alcohol, Underage Drinking and Impaired Driving Prevention

### Lesson 2: Staying Out of Trouble

#### 2.1 Overview Presentation – 10 minutes

1. Present DOE PowerPoint (2A) Saying No

#### 2.3 Dealing with Peer Pressure and Practicing Refusal Activity – 10 minutes

1. Explain to students that they may find themselves in tough situations where they are dealing with a friend, family member or someone else they know who may want to drive after they have had too much to drink. It is important that they are able to recognize when this occurs, and have the confidence to act accordingly.
2. Review the information on saying no (Attachments 2.1 and 2.2)
3. Tell students that they are going to be placed into groups of 3 or 4 and given a scenario. Hand out one scenario from Attachment 2.3 to each group.
4. Tell the students they have 5 minutes to create a skit based on the scenario provided. At the “What do you do?” point, the students are to say “STOP” and then continue their skit by acting out what they should do if the situation should arise. Each skit should be no more than 1-2 minutes long.
5. At the end of the skits, discuss the importance of making safe decisions and being confident enough to act on them when it comes to impaired driving.

#### 2.4 Planning Ahead Activity – 20 minutes

1. Present DOE PowerPoint (2B) Alcohol Related Crash Problem
2. Summarize that you have covered the dangers and consequences of underage alcohol use and learned strategies for saying no and keeping yourself safe.
3. Say to students: Sometimes can make it easier on yourself by preparing in advance for a possible pressure situation. The following are some things you can do ahead of time.
  - ✓ Think ahead and try to anticipate possible situations in the future where alcohol may be involved and prepare to keep you and your friends safe and healthy.
  - ✓ Decide in advance what you intend to do.
  - ✓ Think of some good ways to handle the situation if it arises, or some good ways to avoid the situation altogether
4. Brainstorm events that may involve alcohol and record ideas on the board. Ask students to provide an example of responsible and irresponsible decisions at some of the events listed.
5. Explain that students will work in groups to develop a safety plan for young people attending a gathering that may involve alcohol and driving (see attachments 2.4, 2.5, 2.6 )
6. Ask the groups to establish what the event is, where it is taking place and who is attending.
7. Students are to describe in detail three key elements of their plan:
  - ✓ preventive strategies to avoid problems
  - ✓ potential problems that may occur
  - ✓ a plan of action for responding to difficult situations.

8. You can make a transparency of Planning Ahead Sample 2.4 to discuss examples with the class. The groups may choose to use the same format as on the handout as an outline for ideas, or they may prefer to develop their own.
9. Have groups report out their ideas.

*Remind the class of the difference between social and problem drinking, and acknowledge that social use does not include youth under age 21. However, for this activity, it is important to recognize that some young people decide to use alcohol. Generating a plan for adults is too academic for most students: it is more helpful for them to contemplate situations associated with their own age group. In addition, if they can anticipate circumstances that involve alcohol, they will be much better equipped to develop preventive strategies.*

## 2.5 Discussion – 10 minutes

### Responsibility

1. Raise the question - Who is responsible for the decisions made at parties?
2. Emphasize that people who host parties have a responsibility to ensure the safety of their guests; however, each guest is also accountable for his or her own wellbeing and lives with the results of decisions made. There are legal responsibilities for people hosting events where guests are drinking. If drunken guests fall down the stairs, walk through a patio door, start a fight, or injure themselves or others, the homeowner could be sued.
3. Provide a recent example from the news, which illustrates poor decision-making at a party that resulted in tragic consequences. Ask them:
  - ✓ What is your reaction to the situation?
  - ✓ How did alcohol impact driving?
  - ✓ How could this have been prevented?

### Financial Costs

1. Tell students that in addition to risking life and health, there are substantial financial cost of drinking and driving.
2. Ask your students what they think the financial cost of a simple DUI arrest is? (*simple* refers to a DUI arrest where there are no auto repairs hospital, lawsuits, etc.)
3. Show them the following handout on Attachment 2.7 which illustrates the cost of a DUI
  - ✓ How will you cover the costs?

## 2.6. Homework Assignment

1. Ask students to discuss what they have learned with their parents and the family expectations regarding drinking and driving
2. Bring in a signed copy of the parent-student agreement included in the Virginia 45 Hour Parent-Teen Driving Guide or the one available on the CDC website at [http://www.cdc.gov/parentsarethekey/pdf/patk\\_2014\\_teenparent\\_agreement\\_aap-a.pdf](http://www.cdc.gov/parentsarethekey/pdf/patk_2014_teenparent_agreement_aap-a.pdf).

## 10<sup>th</sup> Grade Alcohol and Underage Drinking Education Lesson 2

### Attachment 2.1: Saying No to Alcohol Handout

#### HOW TO REFUSE OR SAY NO TO ALCOHOL

Saying "no" to your friends can be very hard sometimes. You may be afraid of what they'll think of you if you don't go along with them.

**Say “no” with Confidence: Here is a good way to say "no" and still be cool.**

5. **Be direct**, look the other person in the eye and say what the problem is (that's mean, or, that's illegal, etc.).
6. **Say what the consequences are.**
7. **Suggest something to do instead** (let's go shoot some hoops instead).
8. **If your friends insist on doing it anyway, leave. But leave the door open for them to change their minds and join you.**

**You can also:**

- ✓ **Enlist a Friend's support** – have a friend who will back up your decision.
- ✓ **Use Humor** – think of something witty.
- ✓ **Give an excuse** – think of several and practice saying them with confidence.
- ✓ **Plan your exit ahead** – know of ways to avoid the situation.
- ✓ **Suggest an alternative to drinking:**
  - Do you have any water or soda?
  - Let's go shoot some hoops instead.
- ✓ **Be truthful and assertive** –
  - No thanks. I don't feel like it.
  - Alcohol's not my thing?
  - Are you talking to me? FORGET IT.
  - Why do you KEEP pressuring me when I've said NO.
- ✓ **Delay the decision** – put it off until later.
- ✓ **Blame shift** – parent, coach, or other close friend.

## 10<sup>th</sup> Grade Alcohol and Underage Drinking Education Lesson 2

### Attachment 2.2: Saying No to Alcohol Handout

#### Ways A Teen Can Say No to Drugs and Alcohol

##### **Teens can use an excuse, such as:**

1. I can't stay; I've got to help my dad with something.
2. That stuff makes me sick.
3. I'm supposed to meet so and so in a few minutes.
4. No way. I think you just want me to get in trouble.

##### **Teens can explain to their friends about the dangers of these substances:**

5. That stuff is so bad for you.
6. Why would you use that junk?
7. Haven't you heard about the kid in the news who died from doing that?
8. Go ahead if you want to kill yourself – I don't want to.
9. You're crazy!

##### **Teens can also just be honest with their friends:**

10. I'm not into that.
11. My mom would kill me if she found out.
12. I don't have time for drugs.
13. I'd be suspended from the team.
14. Forget it. There's no way I'm going to do drugs.
15. I've got more to do with my life.

**Once you have given your answer, you should be ready to leave.** It rarely does any good to argue with someone about alcohol or drugs, and it might make it difficult for you to stick with your answer if you stay.

**You should be confident in your answers.** So many teens that experiment with drugs and alcohol do so to feel more popular. By giving a firm “no”, you can actually influence their friends in a good way. Teens tend to follow a strong leader among them, and sometimes all it takes is a positive teen that says no to drugs to keep the whole group away from drugs.

<http://www.treatmentsolutions.com/15-ways-a-teen-can-say-no-to-alcohol-and-drugs>

## 10<sup>th</sup> Grade Underage Drinking and Impaired Driving

### Prevention Education Lesson 2

#### Attachment 2.3: Scenarios for Practicing Refusal Strategies – Safe Driving

**Cut out the scenarios and distribute to students for the role playing activity. Each group should have a different scenario.**

- It is a Saturday night and you are babysitting for a family across town. The mother of the child has agreed to drive you home. When she gets home you realize she may have had too many drinks while she was out. How do you get home safely? What do you do?
- Your crush has finally asked you out! They decide to pick you up and take you to a party. After a few hours when it is time to leave, you realize your date is drunk. What do you do?
- You and your best friend are hanging out and decide to smoke a joint. Another friend calls and invites the two of you over to hang out. Your friend says that he can drive because he feels fine; you question it since you both smoked a joint. Your friend brushes it off and says that it doesn't affect someone's driving abilities. What do you do?
- You and some friends are at a cottage for a long weekend and someone brought alcohol. Later in the day, some of your friends want to go tubing, but the only one person who knows how to drive the boat has been drinking all afternoon. They insist that it's not like driving a car and they've driven a boat hundreds of times. What do you do?
- You and your friends are at a party where you've all been drinking. One of you cuts your hand on broken glass and needs to go to the hospital. It is only five minutes away and you have your car. What do you do?
- You are at a family party with your parents. Both of your parents have been drinking. When it is time to leave your dad grabs his keys and heads out to the car; he is going to drive the family home. What do you do?
- You drive to a friend's party with the intention of staying over and driving home in the morning. At the party, you and your friend get into a fight and she no longer wants you to stay over. You've had a couple of drinks. What do you do?
- You are driving with your friend when you notice that the car in front of you is swerving. What do you do?
- You are at a family birthday party and there is a bar. Your grandfather tells you he is going to drive to the store to get more ice; you know he has been drinking steady for the past 2 hours. What do you do?

Presented in RCMP Impaired Driving Plan

<http://www.rcmp-grc.gc.ca/cycp-cpcj/id-cfa/lp-pl/index-eng.htm#act1>

Adapted from OPHEA, "Draft" Beer, Not People, [http://www.opheaprograms.net/roadsafety/en/us\\_en.html](http://www.opheaprograms.net/roadsafety/en/us_en.html)

# 10<sup>th</sup> Grade Underage Drinking and Impaired Driving

## Prevention Education Lesson 2

### Attachment 2.4: Sample: Planning Ahead for Situations Involving Alcohol

#### Planning Ahead Sample

What is the event?

*Camping*

Where is it taking place?

*In the woods by the lake*

Who is attending?

*A group of 12 friends*

How can we prevent problems from happening?

*Make sure that everyone is familiar and comfortable with each other.*

*Bring lots of food and fun activities.*

*Know your surroundings.*

*Take a cell phone.*

*Make sure that nobody who has been drinking drives.*

What are potential problems that might occur?

*Someone wanders off and has been missing for some time.*

*Two people decide to go swimming in the lake.*

*One friend becomes aggressive after a disagreement.*

What is our plan of action for handling these problems?

*Have two people who have not been drinking look for the person who wandered off, and have the third person stay with the others. The two people looking should take a flashlight, ask other campers if they have seen their friend and call out his or her name repeatedly.*

*Think of another fun and safe activity you could do as a group and tell your friends they can go swimming tomorrow. If possible, notify the park ranger.*

*Talk in a low tone to calm him or her down. Keep within your own personal space. Avoid arguing and accept his or her point of view, even if you disagree.*



# 10<sup>th</sup> Grade Underage Drinking and Impaired Driving

## Prevention Education Lesson 2

### Attachment 2.5: Safe Driving – Planning Ahead Worksheet

HANDOUT Be Your Own HERO

## Planning Ahead

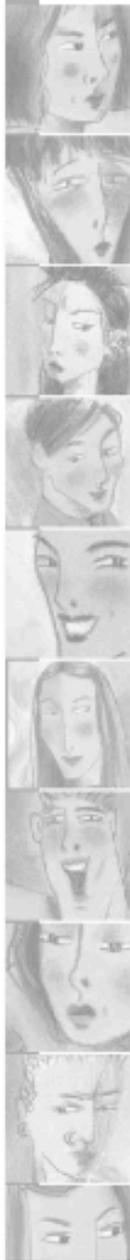
What is the event?  
\_\_\_\_\_

Where is it taking place?  
\_\_\_\_\_

Who is attending?  
\_\_\_\_\_

How can we prevent problems from happening?  
\_\_\_\_\_

<p>What are potential problems that might occur? _____ _____ _____</p>	<p>What is our plan of action for handling these problems? _____ _____ _____</p>
--	--



**10<sup>th</sup> Grade Underage Drinking and Impaired Driving  
Prevention Education Lesson 2  
Attachment 2.6: Planning Ahead Worksheet**

**Planning Ahead Worksheet**

What is the event?

Where is it taking place?

Who is attending?

How can we prevent problems from happening?

What are potential problems that might occur?

What is my plan of action for handling these problems? For making sure I and my friend stay safe and healthy? For getting home safely?

**10<sup>th</sup> Grade Underage Drinking and Impaired Driving  
Prevention Education Lesson 2  
Attachment 2.7: Costs**

**DUI**

**A Costly Mistake**



**It's Just A Routine DUI**

You've been pulled over and arrested for DUI. Fortunately, you didn't crash, damage any property, or hurt anybody. One of the biggest concerns facing you now is financial.

A routine DUI without any damage or injury is Very Expensive. Using California as an example, let's break down how much this is going to cost.

**Variable Costs**

Three of the bills you will pay are variable. At their low end, each is very expensive.

**Fine**

**\$390 - \$1,200**

Your fine depends on the circumstances of your case and the personal decision of your Judge.

**Attorney Fees**

**\$500 - \$10,000**

Lawyers charge higher prices in highly populated areas. Quality is a huge factor in price too!

**Insurance Rate Increase**

**\$3,600—\$6,600**

A DUI will increase your rates significantly for at least 3 years.

**SUBTOTAL**

**\$4,490 - \$17,800**

But wait, there's more!

**Standard Costs**

There is also a list of smaller Standard fees and bills you have to pay which add up considerably.

Penalty Assessment	\$666
State Restitution Fund	\$100
Alcohol-Abuse Education Fund	\$50
Blood or Breath Testing Fee	\$37
Jail Cite and Release Fee	\$10
Driving/Alcohol Awareness School	\$500
License Reissue Fee	\$100
Towing and Storage	\$187
<b>Total</b>	<b>\$1,650</b>

**Grand Total**

**\$6,140 - \$19,450**

Thinking of Drinking and Driving? Check your bank account first. Can you afford it?

Contact us for more information



Phone: 888-502-4646  
(321A)  
Fax: 909-354-4983  
E-mail: [smart@drinkinganddriving.org](mailto:smart@drinkinganddriving.org)



**10<sup>TH</sup> Grade – Alcohol, Underage Drinking and Impaired Driving Prevention**  
**Lesson 3: Community Prevention Campaign - Student Presentations**

3.1. Students present their social media education campaigns – 40 minutes

3.2 Teacher uses DOE Powerpoint to present final content – 10 minutes.





**Lesson Plan:** Dangers of Distracted Driving

**Subject:** Health, Language Arts

**Grades:** 9-12

**Description**

This lesson will educate students on the dangers associated with distracted driving (texting while driving, talking on the phone while driving).

According to a 2009 Pew Internet Study:

- One in three (34%) texting teens ages 16-17 say they have texted while driving. That translates into 26% of all American teens ages 16-17;
- Half (52%) of cell-owning teens ages 16-17 say they have talked on a cell phone while driving. That translates into 43% of all American teens ages 16-17;
- 48% of all teens ages 12-17 say they have been in a car when the driver was texting;
- 40% say they have been in a car when the driver used a cell phone in a way that put themselves or others in danger.

**Learning Objectives**

- Upon completion of this lesson, students will have a better understanding of the risks associated with distracted driving.
- Teen drivers will gain a perspective in recognizing unsafe driving situations and selecting the correct response or reaction.
- Teaching teen drivers to be aware is also teaching them to be responsible for themselves and to use their best judgments.

**Keywords**

texting, driving, distracted driving, driver's education, mobile phones, teen culture, teen health, cognitive distraction, cell phones, health

## Lesson Materials

To complete this lesson, students will need access to the following:

- **'No Phone Zone' Pledge**
- **Distracted Driving Safety Quiz**
- **Video Clip (15 Minutes) | Oprah Winfrey: *America's New Deadly Obsession***  
<http://www.oprah.com/oprahshow/Americas-New-Deadly-Obsession-Partial-Episode-Video>
- **Video Clip ( 3 Minutes) University of Utah | Applied Cognition Lab**  
<http://www.psych.utah.edu/AppliedCognitionLab/>
- **PSA Project Resources:** If students choose to make a PSA, they can use an easy and free online editor to combine their media with Oprah's voiceover, footage, music from *The Oprah Winfrey Show* and the No Phone Zone logo.  
<http://www.citizenglobal.com/harpoproductions/nophonezone/>

## Additional Teacher Materials

- **Web Resource: NPR and Car Talk**  
<http://www.cartalk.com/content/features/Distraction/>
- **Web Resource: The National Safety Council:**  
[http://www.nsc.org/safety\\_road/Distracted\\_Driving/Pages/KeyResearch.aspx#cognitive](http://www.nsc.org/safety_road/Distracted_Driving/Pages/KeyResearch.aspx#cognitive).
- **Pew Internet Report: Teens & Distracted Driving**  
<http://www.pewinternet.org/Reports/2009/Teens-and-Distracted-Driving.aspx>

## Activity 1

### Learning About the Dangers of Distracted Driving

1. The teacher will ask students to watch video clips and take notes on key distracted driving risk behaviors.
2. After watching the videos, students will break into groups and given time to discuss the video. Each group will identify the key risk behaviors associated with distracted driving and then present them to the class.
3. As each group shares their findings, the teacher will facilitate a discussion on the dangers of distracted driving and ask students to share what they've learned as a result of watching the videos.
4. Students will take the *Distracted Driving Safety Quiz*. When students have finished the quiz, the teacher will review the answers with the class.

## Activity 2

### Reflection on Distracted Driving

1. Students will reflect on both the class discussion and the video and then write a short essay or blog post stating what they have learned about distracted driving.
2. In their essay or blog post students will:
  - Outline the steps they will take to educate their peers, siblings and parents on the dangers of distracted driving.
  - Explain why they have decided to sign, or not sign, the "*No Phone Pledge*."

## Activity 3

### Create a Public Service Announcement (PSA)

1. **Option 1:** Students will create a Public Service Announcement (PSA) poster that helps to detail one of the dangers of distracted driving. Students will present their signs in class before posting them around the school.
2. **Option 2:** Students will create a Public Service Announcement (PSA) video that details the dangers of distracted driving. Have the students talk to the principal about posting their PSA on the school website. Encourage students to post their video on their own social networking profiles.

## **Assessment Based on Objectives**

1. Student should be able to pass the '*No Phone Zone*' Quiz
2. Student should be able to define what activities contribute to "distracted driving."
3. Teacher will evaluate the reflective writing exercise to see if the student has an understanding of the essential concepts and practices concerning injury prevention and safety while driving;
4. Essay or blog post should demonstrate competence in the general skills and strategies of the writing process;

## **National Academic Content Standards**

These standards are provided by the Mid-continent Regional Educational Laboratory (McREL) online publication, [Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education](#).

The following standards are addressed by the activities of this lesson:

### **Health Level IV: High School (Gr. 9-12)**

- **Standard 5:** Knows essential concepts and practices concerning injury prevention and safety;
- **Benchmark:** Knows injury prevention strategies for community health (e.g., neighborhood safety, traffic safety, safe driving);

### **Language Arts Level IV: High School (Gr. 9-12)**

- **Standard 1:** Demonstrates competence in the general skills and strategies of the writing process;
- **Benchmark:** Writes compositions that are focused for different audiences (e.g., includes explanations and definitions according to the audience's knowledge of the topic, adjusts formality of style, considers interests of potential readers);

To see additional related learning standards for your state, search:

<http://www.achieve.org/K-12Benchmarks>

This lesson plan was created by [Derek E. Baird, M.A.](#) and is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 2.5 License](#)

## Distracted Driving Safety Quiz

**Name:**

Circle the **most correct** answer to each question.

**1. Driving while texting on your phone is the equivalent to consuming:**

- a. 2 alcoholic drinks
- b. 4 alcoholic drinks
- c. 6 alcoholic drinks
- d. 0 alcoholic drinks

**6. True or False:**

Singing along to a song playing on your car radio or iPod while driving is a form of distracted driving.

**2. How many people a year die from distracted driving related accidents?**

- a. 2,000
- b. 4,000
- c. 6,000
- d. 8,000

**7. Which of the following contribute to distracted driving:**

- a. Being alert for potential road hazards
- b. Speed of the windshield wipers
- c. Talking on the phone to someone who is driving
- d. Focusing on the weather conditions

**3. True or False:**

Statistics show that talking on the phone or texting while driving is just as dangerous as driving drunk.

**8. True or False:**

A driver talking on the phone is four times more likely to get in an accident.

**4. How many people a year are involved in distracted driving related accidents?**

- a. 100,000
- b. 300,000
- c. 500,000
- d. 700,000

**9. How many cell phone owning teens ages 16-17 say they have talked on a cell phone while driving?**

- a. 32%
- b. 42%
- c. 52%
- d. 62%

**5. True or False:**

Using a headset or other hands free device eliminates the effects of distracted driving.

**10. True or False:**

Talking or texting on a phone while driving is a skill that you can learn to do safely.

## **Answer Key & Teacher Script**

1. B
2. C
3. TRUE: Contrary to popular belief, texting or talking while driving is a dangerous habit that is just as dangerous as driving while intoxicated.
4. C
5. FALSE: Using a Bluetooth or other hands-free headset doesn't reduce the risks of distracted driving.
6. TRUE: Any activity that decreases your focus is distracted driving.
7. C: Talking to someone you know is using a cell phone while driving contributes to distracted driving.
8. TRUE: Any activity that removes your primary focus from driving, including talking on a mobile phone, is a distracted driving hazard.
9. C
10. FALSE: There is no safe way to text and/or talk while driving. It is not a skill that you or anyone else can learn to master.

## Assignment Discovery Online Curriculum

**Lesson title:** Safe Driving

**Grade level:** 9-12

**Subject area:** Health

**Duration:** Two class periods

### Objectives:

Students will do the following:

- Study the potential dangers, risks, and statistics associated with a variety of road safety issues: impaired driving, not wearing seat belts, speeding, distracted driving (eating and using cell phones), and drowsy driving
- Develop a public service announcement such as a poster, mock television or radio commercial, Web site, or brochure about a road safety issue

### Materials:

- Newsprint
- Internet access
- Poster board, paper, markers, color printer, video cameras, tape recorder, or other materials for students' public service announcement projects

### Procedures:

1. Explain to students that according to the National Highway Traffic Safety Administration, motor vehicle crashes are the leading cause of death among Americans up to 34 years old. Factors such as alcohol consumption, high-speed driving, and other dangerous behaviors contribute to these crashes. Most accidents could be avoided by following common safety practices. The focus of this lesson is to learn about safe practices and laws designed to prevent accidents.
2. On a piece of newsprint, draw two columns for the “dos and don'ts” of driving. Ask students to brainstorm about items for both lists. Their answers may include the following:

<b>Do</b>	<b>Don't</b>
Wear your seat belt	Drive under the influence of drugs or alcohol
Pay attention	Drive above the speed limit
Obey traffic laws	Pass a stopped school bus
Drive at the speed limit	Drive through a stop sign or stop light without stopping
Signal before turning or changing lanes	Pass a car unless there's plenty of room ahead
Reduce speed at night, in bad	Drive if you are sleepy

weather, and in heavy traffic	
-------------------------------	--

3. After discussing the lists, talk about why it's important to educate the public about safety issues. Explain that in this lesson students will explore one of five safe driving issues and create their own public safety announcement.
4. Divide students into five groups, and assign one of the following topics to each group:
  - Impaired driving (DUI/DWI)
  - Seat belts
  - Speeding
  - Distracted driving (such as driving while eating or talking on a cell phone)
  - Drowsy driving
5. Have students use the Web sites below to research the safety issues. Encourage them to take notes about dangers, risks, and statistics. Make sure students include examples of trauma that may occur when safety practices are not followed.

## **All Topics**

### Safety Fact Sheets

<http://www.nhtsa.dot.gov/people/ncsa/factsheet.html>

### Fatality Analysis Reporting System (FARS; see Did You Know? and Reports)

<http://www-fars.nhtsa.dot.gov/>

### Insurance Institute for Highway Safety

[http://www.highwaysafety.org/safety\\_facts/safety.htm](http://www.highwaysafety.org/safety_facts/safety.htm)

### Drive Home Safe: For Teens

[http://www.drivehomesafe.com/just\\_4\\_u\\_teens.htm](http://www.drivehomesafe.com/just_4_u_teens.htm)

## **Impaired Driving (DUI/DWI)**

[http://www.highwaysafety.org/safety\\_facts/alcohol\\_drugs.htm](http://www.highwaysafety.org/safety_facts/alcohol_drugs.htm)

<http://library.thinkquest.org/23713/frameset.html>

<http://www.nhtsa.dot.gov/people/injury/alcohol/>

<http://www.nsc.org/library/facts/drnkdriv.htm>

## **Seat belts**

<http://www.nhtsa.dot.gov/people/injury/airbags/buckleplan/index.html>

[http://www.highwaysafety.org/safety\\_facts/belt\\_use.htm](http://www.highwaysafety.org/safety_facts/belt_use.htm)

## **Speeding**

<http://safety.fhwa.dot.gov/programs/speedmgnt.htm>

[http://www.highwaysafety.org/safety\\_facts/speed.htm](http://www.highwaysafety.org/safety_facts/speed.htm)

### **Distracted Driving**

<http://www.aaafoundation.org/projects/index.cfm?button=distraction>  
<http://www.nhtsa.dot.gov/people/injury/research/wireless/nht0198.html>  
<http://www.nsc.org/library/shelf/inincell.htm>  
<http://www.ncsl.org/programs/esnr/2000cell.htm>  
<http://cartalk.cars.com/About/Drive-Now/>

### **Drowsy Driving**

[http://www.nhtsa.dot.gov/people/injury/drowsy\\_driving1/index.html](http://www.nhtsa.dot.gov/people/injury/drowsy_driving1/index.html)  
<http://www.aaafoundation.org/projects/index.cfm?button=drowsy>  
<http://www.nsc.org/library/facts/drowsdr.htm>

6. Have each group develop a public service announcement such as a poster, mock television or radio commercial, Web site, or brochure for high school students. Encourage them to use statistics and specific state laws from their research and anecdotes or stories from personal experiences. Students should include descriptions about the bodily injuries that can occur as a result of unsafe driving.
7. After each group has presented its public service announcement, discuss the issues as a class. Which statistics did they find most surprising? How do they think their driving will change after what they've learned?

### **Discussion Questions:**

1. Imagine a friend has had a few beers and is about to drive home from a party. What would you say to persuade him or her not to drive?
2. Your friend has just bought a new car and wants to take you for a ride. He or she is driving through your neighborhood 20 miles over the speed limit. What would you say?
3. A defensive driver anticipates danger to avoid accidents. Give examples of defensive driving.

### **Extension:**

#### **Traffic Laws in Your State**

Have students visit the Web site for your state's motor vehicle department. (Links for all states are available at <[http://www.drivehomesafe.com/just\\_4\\_u\\_teens.htm](http://www.drivehomesafe.com/just_4_u_teens.htm)>.) As a class, review important facts such as the following:

- What is required to get a driver's license?
- What are your state's laws regarding seat belts and child restraints?
- What are your state's laws on driving and alcohol, passing school buses, stopping for pedestrians, and emergency vehicles?

Have students explore the site in small groups to find three additional facts, statistics, or laws they did not know. Have students share their findings with the class.

## **Evaluation:**

Use the following three-point rubric to evaluate how well students participated in class discussions, worked in their groups, and created presentations about safe driving issues.

**Three points:** active participation in class discussion; strong research skills; above-average creativity and communication skills in the presentation.

**Two points:** average participation in class discussion; on-grade research skills; average creativity and communication skills in the presentation.

**One point:** little participation in class discussion; weak research skills; below-average creativity and communication skills in the presentation.

## **Suggested Reading**

### ***Coping with Post-Traumatic Stress Disorder***

Carolyn Simpson and Dwain Simpson. Rosen Publishing, 1997.

For every trauma, there is an aftermath. For some traumas, people suffer what is called post-traumatic stress disorder (PTSD), and this book describes the kinds of circumstances, such as war, car accidents, or rape, that can result in PTSD. The second part of the book covers the kinds of treatment available for the disorder, ranging from proper support and therapy to hospitalization in severe cases. A short glossary and help list are included.

### ***Emergency!***

Joy Masoff. Scholastic, 1999.

Learn about emergency medicine by following the action as a trauma happens—including a call to 911, the activity in an emergency room, surgery, and more. Suggestions for 10 things you can do to “practice” medicine and additional resources round out the presentation. A tremendous amount of information is packed into this well-illustrated book.

## **Vocabulary**

### **blood alcohol concentration (BAC)**

Definition: A percentage by weight of alcohol in the blood (grams/deciliter, or g/dl). A positive BAC level (0.01 g/dl and higher) indicates that a person consumed alcohol. In most states, a BAC level of 0.10 g/dl or more indicates legal intoxication.

Context: All states except Massachusetts and the District of Columbia have laws stating the level at which driving with a specific **blood alcohol concentration (BAC)** is a crime.

### **defensive driving**

Definition: Anticipating danger to avoid accidents.

Context: A **defensive driver** adjusts the car's speed and position to suit visibility, the road, and traffic conditions.

**driving under the influence (DUI)**

**driving while impaired (DWI)**

Definition: The criminal action of operating a vehicle while intoxicated, impaired, or under the influence of alcohol or other drugs.

Context: About one-third of all drivers arrested or convicted of **driving under the influence (DUI)** are repeat offenders.

**speed limit**

Definition: The highest speed allowed by state or local law in a certain area.

Context: State laws specify **speed limits** for different types of roads.

**Academic Standards:**

The following standards are from the American Association for Health Education for students in grades 6-8.

1. Students will demonstrate the ability to access valid health information and health-promoting products and services.
2. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
3. Students will demonstrate the ability to advocate for personal, family, and community health.

**Credit:**

Joy Brewster, a freelance writer and editor of educational material.

**DiscoverySchool.com**

**<http://www.discoveryschool.com>**

Copyright 2002 Discovery.com.

Teachers may reproduce copies of these materials for classroom use only.

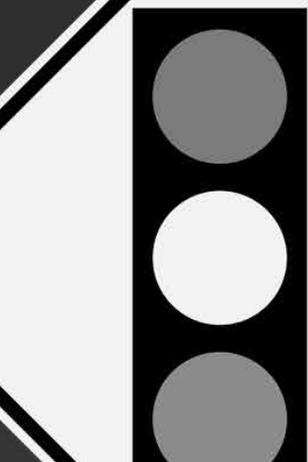
Virginia Department of Education

# 45-Hour Parent/Teen Driving Guide

With Freedom  
Comes Great Responsibility

Revised August 2016

Name: \_\_\_\_\_





# **45-Hour Parent/Teen Driving Guide**

***With Freedom  
Comes Great Responsibility***

***[http://www.doe.virginia.gov/instruction/driver\\_education/parent\\_teen\\_driving\\_guide.pdf](http://www.doe.virginia.gov/instruction/driver_education/parent_teen_driving_guide.pdf)***

**Virginia Department of Education Staff**

**Principal Specialist for  
Health Education, Physical Education, and Driver Education**  
Vanessa C. Wigand

**Specialists for Driver Education**  
Janet Ragland  
Lisa McDaniels

© Commonwealth of Virginia  
Department of Education  
P.O. Box 2120  
Richmond, Virginia 23218-2120



## Parenting the Driving Experience

Your child has reached an important milestone; A LEARNER'S PERMIT. It is our hope that acquiring mature driving skills and judgment will be a rewarding experience for you and your teenager. With your involvement, it can also be a safe experience. This 45-hour parent/teen driving handbook provides suggestions for in-car lessons to help you guide your child in making this step to adulthood more successful for both of you.

How do you teach a 16-year-old not to be a 16-year-old behind the wheel of an automobile? Unfortunately, there is no magic formula to prepare your teenager for the responsibilities of driving. Driver education at its best is a team effort involving schools, communities, students, and families.

Cars do not crash; people crash them. The driver, especially the young driver, continues to be a weak link in automotive safety. Motor vehicle injuries account for more years of productive life lost by students than all other causes. In addition, hospitalization and rehabilitation costs, lost time from school, and other costs associated with long-term injuries create substantial emotional, physical, and financial problems for students, schools, and their families.

To address traffic crashes involving teenagers, action was taken by the Virginia General Assembly to require parents, foster parents, or guardians to certify that their children have driven motor vehicles for at least 45 hours, **15 of which must be after sunset**, before they are eligible for a provisional driver's license.

The ability to move a car skillfully is not the same thing as the ability to drive safely. Steering the vehicle is a relatively simple skill that most people can master in a short period of time. Driving is a complex psychomotor task requiring mastery of various performance skills. It requires processing and accurately evaluating risks in the driving environment, developing appropriate responses to minimize risks, and gaining experience to predict what action others may take.

This technical assistance guide provides you with a systematic approach to guide your child towards remaining collision-free in both low- and high-risk driving environments. The suggested lessons in this guide follow



a sequential learning pattern that progresses from the parking lot to neighborhoods, to light traffic, to rural highways, to expressways and then to city driving. Each lesson provides you with an estimated amount of time the student will need to achieve mastery; however, because students have different abilities and learning styles you need to spend as much time as necessary to allow your child to master the skills before moving on to the next lesson.

Periodically, you will be asked to evaluate your child's skills. Place "S" for satisfactory or "NP" for needs practice for the tasks listed after each session. Please also record these sessions on the 45-hour driving log located at the end of the booklet. Give the completed log to your child's in-car instructor/school to document the 45 hours of practice driving. This log must be completed prior to issuance of the 180-day provisional license.

Research shows that in order to remain collision-free, parents must model safe driving behaviors and invest in meaningful guided practice over a long period of time to turn these skills into good driving habits!

If neither parent has a valid driver's license, a friend or relative can conduct the guided practice sessions. Because parents and guardians play such a significant role in the development of safe driving habits, parents should remain involved in the learning process as observers in the car during the guided practice sessions. Knowing your child is a skilled, safety-conscious driver will give you peace of mind in years to come.

In addition to sharpening your driving skills, it is our hope the guided-practice sessions presented in this guide will provide your child with a solid foundation to develop safe, collision-free driving habits that will last a lifetime. At the end of this technical assistance guide is a 45-hour log to help you keep track and document your driving time together.

# The Juvenile Licensing Process Effective July 1, 2016

To reduce young driver crashes in Virginia and to save lives, the General Assembly enacted a graduated driver licensing process.

## Eligibility for a learner's permit and a provisional driver's license

- Students may apply for a learner's permit if they are at least **15 years and six months of age**.
- Students who fail the DMV knowledge test three times must subsequently complete a classroom driver education course or an eight-hour driver's manual class before being eligible to take the test a fourth time.
- Students may apply for a driver's license when they become **16 years and three months of age**.
- Students **must hold a learner's permit for nine months**, or until the learner's permit holder turns 18 (whichever comes first).
- A learner's permit allows the holder to practice driving with a licensed driver at least 21 years of age or a licensed family member at least 18 years of age.
- Students younger than 18 must have their parents, foster parents, or guardians certify that they have **driven a motor vehicle for at least 45 hours, at least 15 of which were after sunset**.
- Students younger than 18 must successfully **complete a state-approved driver education program**.
- The in-car teacher will administer the road test. If the student successfully passes the test, meets all the licensing requirements, and the school receives written permission from the parent to license the child, **the school will issue the student a 180-Day Temporary Provisional Driver's License, which serves as a valid Virginia driver's license when accompanied by a learner's permit**.

## Graduated licensing restrictions for a learner's permit and provisional driver's license

Virginia law:

- Prohibits driving with more than one non-family passenger less than 21 years old until the holder has held a provisional license for one year. After the first year, the holder of a provisional license may operate a motor vehicle with up to three non-family passengers who are less than 21 years old when (i) the holder is driving to or from a school-sponsored activity, or (ii) a licensed driver who is at least 21 years old is occupying the seat beside the driver, or (iii) in cases of emergency.
- Restricts licensed drivers younger than 18 years old from **operating a vehicle between midnight and 4 a.m.**, except when driving (i) to and from work; (ii) when accompanied by a parent or person in loco parentis, or by a spouse who is 18 years old or older; (iii) to or from an activity that is supervised by an adult and is sponsored by a school or by a civic, religious, or public organization; (iv) in cases of emergency when responding to fire or some other emergency as a volunteer firefighter or rescue worker.
- **Prohibits drivers under age 18 from using cell phones or wireless communication devices while driving**, regardless of hand-held or hands-free, except in a driver emergency and/or the vehicle is lawfully parked or stopped.
- Requires passengers younger than 18 years of age who are occupying the front or rear seats of a vehicle to use safety belts.
- Requires drivers younger than 20 years of age to **attend a driver improvement clinic if convicted of a demerit point offense (moving violation), or a seat belt or a child safety seat violation**.

## The Parents' Role in the Juvenile Licensing Process

The family, not the school, is in the best position to have a sustained effect on minimizing risks faced by inexperienced drivers and encouraging responsible behavior.

Parents must:



- Grant DMV permission to issue your child a learner's permit and a driver's license.
- Grant the school permission to enroll your child in the in-car phase of driver education.
- Provide your child with at least 45 hours of guided practice, 15 of which must be after sunset.
- Sign the 45-Hour log and the 180-Day
- Temporary Provisional Driver's License form, and provide your driver's license number or DMV-issued ID number.
- Determine when your child is ready to drive unchaperoned.
- Suspend your child's driving privileges if he or she is not demonstrating responsible behavior.
- Notify your insurance agent when your child receives a 180-Day Temporary Provisional Driver's License.
- Continue to monitor your child's driving after receipt of a provisional license, reinforce safety belt use and limit or prohibit passengers and other driving distractions.
- Establish zero tolerance rules for cell phone use and text messaging while driving.
- Model safe driving behaviors.

### Parent Requirement in Planning District 8:

- The Code of Virginia (§ 22.1-205) requires students and their parents living in Planning District 8 which includes the counties of Arlington, Fairfax, Loudoun and Prince William, and the cities of Alexandria, Fairfax, Falls Church, Manassas and Manassas Park, to participate in a 90-minute parent/teen presentation.
- As the 90-minute parent/teen component has been added to the classroom driver education course, the accountability for the implementation, delivery, and documentation of successful completion of this legislative requirement rests with your child's classroom driver education teacher.

### Parenting Tips for In-Car Guided Practice Sessions

Parental reinforcement of basic driving skills and good decision making will lead to safe driving habits that will last a lifetime.

- Enjoy your time together. Have fun! This is a great "bonding" opportunity. Focus on the driving task and leave family issues at home.
- When you drive, set a good example to model. Always wear your safety belt. Try to correct any unsafe driving habits that you may have acquired; such as rolling through stop signs, accelerating through yellow lights, exceeding the speed limit, etc.
- In a parking lot, practice steering the car with your left hand from the passenger seat.
- If you have a car with a parking brake between the seats, practice stopping the car by depressing the release button and raising the parking brake.
- To prepare yourself to regain control of the vehicle in the event your child panics and accelerates too much, practice shifting the transmission from drive to neutral from the passenger seat.

- Adjust the mirror on the passenger's sun visor so you can use it as a rearview mirror. If the right outside mirror is properly adjusted to reduce blind spot and glare, you can also use that mirror to monitor traffic to the rear from the passenger seat.
  - Keep instructions simple and concise. First direct where to go, and then state the action to take (e.g., "At the next intersection, turn right.")
  - Check mirrors, and the space to the sides and ahead of the vehicle before giving directions.
  - Check to make sure your child has a learner's permit, vehicle registration card, and insurance information with him or her when operating a vehicle.
  - Explain the objectives of the lesson and review what was learned in the previous lessons.
  - If possible, the initial guided practice sessions should begin in a car with automatic transmission so your child can focus on mastering basic vehicle control maneuvers.
  - Select driving environments that complement the lesson objectives and the novice driver's ability. Start in parking lots and progress to quiet neighborhoods. Stay in a safe, low-risk driving environment as long as needed and, in the beginning, practice driving routes that are familiar to your child.
  - Feedback should be precise and immediate.
  - If a mistake is made, repeat the maneuver taking the driver step by step through the process, and then allow practice without any assistance.
  - Be patient, calm, and alert at all times. Make positive remarks frequently.
  - Have short, well-planned practice sessions. Thirty minutes is the optimum learning period for beginning drivers. The first 30 minutes of each one-hour session should be used to introduce and practice the new skills. Assess the child's understanding of the lesson objectives during the second half of the session. Set high standards and evaluate each driving session together.
  - Emphasize driving with a large anticipation zone by looking at least 20 seconds ahead. To determine 20 seconds ahead, pick a stationary object in front of the vehicle and count how long it takes to reach the object. This will allow time to identify an escape route if needed or an alternate path of travel.
  - Play the "what if game"; what if a car suddenly changes lanes, stops, turns, etc.
  - Encourage commentary driving! This is the most valuable tool you have for checking how your child is processing the driving environment. Ask your child to "read the traffic picture aloud" describing anything that may affect your path of travel. For example, when your child changes speed, your child may say: "red light, check mirror, ease foot off accelerator and begin braking." Actually, you should hear "check mirror and ease off accelerator" a lot!
  - Reinforce that a green light means one must search the intersection before proceeding.
  - Encourage your child not to panic when approached by an emergency vehicle and to focus on looking for a safe area to pull over.
  - Discuss the rules for passing a stopped school bus with flashing lights.
  - Encourage your novice driver to plan their route to avoid making a difficult left turn.
  - There is a lot to learn in each lesson, so your child may need extra time to attain adequate skill proficiency. Mastery at each level is important before moving on to the next lesson.
  - If possible, integrate night driving into each area of instruction.
-

## Driving in the 21st Century

Improvements in vehicle and highway design have increased highway safety. Many new cars are equipped with safety features that dictate basic vehicle control procedures. Drivers must understand these new technologies and the need for basic vehicle maintenance.

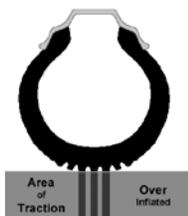
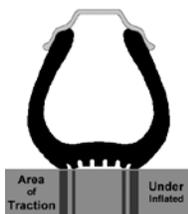
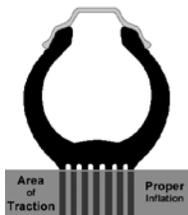
Tires, wheels, brakes, shock absorbers, drive train, steering and suspension systems function together to provide a safe, comfortable ride and good gas mileage.

### Tires

Properly inflated tires are critical to vehicle control and good gas mileage. Tires should be inflated to the vehicle manufacturer's recommended pressure printed on the vehicle's door placard or in the owner's manual, not the maximum limit listed on the tire sidewall. Under-inflated tires flex too much and build up heat, which can lead to blowouts or the tread separating and peeling off.

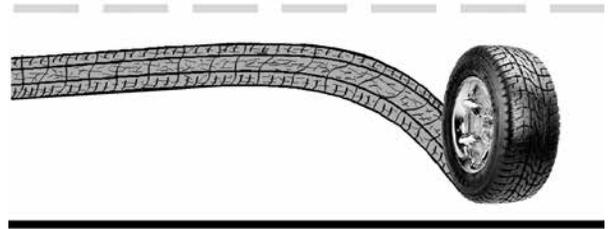
The actual size of the tire patch in contact with the road is about the size of a dollar bill. These four dollar bill size patches of rubber in contact with the road surface allow the vehicle to respond to acceleration, braking, and steering.

With this narrow margin of safety, it is important to check tire pressure at least once a month. Proper tire tread reduces traction loss on wet surfaces by channeling water through the tread. Minimum tire tread depth can be measured by placing a penny in the tread, and if the tread does not reach the top of Lincoln's head, driving in wet weather is very dangerous. Properly maintained tires improve the steering, stopping, traction, and load-carrying capability of your vehicle.



### Tire Pressure Monitoring Systems (TPMS)

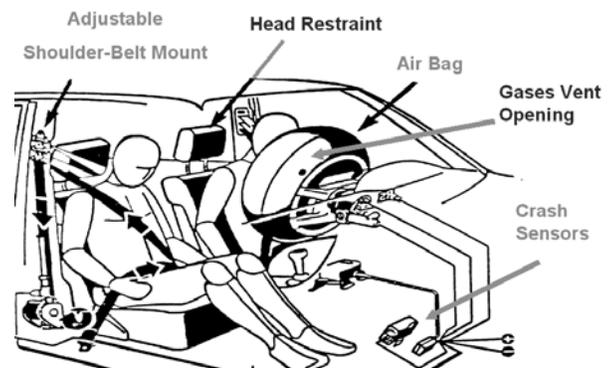
A tire pressure monitoring sensor is mounted directly on the wheels or tires and continually monitors the pressure inside the tires. If the pressure falls 25% below or above the required inflation, a warning is sent via radio frequency from the tire-mounted transmitter to the driver.



### Changing traction conditions

Traction or adhesion is the grip the tires have on the road surface, which allows the vehicle to start, stop, and/or change directions. As speed increases, traction between the tires and the road decreases. Road surface conditions that decrease the level of traction are ice, snow or frost, wet surfaces or standing water, mud or wet leaves, uneven surfaces, sand, gravel, and curves. Speed should be reduced in such conditions.

**Driver and Front Passenger Air Bags** are designed to inflate in a frontal impact. Drivers should sit at least 10 inches from the air bag because it inflates to six or seven inches in size at speeds up to 200 mph. If you can, tilt the steering wheel to point the air bags at your chest, not your face. Always wear a safety belt and secure children in the rear seat. To reduce forearm and hand injuries, place hands on the lower half of the steering wheel, with knuckles on the outside and thumbs along the inside of the rim of the wheel.



**Side Impact Air Bags** are designed to protect the torso and head in side impact collisions. Care should be taken not to sit too close to the door or to lean towards the air bag.

### Seat Belts

Approximately 45% of vehicle occupants killed in crashes were not wearing seat belts. Seat belts save lives and prevent injuries. Buckling up not only dramatically increases your chances of surviving a crash, it also helps to prevent internal injuries by spreading the force of a collision across the pelvis (hips) and upper chest, which are two of the human body's strongest areas. A seat belt is specifically designed to protect the brain and prevent spinal cord injuries. Did you know that if your vehicle is traveling at 50 mph, hits an object and comes to an abrupt stop, inertia will continue moving your body at the same speed in the same direction? In this situation, you will either be held in the seat by a seat belt; or if unbelted, your body will be slammed into the steering wheel, hit something else, or go flying face-first through the windshield at 50 mph. It only takes a few seconds to buckle up, and with coaching from parents it will quickly become a habit.

### Brakes

Brakes play a vital role in your family's safety when on the road. Brake pads or shoes provide stopping power for your vehicle and should be in good working order. Refer to the owner's manual for recommended maintenance tips for your brakes.

### Anti-lock Braking System (ABS)

Cars with anti-lock braking systems automatically check the system when the car is started. The anti-lock brake system symbol will light up momentarily if the system is functioning properly. To safely stop and maintain steering control in an ABS-equipped vehicle, one must use firm brake pressure and maintain this pressure on the brake pedal even if you feel the pedal pulsating or hear a grinding noise. The ABS system rapidly engages the brakes up to 15 times a second to avoid lockup and allows your wheels to keep rolling. Rolling wheels allow you to steer—you cannot change direction if your wheels are sliding. You and your child should practice engaging the ABS system

in a vacant parking lot before having to use this crash-avoidance technology in a real emergency.

### Backup Camera

A rear view camera shows a simple video feed from a camera mounted on the rear of a vehicle. Some systems also have overlay distance and trajectory lines to help the driver judge vehicle position. The back-up camera's field of vision is directly behind the vehicle, and is at least 10 feet wide and 20 feet in length. Families touched by tragic back-over accidents, especially those involving children, have pushed hard to require back-up cameras in all vehicles by 2018.

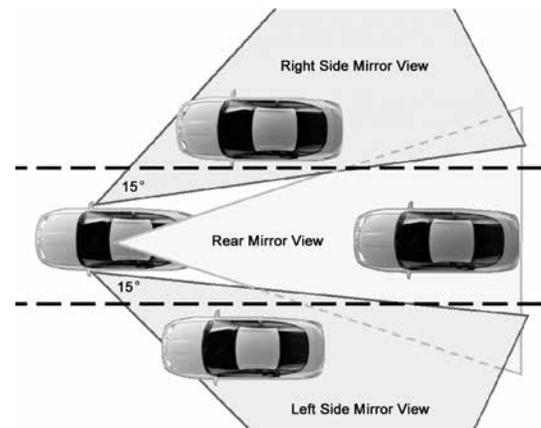
**Electronic Stability Control (ESC)** is a computerized technology that improves the safety of a vehicle's stability by detecting and minimizing skids. When ESC detects loss of steering control, it automatically applies the brakes to help "steer" the vehicle in the direction the driver intended to go. Braking is automatically applied to individual wheels, such as the outer front wheel to counter oversteer or the inner rear wheel to counter understeer. Some ESC systems also reduce engine power until control is regained. ESC does not improve a vehicle's cornering performance, but it does help minimize the loss of control. ESC incorporates yaw rate control into the anti-lock braking system (ABS). Yaw is a rotation around the vertical axis, (i.e., spinning left or right). Anti-lock brakes enable ESC to brake individual wheels. Many ESC systems also incorporate a traction control system (TCS or ASR), which senses drive-wheel slip under acceleration, and individually brakes the slipping wheel or wheels and/or reduces excess engine power until control is regained. Electronic stability control, however, achieves a different purpose than ABS or Traction Control.

### Traction Control Systems

Traction control systems monitor any difference in rotational speed between the wheels. This differential in wheel rotation may occur on uneven or slippery surfaces. When the system is activated, an automated combination of brake and/or engine speed comes into play to provide controlled acceleration and tire traction.

### Blind Spot Monitoring Technologies

A blind spot monitor is a detection device that is usually mounted on the side view mirror or near the rear bumper. When one of these detectors notices another vehicle is too close, it warns the driver by flashing a light or making an audible sound. In advanced systems, the car will even steer itself into a safety zone.



**monitor the lanes next to the vehicle.**

### Adaptive/Active/Autonomous/Intelligent Cruise Control

This technology helps the driver maintain a safe following distance by slowing down or speeding up the vehicle automatically. Adaptive cruise control uses a radar sensor to lock onto the vehicle in front of your vehicle, and an onboard computer will calculate the distance and relative speed to the vehicle ahead. When the space in front changes, the system will automatically send a message to apply brakes or accelerate back to the previously set speed.

### Lane Departure Warning System

A lane departure warning system uses a camera, usually mounted as part of the rear view mirror mounting block, to warn a driver when the vehicle begins to move out of its lane if a turn signal is not on in that direction.

Then there is also technology called the lane keeping system, that steers the car away from the lane markings. These systems rely on visible lane markings (not faded or covered with snow), and helps to prevent collisions caused by drowsy or distracted drivers.

### Contemporary Mirror Setting (BGE)

Adjust the inside rear view mirror so that it frames the entire rear window and becomes the primary mirror for viewing what's behind the vehicle. Adjust side mirrors to reduce the blind spot and headlight glare from the rear. Adjust the left side mirror by leaning your head slightly towards the left side window, and set the left mirror so that the driver can barely see the side of the car. To adjust the right side mirror, lean to the right over the center console, and set the right mirror so the driver can barely see this side of the car. This side mirror setting reduces the overlap between the inside and side view mirrors and **allows the driver to**

### Steering Control

Due to changes in steering ratios and effort needed to turn the wheel, smooth, controlled steering requires a balanced hand position on the lower half of the steering wheel.

### Hand Position

Placing the left hand at the 8 o'clock position, and the right hand at the 4 o'clock position improves the driver's stability by lowering the body's center of gravity, and reduces unintended and excessive steering wheel movement which is a primary cause of young driver fatalities. This more natural seating position also helps the driver to keep both hands on the wheel and reduces back pain often associated with driving for long periods of time.



### Steering—Push-Pull-Slide Steering

This steering technique keeps both hands on the wheel at all times and reduces excessive steering wheel movement. In the event of a frontal crash with a vehicle equipped with an air bag, this steering method also reduces the chance of injury to the arms and face because the arms do not cross over the steering wheel where the air bag is housed.

To push/pull steer:

- the right hand begins at 4 o'clock and the left hand begins at 8 o'clock;
- to make a right turn, push the steering wheel with the left hand from the 8 o'clock position to the 10 o'clock position. Slide the right hand to the 2 o'clock position, and pull the steering wheel to the 4 o'clock position.
- reverse this process to make a left turn.

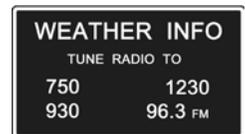
To straighten the vehicle, allow the steering wheel to slide through the hands until the vehicle's wheels move to the straight-ahead position. At very low speeds, the driver may need to turn the steering wheel to assist the wheels to return to the straight ahead position.

## Glare

Sources of glare include headlights of oncoming or following vehicles, misaligned headlights, improperly loaded vehicles, a dirty windshield, paper on the dashboard, facing the sun at dusk or dawn, snow-covered landscapes, and traditional versus contemporary side mirror settings. To combat glare, wear sunglasses during the day only, adjust sun visor as needed, keep windows clean, reduce speed, and look to the right-hand side of the road when meeting a vehicle with high beam headlights on.

## Fog

During foggy conditions, reduce speed, use low beams, windshield wipers, and defroster/defogger and flashers if needed. Look for a safe area to pull off the road.



# Tips for Driving in Adverse Conditions

## Driver Inattention

Driver inattention is a primary cause of crashes. Distractions, such as interacting with passengers, talking on the phone, text messaging, or adjusting the audio system, are especially dangerous for young drivers. Limit distractions by pulling off the road to perform activities not related to the driving task.

## Drowsy Driving

Fatigue or drowsy driving severely limits your reaction time and decision-making ability, and is caused by lack of sleep, the body's circadian rhythm, and/or driving for long periods of time. Circadian rhythm is the body's natural "downtime," which for most people is between 1 and 5 p.m. and around your normal bedtime. Drowsy driving is a form of impaired driving that negatively affects a person's ability to drive safely.

To avoid drowsy driving, take scheduled breaks, keep the vehicle cool, and be aware of your "downtime." Drowsy driving is a serious problem for sixteen to 24-year-olds who comprise 14 percent of all drivers, but are involved in 50 percent of crashes caused by driving while fatigued.



## Reduced Visibility Due to Heavy Smoke, Rain or Snow

When driving in low visibility conditions, slow down, turn on windshield wipers; and make gentle steering, accelerating, or braking actions. Be alert for stopped vehicles on the highway, and be prepared for wind gusts or strong steady crosswinds. Turn on the radio to monitor weather and road conditions, and if possible, leave the highway.



### Low Water Crossing

Nearly half of all flash flood fatalities are vehicle related. In severe rainstorms watch for flooding at bridges and low areas. Driving too fast through low water will cause the vehicle to hydroplane and lose contact with the road surface.

### Hot or Cold Temperatures

Hot or cold temperatures place demands on tires, radiator coolant, hoses, connections, and drive belts and increase driving risks. Check these items prior to and after driving during these conditions.

### Strong Wind Conditions

Strong wind conditions on bridges, through mountain passes and ravines, and when being passed by large trucks cause significant problems for drivers. Reduce speed, check traffic, be prepared to steer windward, and counter steer in the direction you want the vehicle to go.

## Types of Collisions

Driver error is the primary cause of collisions. These include:

- Speed/reckless driving
- Distracted, drowsy, drunk/drugged driving
- Following too closely
- Disobeying traffic signs or signal
- Poor skills, weather, vehicle failure, road design, night driving and road obstructions also contribute to collisions.

### Head-On Collisions

These collisions have higher rate of fatalities than other collisions and are more likely to occur on two-lane highways, narrow lanes, curved roads, and in construction zones.

**Rear-End Collisions** are one of the most common types of multiple-vehicle collisions. Tailgaters cause many rear-end collisions. Adverse conditions such as dense fog or smoke, heavy rain, and snow also increase risks to motorists because some drivers stop their vehicles while still on the highway.

### Side-Impact Collisions

Most vehicles are not well-equipped to withstand a side impact. If your vehicle is in danger of being hit, your best option is to accelerate out of danger if the way ahead is clear rather than apply brakes.

## Sessions 1 and 2: Getting Ready, Starting, Placing the Vehicle in Motion, and Stopping

Sessions 1 and 2 will introduce your child to the instrument panel, vehicle controls, and mirror blind zones. Please invest at least 2 hours to develop these skills. You will need the owner's manual, a measuring tape, cones, plastic cups or chalk to use in these and future lessons.

Begin in a large, level parking lot free of obstacles. Use the checklist at the end of Sessions 1 and 2 to help organize your lessons, assess learning and your child's driving skills.

- Show your child how to check tire pressure, engine oil, antifreeze, and other fluid levels.
- Prior to entering the vehicle, teach your child to check for fluid leaks, broken glass, objects behind the vehicle, etc.
- Enter the vehicle and review interior controls. Turn on the ignition switch and discuss functions of the warning lights, gauges, and accessories. Ask your child to operate and explain all controls, and to simulate monitoring the path ahead while operating the controls.
- Discuss how proper seating position is essential for optimizing control of the vehicle. Your child should be taught to sit with his or her back firmly against the seat with at least 10 inches between the steering wheel and his/her chest. The steering wheel should be positioned so the air bag points towards the driver's chest. The top of the steering wheel should not be higher than the top of the driver's shoulders.
- Adjust the seat so the heel of the foot maintains contact with the floor when pivoting the foot between the brake and accelerator pedals. Short drivers may need a seat cushion or pedal extenders to sit at least 10 inches from the air bag.
- Adjust the head restraint to align with the center of the back of the driver's head.
- Adjust the inside mirror so that it frames the entire rear window and explain how it is the primary mirror for viewing traffic behind the vehicle. Adjust

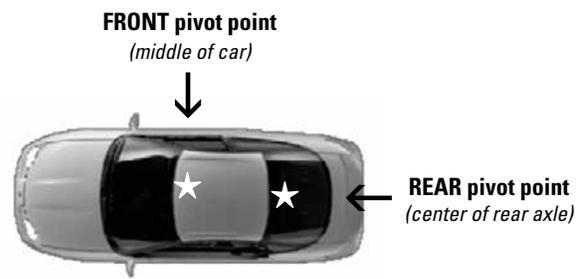
side mirrors to see the lanes next to your vehicle and to reduce headlight glare at night from the drivers behind you.

- Seat belts must be worn properly to prevent injuries. Place the lap portion of the seat belt low and snug across the hips. The shoulder portion should be worn snug across the chest away from the neck and face. Improper use may cause injuries.
- Practice starting the vehicle and adjusting the sound system, temperature, and other accessories.
- With the right foot firmly on the brake, and parking brake engaged, have your child start the vehicle, shift through the gears, and explain when each gear is used.
- If the vehicle does not have daylight running lights, turn on the low-beam headlights.
- Have your child continue pressing the brake pedal, release parking brake and shift to Drive.

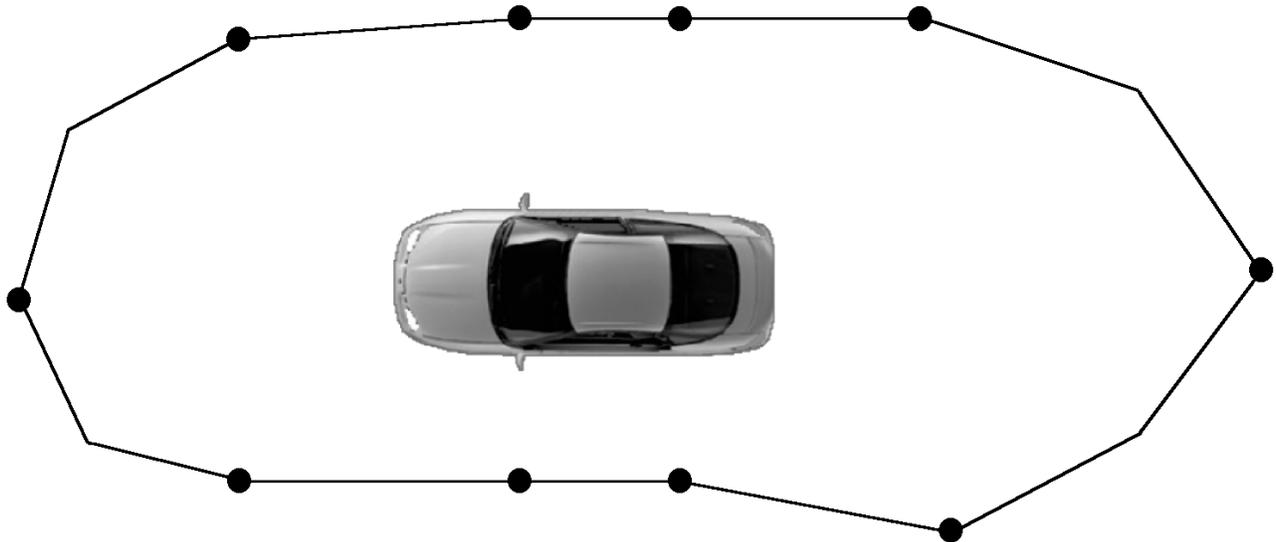
Now, tell your child to release brake pressure and with no acceleration move the vehicle towards an object or area (target) in the parking lot. Explain smooth accelerating and braking. Describe braking as using "medium hard" pressure at first, followed by softer brake pressure until your vehicle gently rolls to a stop at the designated point.

Practice smooth accelerating, braking and steering. Ask your child to drive around the perimeter of the lot and focus on maintaining a constant speed and push-pull-slide steering. Also when you coach your child say "slow" until the vehicle comes to a stop. Once you have developed this skill into a habit, progress to saying "slow to a stop". Use the command "stop" only when you need your child to make a hard, emergency stop. These practice maneuvers also simulate slowing and turning at an intersection or curve. Using commentary driving, at an intersection, ask your child to say "clear left, clear right, clear left, clear ahead" from a stop, followed by "clear left, clear right, clear ahead" while moving. Make sure your child signals and checks mirrors and blind zones prior to changing

speed, position or direction. Focus on continuous and smooth steering wheel movements into the turn, and returning (sliding) the wheel through the hands in the opposite direction using smooth continuous movements while maintaining the vehicle in the proper position in the lane. Discuss the vehicle's forward pivot point for right and left turns, which on most cars is even with the driver's seat. Coach your child to focus on looking at and steering towards a target ahead of the vehicle in the center of the intended path of travel.



The following exercise will illustrate the large area around the vehicle that the driver cannot see while sitting in the driver's seat. While your child is sitting in the driver's seat with the engine off, get out of the car and stand close to the front bumper facing your child. Begin taking steps backward and ask your child to tap the horn when he or she can see your feet. Place a cone, cup or mark this spot with chalk. This is the pavement area in front of the vehicle that cannot be seen from the driver's seat. Now ask the driver to look over the right shoulder, and repeat this process to the rear of the vehicle. Walk backwards from the passenger doors on the left and right sides of the vehicle and mark the areas to the side that are visible to the driver. Ask your child to measure and record these distances on the illustration below.



## Checklist for Sessions 1 - 2

Area around the vehicle that the driver cannot see (record distance in feet)

- \_\_\_\_\_ Distance in front of the vehicle that the driver cannot see
- \_\_\_\_\_ Distance to the rear of the vehicle that the driver cannot see
- \_\_\_\_\_ Distance to the left side of the vehicle that the driver cannot see
- \_\_\_\_\_ Distance to the right side of the vehicle that the driver cannot see

Place "S" for satisfactory or "NP" for needs practice for the following tasks:

### Getting Ready to Drive

- \_\_\_\_\_ Approaches the vehicle with awareness; checks tires, fluid leaks, etc.
- \_\_\_\_\_ Locks doors and checks all occupants for safety belt use
- \_\_\_\_\_ Adjusts head restraints, seat position, steering wheel position
- \_\_\_\_\_ Checks to see if parking brake is set
- \_\_\_\_\_ Adjusts mirrors to reduce blind spots and puts on safety belt
- \_\_\_\_\_ Identifies vehicle controls (refer to owner's manual for explanation)

### Starting the Vehicle

- \_\_\_\_\_ Checks the parking brake
- \_\_\_\_\_ Pivots heel and places foot securely on brake pedal
- \_\_\_\_\_ Selects proper gear
- \_\_\_\_\_ Demonstrates proficient use of ignition switch or starting device
- \_\_\_\_\_ Demonstrates ability to select and use appropriate accessories
- \_\_\_\_\_ Starts the vehicle and makes appropriate gear selection for movement
- \_\_\_\_\_ Puts headlights on day and night to increase safety

### Placing Vehicle in Motion

- \_\_\_\_\_ Visually identifies open space and target before moving foot from brake to gas
- \_\_\_\_\_ Looks well ahead of the vehicle at the target to identify the path of travel
- \_\_\_\_\_ Communicates with other users
- \_\_\_\_\_ Puts the vehicle in motion smoothly and uses commentary driving

### Stopping Vehicle in Motion

- \_\_\_\_\_ Searches ahead of the vehicle to determine deceleration or braking needs
- \_\_\_\_\_ Checks rear zone space prior to braking
- \_\_\_\_\_ Uses controlled braking efficiently with heel of foot on floorboard
- \_\_\_\_\_ Applies adequate force at the beginning of the braking process
- \_\_\_\_\_ Eases off brake pressure during the last second of braking to reduce vehicle pitch
- \_\_\_\_\_ Brings the vehicle to a smooth stop
- \_\_\_\_\_ Checks the rear zone space before, during, and after braking

### Steering

- \_\_\_\_\_ Uses a balanced 8 and 4 hand position on the steering wheel
- \_\_\_\_\_ Uses push-pull-slide steering method effectively
- \_\_\_\_\_ Turns head and visually checks target area prior to turning
- \_\_\_\_\_ Visually checks the rear/side view mirrors and mirror blind areas

### Securing the Vehicle

- \_\_\_\_\_ Sets parking brake; shifts into appropriate gear before removing foot from brake
- \_\_\_\_\_ Turns off appropriate accessories prior to turning off ignition and removing key
- \_\_\_\_\_ Visually checks traffic flow before opening door
- \_\_\_\_\_ Locks doors and activates alarm system if the vehicle is equipped with this device

I certify that \_\_\_\_\_ has spent at least two hours practicing the above tasks.

Parent/Guardian's signature \_\_\_\_\_ Date \_\_\_\_\_

## Sessions 3-5: Stopping and Steering, Knowing Where You Are

Sessions 3-5 focus on learning the correct procedures for moving, stopping and steering the vehicle at different speeds and using reference points. Invest at least 3 hours learning/practicing these skills, and measure your child's progress using the checklist provided on the next page. Begin in a large, level parking lot that is free of obstacles. Place cones or other "targets" at selected locations on the lot.

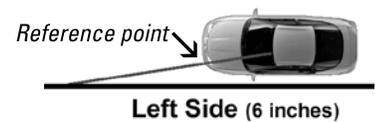
Have your child practice stopping and steering around the perimeter of the lot at 10 and 15 mph. Using commentary driving, have your child verbalize the critical elements of smooth push-pull-slide steering and stops. Coach your child to ease off the accelerator or use the brake to reduce speed before entering a curve, and to use slight acceleration (to overcome inertia) and "pull" the vehicle out of the curve. Practice these skills using a figure eight pattern. Novice drivers have a tendency to overuse the brake and under use the accelerator to control speed, so coach your child to only use the brake to reduce speed quickly.

Ask your child to move the vehicle to specified targets in the parking lot at 10 and 15 mph. Discuss smooth acceleration, proper speed, and smooth stops. Explain to your child that easing pressure off the brake just before stopping results in smoother stops by balancing the vehicle's weight from the front to the rear. Practice normal smooth stops and hard smooth stops at low and higher speeds.

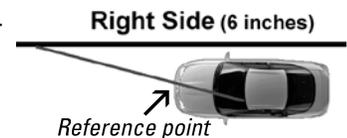
**Reference Points:** To know exactly where the vehicle is positioned on the roadway, and to be able to perform a task successfully every time, your child must learn how to align some part of the vehicle with points a reference point. Have your child practice establishing left, right, and front reference points 8 or 10 times during each session.

**Left-Side Reference Point:** To teach your child to align the vehicle 3-6 inches from a pavement line or curb on the driver's side of the vehicle, the driver should stop when the line or curb appears to intersect a point located about one foot from the left edge of the hood of the car. After stopping the vehicle, the student should place it in park, set the parking brake, turn off the engine, and get out of the vehicle to check whether the vehicle is in the desired position.

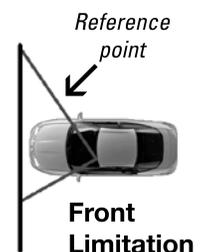
If it is not, your child should adjust vehicle position and determine the position of the "personal" reference point. The vehicle, seating position, height of the driver, etc., may require slight adjustments.



**Right-Side Reference Point:** To align the vehicle 3-6 inches from a pavement line or curb on the passenger's side of the vehicle, the driver should stop when the pavement line appears to intersect the center of hood. The student should get out of the vehicle to check whether the tires are 3-6 inches from the line, and make adjustments as needed.



**Front Reference Point:** To align the front bumper 3-6 inches from a pavement line or curb, the driver should stop when the line appears under the passenger side mirror. Ask your child to get out of the vehicle to check to see whether the front bumper is 3-6 inches from the pavement line or curb. If needed, adjust vehicle position and evaluate the side mirror reference point.



## Checklist for Sessions 3 - 5

During session 5, parents should begin evaluating whether the driver can perform the following tasks in an efficient sequence without any coaching. Your child should also be able to explain why each step is performed.

### Check if behavior is a habit

- Approaches the vehicle with awareness, checks, tires, fluid leaks, etc.
- Locks doors and checks all occupants for safety belt use
- Makes proper adjustments
- Identifies and operates all controls
- Follows steps to put vehicle in motion
- Properly secures the vehicle

Place "S" for satisfactory or "NP" for "Needs Practice" for the following tasks:

### Moving the vehicle – check if this behavior is automatic

- Uses commentary driving
- Places heel on the floor and accelerates smoothly
- Uses a balanced 8 and 4 hand position on the steering wheel
- Looks well ahead of the vehicle at the target to identify the path of travel
- Maintains lane position
- Exhibits smooth push-pull-slide steering
- Checks inside rearview mirror before braking and stops smoothly

### Maintaining speeds

- 10 mph
- 15 mph
- Demonstrates hard and soft braking for a smooth stop at various speeds

### Using reference points

- Aligns the vehicle 3 – 6 inches from a line or curb on the driver's side of the vehicle
- Aligns the vehicle 3 – 6 inches from a line of curb on passenger's side of vehicle
- Stops with the front bumper 3 – 6 inches from a pavement line or curb

I certify that \_\_\_\_\_ has spent at least three hours practicing the above tasks.

Parent/Guardian's signature \_\_\_\_\_ Date \_\_\_\_\_

## Sessions 6 and 7: Backing

Many novice driver crashes are backing crashes. Backing from one target to another allows your child to practice seeing, steering, and speed control skills with the vehicle in reverse gear. Have your child repeat the tasks listed in sessions 3 – 5 with the vehicle in reverse gear at idle or slow speeds. Switch places with your child to demonstrate each backing task.

### One-Hand Steering

Movement of the steering wheel with one hand is recommended only for backing maneuvers that do not require full left or right turns. Backing and steering with one hand requires shifting one's hips and seating position so the driver's head can be turned to see the target. Explain to your child that one loses depth perception when using the mirrors to guide the vehicle when backing. Sharp turns while backing may require use of both hands. Since it is more difficult to maintain vehicle control when the vehicle is moving in reverse, emphasize always backing at slow speeds. **Reverse is a more powerful gear than drive, so coach your child to use the accelerator pedal carefully, if at all.**

To practice backing the vehicle in a straight line, have your child:

- check all areas behind the vehicle before entering and while backing;
- pivot the heel, place the right foot on the brake, and shift to reverse;
- grasp the steering wheel at 12 o'clock with the left hand;
- look over right shoulder through the back window; use the brake and accelerator effectively for speed control;
- coach your child to make frequent quick checks to the front to monitor vehicle position; and stop at a designated line.

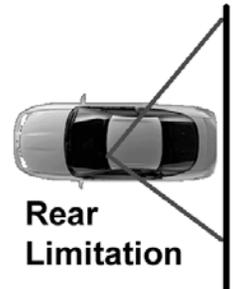


To practice backing and turning the vehicle, have your child:

- grasp the steering wheel at 12 o'clock with the right hand if turning to the left, or with the left hand if turning to the right;
- look in the direction you are moving through the rear, side, and back windows;
- Keep speed slow;
- Remind your child that when backing and turning the front of the vehicle is moving in the opposite direction; and
- Coach your child to make frequent quick checks to the front and sides to monitor vehicle position.

### Rear Bumper Reference Points:

To align the rear bumper 3-6 inches from a line or curb, the driver should stop when the line or curb appears near the middle of the rear right window when looking over the right shoulder. After stopping, have your child get out of the car to see whether the rear bumper is 3-6 inches from the designated line. If necessary, adjust the vehicle's position as needed, and re-establish the rear side window reference point from the inside of the car.



**When backing around a corner to the left**, the driver looks over the left shoulder and begins turning when the corner of the turn aligns with the rear left tire. If a lot of steering is necessary, the driver may need to use hand-over-hand steering. When backing around a corner to the right, the driver looks over the right shoulder and begins turning wheels when your right tire aligns with the corner of the turn. Coach your child to monitor the front of the vehicle when backing and turning.

## Checklist for Sessions 6 - 7

### Check if this behavior is a habit

- Approaches the vehicle with awareness
- Enters the vehicle and makes appropriate checks and adjustments
- Identifies controls
- Prepares to drive
- Follows procedural steps to put vehicle in motion
- Controls speed
- Uses commentary driving

### Place "S" for satisfactory or "NP" for "Needs Practice" for the following tasks:

#### Backing straight

- Checks all areas around the vehicle prior to putting it in reverse and while backing
- Pivots foot to brake pedal and shifts to reverse
- Grasps steering wheel at 12 o'clock with left hand
- Looks through the back window and targets path of travel
- Uses accelerator and brake effectively for speed control
- Demonstrates effective steering technique
- Makes frequent quick checks to the front
- Stops with rear bumper 3-6 inches from a designated line using reference points
- Stops the vehicle completely before turning back around to face the front of the car

#### Backing and turning

- Searches all areas prior to putting the vehicle in reverse and while backing
- Demonstrates effective one-hand and push-pull-slide steering techniques
- Searches path of travel and looks at target through rear, side, and back windows
- Keeps speed slow using idle speed or slight acceleration
- Makes frequent quick checks to the front and sides opposite the direction of the turn
- Stops at the rear tire pivot point prior to turning
- Steers toward the target gradually
- Looks to the rear, checks front and stops at designated line
- Stops the vehicle completely before turning around

#### Securing the Vehicle

- Properly secures the vehicle

I certify that \_\_\_\_\_ has spent at least two hours practicing the above tasks.

Parent/Guardian's signature \_\_\_\_\_ Date \_\_\_\_\_

## Sessions 8-10: Turning, Lane Position, and Visual Skills

Sessions 8 – 10 require knowledge of signs, signals, pavement markings, right of way rules, and speed limits. Review the Virginia Driver's Manual ([www.dmvnow.com/drivers/#manual.html](http://www.dmvnow.com/drivers/#manual.html)) to prepare for these sessions.

During these three sessions, in a parking lot, practice 10-15 right and left turns into parking spaces and at intersections from stopped and moving positions. Left turns should be "squared" and right turns should be "rounded." Emphasize proper signals, mirror checks, side-position reference points, speed and steering control, and the need to look ahead of the vehicle at a selected target in the center of the path of travel. Encourage your child to search the driving environment and not to fixate on any one thing. Prior to progressing to driving in a quiet neighborhood, your child should be able to demonstrate the ability to move and stop the vehicle smoothly, maintain a given speed, and steer with reasonable precision. Once your child has mastered these skills, begin practicing right and left turns in a residential area.

When turning out of a parking lot, help your child maintain proper lane position by asking him or her to identify a target 15 and 20 seconds ahead of the vehicle (approximately one block). Using commentary driving, ask your child to explain what he or she sees (potential risk) and the proper reaction to it. This will enhance awareness of signs and pavement markings, and help your child develop visual search and risk identification skills. If the road has pavement markings, tell your child not to look down at the lines when trying to "center the vehicle." Looking at the pavement directly in front of the vehicle will often cause the vehicle to "drift" in the lane. Drivers steer in the direction they look, and any eye motion away from the target in the center of the path of travel 10 – 20 seconds ahead of the vehicle should be a quick glance. Coach your child to always search far ahead of the vehicle and not focus on anything at the sides of the path of travel.



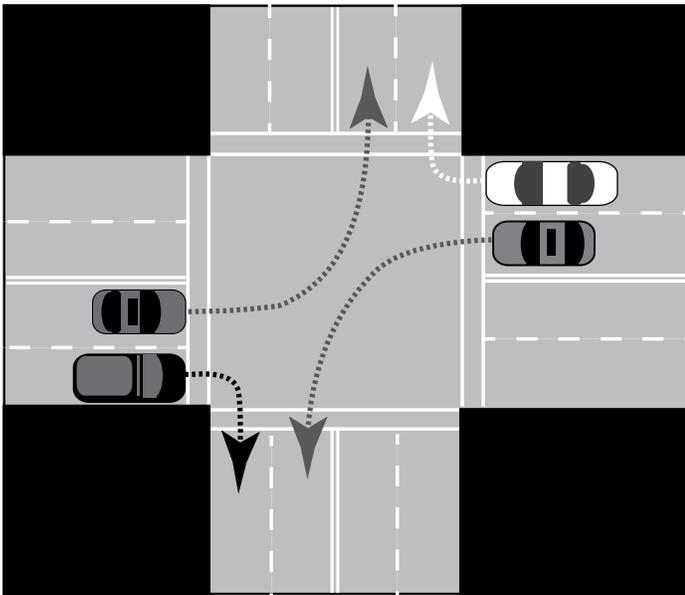
Using commentary driving while approaching an intersection, your child should describe:

- how to search all areas of the intersection for vehicles, pedestrians, traffic controls, etc.;
- how to check traffic to the rear, putting on turn signal 4 seconds before turning;
- who must yield at a signal-controlled intersection, identifying who has the green light; and
- how to select the best lane and lane position and yield to pedestrians and other vehicles.

### Right Turns From A Stop

The steps are the same whether turning onto a one-way or two-way street.

- Position the vehicle 3 feet from the curb (any closer the rear tire may hit curb).
- Stop with the front bumper even with the stop line or curb line. Wheels should be angled slightly to the right.
- Search intersection to the right, front, left, and back to the right and yield to traffic in the intersection.
- Select a large gap in traffic, avoid hesitation, and look at the target in the center of the path of travel.



- **Selecting a gap in traffic is a very difficult skill for most novice drivers and requires a lot of practice!** Coach the novice driver to look down at the approaching vehicle's tires when trying to judge the distance and speed of the approaching vehicle. Using commentary driving, ask your child to identify the vehicle that they will be pulling in front of or behind.
- Using push-pull-slide steering, begin to turn the steering wheel when the vehicle's right-side mirror appears to be aligned with curb.
- Select a target that is 15-20 seconds ahead in the center of the closest open lane, accelerate gradually, and allow the steering wheel to recover by letting it slide through the hands.

### Left turns on two-way streets from a stop

- Position the vehicle 3-6 inches from the yellow line or median in the middle of the road.
- Stop with wheels pointed straight ahead behind the stop line, pedestrian crosswalk, or before entering an intersection.
- Search the intersection to the left, front, right, and back to the left. Look for vehicles making a right turn on red.
- Select a gap, avoid hesitation, pull straight forward towards the middle of the intersection.
- Use the yellow line as the target. Yield to oncoming traffic and turn when the front bumper appears to be even with the yellow line. Turn into the travel lane closest to the yellow line or median.
- Mid-way through the turn, allow the steering wheel to slide through the hands until front wheels are straight.
- Select a new target 15-20 seconds ahead in the center of the path of travel and continue accelerating gradually to travel speed.

Invest time practicing left turns, and make sure your child understands right-of-way rules to avoid conflicts and to determine adequate gap to safely cross the pathway of the approaching vehicles. Poorly executed left turns result in t-bone crashes and consequently are very dangerous maneuvers for novice drivers.

**NOTE: Right of way is a gift.**

**You do not have it unless someone gives it to you.**

## Checklist for Sessions 8-10

### Check if behavior is a habit

- Approaches the vehicle with awareness
- Enters the vehicle and makes appropriate checks and adjustments
- Identifies controls
- Prepares to drive
- Follows procedural steps to put vehicle in motion
- Checks mirrors frequently
- Uses commentary driving
- Properly secures vehicle

### Place "S" for satisfactory or "NP" for "Needs Practice" for the following tasks:

#### Vehicle position for right and left turns

- Selects the best lane and lane position; understands the correct path of travel
- Uses proper signals
- Positions vehicle 3 feet from the curb for a right turn
- Stops with the front bumper even with curb or behind stop line
- Angles wheels slightly to the right when stopped at curb for a right turn
- Uses side view mirror even with curb as reference point to begin right turn
- Positions the vehicle 3-6 inches from the center line to prepare for a left turn
- Uses front bumper even with yellow line as reference point to begin the left turn
- Establishes a target in path of travel
- Selects gap and avoids hesitation
- Controls speed
- Uses proper push-pull-slide steering techniques
- Turns into the closest open travel lane

#### Visual skills

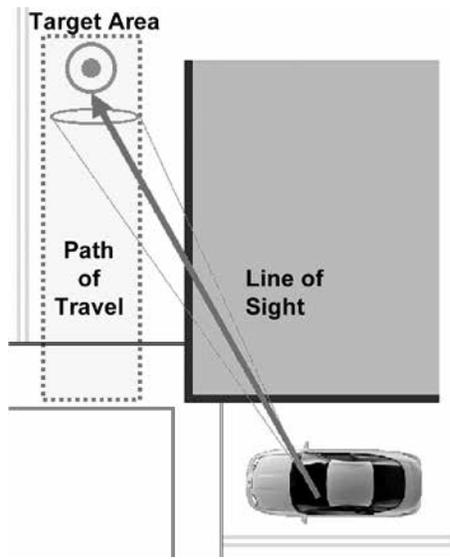
- Looks 15-20 seconds ahead of the vehicle
- Selects and looks at target in the center of the path of travel
- Recognizes signs by their shape well in advance
- Understands meaning of yellow and white pavement markings
- Understands meaning of solid and broken pavement markings
- Recognizes a green arrow, left turn only, yellow flashing light or arrow, and no left turn signs
- Searches all areas of the intersection identifying open, closed and changing areas
- Judges speed of approaching traffic and has good gap selection
- Yields to pedestrians and oncoming traffic
- Checks mirrors before slowing or stopping

I certify that \_\_\_\_\_ has spent at least three hours practicing the above tasks.

Parent/Guardian's signature \_\_\_\_\_ Date \_\_\_\_\_

## Sessions 11-13: Searching Intended Path of Travel

In a residential area, or, if ready, on roads with light traffic, continue working on basic visual skills, negotiating curves, and right and left turns. Practice using reference points, judging space in seconds, identifying a target, and searching the target area and path of travel. Ask your child to comment prior to changing speed or position.



Novice drivers have the tendency to monitor the road immediately in front of the vehicle. **The target** is an area or object that is located 15-20 seconds ahead of the vehicle, in the center of the path of travel, and is what the driver steers toward. It can be a car a block ahead, a traffic signal, a crest of a hill, etc. To practice this skill, use commentary driving for two to three minutes, and have your child identify targets. Having a target helps the new driver to:

- visualize the space the vehicle will be occupying;
- look far ahead to begin a search to identify risks;
- improve steering accuracy.

The **SEEiT** system: **S**earch, **E**valuate, and **E**xecute **i**n **T**ime, is a simple space management system your child can use to minimize or control driving risks. When **Searching** the path of travel, the new driver should look for open, changing, and closed areas. An example of an open area is a roadway with no others road users. Examples of a closed area would be a stop sign, stopped traffic, red light, pedestrians etc. Examples of a changing area would be a

car pulling out of a driveway, a yellow light, a left-turning vehicle, a bicyclist, etc. Ask your child to use commentary driving to identify and **Evaluate** changing or closed space when approaching intersections, and then demonstrate how to **Execute** a speed or position change **i**n **T**ime to reduce and manage risk.

**You can steer around a risk in much less time than it takes to brake and stop to avoid colliding into the risk.**

The distance needed for steering is much shorter than the distance for stopping. Coach the new driver to look for an open space that can be used as an “escape route” and not at what he/she is trying to avoid. We steer in the direction we look. If your child is skilled at creating space, he/she will not crash.

**Judging Space in Seconds**—When traveling at 25 to 30 mph, looking 12 to 15 seconds ahead translates into about one city block. This is the targetting area in front of the vehicle that the driver must monitor. Stopping zones at this speed are 4 to 8 seconds ahead, and the following distance should be 3 to 4 seconds. To calculate space in seconds, have the new driver select a fixed object, count one-one thousand, two-one thousand, etc., until the driver reaches the object. Ask your child to practice judging space in seconds at different speeds, and discuss escape routes and stopping distances.

**A two-second interval at speeds under 35 mph**

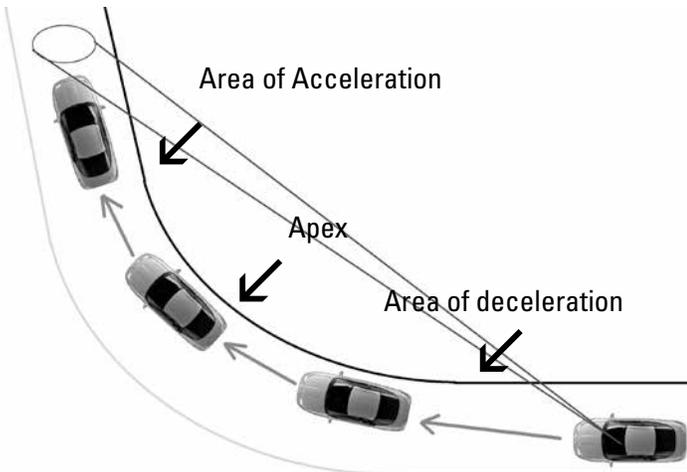
provides the driver time to steer and brake out of problem situations.

**A three-second interval at speeds under 45 mph** on a

dry surface provides the driver time to steer and brake out of problem areas.

**A four-second interval at speeds under 70 mph** on a

dry surface provides the driver time to steer and brake out of problems.

**Target****Coaching your child to control a vehicle through a curve.**

- On approach, position the vehicle in the lane to try to establish a sightline to the apex and exit of the curve. At the apex, coach the new driver to begin applying light acceleration to pull the car out of the curve. Observe warning sign speed which is calculated based on the angle and bank of the curve.
- Reduce speed (inertia) before entering the curve, and slowly reduce the pressure on the brake until reaching the apex (middle of the curve).

The vehicle's speed, weight, and the sharpness and bank of the curve affect vehicle control. Traction loss when entering a curve is often caused by excessive speed, braking, or steering. Front tire traction loss is referred to as "understeer," causes the vehicle to "plow" straight ahead and the vehicle will not respond to steering input. "Oversteer" is when the rear tire loses traction and the rear of the vehicle slides from one side to the other and occurs when the rear tires try to lead (fishtailing).

**Vehicle balance** refers to the distribution of the vehicle's weight on all four tires. Ideal balance and tire patch size is only reached when the vehicle is motionless. As soon as acceleration, deceleration, steering, or a combination of these actions occur, vehicle balance and the distribution of vehicle weight on the tires changes. However, when the vehicle is traveling at a constant speed, and the suspension is set on center, steering and traction control is considered to be in balance.

**Pitch, Roll and Yaw**

Vehicles operate in three dimensions centered on the vehicle's center of gravity – longitudinal, vertical and horizontal axes. The vehicle will experience pitch, roll or yaw usually as the result of the suspension reacting to turns, acceleration and road conditions.

**Changing vehicle balance from side to side (roll)**

Steering and road design can affect a vehicle's side-to-side balance. Example: steering to the right shifts the vehicle weight to the left.

**Changing vehicle balance from front to rear (backward pitch)**

Acceleration causes the weight or center of mass to transfer toward the rear tires of the vehicle. More rapid acceleration will result in greater weight transfer, and reduced front tire traction.

**Changing vehicle balance from rear to front (forward pitch)**

When brakes are applied, weight or center of mass is transferred toward the front of the vehicle. If braking is hard, there is a noticeable drop of the hood and reduced rear tire traction.

**Changing the vehicle's rear load to the right or left (yaw)**

Sudden steering, braking, slippery road surface or a right or left elevation of the highway can affect vehicle balance and result in the loss of rear tire traction. When the vehicle loses traction to the rear, the vehicle may slide to the left or right and rotate around its center of gravity.

## Checklist for Sessions 11-13

### Check if behavior is a habit

- Approaches the vehicle with awareness
- Enters the vehicle and makes appropriate checks and adjustments
- Uses proper signals
- Checks mirrors before slowing or stopping
- Controls speed
- Maintains and adjusts speed to flow of traffic
- Uses commentary driving

Place "S" for satisfactory or "NP" for "Needs Practice" for the following tasks:

### Searching the Intended Path of Travel

#### Target

- Identifies an object or area in the center of the intended path of travel
- Identifies and adjusts speed at entrance, apex and exit of curve

#### Space Management

- Searches the space the vehicle will occupy at least 15-20 seconds ahead
- Continually evaluates the immediate 4-8 second travel path
- Adjusts speed and/or position to maintain open space
- Maintains a 3-4 second following interval at all times (space cushion)

#### Identifies Open, Closed or Changing Spaces

- Identifies the intended travel path as open, closed or changing, and adjusts speed and position as needed

#### Searches Intersections

- Searches for open zones/space to the left, front, and right when approaching and entering an intersection
- Identifies closed or changing zones/spaces and makes necessary speed and/or lane adjustments
- Stops in proper position; stops completely; tires are motionless
- Yields; understands right-of-way rules
- Comments prior to changing vehicle speed or position

#### Curves

- Positions the vehicle to increase line of sight
- Slows to the speed posted on the warning sign before entering curve
- Slowly lightens pressure on the brake until reaching the middle of the curve
- Applies light acceleration to pull the car out of the curve

### Securing the Vehicle

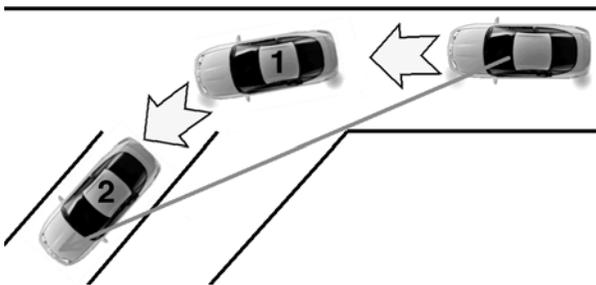
- Properly secures vehicle

I certify that \_\_\_\_\_ has spent at least three hours practicing the above tasks.

Parent/Guardian's signature \_\_\_\_\_ Date \_\_\_\_\_

## Sessions 14-16: Parking

Sessions 14-16 focus on learning the correct procedures for angle, perpendicular, and parallel parking using reference points and commentary driving. Begin Session 14 in a large, level parking lot free of obstacles. During each session have your child practice angle, perpendicular, and parallel parking on the right and the left 8-10 times.



### Angle Parking Steps

- Signal intention and position the vehicle 3-4 feet from the space in which the vehicle will be parked.
- Move forward until the side view mirror appears to be aligned with the first stall pavement line.
- Using slow controlled speed, visually target the middle of the parking space and turn the wheel rapidly.
- Steer toward the target in the center of the space and begin straightening the wheels and stop when the front bumper is 3-6 inches from the curb or end of the space.
- If you have a choice, parking on the left gives you more room to maneuver and a better view of traffic when you have to back out of the space.

### Exiting an Angle Parking Space

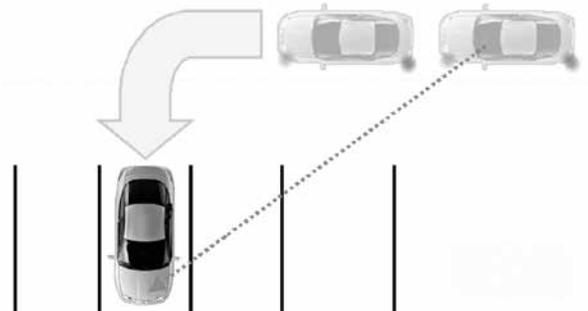
- Place foot on brake, signal in the direction you will turn steering wheel, shift to Reverse, look over your shoulder and search path of travel.
- Back straight back until your vehicle's front bumper is even with the back bumper of the vehicle located on the turning side, and slowly begin turning the steering wheel in the direction you want the rear to go.

- Monitor your front bumper on the opposite side of the direction you are turning.
- When your front bumper clears the back of the vehicle by several feet, stop, and shift to Drive.

### Perpendicular Parking Steps (parking at a 90-degree angle)

- Signal intention and position the vehicle 5-6 feet away from the space.
- Move forward until the side view mirror appears to be aligned with the first pavement line.
- Turn the wheel rapidly left or right while controlling speed.
- Steer towards a target in the center of the space and straighten the wheels.
- Position the front bumper 3-6 inches from the curb or end of the space.

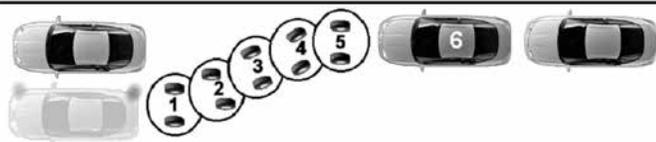
### Exiting a Perpendicular Space



- Place foot on brake, signal intention, shift to reverse, and look through the rear window.
- Back until your bumper is even with the bumper of the vehicle located on the turning side, and begin turning the steering wheel in the direction you want the rear to go.
- Monitor your front bumper on the opposite side of the direction you are turning.
- When your front bumper clears the back of the vehicle by several feet, stop, and shift to Drive, and establish a target in your intended path of travel.

### Parallel Parking Steps (parking on the right)

- Signal that you are stopping and turning.
- Stop 2-3 feet parallel to the car in front with your rear right tire even with the other vehicle's back bumper.
- Shift to Reverse. Check traffic behind, and back slowly steering sharply to the right.
- Stop when the side view mirror is in line with the rear bumper of the vehicle you are parking behind or when you can see the right tire of the car behind you in your side view mirror.
- Back slowly until your front bumper clears the back bumper of the vehicle you are parking behind.
- Continue backing slowly while steering rapidly to the left using quick glances to the front and the rear of the vehicle until the vehicle's wheels are straight.
- Center vehicle in space. Wheels should be 6-12 inches from the curb.



### Exiting a Parallel Parking Space

- Brake, shift to Reverse, and back as near as possible to the vehicle behind you.
- Check traffic, signal, and shift to Drive.
- Move forward slowly while steering rapidly out of the space.
- Begin straightening wheels when your vehicle's front seat is even with the back bumper of the car in front, look at the target in the center of your path of travel, and accelerate.

### Parking on a Hill

When parking uphill or downhill, coach your child to place the vehicle in REVERSE or FIRST gear for manual transmissions, and PARK for automatic transmissions, and make sure the parking brake is properly engaged. To further ensure that the vehicle does not roll into traffic, turn the front wheels:

- towards the curb **when parking downhill;**
- towards the road edge **when parking uphill without a curb;** and
- away from the curb **when parking uphill with a curb.**

## Checklist for Sessions 14-16

### Check if behavior is a habit

- Approaches the vehicle with awareness
- Enters the vehicle and makes appropriate checks and adjustments
- Checks mirrors before slowing or stopping
- Avoids hesitation
- Uses commentary driving

### Place "S" for satisfactory or "NP" for "Needs Practice" for the following tasks:

#### Angle Parking

- Signals intention
- Approaches space at proper distance 3-4 feet
- Aligns the vehicle side view mirror of the vehicle with the reference point
- Controls speed and monitors all four corners of the vehicle
- Selects target to center the vehicle in the space
- Controls speed and steers towards the target
- Positions the front bumper 3-6 inches from the curb or end of the space

#### Exiting Angle Parking Space

- Signals intention
- Aligns the vehicle with the reference point before turning the steering wheel
- Controls speed and monitors the path of travel
- Steers into closest lane after the front tire clears the back of the parked vehicle

#### Perpendicular Parking

- Signals intention
- Establishes proper distance (5-6 feet) from parked vehicle
- Uses reference point to begin turn
- Controls speed and steers to target in center of space
- Centers vehicle in the space
- Positions the front bumper 3-6 inches from the curb or the end of the space

#### Exiting a Perpendicular Parking Space

- Signals intention and aligns vehicle with the proper reference point before turning the steering wheel
- Controls speed and monitors all four corners of the vehicle and path of travel
- Steers into proper lane after the front tire clears the back of the parked vehicle

#### Parallel Parking (on the right)

- Signal intention and stop the vehicle 2-3 feet parallel to the car in front
- Shift to Reverse
- Steer sharply right until side view mirror is even with rear bumper of other vehicle
- Stop and straighten wheels
- Back straight until vehicle's front bumper is even with back bumper of other vehicle
- Continues moving back while steering sharply left
- Center vehicle in parking space, 6-12 inches from the curb

#### Exiting Parallel Parking Space

- Backs as near as possible to the vehicle which is parked behind the space
- Checks traffic, signals, and shifts to Drive
- Controls speed and steers out of the space
- Straightens wheels gradually when front seat aligns with the back bumper of vehicle in front

I certify that \_\_\_\_\_ has spent at least three hours practicing the above tasks.

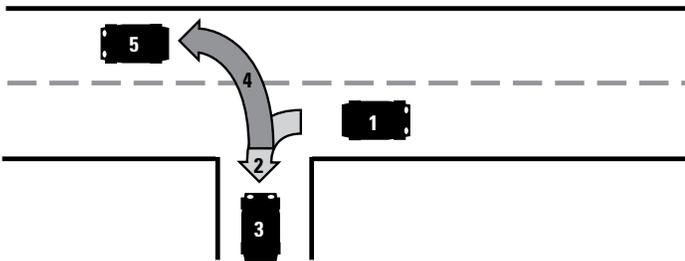
Parent/Guardian's signature \_\_\_\_\_ Date \_\_\_\_\_

# Sessions 17 and 18: Turnabouts

Sessions 17 and 18 will focus on recognizing the different types of turnabouts and selecting the appropriate type of turnabout for a given situation. Review previous lesson objectives and the driver’s manual section on turnabouts. Begin Sessions 17 and 18 in a large, level parking lot free of obstacles. Practice 2-point, 3-point, and U-turns in a parking lot. Progress to a lightly traveled residential area, and practice visual search skills, turns and each turnabout at least 10 times.

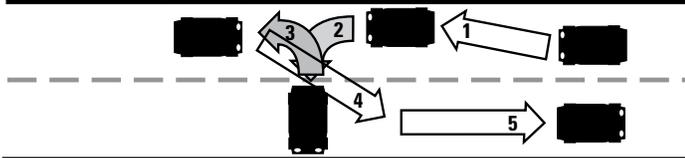
The easiest and safest way to change directions is to drive around the block. If that is not an option, practice changing directions using the following turnabouts:

**Two-point turnabouts** requires the driver to head into, or back into, a driveway on the same side or on the other side of the roadway to reverse direction. The safest way to execute a 2-point turnabout is by backing into a driveway on the same side of the street.



**Three-point turnabouts** are an option if no driveway is available, traffic is light, and the available space prevents a U-turn.

- To begin a 3-point turnabout, position the vehicle



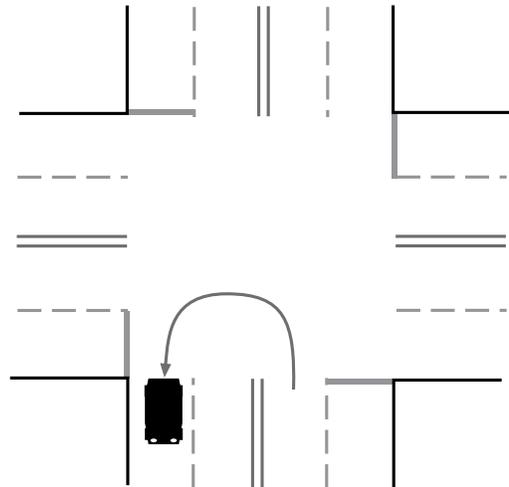
next to the curb on the right.

- When safe, move forward while turning the wheel sharply to the left towards the opposite side of the road. Stop approximately a foot from the curb.

- Shift to Reverse. Check traffic and back slowly turning the wheel rapidly to the right until your front bumper is in the center of the road.
- Shift to Drive, target the center of your path of travel and accelerate.

**U-turns** are very dangerous because you cross the paths of multiple lanes of traffic, and they are not allowed at all intersections.

- On a two-way multiple-lane highway, the driver begins the U-turn in the left lane closest to the center line or median.
- The driver completes the turn in the lane furthest to the right in the opposite flow of traffic.
- Target the center of your path of travel and accelerate to the appropriate speed.



## Checklist for Sessions 17-18

### Check if behavior is a habit

- Approaches the vehicle with awareness
- Enters the vehicle and makes appropriate checks and adjustments
- Checks mirrors before slowing or stopping
- Maintains a safe following distance at all times (space cushion to front)
- Uses commentary driving
- Properly secures vehicle

### Place "S" for satisfactory or "NP" for "Needs Practice" for the following tasks:

#### Approach to Intersections

- Identifies and responds appropriately by changing, speed or position to open/closed space areas
- Checks and manages rear space conditions
- Establishes and maintains proper lane usage and speed control
- Searches left, front, and right zones for line of sight or path of travel changes, and identifies open spaces before entering intersection
- Safely stops when necessary

#### Turnabouts

- Selects the appropriate type of turnabout for a given situation
- Searches for signs prohibiting U-turns and left turns
- Demonstrates and explains the proper starting position
- Demonstrates and explains the proper forward position
- Searches left, front, and right to determine open spaces
- Uses proper signals
- Controls speed
- Looks through the turn at target before turning the steering wheel
- Identifies a target at the end of the turnabout in the path of travel
- Avoids hesitation
- Successfully executes several 2-point turns
- Successfully executes several 3-point turns
- Successfully executes U-turns

#### Visual Skills

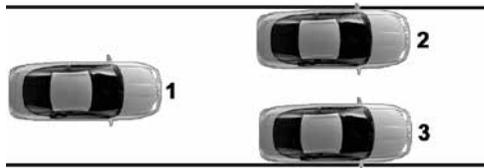
- Looks well ahead of the vehicle
- Identifies open space
- Searches for sign prohibiting left turn or U-turn
- Checks mirrors before slowing or stopping
- Judges adequate gap in traffic prior to executing maneuver

I certify that \_\_\_\_\_ has spent at least two hours practicing the above tasks.

Parent/Guardian's signature \_\_\_\_\_ Date \_\_\_\_\_

## Sessions 19-21: Multiple Lane Roadways

Sessions 19-21 focus on **lane position, lane changing, following distance, and mirror blind zones**. If possible, choose a time when the four-lane roadway on which you select to practice has minimal traffic, such as during early morning hours on Saturday or Sunday.



There are several **lane position choices** a driver can make without changing lanes. Practice driving in lane position 1, 2 and 3 several times during each session.

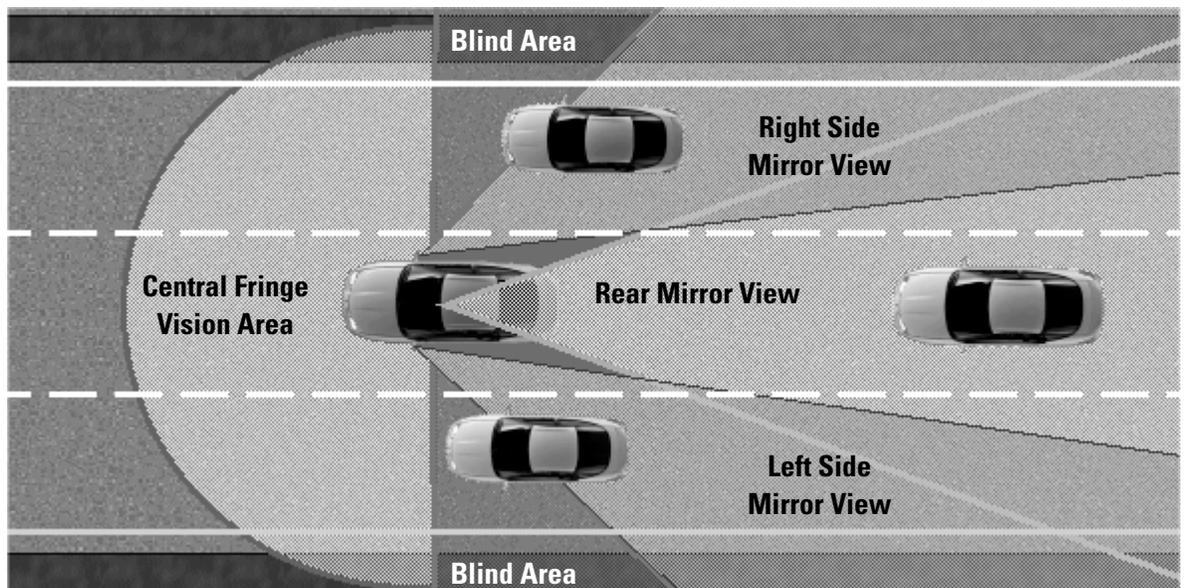
**Position 1:** The vehicle is centered in the lane and is the lane position most often used.

**Position 2:** The vehicle is 6-12 inches from the lane line on the driver's side. This is the lane position used for a left turn, as it allows for a margin of safety on the right side of the vehicle.

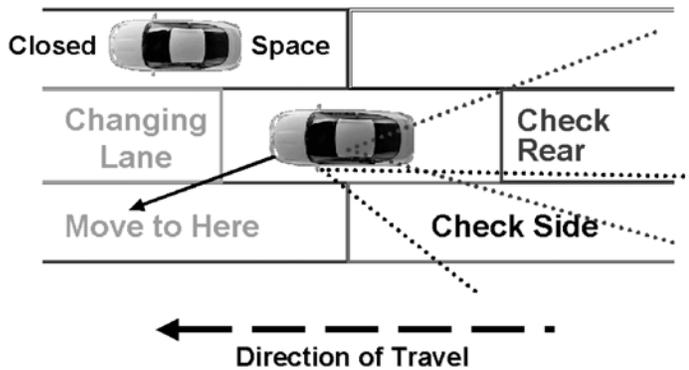
**Position 3:** The vehicle is 6-12 inches from the passenger-side pavement line or curb, and this lane position is the best position to approach a hill or curve.

The space in front of the vehicle is the space over which you have the most control. Maintaining at least a 3 to 4 second margin of space between your vehicle and the vehicle ahead provides the driver with visibility, time, and space to avoid frontal crashes, and allows you time to steer or brake out of dangerous situations at moderate speeds. Coach your child to accelerate or decelerate when the 3 to 4 second gap increases or decreases. This will also help the novice driver maintain and/or travel at the speed of the flow of traffic. When stopping behind another vehicle, coach your child to stop in a position that allows your child to see the rear tires of the car in front. This provides the driver with a space cushion if hit from behind, and better sight distance to monitor the area ahead.

**Mirror blind zone** - As a bike rider, before making a turn or changing lanes, your child was taught to check over his/her shoulder in the area next to and behind the bike to make sure there are no cars. As a driver, coach your child to monitor the area to the rear using the inside mirror, to the sides using side view mirrors, and to check the blind zone by glancing quickly over the shoulder in the area in the outer fringe of the driver's peripheral field of vision. Coach the driver to look out of the front side windows, not the rear side windows, when checking the mirror blind zone areas. New drivers have a tendency to move the steering wheel in the same direction that they move their head. Coach your child to focus on not moving the steering wheel when making the head check.



## Checking traffic for a lane change



**Changing lanes** - Ask your child why one would need to change lanes. Answers may include: to avoid an obstacle in your lane; to make a turn; exit the road; park; or to pass another vehicle. Emphasize that passing another vehicle on a two-lane, two-way roadway with limited line of sight is extremely dangerous and often unnecessary.

Practice changing lanes 15-20 times during these three sessions. Steps to safely change lanes:

- using mirrors check traffic flow to rear and sides for appropriate gap;
- signal intentions by placing gentle pressure on the turn signal lever;
- recheck traffic flow to the rear, sides, and front; steady hands and make a quick glance in the mirror blind spot area;
- maintain speed or accelerate slightly before and during the lane change;
- make a gradual move into the lane (front and rear tires should glide almost simultaneously across 3-5 broken pavement lines);
- regain space around the vehicle and adjust following distance as needed.

**Right turns** are always made from the right turn lane(s) or the travel lane closest to the right and end in the closest open lane. Review right turn procedures on page\_\_

**Left turns** are a high risk maneuver for novice drivers. New drivers have difficulty judging the speed and distance of multiple lanes of oncoming traffic.

Practice judging oncoming vehicles' space in seconds.

- To judge the speed, and distance of the approaching vehicle, tell your child to look down at the vehicle's tires in contact with the road and not at the body of the car. When making a left turn from a two-way four-lane street, begin and end the turn in the lane closest to the yellow line. Novice drivers also have difficulty identifying protected and unprotected intersections, determining who must yield, and identifying vehicles turning right on red.
- A protected left turn is one made from a turn lane marked with an arrow, accompanied by a left-turn traffic signal and the oncoming traffic has a red light. An unprotected left turn is an intersection without a traffic signal and no turn arrow.
- Using commentary driving ask your child to explain the traffic controls at each intersection and demonstrate awareness of who has the green and red lights.

**Passing and being passed** - Ask your child what the legal responsibilities are for the passing driver and the driver being passed. Using commentary driving, have your child practice the following steps for safe passing:

- position your vehicle a safe distance behind the vehicle to be passed;
- check mirrors and oncoming traffic;
- check ahead making sure you have plenty of space before you try to pass;
- signal intentions, recheck mirrors and blind, zones;
- accelerate to an appropriate speed making sure your child does not exceed the posted speed limit;
- monitor front and rear space and using the rearview mirror look for the front of the car being passed;
- signal intentions; and when you see the front of the car, change lanes, cancel signal, and maintain speed.

**NOTE: Help drivers safely pass you. This is not a good time to become competitive!**

## Checklist for Sessions 19-21

### Check if behavior is a habit

- Approaches the vehicle with awareness
- Enters the vehicle and makes appropriate checks and adjustments
- Checks mirrors before slowing or stopping
- Maintains an adequate following distance
- Uses proper signals
- Controls speed

### Place "S" for satisfactory or "NP" for "Needs Practice" for the following tasks:

#### Lane Change/Passing

- Using mirrors checks traffic flow behind and to the sides
- Signals intention
- Rechecks traffic flow to the rear and sides using mirrors to confirm an adequate gap
- Checks blind zones by turning head to look over shoulder
- Avoids hesitation
- Maintains speed or accelerates slightly before and during the lane change
- Moves gradually into the lane (wheels cross 3-5 broken lines)
- Checks rearview mirror and identifies the front of car being passed to safely return to lane
- Adjusts following distance as needed and regains space around the vehicle

#### Vehicle Position – Right/Left Turns

- Selects the best lane and lane position
- Positions the vehicle correctly for a right turn – lane position 3
- Stops the vehicle with the front bumper even with curb line, crosswalk or behind stop line
- Angles wheels slightly to the right before stopping at the curb line for a right turn
- Keeps wheels straight and positions vehicle 3-6 inches from the center of the road to prepare for a left turn – lane position 2
- Maintains at least a 3-second space cushion in front of the vehicle at all times
- Recognizes and adjusts position and/or speed when being tailgated

#### Visual Skills/ Commentary Driving

- Looks and searches well ahead of the vehicle
- Looks at a target towards the end of the turn
- Recognizes regulatory and warning signs by shape and explains meaning
- Understands the meaning of yellow and white pavement markings
- Understands the meaning of solid and broken pavement markings
- Searches all corners of the intersection
- Selects a target in the center of the path of travel
- Judges gap in traffic
- Identifies protected and unprotected intersections
- Can explain each position and appropriate reference points
- Monitors other highway users

I certify that \_\_\_\_\_ has spent at least three hours practicing the above tasks.

Parent/Guardian's signature \_\_\_\_\_ Date \_\_\_\_\_

## Sessions 22-24: City Driving

Sessions 22-24 focus on driving on urban roadways. During these three sessions have your child explain the importance of searching ahead, lane position, covering the brake, and the hazards associated with parked cars, traffic congestion, and distractions.

**Decision making** is the most important skill used in driving. Drivers make 50-60 decisions per mile in city traffic. To make good decisions, drivers need visibility, space, time, and adequate traction to cross, turn, and pass. Have your child focus on controlling speed and maximizing space around the vehicle, especially to the front. This will enhance visibility, space, time, and traction in this congested high risk driving environment.

There is a very small margin for driver error in city driving. Emphasize that effective searching and driver alertness skills are essential when driving in this environment.

Have your child identify **city driving hazards**. Examples of city driving hazards include:

- parked cars, cars entering or exiting parking spaces, doors opening, etc.;
- delivery trucks, drivers racing to and from the trucks, stopping suddenly, etc.;

- buses, loading and unloading passengers;
- blind alleys, cars or bicyclists darting out of alleys;
- pedestrians moving to and from office buildings or stores, crossing streets, etc.;
- limited sight distance;
- more intersections spaced at shorter intervals;
- aggressive, impatient drivers competing for lane space or parking spaces; and
- stop and go traffic flow.

Ask your child to identify a hazard, coach him/her to cover the brake to be prepared to stop or slow suddenly, and identify an alternative path of travel. Covering the brake involves taking your foot off the accelerator and holding it over the brake pedal. Remind your child not to rest the foot on the brake pedal. This is called riding the brake, and will both confuse other drivers and add unnecessary wear to the brakes. Identifying an alternate path of travel allows the driver to steer into an open space and avoid a hazard.



Lane position and lane selection - have your child select the lane position that provides the greatest amount of space between the vehicle and a potential hazard. Ask your child to identify the least congested lane. On a three-lane roadway, the middle lane usually has the smoothest flow of traffic. Hazards in the right lane include stopped buses, parked cars, bicyclists, etc. Hazards in the left lane include vehicles waiting to make a left turn, oncoming vehicles crossing over the center line, etc.



The dangers of changing lanes in city traffic include:

- limited space;
- intersections spaced at shorter intervals;
- cars pulling into or out of parking spaces;
- stop and go traffic flow;
- pedestrians;
- oncoming drivers drifting over the center line.

During these sessions, ask your child to use commentary driving to identify potential risks 15-20 seconds ahead of the vehicle.

Distractions while driving can be deadly, especially for young drivers. Ask your child to give examples of driving distractions. Typical driving distractions include:

- texting, dialing or talking on the phone;
- selecting music;
- passengers or pets;
- setting, looking at the GPS, or reading a road map;
- eating, drinking, smoking;
- searching for an item in a purse, glove compartment, backpack, etc.;
- having book bags slide off the seat or carrying other unrestrained items in your car;
- engaging in intense or emotional conversations;
- putting on makeup or looking at yourself in the mirror;
- driving an unfamiliar vehicle without first adjusting the mirrors and seat, selecting entertainment options, locating the lights, windshield wipers, or other vehicle controls.

In heavy traffic, coach your child to actively search the traffic scene for potential risks, to avoid distracting activities, not to fixate on any one thing, and to focus on keeping as much space as possible around the vehicle at all times.

## Checklist for Sessions 22-24

### Check if behavior is a habit

- Approaches the vehicle with awareness
- Enters the vehicle and makes appropriate checks and adjustments
- Checks mirrors before slowing or stopping
- Covers the brake when necessary
- Maintains at least a 3-4 second space cushion at all times
- Minimizes distractions

Place "S" for satisfactory or "NP" for "Needs Practice" for the following tasks:

### Approach to Intersections

- Identifies and selects correct lane position
- Checks and correctly responds to tailgaters
- Establishes and maintains proper lane usage and speed control
- Stops safely when necessary
- Adjusts speed to arrive in an open zone (e.g., green light)

### City Driving

- Turns into the correct lane
- Searches and evaluates potential hazards
- Selects appropriate lane position
- Covers the brake
- Maintains a margin of safety
- Looks for pedestrians and monitors parked cars
- Identifies alternate paths of travel

### Visual Skills/ Commentary Driving

- Looks well ahead of the vehicle
- Recognizes signs by shape and color
- Understands the meaning of pavement markings
- Identifies potential risks at least 15 - 20 seconds ahead of the vehicle
- Looks into turns and selects a target in the center of the path of travel
- Judges gap in traffic
- Uses proper signals
- Avoids hesitation
- Controls speed

I certify that \_\_\_\_\_ has spent at least three hours practicing the above tasks.

Parent/Guardian's signature \_\_\_\_\_ Date \_\_\_\_\_

---

## Sessions 25-28: Expressways

Sessions 25-28 focus on higher risk driving environments. Traffic flow on expressways can be heavy and at times unpredictable at speeds up to 70 mph. Expressways are limited-access highways because they have certain locations, called interchanges, where a driver can enter and exit. Expressways have a relatively low frequency of crashes, but when a collision does occur injuries are severe because of the higher speed.

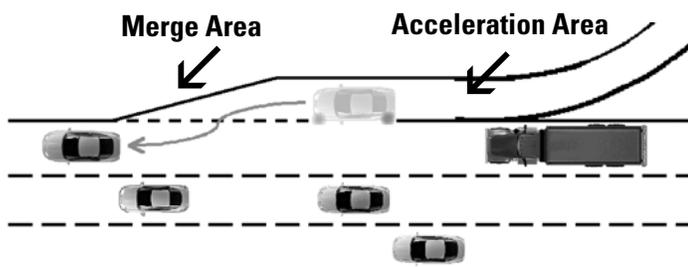
Please make sure your child understands the different kinds of expressway interchanges, signs, signals, lane markings, speed limits, and the importance of maintaining a 20 second visual lead.

### Entering an expressway

Expressway entrances have three areas: the entrance ramp, the acceleration lane, and the merge area. The entrance ramp gives the driver time to search the expressway for gaps in traffic and evaluate speed and available space before entering. Entrance ramps may be uphill, downhill, or level with the expressway. Each of these roadway conditions presents a different challenge for the driver when searching for gaps in the traffic flow on the expressway. Using commentary driving, have your child practice entering and exiting the expressway several times during each session.

#### Steps for entering the expressway:

- Have your child tell you the ramp speed and explain warning signs;
- On the entrance ramp, ask your child to begin searching for gaps or open spaces in the traffic flow on the expressway;



- In the acceleration lane, tell your child to continue monitoring the traffic for open spaces, signal to indicate a desire to enter the expressway, and adjust speed to the flow of traffic on the expressway;
- In the merge area enter the gap in the flow of traffic;
- Cancel the signal;
- Establish space in front and around your vehicle and select a new target.

#### Steps for exiting the expressway:

- Make sure your child knows the exit number and identifies it well in advance;
- Move into the lane closest to the exit;
- Monitor traffic to the rear and encourage your child not to reduce speed on the expressway;
- Signal intentions to exit 4-6 seconds in advance of the ramp;
- Enter the exit ramp,(first broken line) tap brakes and rapidly begin reducing speed;
- Continue decelerating to the posted speed limit before entering the curve on the ramp.
- Continue decelerating and make sure your child is prepared to stop or yield at the end of the ramp.

## Expressway Driving Tips

- Adjust the vehicle position and speed to align with road and weather conditions.
- Maintain a minimum 4-second following interval when merging onto the expressway, changing lanes, and exiting the expressway.
- Use minimal steering inputs at higher speeds to change lanes, enter, or exit the expressway;

excessive steering can easily lead to a loss of control at higher speeds.

- Make room for vehicles entering the expressway from an entrance ramp by moving out of the lane next to the merging area if it is safe to do so.
- Move over one lane at a time when moving across multiple lanes.
- Be alert for crosswinds when driving on bridges or through open mountain passes.
- When another driver tailgates, increase your 4-second following interval and, if possible, change lanes.
- When driving for a long period of time, be aware of a condition known as “highway hypnosis”, which is driving in a dulled, drowsy, trance-like condition.
- Determine if the exit is on the right or left side of the expressway by the position of the exit number on the sign.

## Route Numbering

- Most routes are one- and two-digit numbers.
- North-South routes have odd numbers.
- East-West routes have even numbers.
- The greater the even number, the farther north the road is in the United States.
- The greater the odd number, the farther east the road is in the United States.
- Exit numbers correlate with mile marker numbers.

Alternate routes are usually three-digit numbers, with the last two numbers designating the main two-digit route.

- If the first digit is even, the alternate route is a loop that goes around a city.
- If the first digit is odd, the alternate route goes into a city.



## Checklist for Sessions 25-28

### Check if behavior is a habit

- Approaches the vehicle with awareness
- Enters the vehicle and makes appropriate checks and adjustments
- Checks mirrors before slowing or stopping
- Uses commentary driving
- Secures vehicle properly

Place **"S"** for satisfactory or **"NP"** for **"Needs Practice"** for the following tasks:

### Entering the Expressway

- Checks for ramp speed and warning signs
- Maintains safe approach speed on entrance ramp to maximize search time and options
- Evaluates gap prior to entering
- Uses turn signal
- Reaches the speed of the expressway traffic on the acceleration lane

### In the Merge Lane

- Maintains speed/acceleration
- Checks front, rear, and left rear areas around the vehicle
- Identifies gap/space

### Entering the Flow of Traffic

- Merges into lane position
- Cancels signal
- Establishes space around vehicle and new target in path of travel

### On the Expressway

- Selects proper lane and lane position
- Maintains at least a 4-second space cushion at all times
- Searches 20-30 seconds ahead of the vehicle
- Adjusts speed for weather and traffic conditions

### Exiting

- Know your exit number and identify it well in advance
- Checks traffic behind and signals well in advance
- Does not decelerate on the expressway
- Moves into the lane closest to the exit
- Reduces speed on the exit ramp
- Prepares to stop or yield at end of ramp

I certify that \_\_\_\_\_ has spent at least four hours practicing the above tasks.

Parent/Guardian's signature \_\_\_\_\_ Date \_\_\_\_\_

## Sessions 29-30: Crash Avoidance

Sessions 29 and 30 focus on crash avoidance skills that incorporate vision, steering, and vehicle braking techniques. Conduct the following drills in a large, level parking lot free of obstacles. Place cones or other “targets” at selected locations on the lot. The new driver will practice compensating for side to side, front to rear, and rear to front vehicle weight shifts that affect vehicle balance and performance.

### Straight-line braking drill.

Once your child reaches 15-20 mph, tell your child to stop in the shortest distance possible. Sudden braking causes the vehicle load to shift from the rear to the front wheels. If the brakes lock, coach your child to release just enough pressure to get the wheels rolling again. Once they are rolling again, have the novice driver reapply brake pressure. If the vehicle is equipped with anti-lock brakes and goes into the hard braking mode, coach your child to maintain pressure on the brake pedal even if the pedal pulsates or makes a grinding sound. Practice this drill several times.



### Braking in a curve.

In an area free of obstacles, set up a series of cones or other markers to simulate a curve in the roadway. To maintain vehicle control, ask your child to decrease the vehicle’s speed prior to entering the curve, visually target the exit point, and to accelerate midway through the curve. Now have your child approach the curve without

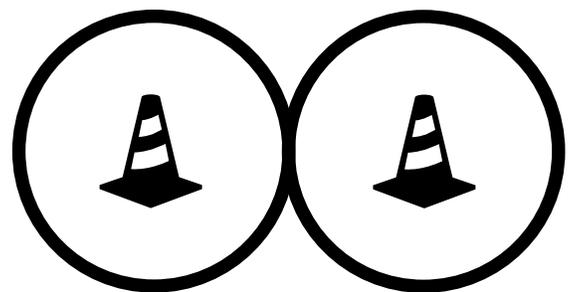


reducing speed, and coach the driver to try to regain vehicle balance. Do this exercise several times to reinforce the importance of reducing speed before entering a curve.

Progress to having your child approach the curve without slowing and tell your child to stop abruptly in the middle of the curve. This will cause the weight of the vehicle to transfer to the front tire on the outside of the curve, and that front tire may slide (under-steer). If the tire begins to slide, coach your child to release a slight amount of brake pressure to get the tires to roll to regain steering control. With limited weight on the inside rear tire, this tire may also lose traction. If this occurs, ask your child to look in the direction he or she wants the vehicle to go and steer in that direction. Mastery of emergency braking while turning and maintaining vehicle balance and control requires a lot of practice.

### Hydroplaning.

This happens when a film of water collects between the tires and the road surface and can occur at slow speeds depending on tire pressure, tire tread, angle of the turn, and water depth. Simulating hydroplaning can be done on a rainy day in a large parking lot free of obstacles. Using cones or another object, have your child “draw” a figure eight around the objects at a very slow speed. Have the novice driver increase speed gradually to the point of hydroplaning. When this occurs, coach your child to reduce speed to gain tire traction and to look and steer in the direction he or she wants the vehicle to travel.



### Off-road recovery.

Unfortunately, running off the roadway is a frequent cause of fatal crashes for novice drivers in Virginia. With practice, proper off-road recovery is not a difficult skill to learn.

Locate a straight section of roadway with no traffic and a gravel, dirt, or grass shoulder that is even with the road surface. Do not practice this skill on a road that drops off at the edge or has potholes or obstacles on the shoulder. The novice driver can easily lose control and do serious damage to the tires, wheels, or underside of your vehicle. Even at slow speeds, dirt or loose gravel can reduce traction causing the vehicle to slide or skid. At a slow speed, ask the new driver to leave the roadway, and to:

- get both wheels off the pavement and steer the vehicle parallel to the roadway;

- take foot off the accelerator pedal and DO NOT brake; and
- check traffic and ease back on the roadway at a SLOW speed.

NOTE: If you run off the road, stay off the road until you slow down and can safely get back on the paved surface. One way to practice “staying off the road” is to have your novice driver drive on the rumble strip for a period of time.

## Checklist for Sessions 29-30

### Check if behavior is a habit

- \_\_\_\_\_ Approaches the vehicle with awareness
- \_\_\_\_\_ Enters the vehicle and makes appropriate checks and adjustments
- \_\_\_\_\_ Checks mirrors before slowing or stopping
- \_\_\_\_\_ Avoids hesitation when performing tasks
- \_\_\_\_\_ Controls speed

Place “S” for satisfactory or “NP” for “Needs Practice” for the following tasks:

### Straight line braking

- \_\_\_\_\_ Stops immediately on command
- \_\_\_\_\_ Adjusts brake pressure to avoid wheel lockup
- \_\_\_\_\_ Maintains brake pressure during ABS hard-braking mode
- \_\_\_\_\_ Stops vehicle safely in the shortest distance possible

### Braking in a curve

- \_\_\_\_\_ Adjusts speed prior to entering the curve
- \_\_\_\_\_ Enters curve without reducing speed and regains control of vehicle
- \_\_\_\_\_ Performs controlled stop in the middle of the curve

### Hydroplaning

- \_\_\_\_\_ Reduces speed, looks and steers in the direction he or she wants to go

### Off-road recovery

- \_\_\_\_\_ Remains off-road to establish maximum vehicle control
- \_\_\_\_\_ Eases vehicle onto the paved surface

I certify that \_\_\_\_\_ has spent at least two hours practicing the above tasks.

Parent/Guardian’s signature \_\_\_\_\_ Date \_\_\_\_\_

## Sessions 31-45: Driving After Sunset

Driving after sunset presents a new set of challenges. The obvious challenges are reduced visibility and glare. Therefore, the first routes you select for your child to drive after sunset should be on low-volume roadways that the new driver has practiced driving on during daylight. **Use previous lessons to guide your lesson planning for the 15 hours of night driving.**

Vision is severely limited at night. The vehicle's short, narrow headlight beams limit the driver's view of the area ahead, and the off-road area to the sides may not be visible at all. In addition, the new driver will find it difficult to determine the size, speed, color, and distance of objects. Coach your child to try to look ahead at the outer fringes of his or her headlight beams to get the best view possible of potential dangers ahead and to the sides of the vehicle. Emphasize the need to reduce speed and to increase following distance. Dirt on the headlight lenses can reduce their effectiveness by as much as 75%.

Avoid using a light inside the car because this will also greatly reduce your night vision.

### Overdriving your headlights

Overdriving your headlights occurs when the vehicle's stopping distance is greater than the area illuminated by the headlights. To determine whether you are "overdriving your headlights," have your child select an object the moment the headlights pick it up, and count off 6 seconds. If the object is still ahead of the vehicle, you are driving at a safe speed. If you have passed it, you are driving too fast. Remind your child that posted speed limits are calculated for daylight driving and are often too fast for nighttime conditions.

### Blinded by the headlights of oncoming cars

Coach your child to look to the right-hand side of the lane and to make brief, frequent glances at the target ahead keeping the oncoming cars in the corner of the driver's vision.

### Glare recovery

Glare recovery is the time it takes your eyes to adjust after being blinded by bright lights. Oncoming traffic is the primary source of glare when driving at night. Glare is also caused by



the headlights of cars behind you and a dirty windshield. Adjust your rear view mirror to the "night" setting and side view mirrors to reduce glare. Dirt on glass will reflect rays of light, either from the sun or headlights, and add to glare.

Your child will receive additional traffic safety information during the driver education course. Examples of information your child will receive includes (but is not limited to):

- Motor vehicle section of the Code of Virginia;
- Communication with other drivers;
- Handling emergencies;
- Alcohol and other drugs;
- Vehicle Maintenance;
- Driving "green";
- Responsibilities and costs of vehicle ownership;
- Pulling a trailer;
- Driving in a variety of environments and weather conditions.

### Parent/Teen Driving Agreement

Family rules for driving are important for your child's safety. Parent/Teen Driving Agreements put your family's rules in writing to clearly set expectations and consequences. We have included a Parent/Teen Driving Agreement, No Underage Drinking and Driving Agreement, and Safety Belt Use Agreement for your consideration.

### 45-Hour Driving Log

The 45-Hour Driving Log, at the end of this guide, should be used to document and keep track of driving time. Virginia law requires a total of at least 45 hours of driving time, 15 of which must be after sunset.

## Parent/Teen Driving Agreement

The intent of this agreement is to avoid any misunderstandings concerning our family driving rules. Together we will agree to vehicle use and operation rules, and the consequences for breaking any of these rules.

**Financial responsibilities** - determine what percentage each person will be responsible for:

<b>Vehicle costs</b>	<b>Teen</b>	<b>Parent</b>
Fuel costs	_____	_____
Maintenance costs	_____	_____
Taxes and registration fees	_____	_____
Monthly insurance costs	_____	_____
Total costs:	_____	_____

**Vehicle Maintenance** - determine the teen's responsibility for each of the following:

Check fluids: \_\_\_\_\_

Check tire pressure: \_\_\_\_\_

Clean vehicle: \_\_\_\_\_

**Consequences for:**

Ticket: \_\_\_\_\_

Safety Belt Violation: \_\_\_\_\_

Crash: \_\_\_\_\_

Curfew Violation: \_\_\_\_\_

Failure to provide destination or time of return: \_\_\_\_\_

**School achievement:**

Agreement: \_\_\_\_\_

Consequences: \_\_\_\_\_



# You, Your Teen Driver, and Alcohol

## Be Concerned About Underage Drinking

Underage drinking has been shown to damage normal brain development, destroy brain cells, and, for some, can lead to alcoholism. Alcohol impairs motor coordination, impulse control, memory, judgment, and decision-making. Underage drinking puts youth at risk for school failure, criminal justice involvement, risky sexual activity, illicit drug use, and interpersonal violence, including rape and sexual violence.

Alcohol is especially dangerous when driving is involved. 85% of teens in high school who report drinking and driving also say they binge drank, or had 5 or more alcoholic drinks within a couple of hours. ***Teen drivers are three times more likely than more experienced drivers to be in fatal crashes and young drivers ages 16-20 are 17 times more likely to die in a crash when they have a blood alcohol concentration of .08%, than when they have not been drinking.***

## Parents Are the Key to Good Decision Making Related to Drinking and Driving

Research has shown that young people are less likely to drink when parents are involved in their lives and have close relationships with them. Adolescents are less likely to drink and have alcohol related problems when their parents set clear rules and expectations about drinking, have good parent-child communication, and discipline consistently. Parents' drinking behaviors and favorable attitudes about drinking may influence adolescents to initiate and continue alcohol use. Conversely, parents who exhibit DUI behaviors may promote youth drinking and DUI behaviors. Parental permissiveness is positively and consistently associated with drinking and negative drinking consequences as youth transition to college or adulthood.

Furthermore, supervised alcohol use or early age alcohol use does not reduce the development of adolescent alcohol problems; in fact, adult supervised settings for alcohol use, intended to minimize harm, actually result in higher levels of harmful alcohol consequences. Parental involvement, however, with a focus on monitoring and restricting what new drivers are allowed to do – e.g.

through creating, signing and following through upon parent-teen driving agreements – has been shown to prevent drinking and driving. A sample agreement concerning family expectations related to drinking and driving is included in this manual.

## Be Mindful of Friends, Social Media, and Siblings

There is no doubt that drinking is largely driven by sociability, and that peer pressure can be central and integral to the majority of drinking experiences. Peers and older siblings or friends often supply alcohol to underage drinkers; drinking teens often select peers that also drink, and postings on social media may further promote alcohol use.

## Have the Conversation With Your Teen About Drinking and Driving

Teens who do not receive a message that their parents find under-age drinking completely unacceptable are 5 times more likely to drink than teens who do. Often, parents feel uncomfortable talking to their teens about underage drinking because they drank as teens. MADD offers the following sample dialogue in response to teen's questions about a parent's adolescent drinking, *"I did have a drink when I was younger. However, we did not know as much as we know now about the risks of alcohol. If I had known then, I would have done things differently. This is why I am talking to you about it. I want you to be safe, healthy, and happy."*

Dialogue with teens is essential to afford them the resources and skills to make good decisions; counter erroneous thinking that, for example, after drinking they are "not that drunk" and, as such, that the risks and potential consequences of driving will not be significant; overcome the fear of calling you or trusting adults to get a safe ride home; and accept the social consequences of refusing to get in car with drinking friends or family. MADD offers a free Power of Parents Handbook at [www.madd.org/underage-drinking/the-power-of-parents](http://www.madd.org/underage-drinking/the-power-of-parents). The handbook touches on the issues mentioned above and provides extensive information and suggestions to support positive parenting conversations with youth about alcohol use.

## Parent/Teen Agreement on No Underage Drinking and Driving

I have had a conversation with my parent(s) about drugs and alcohol and understand their expectations.

### I understand that alcohol use may damage my brain and that it increases the likelihood of:

- Damage to car;
- Damage to other property;
- Personal injury—minor or lasting;
- Death;
- Being charged with purchasing, having, or drinking alcohol underage;
- Being charged with driving while under the influence;
- Fines;
- Car insurance rates going up to unaffordable rates;
- Reduced college and career options;
- License revocation; and
- Jail time.

### I promise that I will respect laws about drugs and alcohol. This means:

- \_\_\_ I will drive only when I am alcohol and drug free.
- \_\_\_ I will never allow any alcohol or illegal drugs in the car.
- \_\_\_ I will not ride in a car with a driver who has had any amount of alcohol.
- \_\_\_ I will call my parents or another responsible adult if I need a safe ride home.

### Agreement Violations

- \_\_\_ Drove after drinking or using drugs.
- \_\_\_ Allowed alcohol or illegal drugs in the car.
- \_\_\_ Rode with a drinking driver.

### Consequences

No driving for \_\_\_\_\_ months.

Other: \_\_\_\_\_

### Driver Pledge

I agree to follow the aforementioned rules and restrictions. I understand that my parents will impose penalties, including removal of my driving privileges, if I violate this agreement. I also understand that my driving privileges may be increased as I gain experience and demonstrate that I am a safe and responsible driver.

Driver \_\_\_\_\_

Date \_\_\_\_\_

*Teen's Signature*

### Parent Pledge

I also agree to drive safely and be an excellent role model.

Parent \_\_\_\_\_

Date \_\_\_\_\_

*Parent or Guardian's Signature*

Parent \_\_\_\_\_

Date \_\_\_\_\_

*Parent or Guardian's Signature*







## Parents Can Take Control of Technology

### Cell Phone Applications to Limit Distracted Driving

Cell phones put friends, family, cameras, email, and even the Internet at our fingertips 24 hours a day. They also represent one of the biggest risks to new teen drivers because of the distraction that they can cause. Fortunately, there are many applications available for cell phones that provide protection from distracted driving by offering a variety of services such as texting-auto response, GPS-activated text/call shutdown, automatic call forwarding to voicemail, and more. Below is a list of some, and by no means all, of the top reviewed applications for combating distracted driving.

**Note: The Virginia Department of Education does not endorse any of the following applications nor do they guarantee a driver's safety by using these applications.**

Name/Web Address	Price	Features
<b>AT&amp;TIt®CanWait</b> <a href="http://www.itcanwait.com/apps-and-tools">www.itcanwait.com/apps-and-tools</a>	Free	<ul style="list-style-type: none"> <li>• Silences incoming text alerts</li> <li>• Sends auto reply letting sender know you are driving</li> </ul>
<b>Bzzy</b> <a href="http://www.bzzyapp.com">www.bzzyapp.com</a>	Free	<ul style="list-style-type: none"> <li>• Offers a basic text message auto-reply service when manually activated</li> </ul>
<b>Drive Safe.ly</b> <a href="http://www.drivesafe.ly">www.drivesafe.ly</a>	Free	<ul style="list-style-type: none"> <li>• Reads emails and texts aloud in real time</li> <li>• One-touch activation</li> <li>• Customizable automatic text response options</li> <li>• Bluetooth/radio transmitter compatible</li> </ul>
<b>Cell Control</b> <a href="http://www.cellcontrol.com">www.cellcontrol.com</a>	Free	<ul style="list-style-type: none"> <li>• Eliminates interaction with mobile devices when driving</li> </ul>
<b>Live2Txt</b> <a href="http://www.live2text.com">www.live2text.com</a>	Free	<ul style="list-style-type: none"> <li>• Blocks incoming texts and calls while driving</li> <li>• Alerts sender with customized message</li> </ul>
<b>AT&amp;T Drive Mode</b> <a href="http://www.att.com">www.att.com</a>	Free	<ul style="list-style-type: none"> <li>• Auto responds to texts with a message when you are driving</li> <li>• Silences alerts</li> </ul>
<b>Textlimit</b> <a href="http://www.textlimit.com">www.textlimit.com</a>	\$24.99 per year	<ul style="list-style-type: none"> <li>• Limits capabilities of the cell phone while the phone is in motion</li> <li>• 911 calls will always work</li> <li>• Phone can be located any time</li> </ul>
<b>Drive Tab</b> <a href="http://www.quiet-zone.com">www.quiet-zone.com</a>	\$149	<ul style="list-style-type: none"> <li>• Provides parental control</li> <li>• Password protected</li> <li>• Monitors vehicle operator behaviors</li> </ul>

National Highway Traffic Safety Funds  
administered by the  
Virginia Department of Motor Vehicles  
supported the printing of this guide.



© 2016 Commonwealth of Virginia Department of Education

The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or against otherwise qualified persons with disabilities.

The policy permits appropriate employment preferences for veterans and specifically prohibits discrimination against veterans.