



Peer Leaders

Peer leaders assigned to discuss **Decisions**

#1 _____

#2 _____

#3 _____

Decisions

Teaching Objective: Assist the learner to identify prevention strategies that will reduce the negative impact of impaired driving.

Life Skill: I will be a responsible driver and choose not to drink and drive nor let friends drink and drive.

Life Skill: I will never ride with an impaired driver.

Lesson Plan: Visuals are in Power Point or overhead masters	Page ??
• 5 minutes - Visuals: Review of Experience	Page ??
• 20 minutes - Video: <u>Driving Drunk, Your Choice</u>	Page ??
• 20 minutes - Visuals & Worksheet: <u>The Party</u>	Page ??
• Optional Discussion : <u>Driving Drunk, Your Choice</u>	Page ??
• Optional Worksheet: <u>The Consequence Search</u>	Page ??

Materials:

Computer and Power Point presentation
or overhead Projector and overhead transparencies
pointer (laser or stick)
VCR and Driving Drunk: Your Choice video tape
The Party worksheets
Handouts for optional activities if included today.

Time: 45 to 60 minutes. Peer Leader 1 is in charge of time management.



Peer Leaders

Decisions

Peer Leaders 1, 2, 3 Introduce yourself to the class and say why you have an interest to be a peer leader on this topic of drinking and driving prevention.

Review the previous discussion of Experience. The following questions can be used for a review.

Did anyone discuss Kevin's Story at home?
What did we learn from that tragedy?

Peer Leader 3 List on the board or an overhead your teaching objective and your life skill. Ask a student to read each.

Peer Leader 1 Drinking and driving crashes are often called "accidents." What is the meaning of the word "accident?" Allow time for students to respond to question. Say "The dictionary describes an accident as an unexpected, undesirable, unforeseen incident."

Ask "Is it an 'accident' when drinking drivers crash into something- a telephone pole, another vehicle full of people, or a group of teens walking?" Allow time for students to respond to question. Say "No, it is predictable. Drivers know that consuming alcohol and then driving a vehicle can be life threatening. Driving impaired is a decision that drinking drivers make knowing the risks. It is no accident."

Peer Leader 2 Say "This video will teach us that choosing to drink and drive creates many problems for life. Take special note of the decisions that are made in this video and the consequences that result." Show the video Driving Drunk, Your Choice. (19 min. 34 seconds) The video should have been cued up before class.

At the end of the video ask the students this question "What did you learn from this video?" Challenge students to give various answers.

Peer Leader 3 Say "Based on the information we have just seen we are going to challenge you to think critically."



Peer Leaders

Peer Leader 2 Say “Today we want you to attend a party with us and help us make decisions. We will introduce a few people to you at the party, describe their behavior, and later ask your opinion of these people. So, please listen carefully as we tell you the story.”

Peer Leaders 1, 2 and 3 Show the overhead or Power Point visuals of The Party rotating the description of each character. The students should be handed The Party Worksheet as the presentation gets to Ginger and Hank.

Peer Leader 1 After viewing The Party presentation each student should have a sheet with their personal rankings listed. By a show of hands, record the class’ collective feelings on a chart such as this.

Ask “Who had <insert names> as number 1? Who had <insert names> as 1, 2 or 3? Who had <insert names> as number 8? Who had <insert names> as 6, 7 or 8?”

	1's	1, 2 or 3's	6, 7 or 8's	8's	
Adam					had the party
Bart					came with beer
Clint					bought beer
Darcy					did not tell
Ethan					drove & drank
Fawn					told David to drink
Ginger					called for ride
Hank					pulled wires

As Peer Leader 1 is counting and recording hands, the other Peer Leaders should help count and keep track of classmates who are alone in their choice. These people can add much to later discussions but will often need to be asked for their reasons.

Peer Leaders 1, 2 and 3 Ask this series of questions. These are in no particular order. Often someone will say something that leads to another question on the list. Say “Hold that thought.”, finish the current question and then proceed to the topic that was brought up.

Peer Leader 1 Say “Let’s go down the list. Why did you think <insert each name> was the worst?”

Peer Leader 2 Say “Let’s go down the list. Why did you think <insert each name> was the best?”

Peer Leader 3 Say “What consequences/difficulties could arise out of each person’s action?”

Alcohol Impaired Driving



Peer Leader 1 Ask “Who might be liable in criminal or civil court for their actions?”
(Hint: Bill, Jim, Ralph (supplying minor), David (DUI), Larry (vandalism), Bill’s parents (even if they did not know about the party), liquor store (if Ralph was under 21))

Peer Leader 2 Ask “Which person best fits your behavior?”

Peer Leader 3 Ask “What would you have done in <insert name>’s place?”

Summary and closure

Peer Leader 1 Say “Thank you for going to the party with us today. It is not always easy to make the right decision, especially when you are with your friends. As you noticed by our ranking of the party characters, we didn’t all agree on the worst action. Many times you will make decisions that differ from that of your friends. It takes a strong person to disagree with a friend, but sometime it may be necessary to protect your friend or yourself.”

Peer Leader 3: Have students repeat or write life skill.

I will be a responsible driver and choose not to drink and drive, nor let friends drink and drive.

I will never ride with an impaired driver.

Peer Leaders 1, 2 and 3 Thank the class for their good participation.



Peer Leaders

Peer leaders assigned to discuss **Optional Activities**

#1 _____

#2 _____

#3 _____

Optional Activities

Teaching Objective: The students will review, share and discuss optional learning activities of the alcohol impaired driver prevention module.

Life Skill: I will take a positive role to reinforce my decisions, feelings, actions and values to influence others not to drink and drive. I will not drink and drive nor to let my friends drink and drive.

Lesson Plan: Visuals are in Power Point or overhead masters	Page ??
• Optional Worksheet: <u>Making Decisions</u>	Page ??
• Optional Worksheet: <u>Decision To Talk or Not to Talk</u>	Page ??
• Optional Worksheet: <u>Letter to Victim's Parents</u>	Page ??
• Optional Discussion : <u>Driving Drunk, Your Choice</u>	Page ??
• Optional Worksheet: <u>The Consequence Search</u>	Page ??

Materials:

Computer and Power Point presentation
or overhead Projector and overhead transparencies

Pointer (laser or stick)

Handouts for optional activities to be included today.

- Making Decisions
- Decision To Talk or Not to Talk
- Letter To Victims Parents
- The Consequence Search
- Discussion Questions for Driving Drunk, Your Choice
- Fact Sheet for Parents

Time: 45 to 60 minutes. Peer Leader 1 is in charge of time management.



Optional Activities

Peer Leaders 1, 2, 3 Introduce yourself to the class and say why you have an interest to be a peer leader in this topic of alcohol and driving prevention.

Peer Leader 1, 2, 3 Review the previous discussion of Decisions.

Peer Leader 1 List on the board or an overhead your teaching objective and your life skill. Ask a student in the class to read each.

Peer Leader 2 Say “Today we are going to share and discuss optional learning activities of the alcohol impaired driver prevention module.”

Peer Leader 3 Say “We will reinforce our experiences of how our values, attitudes, and feelings about the use of alcohol and driving can have a lifetime impact on others and ourselves. We will be using small groups for the completion of the handouts.”

Peer Leader 1 Organize class into groups, one or two for each worksheet. Each group will discuss and complete one worksheet.

Peer Leader 2 Say “After completing your worksheet share your answers with your group”.

Peer Leader 3 Say “Each group will share and discuss their worksheet with the rest of the class.”

Peer Leader 1 Inform small groups that they will have about ten minutes to share and discuss their worksheet and then will present what they have learned to the class. Keep track of time and let students know when 3, 5, and 7 minutes have passed. End at 10 minutes.

Peer Leader 2 Explain to students that they are to present to the class what they have learned from their worksheet. Begin with one group and continue through all groups.



Summary and closure

Peer Leader 3 Each small group has done a very good job in sharing and presenting your handouts to the rest of the class. We have experienced through this review session to identify and clarify are values, attitudes, and feelings about the use of alcohol and driving. I know that I am going to be a positive peer advocate to try and help influence my friends not to risk the dangers of consuming alcohol and driving.

Peer Leader 1 Thank the students for their cooperation in participating in the Alcohol Impaired Driver Module.

Peer Leader 2 Have students repeat or write these life skills.

I will take a positive role to reinforce my decisions, feelings, actions and values to influence others not to drink and drive.

I will not drink and drive nor to let my friends drink and drive.



Peer Leader Assessment

Rating Scale Score 0-5

Preparation For Teaching and working with my group:

- _____ 1. I was cooperative and polite with group members.
- _____ 2. I offered ideas to the group.
- _____ 3. I volunteered to lead or assist for part of the lesson.
- _____ 4. I took leadership with my group when we had trouble deciding on what, or how to do something.

My Teaching Experience In The Classroom

- _____ 1. I was prepared and ready for teaching.
- _____ 2. I participated in the presentation in an equal way with group members.
- _____ 3. I involved students in my class by asking good questions and helped them join in discussions.
- _____ 4. When the lesson was coming to an end, I helped my group members review the lesson with the students so they would be able to emphasize and learn the Life Skills.

_____ Total Score

- 34 - 40 = Excellent
- 28 - 33 = Above Average
- 20 - 27 = Average