# Drinking, Drugs and Driving

Content Area: **Health & Phys Ed**
Course(s): **HEALTH 2**
Time Period: **Semester 1**
Length: **2 weeks**
Status: **Published**

## Standards

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|---|---|
| 2.3.12.PS.3 | Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices). |
| 2.3.12.PS.8 | Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting). |
| 2.3.12.HCDM.2 | Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body. |
| 2.3.12.ATD.2 | Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs). |
| 2.3.12.DSDT.1 | Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance. |
| 2.3.12.DSDT.2 | Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs. |
| 2.3.12.DSDT.3 | Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids). |

## Enduring Understanding

1. To educate students on the matters of alcohol and its many impairments of the body. **HE.9-12.2.3.12.DSDT.1 -** [Core Idea] - Correlate duration of drug use and abuse in incidence of drug-related deaths, injuries, illness, and academic performance.

2. To maximize the understanding that alcohol has a negative impact on driving performance. **HE.9-12.2.3.12.ATD -** [Core Idea] - Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.

3. To reinforce the fact that prescription, over the counter, and illegal drugs, are just as dangerous as alcohol when it comes to operating a motor vehicle. **HE.9-12.2.3.12.DSDT** - [Core Idea] - Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.

4. To communicate the very strict consequences for a driver found to be operating a motor vehicle under the influence of drugs or alcohol. **HE.9-12.2.3.12.DSDT** - [Core Idea] - Alcohol and drug dependency can impact

the social, emotional, and financial well-being of individuals, families, and communities.

## Essential Questions

1. What are the effects of alcohol and drugs on the body?

2. What are the effects of drugs and alcohol on driving performance?

3. What is a DUI, and what are the consequences?

4. What are legal limits, and how are they tested?

## Knowledge and Skills

The performance expectations are:

- Understand how the consumption of alcohol effects the body in relation to vision, judgment, reaction time, and decision making. **HE.9-12.2.3.12.DSDT.1**
- Determine the Blood Alcohol Content for individuals under and over the age of 21. **HE.9-12.2.3.12.ATD**
- Understand the importance of having a designated driver when attending parties and get together when alcohol will be involved. **HE.9-12.2.3.12.DSDT.2**
- Determine the harmful effects of driving under the influence of drugs, both prescription and narcotic. **HE.9-12.2.3.12.PS.3**

## Transfer Goals

1. Students will be able to independently gain knowledge and use evidence to support the dangers of drinking, drugs and driving.

2. Students will be able to independently determine the blood alcohol concentration levels and how it affects their reaction time, ability to judge distance, and increases risk for motor vehicles crashes.

3. Students will be able to independently learn skills to advocate for themselves as a driver and/or passenger when it comes to decision making regarding driving after the ingestion of alcohol and/or drugs.

## Resources

- **Handouts**
  - Drowsy Driving Article
    - https://docs.google.com/document/d/1Wpnlz0ks9xnyFI3dnZQ0jjjaaIDVbjld8N4p4viw2W8/edit
  - Distracted Driving Article
    - https://www.nhtsa.gov/risky-driving/distracted-driving
- **Guided notes**
  - Drugs & Alcohol - Two distractions that can change our lives forever
    - https://docs.google.com/document/d/1ssetaqRnxJf3xEisSLvfyzYKnZatx95E/edit
- **PowerPoint/Google Slide**
  - Drugs and Alcohol
  - https://docs.google.com/presentation/d/169LEdtEEL5RZntNniiWaom12boNIlQbP/edit#slide=id.p21
- **Technology**
  - Distracted driving video clip
    - Every 15 Minutes: Kenilworth 2016
      - https://www.youtube.com/watch?v=4hrXu3dr73Y
- **Interactive Activities**
  - 7 Drunk Goggle Activities for your alcohol awareness program (Fatal Vision Goggles) - https://fatalvision.com/blog/drunk-goggles-alcohol-awareness-activities/
  - Marijuana Simulator Goggles (Fatal Vision Marijuana Goggle Simulation Experience) - https://www.youtube.com/watch?v=ByEF9LQ-8U4
  - Distracted driving interactive game
    - Drunk Goggle Stations
      - https://docs.google.com/document/d/1RN92f2UPp5CWo17v0-VfcXnOJpGFGglA/edit
- **Nikhils Law**
  - A Family's Tragedy Turned to Hope
    - https://newsroom.statefarm.com/a-familys-tragedy-turned-to-hope/
  - Safety Pledge
    - https://nikhilbadlanifoundation.org/safety-pledge/
- **Article and Questions**
  - Title: Stricter state alcohol access rules can save 800 DUI deaths a year, study says
    - https://docs.google.com/document/d/1-3QsV5gnZswQjhWlkl2oLg7pVJjj2hheoW18Yo6NsyU/edit
  - Drowsy Driving is Impaired Driving
    - Title: Driver's are Falling Asleep Behind the Wheel
      - https://docs.google.com/document/d/1Wpnlz0ks9xnyFI3dnZQ0jjjaaIDVbjld8N4p4viw2W8/edit

- **Guest Speaker** - School Resource Officer https://jeandigrande.com/
- **Class Discussion** - Fatal Crash Statistics discussion on deaths differentiation for certain age groups https://www.nj.gov/njsp/info/fatalacc/pdf/swfcs2.pdf
- **Interactive Activities**
  - 7 Drunk Goggle Activities for your alcohol awareness program (Fatal Vision Goggles) - https://fatalvision.com/blog/drunk-goggles-alcohol-awareness-activities/
  - Marijuana Simulator Goggles (Fatal Vision Marijuana Goggle Simulation Experience) - https://www.youtube.com/watch?v=ByEF9LQ-8U4

## Assessments

https://docs.google.com/document/d/1z90hu2-lCXoUTewriJPJTl5846tUuXMFSuMHD8is0yI/edit

## Modifications for Diverse Learners

https://docs.google.com/document/d/1cUIE1QRfV7jJNjgU2NdcW1x91UAyDENe/edit