

Impaired Driving Prevention Curriculum

Developed by the Youth Transportation Safety Program
6th - 8th Grade

Sponsored by:





About Us



Teens in the Driver Seat® – Jr. High is a program to help youth be a safer car passenger and teach them what they need to know to be a safer driver – way before they start to drive.

This curriculum focuses on impaired driving prevention, aiming to help students understand the risks and encourage them to speak up for their safety, every ride. The following lesson plan can be utilized as part of the All-Star Impaired Driving Unit.

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**Impaired driving can
be prevented.
Empower youth to
speak up for their
safety and save lives.**

ITEMS NEEDED

1. Slideshow on Distracted Driving
2. KWL and Graphic Organizer Charts
3. Reading Comprehension Passage and Questions
4. Memory Challenge Activity



STEPS

1. Please refer to the Health/ELA Standards (page 50-58) to identify related standards for your state.
2. Use the QR code to access the downloadable slideshow to discuss Impaired Driving with students. Teachers can decide to present slides on their own or have students read portions and discuss.
3. Through the use of the slides, the teacher can go over the 'Hook' activity (Speak (C)up! Sober Drivers are Safer Drivers Activity - see pg 49) to engage students in the lesson (*This is optional but will count as a second All-Star activity*). *This activity requires the use of impaired goggles. If you do not have access to a pair locally, you can borrow a pair from Teens in the Driver Seat by completing an online resource request here: <https://www.t-driver.com/tds-resource-request-form/>*
4. Students can participate in a student-led discussion on Impaired Driving using the KWL and Graphic Organizer charts. During this stage, they would complete the K section (What they know), and the W section (What they want to know).
5. Students, working independently or in groups, can work on answering the questions based on the Reading Passage.
6. As an Exit Ticket, students complete the KWL chart through the L section (what they learned) and the remaining graphic organizer questions and turn it in along with their Reading Passage and questions.
7. After being graded, the teacher can create a bulletin board with some of the KWLs and some Distracted Driving facts.

DON'T FORGET

The goal of this activity is to encourage students and their peers to remember Impaired Driving is dangerous and that we all can prevent it. Make sure to encourage youth to always speak up, and be ready to prevent Impaired Driving at all times. *Find more Impaired Driving information and facts online at www.t-driver.com.*

MAKE IT GREAT

1. Conduct this lesson plan as part of the **Teens in the Driver Seat – Junior High Distracted Driving All-Star Unit**. Submit an evaluation form at <https://forms.gle/uikUsvvw5Wp72xLY9> to get credit for your efforts.
2. Post photos of your activity and the bulletin board you created on your social media channels to further promote the message of safe driving and tag us @teensdriverseat, so we can see your great work! Remember you can also send us your pictures along with photo release forms and we can post them for you on our social media channels; we will tag you as well.



Reading Passage

6th - 8th Grade



Read the selection and choose the best answer to each question.

STEER CLEAR OF IMPAIRED DRIVERS!

Why it Matters

1. Car crashes are one of the leading causes of death for young people ages 11-13 in the United States.¹ In addition, we know that over half of these young people were riding in a car with another young driver when they were involved in a crash.² Car crashes can be prevented with safe and attentive driving. Even though you may not drive yet, you still have the power as a passenger to speak up for your safety and the safety of others around you. This is important to remember because it could save your life and the lives of others.

Alcohol and Driving Don't Mix

2. Car crashes can happen when a driver is learning how to drive, is distracted, tired, or under the influence of alcohol or drugs. Drinking alcohol is unsafe and against the law for anyone under 21. This law is called the **Zero Tolerance Law**.³ This law makes it illegal for anyone under 21 to drive after using any amount of alcohol. Drinking any amount of alcohol before driving increases the risk of a crash among teen drivers.⁴

¹ CDC

² IIHS

³ TXDOT

⁴ TTI



Figure 1- Did you know this Impaired Driving Fact?

3. Unfortunately, alcohol is the most abused drug by young people in the United States.⁵

Teenagers are at risk of impaired driving because many are still new and inexperienced drivers, so they are more likely to crash compared to older, more experienced drivers.⁶

Youth who drink alcohol are more likely to have school problems, social problems, legal problems, health problems, experience physical or sexual violence, increased risk of suicide and homicide and misuse of other substances.⁷

The Dangers of Riding with an Impaired Driver

4. While most students surveyed stated they did not ride with an impaired driver, we know this still happens.⁸ In 2022, a high percentage of passengers ages 11-14 were killed or seriously injured in a car crash involving a driver under the influence of alcohol.⁹ These crashes can cost people their lives or cause serious injuries. A person who is seriously injured may become disabled for the rest of their life facing lifelong challenges. Riding in

⁵ CDC

⁶ CDC

⁷ UPMC

⁸ CDC

⁹ NHTSA

a car with a driver who has been drinking alcohol is dangerous, no matter how old the driver is.

5. Alcohol affects a person's judgment, muscle coordination and decision-making skills.

This means a person may make unsafe decisions, such as driving after drinking alcohol.

Drinking alcohol also affects a person's ability to walk and see. Their vision can be blurry, or they may have trouble walking. The more alcohol a person drinks, the more effects they can experience.¹⁰

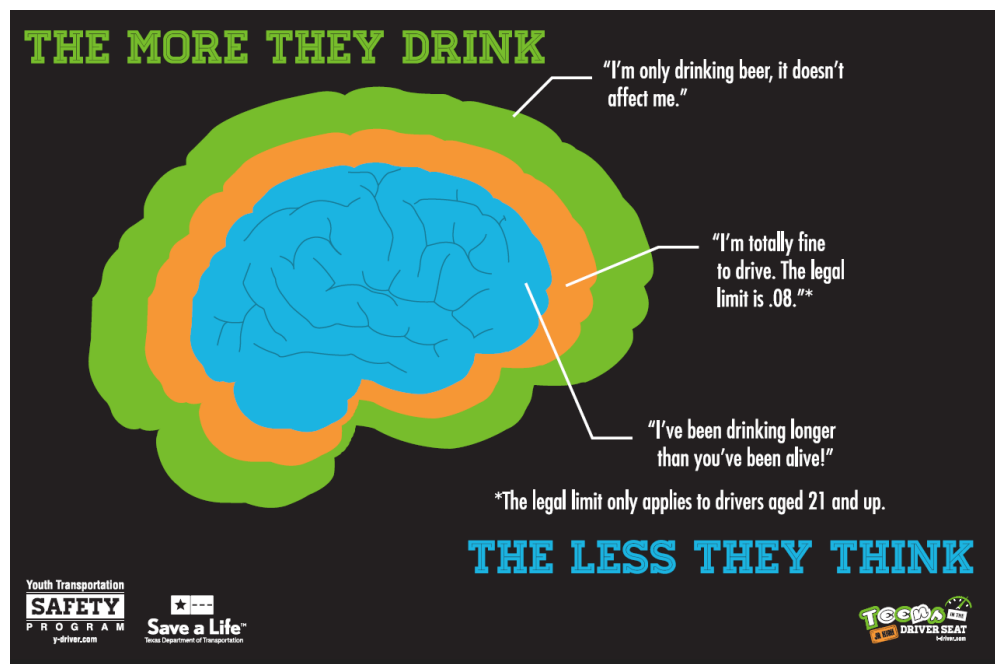


Figure 2- Effects of Alcohol on our Brain

¹⁰ TTI

6. A driver who has been drinking alcohol may not:

- Wear a seatbelt – 62% of drivers ages 15-20 who were killed in a fatal car crash after drinking were not wearing a seat belt.¹¹
- Be able to tell how far away something is.
- React to things on the road in time (like pedestrians or animals).
- Stop at red lights or stop signs.
- Drive the speed limit – Drivers under the influence of alcohol are more likely to drive at higher speeds.¹²

How to Stay Safe

7. In a survey of Teens in the Driver Seat (TDS) students, most teens believe driving under the influence of alcohol is unacceptable.¹³ But if you find yourself in a situation where the driver has been drinking:

- Refuse to ride with them.
- Call someone you trust to help.
- Walk, bike, or find a different way if your trip is short.

Even though it might be difficult to speak up, speaking up for your safety is really important because it can save lives. If you are uncertain or uncomfortable with speaking up to others who are driving unsafely, try to practice these conversations with your parents or other adults with whom you feel comfortable and safe.

¹¹ TTI

¹² TTI

¹³ TTI

Know and Share the Consequences

8. People who are arrested for breaking the law can face jail time, lose their driver's license, and owe fees and various fines. In addition, a conviction may impact a person's ability to get into college, scholarships and job opportunities. It is estimated that it could cost someone between \$5,000 - \$24,000 for the first offense.¹⁴ Sharing this information with others to educate them and encourage safe driving can be helpful in preventing others from this dangerous and costly mistake. So, how about you? Can you make the right choice to always prevent Impaired Driving?

¹⁴ TXDOT



Passage Question & Answer Keys

6th - 8th Grade



6th Grade Questions

1. *Based on the information in paragraph 4 of this selection, what can the reader infer about the students who were surveyed?*
 - a. Some students did not state it, but they still ride with impaired drivers.
 - b. No students ride with impaired drivers ever.
 - c. Students aged 11-14 years old never ride with impaired drivers.
 - d. Students are smart and never ride with impaired drivers.

2. *In paragraph 5, the word means unsafe means something that causes -*
 - a. Something risky but acceptable.
 - b. Something not safe and dangerous.
 - c. An unacceptable behavior that is safe.
 - d. A behavior that can land you in trouble.

3. *In this selection, the author most likely organizes the section titled “How to Stay Safe” by-*
 - a. Describing examples of Impaired Driving.
 - b. Elaborating on ways through which we all can prevent Impaired Driving.
 - c. Explaining how teens can stay safe and both avoid and prevent Impaired Driving.
 - d. Providing examples of safe behaviors through which teens can stay safe.

4. *Based on the information in the selection, The Zero Tolerance Law is significant because it-*
 - a. Makes it illegal for anyone under 21 to drive while using their phone.
 - b. Makes it illegal for anyone under 21 to drive, after using any amount of prescription drugs.
 - c. Makes it legal to arrest younger inexperienced drivers who text and drive.
 - d. Makes it illegal for anyone under 21 to drive, after using any amount of alcohol.

5. *In this selection, which statement best explains the organizational pattern used in paragraph 8?*
- a. Sharing this information with others to educate them.
 - b. People who are arrested for breaking the law can face jail time, loss of their driver's license, fees and various fines.
 - c. Can you make the right choice to always prevent Impaired Driving?
 - d. Encourage safe driving can be helpful in preventing others from this dangerous and costly mistake.
6. *Which sentence from the selection supports the idea that alcohol affects a person's judgment?*
- a. This is important to remember because it could save your life and the lives of others.
 - b. Even though you may not drive yet, you still have power as a passenger to speak up for your safety and the safety of others around you.
 - c. A conviction may impact a person's ability to get into college, scholarships and job opportunities.
 - d. Drive the speed limit – Drivers under the influence of alcohol are more likely to drive at higher speeds.
7. *What is the controlling idea of this selection?*
- a. Texting and driving is just as bad as driving under the influence of alcohol or drugs.
 - b. Impaired Driving is a major problem that we all can fix together.
 - c. Preventing Impaired Driving is impossible but it's worth a shot to try to fix it.
 - d. There are many consequences to Impaired Driving, but they have no effect on young drivers.

8. *According to the selection, which of the following is not one of the effects alcohol may have on a driver?*
- a. Be able to tell how far away something is.
 - b. React to things on the road in time (like pedestrians or animals).
 - c. Stop at red lights or stop signs.
 - d. There are no serious consequences that can change the way we drive.
9. *The details in the section titled “Why it Matters” support the key idea that-*
- a. It is important for young inexperienced drivers to recognize the importance of driving.
 - b. Impaired Driving is a thing of the past for young inexperienced drivers and older experienced drivers alike.
 - c. Passengers and young inexperienced drivers can save lives by limiting passengers in the vehicle.
 - d. Impaired Driving is one of the top risks for young inexperienced drivers when they get behind the wheel.
10. *What is the most likely reason the author included the Figure 2 graphic in the article?*
- a. To show the relationship between the brain and distractions.
 - b. To highlight the effects of alcohol in the brain.
 - c. To illustrate the difference between Impaired and Distracted Driving.
 - d. To explain what Impaired Driving means.

6th Grade Answer Key

1. *Based on the information in paragraph 4 of this selection, what can the reader infer about the students who were surveyed?*
 - a. **Some students did not state it, but they still ride with impaired drivers.**
 - b. No students ride with impaired drivers ever.
 - c. Students aged 11-14 years old never ride with impaired drivers.
 - d. Students are smart and never ride with impaired drivers.

2. *In paragraph 5, the word means unsafe means something that causes -*
 - a. Something risky but acceptable.
 - b. **Something not safe and dangerous.**
 - c. An unacceptable behavior that is safe.
 - d. A behavior that can land you in trouble.

3. *In this selection, the author most likely organizes the section titled “How to Stay Safe” by-*
 - a. Describing examples of Impaired Driving.
 - b. Elaborating on ways through which we all can prevent Impaired Driving.
 - c. **Explaining how teens can stay safe and both avoid and prevent Impaired Driving.**
 - d. Providing examples of safe behaviors through which teens can stay safe.

4. *Based on the information in the selection, The Zero Tolerance Law is significant because it-*
 - a. Makes it illegal for anyone under 21 to drive while using their phone.
 - b. Makes it illegal for anyone under 21 to drive, after using any amount of prescription drugs.
 - c. Makes it legal to arrest younger inexperienced drivers who text and drive.
 - d. **Makes it illegal for anyone under 21 to drive, after using any amount of alcohol.**

5. *In this selection, which statement best explains the organizational pattern used in paragraph 8?*
- a. Sharing this information with others to educate them.
 - b. People who are arrested for breaking the law can face jail time, loss of their driver's license, fees and various fines.**
 - c. Can you make the right choice to always prevent Impaired Driving?
 - d. Encourage safe driving can be helpful in preventing others from this dangerous and costly mistake.
6. *Which sentence from the selection supports the idea that alcohol affects a person's judgment?*
- a. This is important to remember because it could save your life and the lives of others.
 - b. Even though you may not drive yet, you still have power as a passenger to speak up for your safety and the safety of others around you.
 - c. A conviction may impact a person's ability to get into college, scholarships and job opportunities.
 - d. Drive the speed limit – Drivers under the influence of alcohol are more likely to drive at higher speeds.**
7. *What is the controlling idea of this selection?*
- a. Texting and driving is just as bad as driving under the influence of alcohol or drugs.
 - b. Impaired Driving is a major problem that we all can fix together.**
 - c. Preventing Impaired Driving is impossible but it's worth a shot to try to fix it.
 - d. There are many consequences to Impaired Driving, but they have no effect on young drivers.

8. *According to the selection, which of the following is not one of the effects alcohol may have on a driver?*
- a. Be able to tell how far away something is.
 - b. React to things on the road in time (like pedestrians or animals).
 - c. Stop at red lights or stop signs.
 - d. There are no serious consequences that can change the way we drive.**
9. *The details in the section titled “Why it Matters” support the key idea that-*
- a. It is important for young inexperienced drivers to recognize the importance of driving.
 - b. Impaired Driving is a thing of the past for young inexperienced drivers and older experienced drivers alike.
 - c. Passengers and young inexperienced drivers can save lives by limiting passengers in the vehicle.
 - d. Impaired Driving is one of the top risks for young inexperienced drivers when they get behind the wheel.**
10. *What is the most likely reason the author included the Figure 2 graphic in the article?*
- a. To show the relationship between the brain and distractions.
 - b. To highlight the effects of alcohol in the brain.**
 - c. To illustrate the difference between Impaired and Distracted Driving.
 - d. To explain what Impaired Driving means.

7th Grade Questions

1. *This question has two parts.*

Part A

What is the most likely reason the author wrote this article?

- a. To share interesting facts about Impaired Driving.
- b. To explain information about Impaired Driving and how to prevent it.
- c. To describe information about Impaired Driving and how it's a problem with no solution.
- d. To tell an entertaining story about Impaired Driving.

Part B

Which sentence from the selection best supports the answer to Part A?

- a. Wear a seatbelt – 62% of drivers ages 15-20 who were killed in a fatal car crash after drinking were not wearing a seatbelt.
- b. Car crashes are one of the leading causes of death for young people ages 11-13 in the United States.
- c. Unfortunately, alcohol is the most abused drug by young people in the United States.
- d. Car crashes can happen when a driver is learning how to drive, is distracted, tired, or under the influence of alcohol or drugs.

2. *What characteristic from nonfiction is present in this selection?*

- a. The story features no characters, but it lists a problem.
- b. The dialogue helps the reader understand the meaning of Impaired Driving.
- c. The setting presents essential information to understand what Impaired Driving means.
- d. The selection talks about a real-life problem and how to fix it.

3. *What is the most likely reason the author includes the details in paragraph 8 of this selection?*
- a. To convey to the reader the importance of preventing distracted driving.
 - b. To draw the reader to make an inference about impaired driving.
 - c. To highlight some of the consequences of impaired driving.
 - d. To show the importance of preventing impaired driving by prescription drugs.
4. *The problem and solution organizational pattern in paragraph 7 from this selection supports the topic by-*
- a. Highlighting ways through which we can prevent Impaired Driving.
 - b. Suggesting ways through which we can prevent Distracted Driving.
 - c. Revealing the best solution to Impaired Driving.
 - d. Illustrating the solution to the problem described in the previous paragraph.
5. *What is the controlling idea of this selection?*
- a. Impaired Driving is just as bad as Distracted Driving.
 - b. Impaired Driving is a serious problem that we can all help fix.
 - c. Distracted Driving is a problem that is deeply connected to Impaired Driving.
 - d. Impaired Driving has caused many fatalities and there is no clear way to fix it.
6. *What is the most likely reason the author included the graphics in the selection?*
- a. To show why Impaired Driving is connected to Distracted Driving.
 - b. To emphasize some of the effects of Impaired Driving on society and communities.
 - c. To indicate the effects of alcohol on our brain.
 - d. To stress statistics about Impaired Driving.

7. *Which sentence from the article shows a clear way for us to prevent Impaired Driving?*
- a. Call someone you trust to help.
 - b. People who are arrested for breaking the law can face jail time.
 - c. Wear a seatbelt.
 - d. Alcohol affects a person's judgment, muscle coordination, and decision-making skills.
8. *What is most likely the author's purpose for organizing paragraph 6 using cause and effect?*
- a. To explain the effects of driving impaired.
 - b. To indicate some of the reasons why people decide to drive impaired.
 - c. To illustrate how some people decide to drive impaired.
 - d. To explain the reasons why people end up driving impaired.
9. *What is the best summary of this selection?*
- a. Impaired Driving is a problem that has serious consequences. It can affect both drivers and passengers, as well as others. There are ways to prevent it from happening. It is up to all of us to fix this problem.
 - b. Impaired Driving is just as bad as distracted driving. They both have serious consequences. They can affect drivers, pedestrians, and passengers. There are plenty of consequences and ways to prevent them from happening.
 - c. Impaired Driving is a serious problem with even more serious consequences. We can all work together to prevent it from happening.
 - d. Impaired Driving has serious consequences. There are ways to prevent it from happening and staying safe on the road. We all can cooperate to prevent this from happening by always remembering to buckle up.

10. *What sentence best expresses the controlling idea of the article?*

- a. People who are arrested for breaking the law can face jail time, loss of their driver's license, fees, and various fines.
- b. Drinking alcohol affects a person's judgment, muscle coordination, and decision-making skills.
- c. Unfortunately, alcohol is the most abused drug by young people in the United States.
- d. Car crashes can happen when a driver is learning how to drive, is distracted, tired, or under the influence of alcohol or drugs.

7th Grade Answer Key

1. *This question has two parts.*

Part A

What is the most likely reason the author wrote this article?

- a. To share interesting facts about Impaired Driving.
- b. To explain information about Impaired Driving and how to prevent it.**
- c. To describe information about Impaired Driving and how it's a problem with no solution.
- d. To tell an entertaining story about Impaired Driving.

Part B

Which sentence from the selection best supports the answer to Part A?

- a. Wear a seatbelt – 62% of drivers ages 15-20 who were killed in a fatal car crash after drinking were not wearing a seatbelt.
- b. Car crashes are one of the leading causes of death for young people ages 11-13 in the United States.
- c. Unfortunately, alcohol is the most abused drug by young people in the United States.
- d. Car crashes can happen when a driver is learning how to drive, is distracted, tired, or under the influence of alcohol or drugs.**

2. *What characteristic from nonfiction is present in this selection?*

- a. The story features no characters, but it lists a problem.
- b. The dialogue helps the reader understand the meaning of Impaired Driving.
- c. The setting presents essential information to understand what Impaired Driving means.
- d. The selection talks about a real-life problem and how to fix it.**

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- a. To convey to the reader the importance of preventing distracted driving.
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 - b. Impaired Driving is a serious problem that we can all help fix.**
 - c. Distracted Driving is a problem that is deeply connected to Impaired Driving.
 - d. Impaired Driving has caused many fatalities and there is no clear way to fix it.
6. *What is the most likely reason the author included the graphics in the selection?*
- a. To show why Impaired Driving is connected to Distracted Driving.
 - b. To emphasize some of the effects of Impaired Driving on society and communities.**
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 - d. To stress statistics about Impaired Driving.

7. *Which sentence from the article shows a clear way for us to prevent Impaired Driving?*

- a. **Call someone you trust to help.**
- b. People who are arrested for breaking the law can face jail time.
- c. Wear a seatbelt.
- d. Alcohol affects a person's judgment, muscle coordination, and decision-making skills.

8. *What is most likely the author's purpose for organizing paragraph 6 using cause and effect?*

- a. **To explain the effects of driving impaired.**
- b. To indicate some of the reasons why people decide to drive impaired.
- c. To illustrate how some people decide to drive impaired.
- d. To explain the reasons why people end up driving impaired.

9. *What is the best summary of this selection?*

- a. **Impaired Driving is a problem that has serious consequences. It can affect both drivers and passengers, as well as others. There are ways to prevent it from happening. It is up to all of us to fix this problem.**
- b. Impaired Driving is just as bad as distracted driving. They both have serious consequences. They can affect drivers, pedestrians, and passengers. There are plenty of consequences and ways to prevent them from happening.
- c. Impaired Driving is a serious problem with even more serious consequences. We can all work together to prevent it from happening.
- d. Impaired Driving has serious consequences. There are ways to prevent it from happening and staying safe on the road. We all can cooperate to prevent this from happening by always remembering to buckle up.

10. *What sentence best expresses the controlling idea of the article?*

- a. People who are arrested for breaking the law can face jail time, loss of their driver's license, fees, and various fines.
- b. Drinking alcohol affects a person's judgment, muscle coordination, and decision-making skills.
- c. Unfortunately, alcohol is the most abused drug by young people in the United States.
- d. Car crashes can happen when a driver is learning how to drive, is distracted, tired, or under the influence of alcohol or drugs.**

8th Grade Questions

1. *What are the most likely reasons the author includes the information in paragraphs 4, 5 and 6?*
 - a. To explain the effects of Impaired Driving and ways to prevent it from happening.
 - b. To show the effects of Impaired Driving in our community.
 - c. To highlight the effects Impaired Driving can have on young, inexperienced drivers.
 - d. To build a knowledge foundation on Impaired Driving.

2. *Which sentence best belongs in a summary of the section “Alcohol and Driving Don’t Mix”?*
 - a. Impaired Driving is not a problem currently present in our country.
 - b. Impaired Driving can happen because of several reasons.
 - c. There are no clear reasons as to why Impaired Driving is a current problem.
 - d. We all can prevent Impaired Driving if we speak up.

3. *How does the author organize the section “The Dangers of Riding with an Impaired Driver” to develop the thesis of the article?*
 - a. By explaining how anybody can be at risk, even if they don’t drive impaired, and how they can all make a difference.
 - b. By listing ways to prevent Impaired Driving and explaining how it happens in the first place.
 - c. By following a list of suggestions to prevent Impaired Driving from ever happening in our communities.
 - d. By describing what Impaired Driving means and how we can prevent it if we remember to buckle up our seatbelts.

4. *The details in paragraphs 6 and 7 support the key idea that-*
 - a. There are no clear consequences to Impaired Driving.
 - b. We should always avoid riding with an Impaired Driver no matter what.
 - c. We should never engage in an argument with an Impaired Driver.
 - d. There are consequences to Impaired Driving and ways to prevent it.

5. *What is the most likely reason the author includes the information about the costs of the first offense in an Impaired Driving violation in paragraph 8?*
 - a. To explain how much of a settlement we can expect to receive if we are involved in an Impaired Driving crash.
 - b. To describe the monetary effects of distracted driving as opposed to Impaired Driving.
 - c. To indicate how much money we may need to pay if we are at fault for an Impaired Driving crash.
 - d. To show how much money we could receive if we were victims of an Impaired Driving crash.

6. *Based on the information in the article, what can the reader conclude about the importance of speaking up against Impaired Driving?*
 - a. Speaking up can save our lives and many others.
 - b. Speaking up can save our lives.
 - c. Speaking up is impossible when it comes to Impaired Driving.
 - d. Speaking up can be difficult, but it is rewarding because it helps us prevent distracted driving.

7. *What is the controlling idea of this article?*
 - a. Impaired Driving is dangerous, but it is not as bad as distracted driving.
 - b. Impaired Driving is dangerous, but it can be prevented by all of us.
 - c. Impaired Driving and distracted driving go hand in hand and can be prevented.
 - d. The problem of Impaired Driving can be prevented by older drivers.

8. *What do the footnotes in the article help the reader understand?*
- The location of the research foundation that has researched this information.
 - The sources for the information on distracted driving.
 - The name of the author and his title.
 - The sources for the information used in the article.
9. *What is the most likely reason the author uses a problem and solution organizational structure in this article?*
- To provide the reader with information about a problem along with ways on how to fix said problem.
 - To list ways through which we can fix a common problem in our country along with the consequences to breaking the law.
 - To help the reader understand the differences between distracted driving and impaired driving.
 - To provide the reader with information about the truth behind Impaired Driving and give its causes.
10. *In paragraph 8, how do the words “Dangerous,” “offense,” and “mistake” contribute to the author’s tone in the article?*
- By revealing how important it is to prevent distracted driving.
 - By demonstrating how serious it is to drive impaired.
 - By creating a sense of uneasiness regarding the negative effects of distracted driving.
 - By developing a sense of dread connected to the importance of prevention.

8th Grade Answer Key

1. *What are the most likely reasons the author includes the information in paragraphs 4, 5 and 6?*
 - a. **To explain the effects of Impaired Driving and ways to prevent it from happening.**
 - b. To show the effects of Impaired Driving in our community.
 - c. To highlight the effects Impaired Driving can have in young inexperienced drivers.
 - d. To build a knowledge foundation on Impaired Driving.

2. *Which sentence best belongs in a summary of the section “Alcohol and Driving Don’t Mix”?*
 - a. Impaired Driving is not a problem currently present in our country.
 - b. **Impaired Driving can happen because of several reasons.**
 - c. There are no clear reasons as to why Impaired Driving is a current problem.
 - d. We all can prevent Impaired Driving if we speak up.

3. *How does the author organize the section “The Dangers of Riding with an Impaired Driver” to develop the thesis of the article?*
 - a. **By explaining how anybody can be at risk even if they don’t drive impaired and how they can all make a difference.**
 - b. By listing way to prevent Impaired Driving and explaining how it happens in the first place.
 - c. By following a list of suggestions to prevent Impaired Driving from ever happening in our communities.
 - d. By describing what Impaired Driving means and how we can prevent it if we remember to buckle up our seatbelts.

4. *The details in paragraphs 6 and 7 support the key idea that-*
- a. There are no clear consequences to Impaired Driving.
 - b. We should always avoid riding with an Impaired Driver no matter what.
 - c. We should never engage in an argument with an Impaired Driver.
 - d. **There are consequences to Impaired Driving and ways to prevent it.**
5. *What is the most likely reason the author includes the information about the costs of the first offense in an Impaired Driving violation in paragraph 8?*
- a. To explain how much of a settlement we can expect to receive if we are involved in an Impaired Driving crash.
 - b. To describe the monetary effects of distracted driving as opposed to Impaired Driving.
 - c. **To indicate how much money we may need to pay if we are at fault of an Impaired Driving crash.**
 - d. To show how much money we could receive if we are victims in an Impaired Driving crash.
6. *Based on the information in the article, what can the reader conclude about the importance of speaking up against Impaired Driving?*
- a. **Speaking up can save our lives and many others.**
 - b. Speaking up can save our lives.
 - c. Speaking up is impossible when it comes to Impaired Driving.
 - d. Speaking up can be difficult but it is rewarding because it helps us prevent distracted driving.
7. *What is the controlling idea of this article?*
- a. Impaired Driving is dangerous but not as bad as distracted driving.
 - b. **Impaired Driving is dangerous, but it can be prevented by all of us.**
 - c. Impaired Driving and distracted driving go hand in hand and can be prevented.
 - d. The problem of Impaired Driving can be prevented by older drivers.

8. *What do the footnotes in the article help the reader understand?*

- a. The location of the research foundation that has researched this information.
- b. The sources for the information on distracted driving.
- c. The name of the author and his title.
- d. The sources for the information used in the article.**

9. *What is the most likely reason the author uses a problem and solution organizational structure in this article?*

- a. To provide the reader with information about a problem along with ways on how to fix said problem.**
- b. To list ways through which we can fix a common problem in our country along with consequences to breaking the law.
- c. To help the reader understand the differences between distracted driving and impaired driving.
- d. To provide the reader with information about the truth behind Impaired Driving and give its causes.

10. *In paragraph 8, how do the words “Dangerous,” “offense,” and “mistake” contribute to the author’s tone in the article?*

- a. By revealing how important it is to prevent distracted driving.
- b. By demonstrating how serious it is to drive impaired.**
- c. By creating a sense of uneasiness regarding the negative effects of distracted driving.
- d. By developing a sense of dread connected to the importance of prevention.



Power Point Slides

6th - 8th Grade



LET'S TALK IMPAIRED DRIVING!

Impaired Driving Prevention Curriculum

Sponsored by:



SPEAK (C)UP! NOT EVERYONE IS DOING IT

This fun cup-stacking activity can be used to bring awareness to impaired driving and help you start a conversation with your peers about the negative effects impairment has on a person's ability to complete simple tasks and how teens can speak up for their safety.

LET'S
PLAY



TEEN'S IN THE
DRIVER SEAT
t-driver.com

KWL

Before we start, let's fill out the 'K' (What we Know about Impaired Driving)!

Take some time to talk to your peers about Impaired Driving and then write at least 2-3 sentences on what you know about **IMPAIRED DRIVING** under the letter 'K'



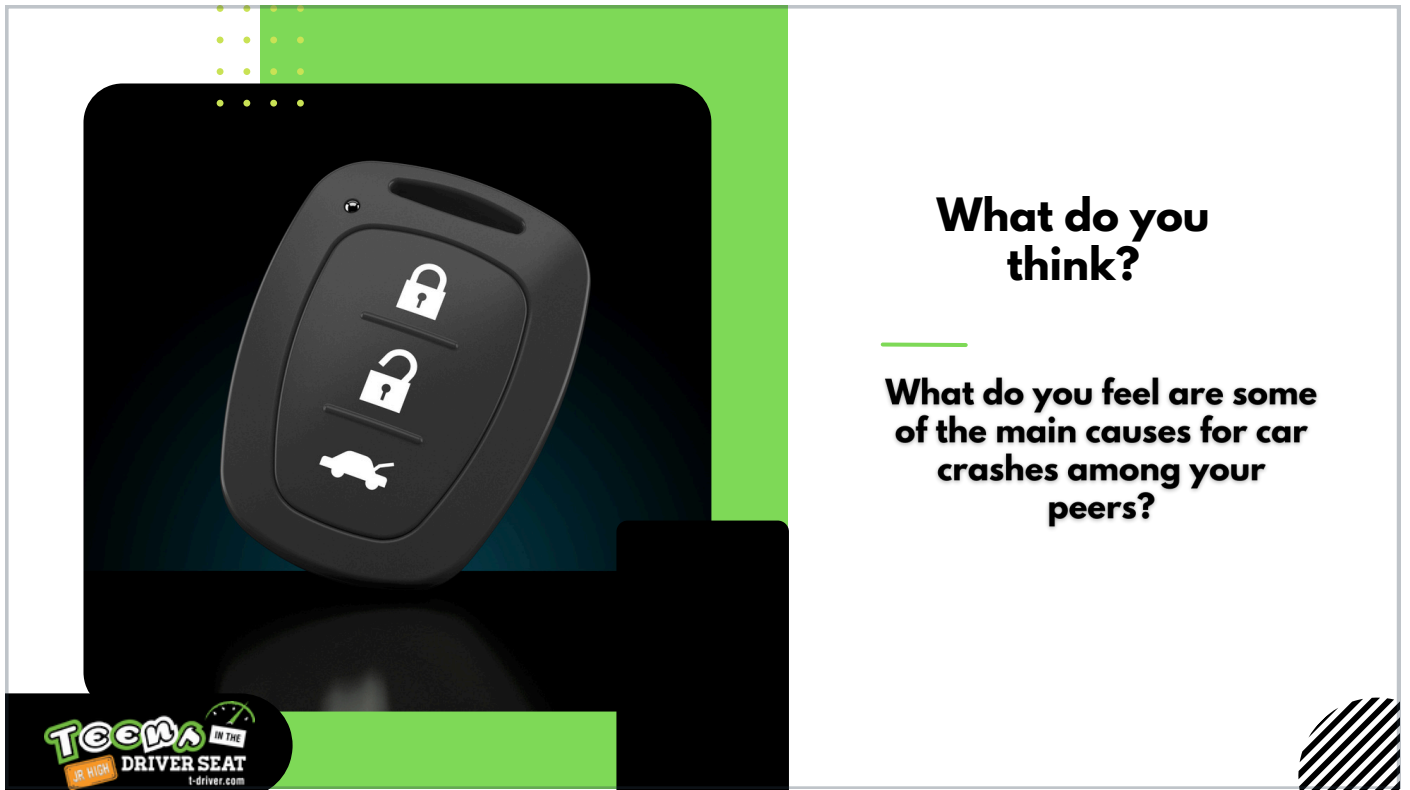
KWL

Now, let's share out!
What did YOU write
under letter 'K'

Considering what we heard,
let's write 2-3 sentences
under the letter 'W' for what
we want to know during this
lesson today.



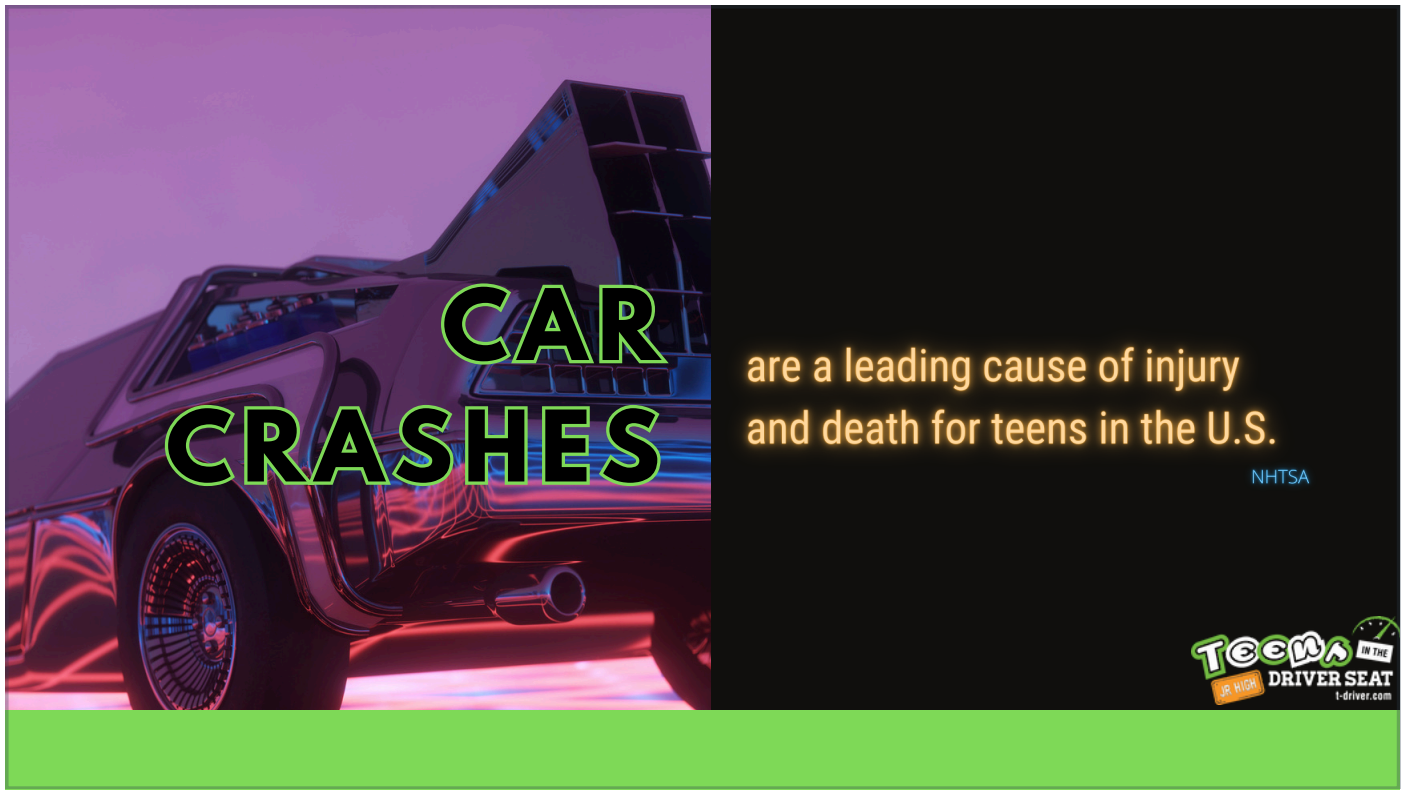
TEENS IN THE
JR HIGH DRIVER SEAT
t-driver.com



What do you think?

What do you feel are some of the main causes for car crashes among your peers?

Now I'd like to ask your thoughts on what you think are some of the main reasons young drivers are at a higher risk of crashing?



Car crashes are the leading cause of injury and death for young people. On average, we lose over 2700 teens annually across the nation and thousands more are injured.

Impaired Driving

Defined as driving under the influence of alcohol or drugs. Driving Under the Influence (DUI) is an offense specific to minors (under 21) who may get pulled over for impaired driving. Driving under the influence of alcohol and drugs is dangerous and illegal for any driver.



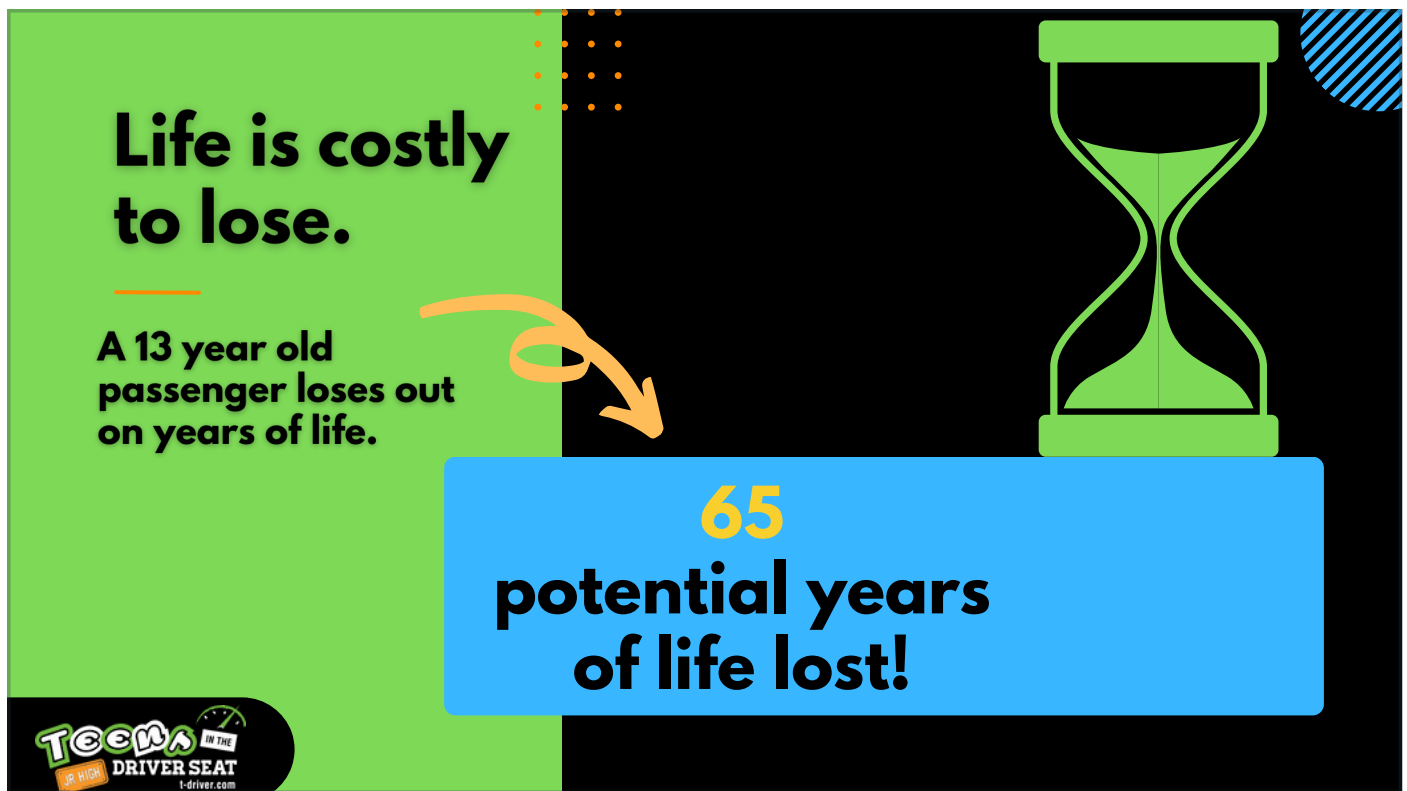
1 in 4 fatal crashes involving 11-25 year-olds were impaired related.

Passengers 11-13 may have been riding with an impaired driver or hit by an impaired driver.

TxDOT




Source: Texas Department of Transportation




Loss of life is calculated by subtracting the average life expectancy (78 years) from the age a person dies.

Source: CDC




Show of hands...


I feel confident having conversations with my peers about traffic safety.




Not very



Somewhat



Very



This question should aim to help understand a student's general comfort with having these kinds of conversations and can help establish a baseline for general outreach activities moving forward.

While this lesson will not cover skills to develop confidence, please connect with your regional representative for leadership workshops that do go into this in more depth.

Traffic Safety Citizenship

An act that is voluntary, without being rewarded or recognized, and that ultimately promotes safety that helps others. For example, reminding someone to put on their seatbelt before driving or stopping someone from driving distracted.

(Adapted from the Center for Health and Safety Culture)



The concept of Traffic Safety Citizenship reminds students that they can be active participants in ensuring their safety and use their voices to help change the culture around safe driving by being active safety citizens. This also acknowledges that, while they will not receive a formal award for this behavior, it is in the best interest of society as a whole and that is also a type of reward.

TRUE

OR

FALSE

1) I know friends and/or family members that drive recklessly.

2) I know friends or family members who believe they will not be in a crash.

Teen On The Driver Seat

These questions help establish an understanding of what a student's social environment may include related to these types of behaviors. It is important to recognize that youth may be influenced by these types of dangerous behaviors, therefore, awareness of them can help to change them. If they have family members or friends who do this, how can we change it to create a safer community for everyone?

Feel free to adapt this however you see fit depending on class types and level of confidence in addressing these issues. Students may not feel comfortable answering these in a public setting.

After students answer this slide, you're going to transition to the lesson with passage and questions.

READING PASSAGE

Let's work on reading this passage and answering the questions.

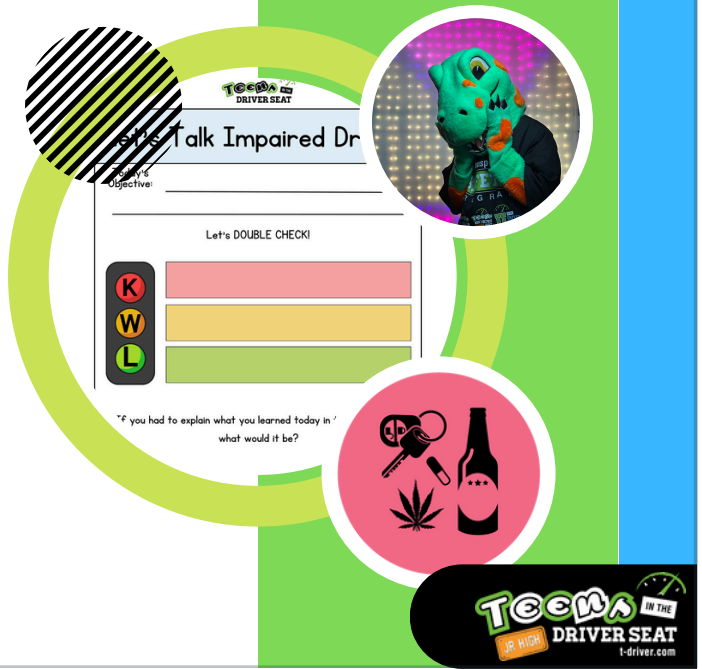
Once finished, make sure to go back to the KWL and complete the letter 'L' on what you learned based on today's lesson.



Teen IN THE
DRIVER SEAT
t-driver.com

LET'S WRAP UP!

Using the handout, make sure to complete it and turn it in along with the questions and KWL.





Handouts & Activities

6th - 8th Grade



LET'S TALK IMPAIRED DRIVING!

Assess what you know about the topic before and after the lesson. Fill in the boxes with what you **KNOW** about the topic; what you **WANT** to know; and later with what you **LEARNED**.



K

W

L

What I **KNOW**!

What I **WANT** to know!

What I **LEARNED**!

Let's Talk Impaired Driving!

Today's
Objective:

Let's DOUBLE CHECK!



If you had to explain what you learned today in two sentences,
what would it be?

What is something you wish everybody knew about this topic?



Speak (C)up! Sober Drivers are Safer Drivers

Planning Hours: 1 hr	Event Hours: 30 min – 1 hr	Best Time to Conduct: Before or after school, during lunch periods, club meetings, during health or leadership classes, or as a stand-alone activity in any class on non-typical days (i.e. days before a holiday).
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BRIEF DESCRIPTION OF EVENT- This fun cup-stacking activity can be used to bring awareness to impaired driving and help you start a conversation with your peers about the negative effects impairment has on a person's ability to complete simple tasks and how you can speak up for your safety.

Items Needed

- 10-15 plastic cups
- Sharpies for writing on cups
- Impaired goggles (*Borrow resources here: <https://www.t-driver.com/tds-resource-request-form/>*)
- Table
- Impaired driving focused stickers and buttons found in in your resource kit to reward participants

Steps

1. When choosing the date, place, and time for your activity, make sure you choose a location where you will be able to interact with lots of people such as during lunch, at a sporting event, or open house.
2. Before your activity, research and find impaired driving statistics that you can share with your peers. Make sure you are using a reputable source.
3. Write "SPEAK UP – Sober Drivers are Safer Driver" (or some sort of Speak up! message) and an impaired driving statistic on each cup. Tip: Write on the cups when they are upside down so it will be readable when the cups are stacked.
4. Have students stack cups in a pyramid twice – once without the impaired goggles and once while wearing the goggles to see effect.
5. Review the statistics on the cups as you play. Talk about the impact the impairment goggles have on your ability to complete a simple task like stacking cups. Talk about how being impaired would affect a person's ability to drive and the importance of speaking up for your safety and the safety of others if you see someone thinking about driving impaired.
6. Post photos of your activity on your social media channels to further promote the message of safe driving and tag @teensdriverseat so we can see your great work, too.
7. Submit an online activity form at t-driver.com to get credit for your efforts.



Don't Forget

The goal of this activity is to encourage your peers to commit to speak up when they see someone considering getting behind the wheel impaired or riding with someone who is impaired.

Make it GREAT

- Pair this activity with one of the other suggested activities from the Impaired Driving Guided Outreach Unit, such as the Commit-mint Card activity.
- Check out and share the "Not Everyone is Doing it" video created by our Teen Advisory Board linked on the *Impaired Driving Guided Outreach Unit page* at www.t-driver.com.
- If your TDS resource kit included impaired driving flash cards, use them to quiz students at the table waiting to stack cups.



Teaching Standards

6th - 8th Grade



Health Teacher/ELA Cross Curriculum Lessons

Our TDS distracted or Impaired driving curriculum can be used as part of a thematic unit with other subject areas or could also be blended with your existing curriculum if it aligns with the same objectives. In addition, these resources and lessons can also be effectively utilized as standalone lessons on non-typical days (i.e. days before a holiday, testing days, etc.).

Please select from your state below to identify related standards for your state.

- [TEXAS](#)
- [GEORGIA](#)
- [NEBRASKA](#)
- [WASHINGTON](#)

Texas TEKS

The overarching TEKS covered in this project are:

Grade Lev	Health TEKS	ELA TEKS
6 th Grade	<ul style="list-style-type: none"> • 115.26(B) -understanding risk and protective factors • 115.26 (b)(2)(C) -decision-making skills • 115.26 (3)(A) -communicating emotions in a variety of scenarios • 115.26 (3)(B) -healthy ways of responding to conflict • 115.26 (3)(C) -assess peer influence • 115.26 (3)(D) -communicating important issues • 115.26 (5)(A) -influences on emotions and decision making • 115.26 (15)(A) -dangers associated with impairment • 115.26 (16)(B) -legal consequences of impairment • 115.26 (17)(C) -getting help in unsafe situations due to impairment • 115.26 (18)(A) -peer influence regarding impairment • 115.26 (18)(B) -positive and negative relationships (impairment) • 115.26 (18)(C) -social influences of the impaired 	<ul style="list-style-type: none"> • 110.22-2(b)(5)(A) - Reading Purpose • 110.22-2(b)(5)(B) - Generate Questions and Understanding • 110.22-2(b)(5)(C) - Make Predictions • 110.22-2(b)(5)(D) - Create Mental Images • 110.22-2(b)(5)(E) - Make Connections to Personal Experiences • 110.22-2(b)(5)(F) - Make Inferences • 110.22-2(b)(5)(G) - Evaluate Details • 110.22-2(b)(5)(H)- Synthesize Information • 110.22-2(b)(5)(I)- Monitor Comprehension • 110.22-8(A)- Knowledge of Literary Elements • 110.22-8(D)- Analyze Informational Text

	<ul style="list-style-type: none"> • 115.26 (18)(D) -impairment and unsafe situations 	
7-8 th Grade	<ul style="list-style-type: none"> • 115.27 (a)(1) -responsible decision making • 115.27 (a)(2) -decision making, problem solving, • 115.27 (a)(3) -injury prevention and safety • 115.27 (a)(3)(B) -understanding risk and protective factors • 115.27 (a)(3)(D) -promote awareness of dangerous situations • 115.27 (a)(3)(E) -risk factors of impairment • 115.27 (b)(3)(B) -healthy techniques for managing stress • 115.27 (b)(11) -injury prevention • 115.27 (b)(16)(A) -analyze health consequences of addiction • 115.27 (b)(18)(A) -peer influence regarding impairment • 115.27 (b)(18)(C) -how impairment effects unsafe situation • 115.27 (b)(18)(D) -identify support systems 	<p>7th Grade</p> <ul style="list-style-type: none"> • 110.23-2(b)(8)(A) - Author's Purpose • 110.23-2(b)(8)(B) - Text Structure • 110.23-2(b)(8)(C) - Author's Use of Print & Graphic Organizers • 110.23-2(b)(8)(D) - Figurative Language • 110.23-2(b)(8)(E) - Literary Devices and Figurative Language • 110.23-2(b)(8)(F)- Mood & Voice • 110.23-2(b)(8)(G)- Rhetorical Devices • 110.23-2(b)(9)(A) - Literary Genres • 110.23-2(b)(9)(D) - Text Structural Elements <p>8th Grade</p> <ul style="list-style-type: none"> • 110.22-2(b)(8)(A) - Literary Genres • 110.22-2(b)(8)(D) - Text Structural Elements • 110.22-2(b)(8)(A) - Author's Purpose • 110.22-2(b)(8)(B) - Text Structure & Author's Purpose • 110.22-2(b)(8)(C) - Author's Use of Print & Graphic Features • 110.22-2(b)(8)(D) - Figurative Language • 110.22-2(b)(8)(E) - Literary Devices • 110.22-2(b)(8)(F)- Mood & Voice • 110.22-2(b)(8)(G)- Rhetorical Devices
Source:	https://tea.texas.gov/about-tea/laws-and-rules/sboe-rules-tac/sboe-tac-currently-in-effect/ch115b.pdf	https://texreg.sos.state.tx.us/public/readtac\$ext.ViewTAC?tac_view=5&ti=19&pt=2&ch=110&sch=B&rl=Y

Georgia Standards of Excellence

The Standards of Excellence covered are:

Grade	Health	English Language Arts
Grade 6	<ul style="list-style-type: none"> HE6.1. a – healthy behaviors and risk practices HE6.1. c -impacts on personal health HE6.1. d -injury prevention HE6.1. f -practicing healthy behaviors HE6.1. j -effects of drug and alcohol use HE6.1. k -positive alternatives to using HE6.1. m -effects of risky behaviors HE6.2. c -peer influence on healthy behaviors HE6.2. f -influence of technology on health HE6.2. h -identify norms HE6.2. i -compare healthy and unhealthy choices HE6.5. a – analyze influences HE6.5. b – decision-making process HE6.5. c -when to seek help HE6.5. d -healthy alternatives HE6.5. e -consequences of actions HE6.5. f -healthy alternatives decisions HE6.7. a -accept responsibility for behaviors HE6.7.b -healthy behaviors to maintain health HE6.7.c -model practices to reduce risk HE6.8. b -support others in positive choices HE6.8.c -advocate for healthy lifestyle 	<ul style="list-style-type: none"> ELAGSE6RI1 - Knowledge of Literary Elements ELAGSE6RI3- Analyze Informational Text ELAGSE6RL4 - Reading Purpose ELAGSE6RI5: - Generate Questions and Understanding ELAGSE6RI6 - Make Predictions & Author's POV ELAGSE6RI7 - Create Mental Images & Personal Connections ELAGSE6RI8: - Make Inferences & Evaluate Details ELAGSE6RI10- Monitor Comprehension & Synthesize Information
Grade 7	<ul style="list-style-type: none"> HE7.1. a -assess healthy behaviors HE7.1.e -reduce or prevent risks HE7.1.f -unhealthy behavior risks HE7.2. l -choices influencing unhealthy behaviors HE7.4. b -refusal skills to avoid health risks HE7.5. a -identify healthy decision situations HE7.5. b -collaborative decision-making HE7.5. c -healthy/unhealthy alternatives HE7.5. d -short term impact of actions HE7.5. f -outcomes of decisions HE7.7. a -personal health behaviors HE7.7. b -healthy behavior improvements 	<ul style="list-style-type: none"> ELAGSE7RI1 – Textual Evidence & Analysis ELAGSE7RI3- Analyze Informational Text & Influence of Ideas ELAGSE7RI4 - Reading Purpose and Meaning of Words ELAGSE7RI5: - Text Structures & Author's POV ELAGSE7RI6 - Make Predictions & Author's POV ELAGSE7RI7 - Create Mental Images & Personal Connections ELAGSE7RI8: - Make Inferences & Evaluate Details

	<ul style="list-style-type: none"> • HE7.7. c -avoid/reduce health risks • HE7.8. b -strategies for positive health choices 	<ul style="list-style-type: none"> • ELAGSE7RI10- Monitor Comprehension & Synthesize Information
Grade 8	<ul style="list-style-type: none"> • HE8.1. a -behaviors and personal health • HE8.1. e -reduce/prevent injuries • HE8.1. h -impact of injury due to unhealthy behaviors • HE8.1. j -reduce/prevent injuries • HE8.1. p -understand state laws regarding illegal substances • HE8.2. e -health risk behavior influences • HE8.4. b -refusal skills • HE8.5. a -identify health enhancing decisions • HE8.5. c -promote wellbeing • HE8.5. d -health-related scenarios • HE8.5. e -support healthy options • HE8.7. a -assume responsibility for health • HE8.7. b -improve health of self and others • HE8.7. c -reduce health risks to self and others 	<ul style="list-style-type: none"> • ELAGSE8RI1 – Textual Evidence & Analysis • ELAGSE8RI3- Analyze Informational Text & Connections of Ideas and Events • ELAGSE8RI4 - Reading Purpose and Meaning of Words • ELAGSE8RI5: - Text Structures & Author's POV • ELAGSE8RI6 - Make Predictions & Author's POV • ELAGSE8RI7 - Create Mental Images & Personal Connections • ELAGSE8RI8: - Make Inferences, claims & Evaluate Details • ELAGSE8RI10- Monitor Comprehension & Synthesize Information
Source	https://www.georgiastandards.org/Georgia-Standards/Documents/Health-Education-K-12-Georgia-Standards.pdf	https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx

Nebraska Standards

The Standards covered are:

Grade	Health	English Language Arts
Grade 6 - 8	<ul style="list-style-type: none"> • <u>Standard 1</u>: Students will use functional health information to support health and well-being of self and others. • <u>Standard 2</u>: Students will analyze influences that affect health and well-being of self and others. • <u>Standard 4</u>: Students will demonstrate the ability to use interpersonal communication skills to support health and well-being of self and others. • <u>Standard 5</u>: Students will demonstrate the ability to use a decision-making process to support health and well-being of self and others. • <u>Standard 7</u>: Students will demonstrate the ability to demonstrate practices and behaviors to support health and well-being of self and others. • <u>Standard 8</u>: Students will demonstrate the ability to advocate to promote health and well-being of self and others. 	6th Grade <ul style="list-style-type: none"> • LA.6.RI.1 - Knowledge of Literary Elements • LA.6.RI.2 - Analyze Informational Text • LA.6.RI.3 - Reading Purpose • LA.6.RI.4: - Generate Questions and Understanding in the Text Structure; Make Predictions & Author's POV • LA.6.V.2 - Create Mental Images & Personal Connections, and Use of Figurative Language • LA.6.RI.8 R: - Make Inferences & Evaluate Details; Monitor Comprehension & Synthesize Information
		7th Grade <ul style="list-style-type: none"> • LA.7.RI.1 – Textual Evidence, Central Idea & Analysis • LA.7.RI.2 - Analyze Informational Text & Influence of Ideas and Supporting Details • LA.7.RI.3 - Reading Purpose and Meaning of Words • LA.7.RI.4: - Text Structures, Ideas & Author's POV • LA.7.RI.6 - Make Predictions, Arguments & Author's POV • LA.7.RI.7 - Create Mental Images & Personal Connections • LA.7.RI.8: - Make Inferences & Evaluate Details • LA.7.V.2 - Monitor Comprehension, Figurative Language & Synthesize Information
		8th Grade <ul style="list-style-type: none"> • LA.8.RI.1 – Textual Evidence, Central Ideas & Analysis

		<ul style="list-style-type: none"> • LA.8.RI.2 - Analyze Informational Text, Key Facts & Connections of Ideas and Events • LA.8.RI.3 - Reading Purpose, Author's Purpose and Meaning of Words • LA.8.RI.4: - Text Structures • LA.8.RI.6 - Make Predictions & Arguments • LA.8.RI.7 - Create Mental Images & Personal Connections • LA.8.RI.8: - Make Inferences, claims & Evaluate Details • LA.8.V.1 - Monitor Comprehension & Synthesize Information through Vocabulary
Source:	https://www.education.ne.gov/healthed/	https://www.education.ne.gov/ela/2020-21-nebraska-essential-instructional-content-for-ela/

Washington Standards

The Standards covered are:

Grade	Health	English Language Arts
Grade 6	<ul style="list-style-type: none"> • H1.Sa1.6 -guidelines related to traffic safety • H1.Su2.6 -short and long-term effects of impairment • H8.Su3.6 -benefits of abstaining from impairment 	<ul style="list-style-type: none"> • 28A.655.071.6.1- Textual Evidence and Inferences • 28A.655.071.6.2- Central Idea and Details/ Summarization. • 28A.655.071.6.4- Create Mental Images & Personal Connections, and Use of Figurative Language. • 28A.655.071.6.6- Generate Questions and Understanding in the Text Structure; Make Predictions & Author's POV • 28A.655.071.6.10- Knowledge of Literary Elements & Analyze Informational Text.
Grade 7	<ul style="list-style-type: none"> • H7.Sa1.7 -promoting safety • H1.Su2.7 -short and long-term effects of impairment • 	<ul style="list-style-type: none"> • 28A.655.071.7.1- Textual Evidence and Inferences • 28A.655.071.7.2- Central Idea and Details/ Summarization. • 28A.655.071.7.4- Create Mental Images & Personal Connections, and Use of Figurative Language. • 28A.655.071.7.6- Generate Questions and Understanding in the Text Structure; Make Predictions & Author's POV • 28A.655.071.7.10- Knowledge of Literary Elements & Analyze Informational Text.
Grade 8	<ul style="list-style-type: none"> • H8.Sa1.8 -advocate for injury prevention • H2.Sa1.8 -safety and injury prevention • H1.Su2.8 -impairment affects on health • H6.Su5.8 -short and long-term effects on personal goals 	<ul style="list-style-type: none"> • 28A.655.071.8.1- Textual Evidence and Inferences • 28A.655.071.8.2- Central Idea and Details/ Summarization. • 28A.655.071.8.4- Create Mental Images & Personal Connections, and Use of Figurative Language. • 28A.655.071.8.6- Generate Questions and Understanding in the Text Structure; Make Predictions & Author's POV

		<ul style="list-style-type: none"> • 28A.655.071.8.10- Knowledge of Literary Elements & Analyze Informational Text.
Source	https://ospi.k12.wa.us/sites/default/files/2023-08/hpe-standards.pdf	Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (ccsso.org)