

Texas Driver Education Classroom and In-car Instruction Model Curriculum

Module Seven

Driver Performance: Personal Factors

- **INTRODUCTION TO ALCOHOL PROBLEM - SAYING NO**
- **NATURE OF ALCOHOL-RELATED CRASHES**
- **PHYSIOLOGICAL AND PSYCHOLOGICAL EFFECT OF
ALCOHOL ON DRIVING TASK**
- **ALCOHOL AFFECTS ON THE DRIVING TASK**
- **DEALING WITH DRIVER FATIGUE**
- **PREVENTING ROAD RAGE**

FACT SHEETS

Fact Sheet
Module 7

Fact Sheet F-7.1 FACTORS INFLUENCING TEENAGE DRINKING

Just as there is no single reason adults drink alcohol, there is no one reason teenagers drink. The instructor should ask the class for reasons teenagers drink. Responses should be placed on the board without making any judgment about the appropriateness of the answer.

Once all ideas have been listed, the instructor should lead a brief class discussion on all reasons given. While it is impossible to predict all responses, many common ones are given herein. The instructor should use this as support material to help answer questions and lead the discussion.

Peer Pressure:

Many times teenagers (and even adults) do not like to admit that they are influenced by others. Teenagers are, however, very susceptible to pressure to drink. No one enjoys being thought of as different or as an outsider. The instructor should not deal extensively with how to cope with pressure at this time, as that will be covered in depth in later topics. The instructor should point out, however, that peer pressure can be channeled toward not drinking as well as toward drinking.

Influence of Parents:

Parental influence could be either for good or bad. If a child comes from a home where alcohol is abused, this could lead the child to also abuse alcohol. If the child comes from a broken home or there is a poor relationship between the child and the parents, the child may turn to alcohol to relieve problems. Children who come from homes of parents who do not drink are less likely to drink themselves. Thus, parental influence is great in either direction.

Sociological Factors:

Our culture is one which, for the most part, readily accepts drinking. Even the word “drink” has often come to mean “drink alcohol.” Prior to the beginning of this topic, the instructor should have had the class do the W-7.1 assignment: The instructor should have the class come up with as many ways as possible that Americans use “drink” to mean “drink alcohol.” For example: “Let’s stop off and have a drink,” or, “He has a drinking problem.” The instructor should ask the class to refer to the homework assignment on ways that using “drink” means drinking alcohol. As with other factors, sociology may work for no drinking or for less drinking, if that is the nature of the cultural surroundings.

Anxiety, Frustration, etc.:

Worry about school, athletics, boy/girl friends, jobs, family, etc. are all part of growing up. Young people often turn to alcohol to seek relief from such tensions. Unfortunately, the relief is short-lived and often produces worse problems than those the teenager was trying to escape.

To Have a Good Time:

Drinking is associated with “partying” for a large percentage of teenagers. The idea of “Let’s get drunk and have a good time,” “Party till you puke” and “Avoid hangovers—stay drunk” are often thought of as normal behavior. This is probably brought on by a combination of advertising, misconceptions, peer pressure and feelings of inadequacy. If a person needs alcohol to relax and have a good time, that person may be headed toward serious problems which will be discussed at a later time.

Fact Sheet F-7.2 BLOOD ALCOHOL CONCENTRATION (BAC) FACTORS
Module 7**Blood Alcohol Concentration (BAC)**

Concentration is the ratio between alcohol and blood. For example: a 0.10% BAC means that there is 1 drop of alcohol for every 999 drops of blood or 1 part per thousand. Therefore, it can be seen that an illegal level may be reached with small amounts of alcohol. For those under age 21, any amount of alcohol is illegal.

Weight:

Larger persons have more blood and other fluids than smaller persons. The instructor may use a visual example which compares to blood alcohol concentration by placing the same amount of red dye into two different size containers of water (a one-gallon container versus a two-gallon container). In which will the dye be most concentrated? (The smaller container.) The same concept holds true for different sized people.

Time Spent Drinking:

Alcohol, while it is not removed quickly from the body, begins to be processed by the liver shortly after it is absorbed into the blood stream which may take 20-60 minutes. A longer time factor will result in a lower BAC, other factors being equal.

Gender:

Women do not process alcohol as well as men due to weight and limited production of the breakdown enzyme, alcohol dehydrogenase.

Food:

Food does not soak up or absorb the alcohol but may coat the lining of the stomach and slow absorption somewhat. This is only a "pay me now or pay me later" situation, however, as the alcohol will eventually reach the blood stream.

Alcohol Content in Drink:

The higher in alcohol content a drink is, the higher BAC it will produce.

Size of Drink:

A larger drink will contain more alcohol and produce a higher BAC than a smaller drink.

**Fact Sheet
Module 7****Fact Sheet F-7.3 EFFECTS ON THE BODY**

This information should not be presented in detail, as it is more appropriate for a health course than a driver education course.

LIVER:

This organ is vital in producing substances which fight infections, help blood clotting and health in general. It also detoxifies many substances in the blood. Alcohol may cause alcoholic hepatitis (inflammation of the liver) or cirrhosis (scarring of the liver).

HEART:

Alcohol causes direct damage to the heart by reducing its contractability and increasing fat infiltration. Heavy drinking, even in young athletes, followed by strenuous exercise has proven fatal. Elevated diastolic blood pressure, swelling, and congestive heart failure are all associated with heavy alcohol use.

SEXUALITY:

Alcohol has been shown to lower inhibitions about sex, but to affect sexual performance adversely, especially in males. This can be because of inflammation of the prostate gland, decreased sperm output, and lower hormones in the blood.

Sleep:

Because it is a depressant, alcohol can put people to sleep. However, it interferes with REM (Rapid Eye Movement) sleep and thus does not allow a person to wake up feeling rested.

STOMACH:

Alcohol irritates the lining of the stomach and increases acidity. Gastritis and ulcers can result.

Brain:

The short-term effects of alcohol on brain function will be dealt with in the section relating to the driving task. Long-term effects of alcohol on the brain includes destruction of brain nerve cells. One researcher found that young people are particularly vulnerable. Headaches are often caused by use of alcohol.

**Fact Sheet
Module 7****Fact Sheet F-7.4 ALCOHOL AFFECTS PERSONS DIFFERENTLY**

As has been previously mentioned, a given amount of alcohol does not affect all persons the same way or a given person the same at different times.

TOLERANCE:

Tolerance is defined as the need to consume more of a drug to reach a given effect or the body's ability to eliminate the drug faster. The human body attempts to adapt in many ways. If a person suffers a cut, anti-infection organisms go to work; if a person drinks alcohol, the liver attempts to compensate to help eliminate the alcohol. It is possible for the liver to produce additional quantities of alcohol dehydrogenase (an enzyme which helps break down alcohol as it passes through the liver). This process does not go on indefinitely, however, as the liver becomes scarred from prolonged and heavy use of alcohol. When this happens, the production of the enzyme drops and a person may have even less tolerance than when he or she began drinking.

PERSONALITY:

Each person has a distinct and unique personality. Thus, alcohol may affect a very outgoing person differently than a reserved, shy person.

MOOD:

If a person is angry, happy, or sad, he or she may react quite differently to alcohol. Anger, for example, affects the same part of the brain as does alcohol, and, thus, if a person is angry and drinking, the effects of alcohol may be greatly heightened. It is important also for the instructor to note that moods often change as a result of using alcohol.

EXPERIENCE:

As mentioned previously, lack of experience in any area may be detrimental. This is especially true of alcohol.

FATIGUE:

If a person is physically or mentally tired, it does not take much alcohol to produce an adverse effect.

MEDICATION:

Any other drug, whether prescribed by a doctor, bought over-the-counter, or taken illegally, will interact with alcohol to alter alcohol's effect. The chemical reaction between and among alcohol and other drugs may produce an effect which is much greater than the alcohol or drug taken alone.

**Fact Sheet
Module 7****Fact Sheet F-7.5 PSYCHOLOGICAL EFFECTS**

ATTENTION:

Alcohol usually affects a person's ability to concentrate on several sources of incoming information more than to concentrate on just one source of information. Since the driving task requires attention to a large number of items, this is an important concept.

MEMORY:

This is not necessarily the "blackout" concept, but it is, rather, the inability to store and retain information. Decreased ability has been found to occur with BACs as low as .03%.

EMOTIONS:

Does drinking alter emotions? Does it decrease or increase tension? While there is conflicting research in this area, simple observation demonstrates that emotional control tends to be lost as more alcohol is consumed.

AGGRESSION:

Aggressive behavior tends to be enhanced, especially in males, when they are placed in a competitive situation. This is easily observable in driving task situations.

TOLERANCE:

Psychological tolerance to alcohol involves the person's ability to mask the effects of alcohol, usually during the early stages of drinking. Persons learn to develop coping behaviors or not to participate in activities which might reveal their impairment. Unfortunately, such masking may prevent others from helping the intoxicated person, because they do not see impairment.

**Fact Sheet Fact Sheet F-7.6 EFFECTS OF ALCOHOL ON SPACE MANAGEMENT
Module 7****SEARCHING/IDENTIFYING:**

The prime sense humans use in driving is vision. Even low levels of alcohol (.03) have been found to reduce this ability. Alcohol affects vision in a number of ways. This is particularly important since about ninety percent of what a driver "identifies" is by use of his or her eyes. The prime reason for visual problems after use of alcohol is lessened muscular control. Alcohol relaxes the fine muscles of the eye which focus and control eye movement. The instructor should note that dynamic (vision of motion) is more affected than static (vision related to non-moving objects).

EYE FOCUS:

The human eye has the ability to change focus rapidly from objects close to the viewer to objects far away. Alcohol delays this process; thus, a driver may experience difficulty, especially at higher speeds.

DOUBLE VISION:

Although humans have two eyes, each eye must work in conjunction with the other. Alcohol impairs this coordination and may produce a double image. Some drivers close one eye to cope with this, but this greatly affects the next two areas—distance judgment, and side vision.

DISTANCE JUDGMENT:

A driver must be able to determine how far objects are from his or her path of travel. This is complicated by movement of other objects. Alcohol reduces the ability to judge distance accurately. (The instructor might demonstrate the problems humans have in judging distance, even when sober, by having each person in the class silently estimate the length of the classroom. After all have had a chance to do this, the instructor should put the range of estimates on the board. In most classes, there will be at least a fifty percent variation.)

SIDE VISION:

Sometimes called peripheral vision, this ability is critical to the driving task. A person's central vision is very narrow and drivers must be able to take in a number of things to each side of their path of travel. Speed also reduces side vision.

VISUAL ACUITY:

This is sharpness of vision. Alcohol may make images blur for the driver and thus impair the ability to identify properly what is in the traffic scene.

COLOR DISTINCTION:

Drivers get much information from different colors in the traffic scene. Red is used on three types of signs: stop, yield, or some prohibition of action. If alcohol is impeding a driver's ability to determine accurately the color of a sign or traffic light, problems for the rest of the IPDE process will occur.

NIGHT VISION:

Humans have limited night sight at best, and alcohol reduces this ability further. In addition, alcohol reduces the control of light entering the eye. This is important, since drivers must adapt from the situation of no oncoming light to that of headlights shining in their eyes.

After covering each of these areas, sum up this part by stating that most of these impairments (double vision being the possible exception) will be unnoticed by a driver. Thus, the ability to employ accurately the first part (search) of the process may be affected without the driver realizing this has occurred.

Fact Sheet
Module 7

Fact Sheet F-7.7 DRUGS OTHER THAN ALCOHOL

This topic deals with a very important aspect of the driving task, as many students lack knowledge about drugs other than alcohol and their effect on driving. This topic is also limited in scope, due to time, and should be dealt with more fully in health education courses. While limited research on drug effects on driving has been conducted, specific drug effects on humans are known. These have the potential to negatively affect driving.

Note: The drugs given are examples only, and it is possible that many other drugs may cause adverse effects.

PERCEPTION:

This involved giving meaning to human senses of vision, hearing, etc. Unless a driver accurately understands what he/she sees, it is impossible to react appropriately. Both amphetamines and cocaine can cause perceptual problems.

JUDGMENT:

Accurate decisions are based on a driver's ability to assess and judge a given driving situation. Poor judgments often result in collisions. Depressants and hallucinogens may greatly impair judgment.

COORDINATION:

Drivers must coordinate hand, eye, and foot movements to successfully operate a motor vehicle. Loss of such ability greatly handicaps performance. Inhalant and depressant type drugs have been shown to adversely affect coordination.

VISION:

As has been previously stated, vision is the key to the IPDE process and safe driving. Visual impairments make it difficult to predict, decide, and execute appropriately. Narcotic drugs and cocaine have both been shown to lessen visual ability.

Mood:

A driver's mood may cause him/her to take unnecessary risks or be so lethargic as to fail to act correctly in a dangerous situation. Marijuana and cocaine can produce such moods.

**Fact Sheet
Module 7****Fact Sheet F-7.8 MARIJUANA**

Because marijuana is the drug most often found in drivers involved in crashes (after alcohol) and because more research data is available on marijuana than other drugs, specific attention is provided.

About 300 µg/kg are needed to reach a high for most people. It is not possible to state exactly how many joints this represents because any given joint could vary greatly in tetrahydrocannabinol (THC) content. (A µg/kg refers to the number of micrograms of chemical per the weight of the body in kilograms.)

Effects of 300 µg/kg include:

LOSS OF TRACKING ABILITY:

This is the ability to maintain vehicle in a given line.

FOLLOWING DISTANCE:

Both following at too close or too great a distance can cause problems.

VIGILANCE:

Not remaining attentive to the driving task can cause a driver to follow too closely, drift into another lane, etc.

DIVIDED ATTENTION:

Driving is a task which requires constant but changing attention to traffic, roadway and weather conditions, passengers, gauges, etc. Failure to correctly divide attention produces unsafe driving.

The findings noted are for short time frames. Further research should be conducted to determine longer term effects (8, 16, or 24 hours) of marijuana. The instructor should explain the synergistic effect of combining marijuana with other drugs as commonly found in crash studies. When drugs are combined, their effects multiply and are not easily identified or measurable.

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WORKSHEETS

W-7.1 Driving Drunk: Your Choices

Name _____

Would the beginning sequence, as described by the narrator, be typical of the type of decisions that you would need to make on a typical weekend? **Yes** **No** Explain your response.

Briefly describe the feelings of panic and horror associated with a collision or ask some class members to describe their feelings of terror associated with a collision.

Briefly describe the enforcement procedures regarding the arrest of the drivers in this video. Describe any of the following: evaluation of crash scene, field sobriety testing, arrest, breath or blood testing, booking, court trial, court judgment, or serving sentence.

Briefly describe the variety of consequences associated with this problem and relate to the session one concepts of physical, legal, social and economic consequences.

W-7.2 Nature of the Alcohol-Related Problem Name _____

Ghost Out Project

A DWI related crash occurs approximately every 23 minutes across the United States. A school or class project may involve a dramatization of the size of the alcohol-related problem and driving by sponsoring a "ghost out." The local Student Council's Drug, Alcohol, Safety, and Health Committee may help to conduct this project.

Goals

- To provide a dramatization of the number of persons killed in a day through DWI crashes
- To provide a school-wide forum for discussing alcohol and safety issues
- To link death in traffic crashes to persons in a school environment

Tasks

- Develop a committee for planning the event
- Gain permission from school authorities
- Arrange a speaker for a culminating assembly
- Write obituaries for removed students

Activities

- Have one student dressed as the grim reaper. With two assistants select a student from class at 23 minute intervals
- Ghost out the students who are selected in white makeup and have them attend classes without talking the rest of the day
- At the time of selecting the last participant, all ghost students will leave class for an assembly
- Local speaker will provide a focus on the problem of drinking and driving
- Students with white makeup deliver their obituaries to the speaker upon arrival at the stage
- Obituaries may appear in school paper

W-7.3 Mock Car Crash Activity

Mock Car Crash Project

The mock collision may stretch across several periods for juniors and seniors. The program begins with trauma medics, police officers, and a fireman, all with personal stories to share about how drunk driving has affected them. There should be graphic slides to show injuries caused by drunk driving, and an audio tape of the “drunk drivers” partying before the accident. Shortly after this, students should hear the 911 call to alert authorities of the crash.

Students file out to a slab where they watch the aftermath of the crash; and where three students portray the drunk drivers, three students portray occupants of the other car, and two students portray witnesses who stay at the scene to console survivors. Students should take the situation very seriously and portray actual emotions to a situation in which two people die as a result of a drunk driving crash.

Soon after the crash paramedics, firemen, and police should arrive to help the wounded victims and arrest the drunk driver. Spectators should watch as the paramedics put deceased students into body bags, take other victims to the hospital, and firemen cut apart a car to save other students.

Students should then go back to the auditorium for the funeral and to remember the lives of those who died in the crash. The funeral should begin with a picture show of the all too short lives of both students. Two black clad students with their faces whited out should get up to read the goodbye letters the two students wrote had they known they were going to die.

Mourners should walk on stage of the open casket funeral to pay their last respects to one of the deceased students. However, when students look into the casket, there is no body. Instead a mirror is in the casket to show the students that they could be the one lying there dead and validate the fact that no one is invincible.

W-7.4 Crash Rates

Name _____

**Nature of the Alcohol-Related Problem
Crash Rates**

Do you think Texas drivers under 21 are over-involved or under-involved in alcohol related traffic crashes?
Over Under

Explain your answer:

Use the following information to verify the answer above.

The number of drivers under 21 involved in alcohol-related incidents was 3,723 in 1997.

The total number of alcohol related incidents was 9,389 in 1997.

The number of drivers under 21 in our state was 197,989 in 1997.

The total number of Texas drivers was 3,387,788 in 1997.

(The percentages are found on Transparency T-7.4)

Show how the incident involvement rate of the under age 21 drivers is determined:

What is the expected rate of incident involvement for drivers under age 21? How is this determined?

Show how the over(+)/under(-) involvement rate of the under age 21 drivers is determined:

W-7.4 Crash Rates

Name ANSWER KEY

Nature of the Alcohol-Related Problem Crash Rates

Do you think Texas drivers under 21 are over-involved or under-involved in alcohol related traffic violations? Over Under

Explain your answer:

Drivers under age 21 are expected to be in 5.8% of the alcohol-related offenses since they are 5.8% of the driving population. Since they are involved in 10.04% of the alcohol-related offenses they are 36% over involved in the violation rate.

NOTE: STATISTICAL DATA SHOULD BE UPDATED ANNUALLY.

Use the following information to verify your answer above.

The number of drivers under 21 in alcohol-related offenses was 3,723 in 1997.

The total number of alcohol-related offenses was 9,389 in 1997.

The number of drivers under 21 in our state was 197,898 in 1997.

The total number of Texas drivers was 3,387,788 in 1997.

(The percentages are found on Transparency T-7.4.)

Show how the crash involvement rate of the under age 21 drivers is determined:

DIVIDE THE NUMBER OF DRIVERS INVOLVED IN OFFENSES BY THE NUMBER OF TOTAL OFFENSES IN THE STATE. 3,723 DIVIDED BY 9,389. IN THIS CASE THE PERCENTAGE IS 39.6%.

What is the expected rate of incident involvement for drivers under age 21? How is this determined?

DIVIDE THE NUMBER OF DRIVERS UNDER 21 BY THE NUMBER OF DRIVERS IN THE STATE. 197,898 DIVIDED BY 3,387,788 IN THIS CASE THE PERCENTAGE IS 5.8%.

Show how the over(+)/under(-) involvement rate of the under age 21 drivers is determined:

SUBTRACT THE EXPECTED INVOLVEMENT RATE FROM THE ACTUAL INCIDENCE RATE.

$39.6 - 5.8 = 33.8$. Divide the difference in rates by the expected rate for drivers under age 21. $33.8 / 5.8 = 583\%$. Since 583% is a positive number the rate shows over involvement in alcohol-related incidents.

NOTE: STATISTICAL DATA SHOULD BE UPDATED ANNUALLY.

W-7.5 What Is A Drink?

Name _____

**Nature of the Alcohol-Related Problem
What Is A Drink?**

The American society uses the term “drink” to mean “drink alcohol” in many ways, especially in every day conversation and advertisements. For example:

- “Let’s stop off and have a drink.”
- “He has a drinking problem.”
- “The drink that refreshes.”

List below uses of the term “drink” you may have encountered in everyday conversation and in advertisements.

Advertisement Uses	Conversation Uses

W-7.6 What Is A Drink Survey?

Name _____

Nature of the Alcohol-Related Problem

Home Survey
What Is A Drink?

The American society uses the term “drink” to mean “drink alcohol” in many ways, especially in every day conversation and advertisements. For example:

- “Let’s stop off and have a drink.”
- “He has a drinking problem.”
- “The drink that refreshes.”

List below uses of the term “drink” other adults or friends have encountered in everyday conversation and in advertisements.

Advertisement Uses	Conversation Uses

W-7.7 Alcohol Content

Name _____

Alcohol Content of a Drink

Please use your math skills and knowledge of alcohol content in the drinks specified below to determine the ounces of alcohol in each of the drinks:

Drink	Serving Size	Ounces of Alcohol
REGULAR BEER With 4.5% alcohol by volume	12.0 oz. serving	
LIGHT BEER With 3.5% alcohol by volume	12.0 oz serving	
NON-ALCOHOL BEER With .035% by volume	12.0 oz. serving	
WHISKEY With 80° by volume	1.0 oz. serving	
COOLER/BREEZER With 5.1% alcohol by volume	12.0 oz. serving	
MARGARITA 2.5 oz. of lime juice & water 1.0 oz. of 80° tequila and 0.5 oz. of 50° triple sec	4.0 oz. serving	
MALT LIQUOR With 7.7% alcohol by volume	16.0 oz serving	

W-7.7 Alcohol Content

Name ANSWER KEY

Alcohol Content of a Drink

Please use your math skills and knowledge of alcohol content in the drinks specified below to determine the ounces of alcohol in each of the drinks:

Drink	Serving Size	Ounces of Alcohol
REGULAR BEER With 4.5% alcohol by volume	12.0 oz. serving	12 ounce serving X .045 (% by volume) .54 ounces of ethyl alcohol
LIGHT BEER With 3.5% alcohol by volume	12.0 oz serving	12 ounce serving X .035 (% by volume) .42 ounces of ethyl alcohol
NON-ALCOHOL BEER With .035% by volume	12.0 oz. serving (Sharp's Non-alcohol)	12 ounce serving X .00035 (% by volume) .0042 ounces of ethyl alcohol
WHISKEY With 80° by volume	1.0 oz. serving 80 proof = $80/2 = 40\%$	1 ounce serving X .40 (% by volume) .40 ounces of ethyl alcohol
COOLER/BREEZER With 5.1% alcohol by volume	12.0 oz. serving	12 ounce serving X .051 (% by volume) .612 ounces of ethyl alcohol
MARGARITA 2.5 oz. of lime juice & water 1.0 oz. of 80° tequila and 0.5 oz. of 50° triple sec	4.0 oz. serving Find volume, multiply, and add for total: Proof / 2 = % of volume	1.5 oz. + 0.5 oz. servings X .40 X .25 (% by volume) (.60 + .125) = .7125 ounces of ethyl alcohol
MALT LIQUOR With 7.7% alcohol by volume	16.0 oz serving	16 ounce serving X .077 (% by volume) 1.232 ounces of ethyl alcohol

W-7.8 Comparisons

Name _____

Alcohol Comparisons

Please use your math skills and knowledge of alcohol content to determine the percentage difference of alcohol in each of the drinks specified below :

12 oz.	Beer @ .045	0.540 oz. alcohol
1 oz.	80° Whiskey	0.400 oz. alcohol
12 oz.	Cooler @ .051	0.612 oz. alcohol
4 oz.	Margarita	0.725 oz. alcohol
16 oz.	Malt Liquor @ .077	1.232 oz. alcohol

Example:

Find the percentage difference between beer and whiskey for the amount given:

Step One: $.54 - .40 = .14$ oz

Step Two: $.14 \text{ oz} \div .40 = .35$ or 35%

Step Three: Beer has 35% more alcohol than Whiskey for the amount shown.

How much more alcohol (in percentage) does a cooler have compared to whiskey?

Step One:

Step Two:

Step Three: Cooler has % more alcohol than Whiskey for the amount shown.

How much more alcohol (in percentage) does margarita have compared to beer?

Step One:

Step Two:

Step Three: Margarita has % more alcohol than Beer for the amount shown.

How much more alcohol (in percentage) does malt liquor (Bull Ice) have compared to an average beer?

Step One:

Step Two:

Step Three: Malt Liquor has % more alcohol than Beer for the amount shown.

W-7.8 Comparisons

Name ANSWER KEY

Alcohol Comparisons

Please use your math skills and knowledge of alcohol content to determine the percentage difference of alcohol in each of the drinks specified below:

12 oz.	Beer @ .045	0.540 oz. alcohol
1 oz.	80° Whiskey	0.400 oz. alcohol
12 oz.	Cooler @ .051	0.612 oz. alcohol
4 oz.	Margarita	0.725 oz. alcohol
16 oz.	Malt Liquor @ .077	1.232 oz. alcohol

Example:

Find the percentage difference between beer and whiskey for the amount given:

Step One: $.54 - .40 = .14$ oz

Step Two: $.14 \text{ oz} \div .40 = .35$ or 35%

Step Three: Beer has 35% more alcohol than Whiskey for the amount shown.

How much more alcohol (in percentage) does a cooler have compared to whiskey?

Step One: $.612 - .40 = .212$ oz

Step Two: $.212 \text{ oz} \div .40 = .53$ or 53%

Step Three: Cooler has 53% more alcohol than Whiskey for the amount shown.

How much more alcohol (in percentage) does margarita have compared to beer?

Step One: $.725 - .54 = .185$ oz

Step Two: $.185 \text{ oz} \div .54 = .34$ or 34%

Step Three: Margarita has 34% more alcohol than Beer for the amount shown.

How much more alcohol (in percentage) does malt liquor (Bull Ice) have compared to an average beer?

Step One: $1.232 - .54 = .692$ oz

Step Two: $.692 \text{ oz} \div .54 = 1.28$ or 128%

Step Three: Malt Liquor has 128% more alcohol than Beer for the amount shown.

W-7.9 Physiological Effects

Name _____

Physiological Effects of Alcohol on Driving

HOW MANY DRINKS (LIGHT BEER)*

WEIGHT		BAC	OUNCES OF BAC		OUNCES OF BAC		OUNCES OF BAC
MALE	FEMALE		LIGHT BEER	LIGHT BEER	LIGHT BEER	LIGHT BEER	
200	255	0.03	22 oz.	0.05	37 oz.	0.07	52 oz.
190	230	0.03	21 oz.	0.05	34 oz.	0.07	50 oz.
180	220	0.03	20 oz.	0.05	33 oz.	0.07	46 oz.
170	210	0.03	19 oz.	0.05	32 oz.	0.07	44 oz.
160	200	0.03	18 oz.	0.05	30 oz.	0.07	41 oz.
150	195	0.03	17 oz.	0.05	29 oz.	0.07	39 oz.
140	180	0.03	16 oz.	0.05	27 oz.	0.07	37 oz.
130	170	0.03	15 oz.	0.05	25 oz.	0.07	34 oz.
120	160	0.03	14 oz.	0.05	22 oz.	0.07	32 oz.
110	150	0.03	13 oz.	0.05	21 oz.	0.07	29 oz.
100	130	0.03	11 oz.	0.05	20 oz.	0.07	28 oz.
90	120	0.03	10 oz.	0.05	18 oz.	0.07	26 oz.
80	110	0.03	8 oz.	0.05	17 oz.	0.07	23 oz.
70	90	0.03	6 oz.	0.05	15 oz.	0.07	19 oz.
55	80	0.03	4 oz.	0.05	12 oz.	0.07	17 oz.

USE THE CHART ABOVE TO ANSWER THE PROBLEMS LISTED BELOW.

A. List your body weight to the nearest 10 pounds = Are you? M or F

B. If your parents allow you to consume beer, how many light beers could you consume to reach a level of 0.03%

Number of Light Beers @ 12 oz. = Number of Light Beers @ 16 oz. =

C. If your parents allow you to consume beer, how many light beers could you consume to reach a level of 0.05%

Number of Light Beers @ 12 oz. = Number of Light Beers @ 16 oz. =

D. If your parents allow you to consume beer, how many light beers could you consume to reach a level of 0.07%

Number of Light Beers @ 12 oz. = Number of Light Beers @ 16 oz. =

W-7.9 Physiological Effects

Name ANSWER KEY

Physiological Effects Of Alcohol On Driving

HOW MANY DRINKS (LIGHT BEER)*

WEIGHT		BAC	OUNCES OF LIGHT BEER	BAC	OUNCES OF LIGHT BEER	BAC	OUNCES OF LIGHT BEER
MALE BEER	FEMALE						
200	255	0.03	22 oz.	0.05	37 oz.	0.07	52 oz.
190	230	0.03	21 oz.	0.05	34 oz.	0.07	50 oz.
180	220	0.03	20 oz.	0.05	33 oz.	0.07	46 oz.
170	210	0.03	19 oz.	0.05	32 oz.	0.07	44 oz.
160	200	0.03	18 oz.	0.05	30 oz.	0.07	41 oz.
150	195	0.03	17 oz.	0.05	29 oz.	0.07	39 oz.
140	180	0.03	16 oz.	0.05	27 oz.	0.07	37 oz.
130	170	0.03	15 oz.	0.05	25 oz.	0.07	34 oz.
120	160	0.03	14 oz.	0.05	22 oz.	0.07	32 oz.
110	150	0.03	13 oz.	0.05	21 oz.	0.07	29 oz.
100	130	0.03	11 oz.	0.05	20 oz.	0.07	28 oz.
90	120	0.03	10 oz.	0.05	18 oz.	0.07	26 oz.
80	110	0.03	8 oz.	0.05	17 oz.	0.07	23 oz.
70	90	0.03	6 oz.	0.05	15 oz.	0.07	19 oz.
55	80	0.03	4 oz.	0.05	12 oz.	0.07	17 oz.

USE THE CHART ABOVE TO ANSWER THE PROBLEMS LISTED BELOW.

A. List your body weight to the nearest 10 pounds = **110 lbs.** Are you? M or **F**

B. If your parents allow you to consume beer, how many light beers could you consume to reach a level of 0.03%

Number of Light Beers @ 12 oz. = **8/12 or (.66)** Number of Light Beers @ 16 oz. = **8/16 or (.5)**

C. If your parents allow you to consume beer, how many light beers could you consume to reach a level of 0.05%

Number of Light Beers @ 12 oz. = **17/12 or (1.4)** Number of Light Beers @ 16 oz. = **17/16 or (1.05)**

D. If your parents allow you to consume beer, how many light beers could you consume to reach a level of 0.07%

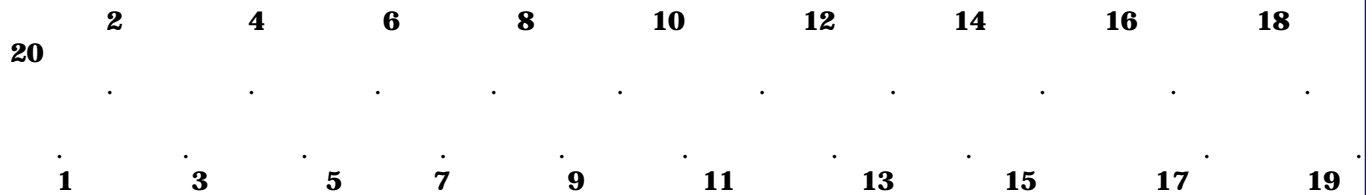
Number of Light Beers @ 12 oz. = **23/12 or (1.9)** Number of Light Beers @ 16 oz. = **23/16 or (1.4)**

W-7.9 Physiological Effects

Name _____

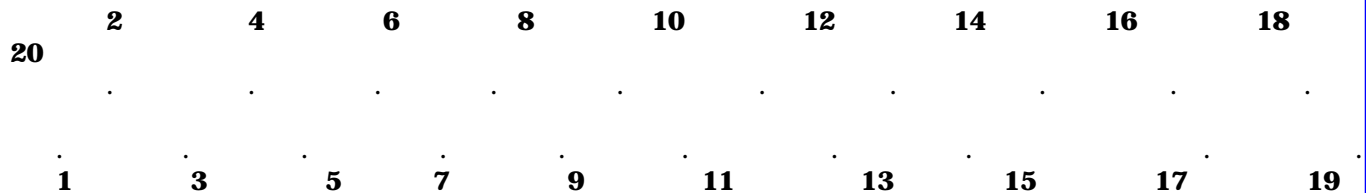
Complete this activity under the supervision of a teacher or a classmate. Connect as many dots in part A as you can in *ten seconds*. Ask your partner to time you. Dots should be connected in number order.

Part A



Have a classmate spin you around 15-20 times. Then connect as many dots in Part B as you can in *ten seconds*. Again, ask your partner to time you.

Part B



The dizziness you felt in Part B is similar to the way people feel when they have a few drinks. Think about what you have learned from this experiment.

1. How did you feel when you were trying to connect the dots in Part A?
2. How did you feel when you were trying to connect the dots in Part B?
3. What would it be like to ride a bicycle feeling the way you felt in Part B?

W-7.10 Calculator Exercises

Name _____

BAC Calculator Exercises

Teachers should obtain and use the Drink/Drive calculator.

0.07 Concept. Have students set the arrow in the top window (estimated % blood alcohol within one hour) on 0.07 and then read the number of drinks needed to reach this BAC based on their weight. Note that this is in a one hour time frame only.

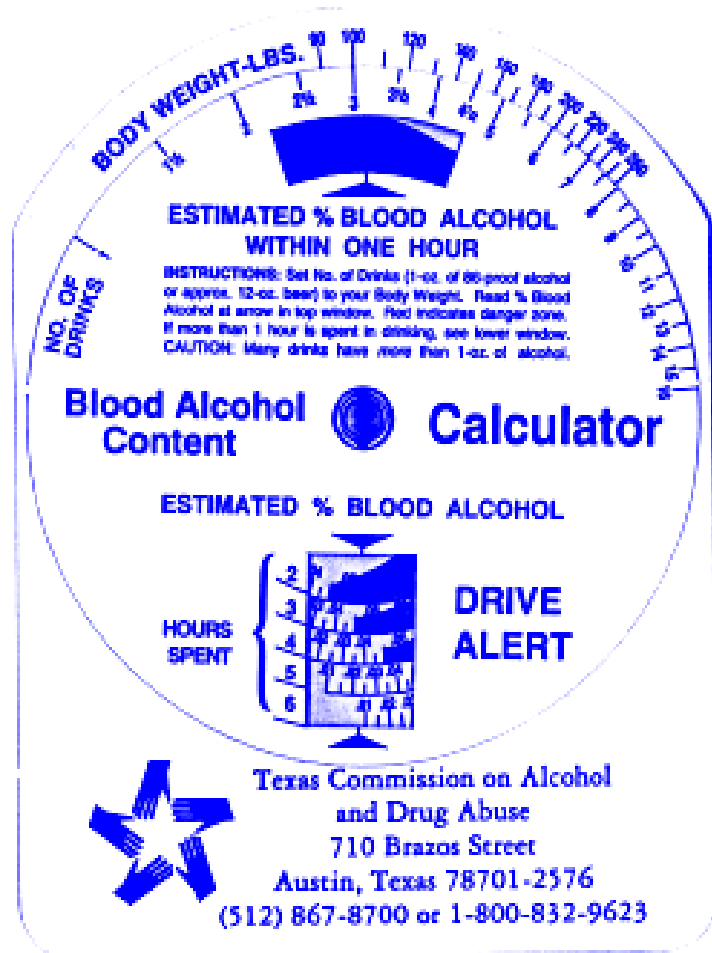
Multiple Hours Concept. Ask the class to refer to the bottom window and determine their BAC if 2 hours had been spent (about 0.04). This helps illustrate the effects of time.

0.05 Concept. Have the class set the arrow in the top window on 0.05 and note the number of drinks needed to reach this in one hour for their weight. Note the color red begins at this point and indicates danger. Remind the class that young people are more affected by alcohol than older people and therefore no alcohol should be consumed.

One Drink Per Hour Concept. To demonstrate that this idea may be misleading and dangerous, conduct the following exercise:

Have students set the top window on one drink at 110 lbs. This should yield a reading of about 0.03. The average elimination ratio is 0.015 per hour. Thus, a person who peaks at 0.03 will be about 0.015 one hour later ($0.03 - 0.015 = 0.015$). Ask the class how many hours, at this rate, it would take a 110 lb. person to reach the 0.07 level (approximately 4-5 hours, as $0.07 \div 0.015 = 4.7$). Therefore, a young person who weighs 110 lbs. and only drinks one drink per hour would reach an illegal BAC in 4-5 hours. This illustrates that the idea of the body removing one drink per hour does not work for small people.

Note: The teacher may wish to take these back from students after this exercise. If this approach is taken, an investment of about \$5.00 will provide calculators for an entire class.



W-7.11 Drugs Other than Alcohol

Name _____

Drugs Other than Alcohol and the Driving Task

Provide three articles about other drugs and driving from a local newspaper, a national magazine or a sponsored website. Write a one-page summary on the back side of this sheet to address these areas or issues:

- What were the main drugs other than alcohol involved in these articles?

- What were the effects on the driver listed in the articles?

- To what group of drugs did the drugs in the article apply?

- Was death, personal injury, or property damage involved?

- Were the drivers taking any unusual risks?

- PLEASE ATTACH ARTICLES TO THIS WORKSHEET.

- PLEASE WRITE YOUR SUMMARY ON THE REVERSE SIDE OF THIS WORKSHEET.

A word processor may be used to complete this assignment, if websites are used for articles which are downloaded. Please attach the documents to this worksheet including your name at the top of this sheet.

W-7.12 The Effects of Alcohol on Driving Name _____

The Effects of Alcohol on Driving

While viewing "The Effects of Alcohol on Driving," complete the following information for use as class notes and study materials.

- What is the purpose of this experiment?
- What are the two groups called in this experiment?
- Why did they volunteer?
- How many maneuvers were used? What skills were measured?
- How were the drivers evaluated?
- How was BAC determined?
- What two exercises created the most problems?
- The first skill lost by a driver under the influence of alcohol is:
A. confidence. B. reaction time. C. judgment. D. braking.
- The designated speed for the exercises used in the alcohol use evaluation was:
A. 20 mph. B. 30 mph. C. 35 mph. D. 40 mph.
- The average BAC level in Texas for a DWI arrest is:
A. .07. B. .09. C. .12. D. .16.
- The average BAC level for drivers killed in Texas crashes is:
A. .16. B. .18. C. .22. D. .25.
- The average decline of driver performance at .03 BACs indicated in the alcohol/driving experiment was:
A. .5%. B. 5%. C. 9%. D. 16%.
- The average decline of driver performance at .07 BAC as indicated in the alcohol/driving experiment was:
A. 5%. B. 9%. C. 15%. D. 22%.
- The average decline of driver performance at .10 BAC as indicated in the alcohol/driving experiment was:
A. 9%. B. 18%. C. 26%. D. 29%.

W-7.12 The Effects of Alcohol on Driving Name _____ ANSWER KEY

The Effects of Alcohol on Driving

While viewing "The Effects of Alcohol on Driving," complete the following information for use as class notes and study materials.

- What is the purpose of this experiment?
CAN DRIVERS PERFORM AS WELL AT LOW BAC LEVELS AS THEY CAN AT A SOBER LEVEL.
- What are the two groups called in this experiment?
CONTROL AND EXPERIMENTAL GROUPS.
- Why did they volunteer?
WANTED TO FIND OUT WHAT ALCOHOL DOES, INTERESTED IN STUDIES, WHAT .10 FEELS LIKE.
• **NOTE THAT NONE OF THESE DRIVERS REALLY KNEW WHAT THEIR ACTIONS WOULD BE.** •
- How many maneuvers were used? Six What skills were measured?
VISUAL, JUDGMENT, REACTION, STEERING, BRAKING, SUDDEN CHANGES.
- How were the drivers evaluated?
TIMED, CONES STRUCK, AND JUDGMENT ERRORS (USED BRAKE INSTEAD OF STEERING TO AVOID PROBLEM).
- How was BAC determined?
BREATH TEST AND BLOOD TEST.
- What two exercises created the most problems?
ACCIDENT SIMULATOR AND SKID CORRECTION.
- The first skill lost by a driver under the influence of alcohol is:
A. confidence. B. reaction time. **C. JUDGMENT.** D. braking.
- The designated speed for the exercises used in the alcohol use evaluation was:
A. 20 mph. **B. 30 MPH.** C. 35 mph. D. 40 mph.
- The average BAC level in Texas for a DWI arrest is:
A. .07. B. .09. C. .12. **D. .16.**
- The average BAC level for drivers killed in Texas crashes is:
A. .16. **B. .18.** C. .22. D. .25.
- The average decline of driver performance at .03 BAC as indicated in the alcohol/driving experiment was:
A. .5%. B. 5%. **C. 9%.** D. 16%.
- The average decline of driver performance at .07 BAC as indicated in the alcohol/driving experiment was:
A. 5%. B. 9%. **C. 15%.** D. 22%.
- The average decline of driver performance at .10 BAC as indicated in the alcohol/driving experiment was:
A. 9%. B. 18%. **C. 26%.** D. 29%.

W-7.13 Drugs Other than Alcohol

Name _____

Schedules of Controlled Substances

Schedule I: High potential for abuse and dependence. No accepted medicinal use in the U.S. Not available with prescription. Available for research purposes only. Included in this category are narcotics and hallucinogens.

Heroin **Lysergic acid diethylamide (LSD)** **Peyote** **Dimethyltryptamine (DMT)**
Mescaline **Quaalude** **Psilocybin** **Marijuana**

Schedule II: Medicinal drugs with accepted therapeutic use. High potential for abuse and dependence. Requires written prescription. No refills allowed for user without first being seen again by doctor for new prescription. Providers must keep these drugs in a secured area. Included in this category are certain narcotic (e.g., opium, morphine, and codeine), stimulant, and depressant drugs

Opium **Cocaine** **Morphine** **Benzedrine** **Codeine**
Dexedrine **Percodan** **Dilaudid Ritalin** **Demerol**

Schedule III: Medicinal drugs with accepted therapeutic use. Potential for abuse and dependence greater than for Schedule IV and V drugs but less than for drugs in Schedule I or II. Abuse can lead to moderate or low physical dependence or high levels of psychological dependence. Prescription can be written or phoned in by doctor. Prescription can be written every six months and can be refilled up to five times. Included in this category are the less abusable sedative-hypnotics and narcotics.

Empirin with codeine **Butisol** **Tylenol with codeine** **Florinal** **Paregoric**

Schedule IV: Medicinal drugs with accepted therapeutic use. Less potential for abuse and dependence than for Schedule III drugs. Abuse can lead to limited physical and psychological dependence. Requires written prescription. Prescription can be written or phoned in by doctor. Prescription can be written every six months and can be refilled up to five times. Included in this category are the less abusable sedative-hypnotics, weight reduction drugs, and tranquilizers.

Luminal Serax **Darvon** **Dalmane** **Valium**
Tranxene **Librium** **Miltown**

Schedule V: Medicinal drugs with accepted therapeutic use. Lowest potential for abuse and dependence. Abuse leads only to limited physical and psychological dependence. Prescription not needed for many of these drugs, which often are sold over the counter. Need to be 18 years of age. Purchaser in some cases needs to sign a dispensing log maintained by the pharmacist. Included in this category are medicines containing small amounts of a narcotic.

Cheracol with codeine **Cosadein** **Robitussin A-C**

- From the chart above, list three drugs which have no accepted medicinal uses.
- From the chart above, which schedule of drugs has the lowest potential for abuse?
- From the chart above, which schedule of drugs has the highest potential for abuse?
- From the chart above, which schedules of drugs require a prescription to obtain?
- Select any one drug from each schedule and write two paragraphs on its uses and its potential for abuse by the user. (Place on the reverse side of this sheet.)

W-7.13 Drugs Other than Alcohol

Name ANSWER KEY

Schedules of Controlled Substances				
<p><i>Schedule I:</i> High potential for abuse and dependence. No accepted medicinal use in the U.S. Not available with prescription. Available for research purposes only. Included in this category are narcotics and hallucinogens.</p>				
Heroin	Lysergic acid diethylamide (LSD)	Peyote	Dimethyltryptamine (DMT)	
Mescaline	Quaalude	Psilocybin	Marijuana	
<p><i>Schedule II:</i> Medicinal drugs with accepted therapeutic use. High potential for abuse and dependence. Requires written prescription. No refills allowed for user without first being seen again by doctor for new prescription. Providers must keep these drugs in a secured area. Included in this category are certain narcotic (e.g., opium, morphine, and codeine), stimulant, and depressant drugs</p>				
Opium	Cocaine	Morphine	Benzedrine	Codeine
Dexedrine	Percodan	Dilaudid Ritalin	Demerol	
<p><i>Schedule III:</i> Medicinal drugs with accepted therapeutic use. Potential for abuse and dependence greater than for Schedule IV and V drugs but less than for drugs in Schedule I or II. Abuse can lead to moderate or low physical dependence or high levels of psychological dependence. Prescription can be written or phoned in by doctor. Prescription can be written every six months and can be refilled up to five times. Included in this category are the less abusable sedative-hypnotics and narcotics.</p>				
Empirin with codeine	Butisol	Tylenol with codeine	Florinal	Paregoric
<p><i>Schedule IV:</i> Medicinal drugs with accepted therapeutic use. Less potential for abuse and dependence than for Schedule III drugs. Abuse can lead to limited physical and psychological dependence. Requires written prescription. Prescription can be written or phoned in by doctor. Prescription can be written every six months and can be refilled up to five times. Included in this category are the less abusable sedative-hypnotics, weight reduction drugs, and tranquilizers.</p>				
Luminal Serax	Darvon	Dalmane	Valium	
Tranxene	Librium	Miltown		
<p><i>Schedule V:</i> Medicinal drugs with accepted therapeutic use. Lowest potential for abuse and dependence. Abuse leads only to limited physical and psychological dependence. Prescription not needed for many of these drugs, which often are sold over the counter. Need to be 18 years of age. Purchaser in some cases needs to sign a dispensing log maintained by the pharmacist. Included in this category are medicines containing small amounts of a narcotic.</p>				
Cheracol with codeine	Cosadein	Robitussin A-C		

- From the chart above, list three drugs which have no accepted medicinal uses.
HEROIN, LYSERGIC ACID DIETHYLAMIDE (LSD), PEYOTE, DIMETHYLTRYPTAMINE (DMT), Mescaline, Quaalude, Psilocybin, Marijuana (Special Case Prescription)
- From the chart above, which schedule of drugs has the lowest potential for abuse?
SCHEDULE V CATEGORY HAS LOWEST POTENTIAL FOR ABUSE.
- From the chart above, which schedule of drugs has the highest potential for abuse?
SCHEDULE I CATEGORY HAS HIGHEST POTENTIAL FOR ABUSE.
- From the chart above, which schedules of drugs require a prescription to obtain?
SCHEDULE II -IV REQUIRE PRESCRIPTIONS AND SOME SCHEDULE V ALSO REQUIRE A PRESCRIPTION.
- Select any one drug from each schedule and write two paragraphs on its uses and its potential for abuse by the user. (Place on the reverse side of this sheet.)

Look for answers on the reverse side of this sheet.

W-7.14 Dealing with Fatigue Factors

Name _____

Answer the following to the best of your ability

T F Coffee Overcomes the Effects of Drowsiness.

Explain:

T F I Can Tell When I'm Going To Sleep.

Explain:

T F I'm A Safe Driver So It Doesn't Matter If I'm Sleepy.

Explain:

T F I Can't Take Naps.

Explain:

T F I Get Plenty of Sleep.

Explain:

T F Being Sleepy Makes You Misperceive Things.

Explain:

T F Young People Need Less Sleep.

Explain:

W-7.15 Preventing Road Rage

Name _____

Road Rage Factors (Driver Actions and Responses)

While in groups of four to six participants, list several driver actions that you have witnessed that could have caused a collision or produced an angry response.

List what you noticed to be the road rage response to the driver actions; then list the appropriate response or driver action to be taken.

DRIVER ACTION	ANGRY RESPONSE	APPROPRIATE RESPONSE

Discussion Group _____

Names:

Texas Driver Education Classroom and In-car Instruction Model Curriculum

Module Seven

Driver Performance: Personal Factors

- **INTRODUCTION TO ALCOHOL PROBLEM - SAYING NO**
- **NATURE OF ALCOHOL-RELATED CRASHES**
- **PHYSIOLOGICAL AND PSYCHOLOGICAL EFFECT OF
ALCOHOL ON DRIVING TASK**
- **ALCOHOL AFFECTS ON THE DRIVING TASK**
- **DEALING WITH DRIVER FATIGUE**
- **PREVENTING ROAD RAGE**

EVALUATION AND ASSESSMENT

1. Which conversation would be typical when you would see a friend drive in the manner depicted in "Driving Drunk Your Choice"?
 - a. It is good to see you driving at the speed limit.
 - b. Does everyone have their seat belts buckled?
 - c. I am O.K. to drive, so don't diss me about my driving.
 - d. I am not in a hurry to get anywhere this evening.
 - e. None of the above.

2. Feelings of panic and horror are often associated with
 - a. An alcohol-related crash or collision.
 - b. A party at a friend's house.
 - c. Driving with my girlfriend or boyfriend to a party.
 - d. Looking at my report card at the end of a term.
 - e. None of the above.

3. Which of the following are enforcement procedures prior to an arrest regarding an intoxicated driver
 - a. Evaluation of scene.
 - b. Field sobriety testing.
 - c. Preliminary breath testing.
 - d. All of the above.
 - e. None of the above.

4. Which of the following are judicial procedures after an arrest regarding an intoxicated driver
 - a. Court trial.
 - b. Court judgment.
 - c. Serving sentence.
 - d. All of the above.
 - e. None of the above

5. The overall alcohol/traffic safety problem in Texas includes
 - a. Overinvolvement of teenagers.
 - b. Close to one-half of all traffic incidents.
 - c. Significant health and accident insurance losses.
 - d. All of these areas.
 - e. None of the above.

6. Teenage drinking and driving in Texas is
 - a. A normal part of growing up.
 - b. A growing health concern.
 - c. Shows underinvolvement in crashes.
 - d. Not a serious concern at this time.

7. Teenagers in Texas are over represented in alcohol-related incidents by
 - a. 80%.
 - b. 180%.
 - c. 280%.
 - d. 480%.
 - e. 580%

8. The variety of consequences associated with alcohol and other drug use while driving are
 - a. Family, lawful, judicial, personal, and financial consequences.
 - b. Personal, legal, social, and economic consequences.
 - c. Personal, lawful, financial, and ecological consequences.
 - d. All of the above.
 - e. None of the above.

Evaluation and Assessment

9. New drivers are often over-represented in alcohol-related incidents due to _____.
- lack of driving experience.
 - lack of alcohol tolerance.
 - lack of experience in using alcohol
 - both a and c.
 - none of the above is correct.
10. What are three reasons why people drink and drive or use drugs and drink?
- Peers, anxiety factors, price, and having a good time.
 - Everybody else does, social pressure, feeling good, and fear.
 - Peer pressure, social factors, anxiety excuse, and having a good time.
 - All of the above
 - None of the above.
11. Intoxication per se means that _____.
- a driver is intoxicated by alcohol.
 - a driver is above the legal limit for blood alcohol concentration.
 - a driver has taken a preliminary breath test.
 - a driver is ill due to an intoxicating drug.
 - none of the above.
12. The penalties for the various offenses for DWI are _____.
- fining, prosecution, penalties, and probation.
 - deferred adjudication, fines, penalties, and jail.
 - fining, loss of license, jail, and prosecution.
 - all of the above.
 - none of the above.
13. Implied Consent laws are designed to _____.
- penalize drivers for refusal and failure of preliminary breath test.
 - penalize drivers for refusal and failure of breath or blood test.
 - penalize drivers for refusal of alcohol blood concentration test.
 - penalize drivers for refusal of field sobriety tests.
 - reward drivers for passing breath and blood tests.
14. "Zero tolerance" in Texas laws regarding drivers under age 21 means _____.
- no alcohol consumption is allowed.
 - no alcohol is consumed while driving an vehicle.
 - the BAC may not exceed 0.02 while operating a vehicle.
 - drivers may not operate a vehicle on the roadway when under 21.
 - none of the above.
15. How can the amount of ethyl alcohol in various drinks be determined?
- It is the same for all drinks.
 - Multiply the size of the drink in ounces by the percent of alcohol in drink.
 - Divide the size of the drink in ounces by the percent of alcohol in drink.
 - Divide the proof of the alcohol content by 2.
 - None of the above are true.
16. How long does it take for alcohol to completely enter the bloodstream after consumption?
- It takes about 20 to 60 minutes to enter the bloodstream.
 - It takes about 10 to 20 minutes to enter the bloodstream.
 - It takes about 45 to 90 minutes to enter the bloodstream.
 - It enters the bloodstream immediately.
 - None of the above are correct.

17. The body eliminates alcohol _____.
- at about 0.15% per hour.
 - at about 1.50% per hour.
 - at about .015% per hour.
 - at about 1.5 drinks per hour.
 - none of the above is true.
18. The first skill lost by a driver under the influence of alcohol is _____.
- confidence.
 - reaction time.
 - judgment.
 - braking.
 - none of the above is true.
19. The designated speed for the exercises used in the alcohol use evaluation was _____.
- 20 mph.
 - 30 mph.
 - 35 mph.
 - 40 mph.
20. The average BAC level in Texas for a DWI arrest is _____.
- .07.
 - .09.
 - .12.
 - .16.
 - none of the above is true.
21. The average BAC level for drivers killed in Texas crashes is _____.
- .16.
 - .18.
 - .22.
 - .25.
 - None of the above is true.
22. The average decline of driver performance at .03 BAC as indicated in the alcohol/driving experiment was _____.
- .5%.
 - 5%.
 - 9%.
 - 16%.
 - None of the above is true.
23. The average decline of driver performance at .07 BAC as indicated in the alcohol/driving experiment was:
- 5%.
 - 9%.
 - 15%.
 - 22%.
 - None of the above is true.
24. The average decline of driver performance at .11 BAC as indicated in the alcohol/driving experiment was:
- .9%.
 - 18%.
 - 26%.
 - 29%.
 - None of the above is true.

Evaluation and Assessment

25. What are two physiological effects of other drugs on the driving task?
- The physiological effects include vision and balance.
 - The physiological effects include judgment and coordination.
 - The physiological effects include vision and judgment.
 - The physiological effects include judgment and balance.
 - None of the above are true.
26. What are two psychological effects of other drugs on the driving task?>
- The psychological effects include perception and mood.
 - The psychological effects include perception and vision.
 - The psychological effects include vision and judgment.
 - The psychological effects include braking and mood.
 - None of the above are true.
27. Coffee overcomes the effects of drowsiness by _____.
- making a person think they are wide awake temporarily.
 - having a dose of caffeine strong enough to last several hours.
 - having a dose of nicotine strong enough to last several hours.
 - effecting vision and judgment.
 - none of the above.
28. Being sleepy makes you misperceive things by affecting _____.
- perception and mood.
 - perception and vision.
 - vision and judgment.
 - braking and mood.
 - none of the above are true.
29. Which of the following is a self-imposed anxiety related to aggressive driving?
- All of these cars are trying to squeeze in!
 - I am going to be late if I do not hurry up.
 - I have a lead foot.
 - I will tailgate this car in front of me.
 - None of the above.
30. Which of the following is a dangerous maneuver related to aggressive driving?
- We'll never make it in time.
 - I am going to be late if I do not hurry up.
 - Oh no! A red light.
 - I will tailgate this car in front of me.
 - None of the above.
31. Which of the following is an anger management technique?
- Don't respond.
 - Make a gesture.
 - Pull over in front of another driver.
 - Use horn to warn the other driver.
 - All of the above.

ANSWER KEY

1. Which conversation would be typical when you would see a friend drive in the manner depicted in “Driving Drunk Your Choice”?
 - a. It is good to see you driving at the speed limit.
 - b. Does everyone have their seat belts buckled?
 - c. I am O.K. to drive, so don't diss me about my driving.**
 - d. I am not in a hurry to get anywhere this evening.
 - e. None of the above.

2. Feelings of panic and horror are often associated with _____.
 - a. an alcohol-related crash or collision.**
 - b. a party at a friend's house.
 - c. driving with my girlfriend or boyfriend to a party.
 - d. looking at my report card at the end of a term.
 - e. none of the above.

3. Which of the following are enforcement procedures prior to an arrest regarding an intoxicated driver _____.
 - a. evaluation of scene.
 - b. field sobriety testing.
 - c. preliminary breath testing.
 - d. all of the above.**
 - e. none of the above.

4. Which of the following are judicial procedures after an arrest regarding an intoxicated driver?
 - a. Court trial.
 - b. Court judgment.
 - c. Serving sentence.
 - d. All of the above.**
 - e. None of the above

5. The overall alcohol/traffic safety problem in Texas includes _____.
 - a. overinvolvement of teenagers.
 - b. close to one-half of all traffic incidents.
 - c. significant health and accident insurance losses.
 - d. all of these areas.**
 - e. none of the above.

6. Teenage drinking and driving in Texas is _____.
 - a. a normal part of growing up.
 - b. a growing health concern.**
 - c. shows underinvolvement in crashes.
 - d. not a serious concern at this time.

7. Teenagers in Texas are over represented in alcohol-related incidents by _____.
 - a. 80%.
 - b. 180%.
 - c. 280%.
 - d. 480%.
 - e. 580%**

8. The variety of consequences associated with alcohol and other drug use while driving are _____.
 - a. family, lawful, judicial, personal, and financial consequences.
 - b. personal, legal, social, and economic consequences.**
 - c. personal, lawful, financial, and ecological consequences.
 - d. all of the above. e. None of the above.

Evaluation and Assessment

ANSWER KEY

9. New drivers are often over-represented in alcohol-related incidents due to _____.
- lack of driving experience.
 - lack of alcohol tolerance.
 - lack of experience in using alcohol
 - both a and c.**
 - none of the above is correct.
10. What are three reasons why people drink and drive or use drugs and drink?
- Peers, anxiety factors, price, and having a good time.
 - Everybody else does, social pressure, feeling good, and fear.
 - Peer pressure, social factors, anxiety excuse, and having a good time.**
 - All of the above
 - None of the above.
11. Intoxication per se means that _____.
- a driver is intoxicated by alcohol.
 - a driver is above the legal limit for blood alcohol concentration.**
 - a driver has taken a preliminary breath test.
 - a driver is ill due to an intoxicating drug.
 - none of the above.
12. The penalties for the various offenses for DWI are _____.
- finer, prosecution, penalties, and probation.
 - deferred adjudication, fines, penalties, and jail.
 - finer, loss of license, jail, and prosecution.
 - all of the above.
 - none of the above.**
13. Implied Consent laws are designed to _____.
- penalize drivers for refusal and failure of preliminary breath test.
 - penalize drivers for refusal and failure of breath or blood test.**
 - penalize drivers for refusal of alcohol blood concentration test.
 - penalize drivers for refusal of field sobriety tests.
 - reward drivers for passing breath and blood tests.
14. "Zero tolerance" in Texas laws regarding drivers under age 21 means _____.
- no alcohol consumption is allowed.**
 - no alcohol is consumed while driving an vehicle.
 - the BAC may not exceed 0.02 while operating a vehicle.
 - drivers may not operate a vehicle on the roadway when under 21.
 - none of the above.
15. How can the amount of ethyl alcohol in various drinks be determined?
- It is the same for all drinks.
 - Multiply the size of the drink in ounces by the percent of alcohol in drink.**
 - Divide the size of the drink in ounces by the percent of alcohol in drink.
 - Divide the proof of the alcohol content by 2.
 - None of the above is true.
16. How long does it take for alcohol to completely enter the bloodstream after consumption?
- It takes about 20 to 60 minutes to enter the bloodstream.**
 - It takes about 10 to 20 minutes to enter the bloodstream.
 - It takes about 45 to 90 minutes to enter the bloodstream.
 - It enters the bloodstream immediately.
 - None of the above is correct.

ANSWER KEY

17. The body eliminates alcohol _____.
- a. at about 0.15% per hour.
 - b. at about 1.50% per hour.
 - c. at about .015% per hour.**
 - d. at about 1.5 drinks per hour.
 - e. none of the above is true.
18. The first skill lost by a driver under the influence of alcohol is _____.
- a. confidence.
 - b. reaction time.
 - c. judgment.**
 - d. braking.
 - e. none of the above is true.
19. The designated speed for the exercises used in the alcohol use evaluation was _____.
- a. 20 mph.
 - b. 30 mph.**
 - c. 35 mph.
 - d. 40 mph.
20. The average BAC level in Texas for a DWI arrest is _____.
- a. .07.
 - b. .09.
 - c. .12.
 - d. .16.**
 - e. None of the above is true.
21. The average BAC level for drivers killed in Texas crashes is _____.
- a. .16.
 - b. .18.**
 - c. .22.
 - d. .25.
 - e. None of the above is true.
22. The average decline of driver performance at .03 BAC as indicated in the alcohol/driving experiment was _____.
- a. .5%.
 - b. 5%.
 - c. 9%.**
 - d. 16%.
 - e. None of the above is true.
23. The average decline of driver performance at .07 BAC as indicated in the alcohol/driving experiment was:
- a. 5%.
 - b. 9%.
 - c. 15%.**
 - d. 22%.
 - e. None of the above is true.
24. The average decline of driver performance at .11 BAC as indicated in the alcohol/driving experiment was:
- a. .9%.
 - b. 18%.
 - c. 26%.**
 - d. 29%.
 - e. None of the above is true.

Evaluation and Assessment

ANSWER KEY

25. What are two physiological effects of other drugs on the driving task?
- The physiological effects include vision and balance.
 - The physiological effects include judgment and coordination.
 - The physiological effects include vision and judgment.**
 - The physiological effects include judgment and balance.
 - None of the above is true.
26. What are two psychological effects of other drugs on the driving task?
- The psychological effects include perception and mood.
 - The psychological effects include perception and vision.
 - The psychological effects include vision and judgment.**
 - The psychological effects include braking and mood.
 - None of the above is true.
27. Coffee overcomes the effects of drowsiness by _____.
- making a person think they are wide awake temporarily.
 - having a dose of caffeine strong enough to last several hours.
 - having a dose of nicotine strong enough to last several hours.
 - effecting vision and judgment.
 - none of the above.**
28. Being sleepy makes you misperceive things by affecting _____.
- perception and mood.
 - perception and vision.
 - vision and judgment.**
 - braking and mood.
 - none of the above is true.
29. Which of the following is a self-imposed anxiety related to aggressive driving?
- All of these cars are trying to squeeze in!
 - I am going to be late if I do not hurry up.**
 - I have a lead foot.
 - I will tailgate this car in front of me.
 - None of the above.
30. Which of the following is a dangerous maneuver related to aggressive driving?
- We'll never make it in time.
 - I am going to be late if I do not hurry up.
 - Oh no! A red light.
 - I will tailgate this car in front of me.**
 - None of the above.
31. Which of the following is an anger management technique?
- Don't respond.**
 - Make a gesture.
 - Pull over in front of another driver.
 - Use horn to warn the other driver.
 - All of the above.

Texas Driver Education Classroom and In-car Instruction Model Curriculum

Module Seven

Driver Performance: Personal Factors

- **INTRODUCTION TO ALCOHOL PROBLEM - SAYING NO**
- **NATURE OF ALCOHOL-RELATED CRASHES**
- **PHYSIOLOGICAL AND PSYCHOLOGICAL EFFECT OF ALCOHOL ON DRIVING TASK**
- **OTHER DRUGS AFFECTS ON THE DRIVING TASK**
- **ALCOHOL AFFECTS ON THE DRIVING TASK**
- **DEALING WITH DRIVER FATIGUE**
- **PREVENTING ROAD RAGE**

TRANSPARENCIES