

MOMENTS OF IMPACT

Instructor Guide

One October evening, three young men
lost their lives. They didn't have to.

The Moments of Impact video and images used in this curriculum were produced and provided by KAT Communications, Bismarck, ND.
Other proud contributing partners to this project include:



Aetna Employees | American Bank Center | Basin Electric Power Cooperative | Gate City Bank | Montana-Dakota Utilities Company
North Dakota Department of Public Instruction | North Dakota Insurance Reserve Fund | North Dakota Highway Patrol

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Instructor Discussion Guide

“Moments of Impact” provides a powerful and honest message about the dangers of alcohol use. This documentary of a real event—here, in North Dakota—that killed three young men and forever altered the lives of two others effectively reminds us that this is not just someone else’s problem—it is ours, too.

The Department of Public Instruction fully supports use of “Moments of Impact” as a tool to increase awareness and start discussions with our youth. Helping North Dakota’s young people recognize dangerous situations and make healthy decisions is essential to their future success and happiness.

— Kirsten Baesler, State Superintendent of Public Instruction

Discussion Guide Designed by:



The North Dakota Safety Council is a non-profit organization, working every day to reduce injuries and prevent fatalities among North Dakota’s residents. Safety is our passion and we believe no man, woman, child or family should have to endure the tragedy of a preventable injury or fatality. Our mission is to save lives and prevent injuries at work, home, on our roads and in our communities through education, training, leadership and advocacy.

DISCLAIMER

This publication may contain information and recommendations compiled from third-party sources and North Dakota Safety Council believes these sources to be reliable.

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Thank you for using the “Moments of Impact” curriculum. This guide is designed as a tool to impact the growing problem of binge drinking and underage consumption of alcohol by young people of North Dakota. Feel free to use a personal story or event to reinforce the message of injury or death from youth alcohol consumption.

This program may be delivered by any classroom teacher. However, you also have the option to contact the North Dakota Safety Council (NDSC) to request a guest instructor from the Alive at 25 program. The instructors from Alive at 25 are law enforcement officers who have been specially trained to deliver these key messages to young people. It also gives your students the opportunity to ask questions and learn from the officers’ real-world experience. You can further reinforce this curriculum by offering the Alive at 25 program in your school. For more information see page 11 or contact Terry Weaver with the NDSC at (701) 751-6106.

The target age group for the curriculum is 9th grade. However, we strongly encourage the program be presented to all high school grades the first year and then 9th grade classes thereafter. The time needed to complete all 3 lessons will vary depending on the size of the class and the length of the discussions. The target time allotment is:

- 28 minutes for the video
- 45 minutes for the 3 sessions

Be prepared to lead challenging discussions on some probing questions. The goal is to guide students to recognize that they KNOW what behaviors are unsafe.

As the facilitator, you should try to guide the discussions to allow for debate and discussion. There are many opportunities to utilize this course in various types of core classes. The following page contains a Core Content Instructional Guide.

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| Core Content Instructional Guide | |
|---|--|
| US History | Research, discuss, or debate the history of 'social' issues, such as alcohol and prohibition laws; the relationship of fatalities, injuries and consequences through the decades. |
| US Government | Research, discuss, or debate the federal and state laws relating to alcohol use, drinking and driving, insurance risks, role of national corporate impact upon lobbying and laws, and the impact of coalitions (i.e., MADD, SADD). |
| Biology | Research, discuss, or debate the biology of how the human body processes alcohol and the short term and long term effects of use (i.e., pregnancy, brain development). |
| Health/PE | Research, discuss, or debate the effects of alcohol on the body, short and long-term health effects, impairment of balance, coordination, reaction time, as well as social consequences of alcohol use. |
| English, Speech, Debate | Research, discuss, or debate |
| Math/Economics | Research, discuss, or debate the fiscal implications / legal consequences of DUI, insurance rates, and economic costs of alcohol use. |
| Marketing | Research, discuss, or debate the various marketing techniques used to solicit young users, including what works and what doesn't in marketing approaches. |
| Sociology | Research, discuss, or debate the social reasons behind alcohol / drug use, the influences of media and social marketing, the generational differences, the 'social' laws and comparison with other countries. |

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The text in **larger red font** indicates text which **must be read out loud** in class by the instructor. Refer to the instructor guide to follow the Power Point presentation slides. Each **slide location** will be indicated in **large blue font**. The standard black font is information for the instructor.

Session 1 "Your Turn"

INSTRUCTOR NOTE: Distribute the PRE-TEST for students to complete; collect and keep to compare scores with the same post test.

Play Video- "Moments of Impact" (28 minutes)

PPT Slide 1

Display PPT Slide 1 as you get the group seated and ready for the course

PPT Slide 2

Conduct an overview the "Moments of Impact Discussion" objectives with the students.

- List the primary reasons the 3 people in the video were killed.
- List the "Moments of Impact" from the video.
- Name the reasons under-age drinking is such a large problem in North Dakota.

PPT Slide 3

Overview of objectives - continued

- Share how you feel about the under-21 drinking age law.
- Compile a list of possible solutions to impact this problem.

PPT Slide 4

We will begin with Session 1, entitled "YOUR TURN". In this session, we will ask you to share some of your opinions about the video you have just seen.

PPT Slide 5

Now let's review the true story from the video before we proceed. Five young friends met at an apartment where they consumed a large amount of alcohol. They then DROVE from the apartment to a bar. At the bar, they drank excessively to the point that both survivors could not even remember most of the events that happened there. The driver then DROVE again. This time, he lost control of the vehicle at 92mph in a posted 35 mph zone killing 3 of the passengers and seriously injuring himself.

Now let's examine what we know and what we can learn from these events.

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PPT Slide 6

Divide the students into small groups. Instruct each group to read the assigned questions and discuss as a team. Have each group nominate a reporter who will share with the class the answers from their assigned questions. Direct each student to write the answers to each question in their student manual.

PPT Slide 7

INSTRUCTOR NOTE: Review Question 1 and Question 2 on PPT Slide 7 and PPT Slide 8 with students.

QUESTION 1 - What would you say are the primary reasons this tragedy happened? (List all of the causes or decisions you feel contributed to this tragedy)

Some of the answers to look for are:

- Binge Drinking - Drinking to extreme excess
- No designated driver
- Decision by passengers to ride with a drunk driver
- Over-serving by the alcohol establishment
- No pre-planning
- No seatbelts
- Speeding/Reckless Driving

PPT Slide 8

QUESTION 2 - What were the “Moments of Impact”, that you remember in the reenactment, where someone had an opportunity to change the outcome?

Instruct your groups to work together to answer the questions. Give them about 3-5 minutes.

The “Moments of Impact” were:

- Impact Moment #1- While the group was still at the apartment, no one in the group spoke up that the driver should not drive nor did they attempt to take the keys from him.
- Impact Moment #2- Outside of the apartment, no one in the group spoke up, decided not to ride, or tried to stop the driver from driving.
- Impact Moment #3- At the bar, the driver dropped the keys on the floor. The friends at the bar did not attempt to take the keys, offer to drive them, or offer to call them a cab or other ride.
- Impact Moment #4- As the driver is getting into the vehicle outside the bar, no one tried to keep him from driving.
- Impact Moment #5- All of the passengers decided to ride with the driver knowing he was too drunk to drive. Their ability to make a good decision was also impaired by their own blood alcohol levels.

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PPT Slide 9

Select the “reporter” from each group and have them share their answers. Be prepared to lead the discussion based on the suggestions listed for each question.

PPT Slide 10

Session 2 “Why Me?”

PPT Slide 11

We will now divide back into your small groups to discuss the most important word from the video. The young reporter asked...“WHY”. These events did not happen by “accident”, but a series of decisions made by various people lead to the events. We will now try to identify some important reasons why these types of events happen over and over again in North Dakota.

PPT Slide 12

Divide the students into small groups. Instruct each group to read the assigned questions and discuss as a team. Have each group nominate a reporter to share their answers with the class. Direct each student to write the answers to each question in their student manual.

PPT Slide 13

INSTRUCTOR NOTE: Review Question 3, 4 and 5 on PPT Slide 13 , PPT Slide 14 and PPT Slide 15 with students.

QUESTION 3 - Why do you think North Dakota is first, out of all 50 states, in the number of our young people who BINGE drink?

Possible answers:

1. Rural states tend to have higher levels of teen binge drinking. The cause for this is up for debate. Most teens have stated it occurs because there are fewer formal activities such as recreational opportunities, performances, concerts and other events in which to spend time having fun.
2. Less law enforcement presence
3. Longer winter season
4. Increasing population
5. Acceptance of drinking by parents and adults
6. Lack of education on the dangers associated with alcohol consumption
7. Lack of emphasis by state and local officials

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PPT Slide 14

QUESTION 4 - Do you agree with the under-21 drinking age law? Why or why not?

The purpose of this question is to start on honest conversation about this issue. Try to guide the discussion based on the following facts:

1. "I thought Europeans have fewer underage drinking problems ... is it because their kids drink from an earlier age?" That's a myth. European countries have worse problems than America does, as far as binge drinking and drinking to intoxication. Studies show that Europe has more underage drunkenness, injury, rape, and school problems due to alcohol. Since access to alcohol is easy there, it actually increases the proportion of kids who drink in Europe.
2. The age limit for alcohol is based on research which shows that young people react differently to alcohol. Teens get drunk twice as fast as adults, but have more trouble knowing when to stop. Teens naturally overdo it and binge more often than adults.
3. Like it or not, it has worked. Death rate for alcohol related deaths for the under-21 age group has dropped more than 60% since the law was passed.
4. It is about brain development, not age.
5. Penalties include loss of license, fines and community service.
6. Alcohol is consumed into the stomach. The rate of consumption is also a factor which means the faster they consume the alcohol, the more dramatic the effects.
7. If the stomach is empty, alcohol is absorbed straight into the blood stream through the stomach lining.
8. Once in the blood, it affects CNS, which in turn affects vision, judgment, and motor skills. This is more of an issue with a young person. Their internal organs are still developing and therefore cannot process large amounts of alcohol without causing damage. Many young people do not realize the damage they are causing to themselves when they binge drink.
9. Metabolism, size, food, sleep, and stress all can contribute to effects.
10. Trying to guess at what is safe for you can be extremely difficult.
11. Alcohol poisoning is a condition in which a toxic amount of alcohol (ethanol, ethyl alcohol) has been drunk, usually in a short period of time. The toxicity is related to the blood level of the alcohol. The individual may become extremely disoriented, unresponsive or unconscious, with shallow breathing. Because alcohol poisoning can be fatal, emergency treatment is urgently needed.
12. Alcohol abuse can touch many more lives than that of the individual drinker. Alcohol abuse is a contributing factor to many other social problems including domestic violence and child abuse or neglect. In addition to the personal costs, alcohol abuse also has a severe economic impact on the country due to lost productivity, healthcare treatment, and costs attendant to administering the criminal justice system.

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PPT Slide 15

QUESTION 5 - Why do you think the National Drinking Age Act was passed in 1984?

Possible answers:

1. National drinking age act was passed in 1984. All states increased their drinking age to 21 by the end of 1984.
2. At the time that the law was passed, 93% of adults wanted the law changed. Ask the students, "Why do you think such a large percentage of the population WANTED the law changed?" It is VERY important to point out that the law was changed because the American public wanted it changed.
3. Many people in the population were concerned about the growing number of injuries and deaths related to people under the age of 21 consuming alcohol.
4. It wasn't just car crashes, it was also people dying of alcohol poisoning, reported sexual assaults, and people making extreme decisions while intoxicated. This included people walking into traffic, stepping or falling off tall objects, and illegal activities.

PPT Slide 16

Select the "reporter" from each group and have them share their answers. Be prepared to lead the discussion based on the suggestions listed for each question.

PPT Slide 17

Session 3 "Our Future"

PPT Slide 18

We will now divide back into your small groups to discuss how we can impact the problems YOU have identified.

PPT Slide 19

Divide the students into small groups. Instruct each group to read the assigned questions and discuss as a team. Have each group nominate a reporter to share their answers with the class. Direct each student to write the answers to each question in their student manual.

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PPT Slide 20

INSTRUCTOR NOTE: Overview Question 6 on PPT Slide 20 with students.

QUESTION 6 - If someone in your group has made the personal decision NOT TO DRINK ALCOHOL, why did they make that decision?

INSTRUCTOR NOTE: Inform students to only share with their group if they are comfortable.

This question has a dual purpose. First, to show there ARE people who have made the personal decision not to drink alcohol. The second is for them to discuss WHY some people have made that decision. Select the “reporter” from each group and have them share their answers. Be prepared to lead the discussion.

PPT Slide 21

Instruct each group to make 2 lists based on the questions on PPT Slide 21. Have each group nominate a reporter to share their answers with the class. Direct each student to write the answers to each question in their student manual.

I would now like you to work in your groups and create 2 lists based on the following questions:

List 1- What can an individual person do to make a positive impact on this problem?

List 2- What can your school do to make a positive impact on this problem?

PPT Slide 22

Select the “reporter” from each group and have them share their answers. Be prepared to lead the discussion.

Possible answers:

List-1:

1. Select friends who share your values toward drinking.
2. Choose friends who do not drink.
3. Try to persuade and educate friends who do drink to stop.
4. NEVER allow ANYONE to drive after they have consumed ANY amount of alcohol.
5. NEVER get into a vehicle with a driver who has consumed ANY alcohol.
6. Always wear your safety belt to protect yourself from other vehicles who may have impaired drivers.
7. Report any suspected drunk drivers to police immediately. Even if they are your friends, waiting to make this call could mean the difference between life and death.
8. Do not attend parties where you suspect alcohol will be served.
9. Get involved with local groups such as SADD, MADD or the North Dakota Safety Council to offer assistance to make a positive impact.

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List-2:

1. Create a pledge for the students to sign. (What could the pledge read?)
2. Work with school officials to create or schedule events to educate students of the problems and dangers involved with underage drinking.
3. Work with parent groups, such as the PTA, to encourage and educate parents about the problem.
4. Join any national efforts to impact the problem.
5. Consider ways for different schools to work together.
6. Create a social media campaign to impact alcohol consumption by young people in our community.

PPT Slide 23

INSTRUCTOR NOTE: Distribute the POST-TEST. Once students have completed the POST-TEST, review the answers with students.

Take any final comments or questions here.

INSTRUCTOR NOTE: It is strongly recommended that a follow-up session for this course be conducted approximately 6 weeks after the video was shown. The following is a suggested outline for the follow-up session:

1. Ask the students if anyone has made any decisions that made a positive impact on the problems identified in the video. If so, what are some examples?
2. Ask if anyone has been involved in any effort to involve the school in any projects or ideas to impact the problem. If so, what are some examples?
3. Remind students this is the type of problem that we must work to solve each and every day with our decisions and ideas.

As an educator, you want your students to grow up and realize their full potential.

We just want them to grow up.

VEHICLE CRASHES are the #1 KILLER of drivers ages 14 to 24.

*And the **most dangerous year** of a person's life is the **first year they learn to drive.***

Help your students reach adulthood by supporting **Alive at 25 in your community.**



Alive At 25 is an interactive classroom course that encourages young drivers to take responsibility for their driving behavior and helps keep them safer on the road. It's taught by law enforcement in an engaging and thoughtful way. Students will view videos, participate in discussions, and learn about the consequences of their decisions while operating or riding in a motor vehicle.

And, Alive at 25 is approved in ND for point reduction and insurance discounts!

It takes years of training to become a star basketball player... years of practice to become a top-notch musician... and years of education to develop a career. The thought of letting our young people drive without intense training and instruction is unfathomable...



To learn more about how you can bring Alive at 25 to your school, contact Terry Weaver at terryw@ndsc.org or call 701-223-6372

To learn more about the course curriculum and class schedule, log onto www.ndsc.org and click the Traffic Safety logo.