

# #10684

## FRIENDS DON'T LET FRIENDS DRIVE DRUNK



AIMS MULTIMEDIA, 2003  
Grade Level: 9-12  
15 Minutes



### CAPTIONED MEDIA PROGRAM RELATED RESOURCES

[#3165 THE QUIETEST ROOM](#)

[#3187 THINKING ABOUT DRINKING](#)

[#8929 TRAUMA PREVENTION](#)

[#8934 THE TRUTH ABOUT DRINKING](#)

[#10683 DISTRACTED DRIVING](#)

[#10688 FATAL DECISION](#)



## Friends Don't Let Friends Drive Drunk

### Objectives

- To emphasize that those who don't drink and drive can keep their friends from doing so.
- To demonstrate that peer pressure may cause even teens who are educated about DUI to make the wrong decisions
- To encourage students to discover for themselves the path to safe, responsible behavior
- To examine realistically the feelings of grief and guilt that often follow a fatal accident



## Friends Don't Let Friends Drive Drunk

### Synopsis

A teen whose boyfriend died while driving drunk feels grief-stricken and helpless until she decides to act on her feelings. She starts an organization called "Students Arrive Alive" at her high school. "S.A.A." will encourage students to look after their friends who have been drinking and to stop them before they drive while intoxicated. The group members put up posters and invite guest speakers – paramedics who explain the need to recognize the moment of decision – whether to stop an intoxicated friend from driving or to do nothing and allow an impaired driver to go out on the road. The paramedics emphasize the life-and-death importance of making the right choice. They stage a mock auto crash complete with victims and ambulances. The S.A.A. members face opposition from students who complain that this is just one more attempt to "tell us what to do." But when, after partying on prom night, the girl realizes that her escort has been drinking too much, the moment of decision arrives – and she finds she cannot live up to her own standards. Rationalizing that he's "okay to drive", she gets into the vehicle and allows the intoxicated young man to drive. The resulting crash leaves a passenger in the other vehicle dead, and the girl again feeling guilty and confused.

### Questions to ask before viewing

1. How do you feel when someone warns you not to do something? Why do you think you feel that way?
2. Have you ever stayed sober when other people were drinking a lot? How did they behave? Do you think they were capable of making life-and-death decisions?
3. Have you ever had to decide whether or not to do something foolhardy? What did you decide? What the result of your decision?

### Questions to ask after viewing

1. What is the lead character doing in the first few minutes of the video? (grieving, remembering her boyfriend's death, wondering if she could have saved him if she'd been there, etc.)
2. What project does she start in order to "use" her negative feelings in a positive way? (She starts the "Students Arrive Alive" club.) What is the purpose of this organization? (to encourage young people to keep friends from driving drunk)
3. What were some of things the club did? (put up posters, invited paramedics to speak, staged a mock car crash)

4. What did the paramedics say was important in preventing drunk driving? (recognizing the moment of choice, and making the right choice)
5. Why did some young people object to S.A.A.? (They felt it was just one more way of telling them what to do.)
6. Why was the girl so sure that everything would go well on prom night? (Her date was handsome, polite, a good dancer, etc.) What happened? (She saw that he had been drinking too much, but rationalized her decision to get into the car. There was a car crash.)
7. Why could the girl not live up to her own standards? (She said she felt "powerless," but encourage your students to dig deeper in examining what happened in the video: What were the factors in her decision, e.g. not wanting to offend her date, ruin the evening, cause trouble in front of peers, etc.)
8. Is peer pressure different for girls than it is for boys in this situation? In what way? (Answers will vary.)
9. Activity: Role-play situations in which a person has to decide what to do about a friend who has been drinking. Include specific examples of peer pressure.

("Don't you trust me?" "Who died and left you boss?" etc.) and excuses ("It can't happen to me," "No one can tell me what to do," etc.)

10. If students are mature enough the teacher may simply ask a direct question: Young people are dying ugly, premature, unnecessary deaths. How do we stop it? Encourage those who have firsthand knowledge of the consequences of DUI to share their experiences.

### **Annotation**

A grieving teen whose boyfriend died while driving drunk starts a school organization called "Students Arrive Alive" to encourage young people to intervene when friends want to drink and drive. But when she is confronted with a drinking date and the decision whether to ride with him or not, she fails to live up to her own standards.

### **Length**

15 Minutes

### **Subject Areas**

Life Skills, Guidance, DUI, Driver Education

### **Audience Level**

Grades 9-12

### **Catalog Number**

2894-EN-VID-NR

### **Related titles in the AIMS collection**

2681-EN-VID Silent Voices  
 2586-EN-VID DUI: Every 15 Minutes  
 2292-EN-VID Day I Died II  
 2531-EN-VID Alcoholic Blackouts and the Brain  
 2530-EN-VID Driving Drunk, Driving High  
 8991-EN-VID Choices: Don't Drink and Drive



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