

IMPAIRED DRIVING

Training Module Target Audience: Ages 15 – 18

****This training module requires experience in group facilitation to complete successfully. Please preview the contents to make sure you are comfortable with the material.**

Time Required: 60 minutes as is (to cover PowerPoint presentation and included activity)

Sources for background information:

www.madd.ca

www.saferoads.ca

Materials and equipment required:

Computer capable of showing PowerPoint presentations. NEED GOOD SPEAKERS TO HEAR THE AUDIO FILE.

Projector/smart screen

Materials for activities:

Copies of Blood Alcohol Concentration (if you want to give to the participants)

Pens and paper for journaling


Copies of the “Contract for Life”


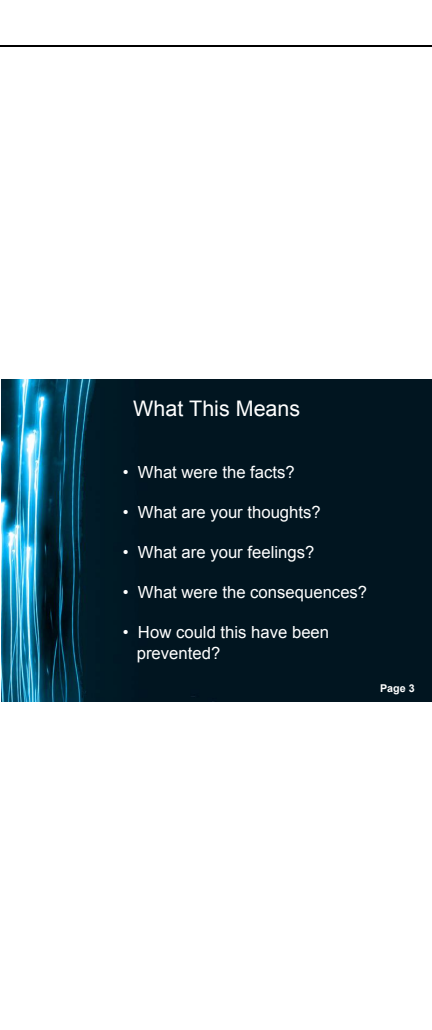
We recommend that you preview the PowerPoint presentation on the computer that you are going to use for the presentation. The PowerPoint presentation is saved in a couple of formats, choose the one that works on your computer. In addition, you can add transitions and animations to the PowerPoint presentation to fit your presenting style.


Main Objective: To increase participant knowledge about impaired driving and to give participants tools to prevent impaired driving.

Participant will:

- Increase knowledge and understanding of impaired driving.
- Gain an understanding of the seriousness of impaired driving.
- Gain an understanding of the consequences of impaired driving.

SLIDE	INSTRUCTOR ACTIVITY	PARTICIPANT ACTIVITY
 <p>The slide features a dark background with glowing blue vertical lines on the left. The title 'Impaired Driving' is at the top. Below it is a photo of a person in a white protective suit kneeling on a brick wall. Text on the slide includes: 'What will I do without them?', 'www.saddalberta.com www.saferoads.com', 'THINK AGAIN.', and 'Presenter:'.</p>	<p>Ask students:</p> <ol style="list-style-type: none"> 1. What is impaired driving? When someone ingests or otherwise introduces alcohol and/or drugs into their body in such a quantity that their ability to operate a motor vehicle is impaired. 2. How do alcohol and drugs impair people and why is it so dangerous to drive? Alcohol directly affects all 5 senses and the motor skills required to operate a complicated machine like a motor vehicle. When these skills are impaired to a certain level it becomes a Criminal Offence to operate a motor vehicle. *(see attached BAC Blood Alcohol Concentration reference) Impaired Driving Statistics: <ul style="list-style-type: none"> - Impaired Driving is the #1 cause of criminal death in Canada. - In AB impaired driving was the root cause of 22% of motor vehicle collisions involving death or serious injury. - About 100 people per year are killed by an impaired driver in AB. 3. What are the consequences? Injury, death, prison, criminal record – unable to travel outside of country or enter other countries, increase in insurance rates, lose your license, financial ruin as may be sued personally hence never able to get credit/loan, etc. 4. How can YOU make a smart choice? Designated Driver, choose non alcohol related activities, discuss it with your peers, teachers, parents, etc. 	<p>ENGAGE</p> <p>Participant Discussion</p>

 <p>Real Life 911 Call</p> <p>9 1 1</p> <p>Page 2</p>	<p>PLAY 911 CALL</p> <p>The file is on the disc – you will have to access it through clicking on the file.</p>	<p>LISTEN</p>
	<p>STOP THE AUDIO AT THE 1MIN 29 SEC (1:29) MARK.</p> <p>Have the participants quickly write in their journal three thoughts or feelings that they have had.</p> <p>PLAY CALL TO END</p>	<p>JOURNALING</p>
 <p>What This Means</p> <ul style="list-style-type: none"> • What were the facts? • What are your thoughts? • What are your feelings? • What were the consequences? • How could this have been prevented? <p>Page 3</p>	<p>Use the questions listed on the slide to facilitate a discussion about this scenario. The discussion may focus on students' feelings, the consequence of the choices made by this group of teens and others who choose to drive impaired, or on prevention of these types of incidents.</p> <p>Questions:</p> <ul style="list-style-type: none"> • What were the facts? • What are your thoughts? • What are your feelings? • What were the consequences? • How could this have been prevented? <p>Have students write the ending to this story, as they imagine it played out. In their journals, students can write about what they think took place after this phone call ended.</p> <ul style="list-style-type: none"> • Did the emergency services find the teens? • Was anyone seriously injured or killed? 	<p>ENGAGE in discussion</p> <p>JOURNALING</p>

	<ul style="list-style-type: none"> • Were other family members or friends affected by this incident? • How would you handle this situation differently? <p>If you have time discuss the answers as a group.</p> <p>**Debrief as a group again. What actually happened to the young people in the phone call?</p> <p>Outcome of the incident: 6 occupants in the vehicle 2 impaired driving charges – 1 impaired driving causing bodily harm; 1 impaired driving 2 non life-altering injuries No fatalities. How they were found – they located a number on a power pole and emergency services were able to track the location through the utility company.</p>	<p>ENGAGE in discussion</p>
 <p>The slide titled 'Next Steps' has a dark background with blue light streaks on the left. It contains two bullet points: 'What choices will you make regarding impaired driving?' and 'What is your plan to get you and others home safely?'. The text 'Page 4' is visible in the bottom right corner of the slide.</p>	<p>Next Steps:</p> <ul style="list-style-type: none"> • What choices will you make regarding impaired driving? • What is your plan to get you and others home safely? <p>You may also choose to discuss the following:</p> <ul style="list-style-type: none"> • Scenarios where students have had a difficult time making choices about driving while impaired or riding with an impaired driver • Whether planning a designated driver has worked for them, or other plans they have used to get themselves home safely • The challenges of living in different geographical areas (for example, city versus rural) 	<p>ENGAGE in discussion</p> <p>ENGAGE in discussion Or WRITE in journal</p>

	<ul style="list-style-type: none">• When choosing to drive impaired, who else is affected by this decision? <p>If time permits:</p> <ul style="list-style-type: none">• Have students create their own plans for getting themselves home safely after drinking. This can be done in writing or as part of the discussion.• If you want, distribute the “Contract for Life”.	
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