

# IMPAIRED DRIVING

**Grade Level:** 9-12

**Time Required:**

- Approximately 20-30 minutes (to cover PowerPoint presentation and have a discussion, additional 20 minutes to include Getting Safely Plan)
- 3 optional activity plans are provided – these are to be completed after the PowerPoint presentation and their times are listed in the activities
- Possible follow-up lessons are also provided and will take various amounts of time, depending on number chosen, grade level, and the importance placed upon each

**Additional Resources, Materials, and Equipment Required:**

Kit includes:

- PowerPoint presentation
- Lesson Plan
- Activity Plans
- Master handouts for students
- Equipment as per the Activity Plans

**Main Objective:** To increase student knowledge about impaired driving and to engage students to educate others.

**Learning Outcomes:**

Students will:

- increase knowledge and understanding of impaired driving
- engage other students in a school-based activity using what they've learned
- gain an understanding of the seriousness of impaired driving
- gain an understanding of the consequences of impaired driving

**Curriculum Connections** (throughout entire module and includes possible follow-up lessons):

**Grade 9**

<b>Subject Area</b>	<b>Outcomes</b>	<b>Specific Outcome</b>
Health	Wellness Choices - W-9.1	Use knowledge of a healthy, active lifestyle to promote and encourage family/peer/community involvement
Health	Wellness Choices - W-9.8	Develop strategies to promote harm reduction/risk management
Health	Wellness Choices - W-9.9	Analyze and evaluate laws and policies that promote personal, community, and workplace safety
Language Arts	2.2 Respond to Texts - construct meaning from texts	Relate the themes, emotions and experiences portrayed in oral, print and other media texts to issues of personal interest or significance
Language Arts	3.4 Share and Review - share ideas and information	Integrate appropriate visual, print and/or other media to reinforce overall impression or point of view and engage the audience
ICT	Processes for Productivity	P4-4.2: Apply principles of graphic design to enhance meaning and audience appeal P4-4.3: Use integrated software effectively and efficiently to reproduce work that incorporates date, graphics and text
ICT	Communicating, Inquiring, Decision Making and Problem Solving	C1-4.1: Plan and perform complex searches, using more than one electronic source C3-4.1: Assess the authority, reliability and validity of electronically accessed information C7-4.3: Use appropriate presentation software to demonstrate personal understandings

**High School**

<b>Subject Area</b>	<b>Outcomes</b>	<b>Specific Outcome</b>
CALM	Personal Choices - P2	Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health
CALM	Personal Choices - P6	Determine practices and behaviours that contribute to optimal physical well-being
CALM	Personal Choices - P4	Develop approaches/tactics for creative problem solving and decision making
Language Arts	4.1 Develop and present a variety of print and non-print texts	Assess text creation context; Consider and address form, structure, and medium; Develop content; Use production, publication, and presentation strategies and technologies consistent with context
ICT	Processes for Productivity	P4-4.2: Apply principles of graphic design to enhance meaning and audience appeal P4-4.3: Use integrated software effectively and efficiently to reproduce work that incorporates date, graphics and text
ICT	Communicating, Inquiring, Decision Making and Problem Solving	C1-4.1: Plan and perform complex searches, using more than one electronic source C3-4.1: Assess the authority, reliability and validity of electronically accessed information C7-4.3: Use appropriate presentation software to demonstrate personal understandings

<p style="text-align: center;"><b>Activity Plan #1 (Optional): IF I COULD DO IT OVER AGAIN</b></p>
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**Time Required:** 40-60 minutes

**Overview:** Students will write a letter to someone close to them. It will be from the point of view of having driven impaired and getting seriously injured or killed. A variation would be to write a letter in which they've driven impaired and killed someone else. They will tell the person what they would change if they could go back again and make a different decision.

**Additional Materials and Equipment Required:**

- Note paper

**Activity Instructions:**

1. Give the students a scenario: You're at a high school party with three of your good friends. One of your friends has decided to be the designated driver for the night, so you decide that you can have a couple drinks. By the time a couple drinks has turned into a few, you realize that your DD is drinking as well. Because you've had less than him/her, you decide that you'll be the one to drive home. Your three friends get into the car with you and you head for home. It then goes terribly wrong. You lose control of the vehicle and...
2. Student will write a letter as themselves being the impaired driver. It will be addressed to someone that is very close to them.
3. Students can either decide that: (a) they die or are seriously injured, or (b) one of their close friends dies or is seriously injured.
4. Write the letter explaining what happened and what they would do if they could do it over again.
5. Allow students to work with others to peer edit, as well as share ideas, thoughts, and feelings.
6. Have those comfortable enough share their letter with the class.

**Variation:** Consider posting the letters around the school for others to read.

**Debrief:** Many times an impaired driver doesn't get a 'do-over.' What are some things you can do to make sure you or someone close to you doesn't drive impaired?

<p style="text-align: center;"><b>Activity Plan #2 (Optional): TOSS YOUR COOKIES</b></p>
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**Time Required:** 20-25 minutes

**Overview:** Students will wear Fatal Vision Goggles (impaired goggles) while attempting to throw cookies into a bin.

**Additional Materials and Equipment Required:**

- Bin
- Tape
- Cookies
- Fatal Vision Goggles (contact Traffic Safety Consultant, PARTY Coordinator, RCMP)
- 'Toss Your Cookies' Smart Cards

**Activity Instructions:**

1. Explain to students that being impaired greatly inhibits your senses, especially your vision. Demonstrate and explain how the Fatal Vision Goggles impair your vision.
2. Instruct participants to stand behind a taped line that is a set distance from a bin, wear the goggles, and receive three attempts at getting a cookie in the bin.
3. Reward people with a cookie they can eat. Make bags of cookies with a Smart Card attached to drive home the message of driving sober.

**Variations:**

- Consider having this activity as part of a school wide traffic safety event or even a high school health fair.

**Debrief:** How did the Fatal Vision Goggles affect your vision? Have students generate further ideas on how other areas are adversely affected when impaired (ie. response time).

This activity was taken from Smartrisk No Regrets website:  
<http://www.smartrisknoregrets.ca/index.php/activities/>

<p style="text-align: center;"><b>Activity Plan #3 (Optional): MADD CANADA BROCHURE</b></p>
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**Time Required:** 2-3 hours

**Overview:** Students will create a new promotional brochure for MADD Canada. The brochure will include statistics, preventative measures, and other important information.

**Additional Materials and Equipment Required:**

- Online access
- Microsoft Publisher (PC) or Brochure Maker (MAC)
- MADD Canada website: [www.madd.ca](http://www.madd.ca)

**Activity Instructions:**

1. Show students the MADD Canada website and explain its significance.
2. Explain to students that they are going to create a new promotional brochure for MADD Canada. The brochure will need to include the following:
  - Statistics
  - Preventative Measures
  - Information about Impaired Driving
  - Other Important Information
3. Working together, look at other types of brochures that are trying to create awareness about different issues. Create a list of common ideas that all brochures share.
4. As a class, create a list of criteria for what an excellent brochure looks like so that students know what is expected.
5. Allow students time to do online research about impaired driving.
6. Have students use Publisher or Brochure Maker to create a brochure.
7. Allow peer-editing and sharing so students are able to improve their brochures.
8. Have students print out some of their final brochures; hand them out at school or even in the community while promoting the message of sober driving.

**Variations:**

- Ask local businesses to post some of the brochures in their office space.
- Host a contest in the school – come up with unique categories for winners (most colorful, best message, most tech savvy)

**Debrief:** Were you surprised at some of the statistics? What other things could we do to promote sober driving in our community? (Consider acting upon some of the students' suggestions.)

## POSSIBLE FOLLOW-UP LESSONS AND ACTIVITIES

Below are some ideas on how to further extend the impaired driving module.

- Have students create a poster campaign that promotes awareness of the consequences of impaired driving. Take this campaign out into the community to educate others.
- Have students create a public service announcement video/skit about impaired driving. This can be presented/shown in class or at a school wide event (i.e. assembly). Consider presenting at a community event as well.
- Have a group of students present one (or more) of the activities at a school wide or community event.
- Have students write their local MLA and convince them to create tougher laws on impaired driving. Use peer editing and self editing strategies.
- Before starting the module, invite a guest speaker who has been adversely affected by impaired driving and have them tell their story. Have students share how it affected them.
- Using facts and information from the PowerPoint presentation and from [www.saferoads.com](http://www.saferoads.com), create a list of trivia questions about impaired driving. Create a game where students work together in groups to find the correct answer to the questions. When the group has found their answer, one person from the group races to the front and hits a button (ie. Staples “Easy Button”) to share their answer. Consider having them prove their answer by reading right from the source. Variations: (1) have students go to different classes throughout the school and run the same activity for other students; (2) use this game as part of a school wide event.
- “Black Out Days” at school (activity taken from MADD Youth Manual [http://www.madd.ca/english/youth/madd\\_youth\\_manual.pdf](http://www.madd.ca/english/youth/madd_youth_manual.pdf)):
  - Recruit some students to dress in black. Students do this to represent victims who have died from impaired driving. Those dressed in black are not allowed to speak for the duration of the day.
  - The purpose of being silent is to simulate that they are victims of impaired driving. Classmates will understand the feeling of losing a close friend due to impaired driving.
  - Explain the situation to students and the point of this exercise.
  - Throughout the day, there will be announcements about impaired driving (statistics, information).
  - Volunteers also have the option of wearing tombstones around their next to indicate how they were ‘killed’ or relay statistics related to impaired driving.
- Share the Drunk Driving Poem with students. Have them write their own poems about drunk driving.

*Note: Provide or create an outline or performance rubric for each of the follow-up lessons based on the amount of time you wish to spend on it, as well as the grade level. This can be created with the class so they can help decide the*

*criteria of an effective end product or it can simply be handed out to students and explained.*