



UNDER THE INFLUENCE

Impaired Decision Making Toolkit

Activity Guide

TABLE OF CONTENTS

ABOUT THE TOOLKIT.....	3
ACTIVITY 1: REACTION TIME.....	7
ACTIVITY 2: FUMBLING AROUND.....	9
ACTIVITY 3: IMPAIRED GOGGLES OBSTACLE COURSE.....	12
ACTIVITY 4: NUTS N’ BOLTS	14
ACTIVITY 5: SURVIVE THE DRIVE.....	16
ACTIVITY 6: GOOD VIBES OBSTACLE COURSE.....	18
ACTIVITY 7: SEX UNDER THE INFLUENCE.....	23
ACTIVITY 8: STANDARD DRINK DEMONSTRATION	25
ACTIVITY 9: FATAL VISION	27
ACTIVITY 10: ROADSIDE CHECK & POSITIVE TICKETING	30
ACTIVITY 11: MOCK CAR CRASH	32
PREVENTION PROGRAMS	35
ADDITIONAL RESOURCES	35
Western Health Resources.....	35
CCSA Drug-Impaired Driving Toolkit	35
Drug Impaired Driving Learning Centre	37
Other Available Resources	38
Videos.....	39
Websites	39
SUPPORTS AND SERVICES	40
Help Lines.....	40
Mental Health & Addiction Services	40
Youth Outreach Workers	40
Prevention & Promotion Services.....	40
APPENDIX A: FACILITATOR FEEDBACK FORM	41

ABOUT THE TOOLKIT

This Toolkit was developed by Western Health and the Aids Committee of Newfoundland & Labrador (ACNL), through partnership and financial support from the Western Injury Prevention Coalition (WIPC).

WIPC is a non-profit partnership working to increase awareness of injury prevention issues, as well as support, maintain, and expand injury prevention strategies and initiatives throughout Western Newfoundland.

Key Messages:

- Don't drive under the influence of alcohol or drugs
- Don't ride with someone who is under the influence of alcohol or drugs
- Impaired driving includes all vehicles (cars/trucks, ATVs, snowmobiles)
- Drugs & alcohol impact fine & gross motor skills, vision, and reaction times
- Drugs & alcohol impact emotions and decision-making capacity, increasing the occurrence of unplanned and high risk sexual activity
- Have a plan to get home safely (designated driver, taxi money, family member, etc.)

Impaired driving statistics (*Alcohol and Drug Crash Problem in Canada 2013 Report, Traffic Injury Research Foundation (TIRF), 2017*):

- Approximately 2.2% of drivers self-reported driving within two hours of using marijuana in 2016 compared to 1.6% in 2013 (TIRF, 2016, Road Safety Monitor on Drugs & Driving)
- In 2013 fatally injured young drivers (26-35 years old) were more likely to test positive for drugs (50.3%) than any other age group
- Male drivers accounted for 76.2% of all fatally injured drivers who tested positive for drugs
- Fatally injured drivers who tested positive for drugs were more likely to be involved in a single vehicle collision (48.2%)
- Among those who tested positive for drugs, cannabis was the most frequently detected drug among fatally injured drivers

Impaired driving-related charges & penalties (*Traffic Injury Research Foundation (TIRF), 2017, accessed online: <http://druggeddriving.tirf.ca/module/laws-penalties/#Canada>*):

- It is illegal to drive while impaired by drugs or alcohol. Police officers trained and certified as Drug Recognition Evaluators (DREs) can detect drug impaired drivers. DREs evaluate a driver's behaviour for impairment and can request a blood, urine or oral fluid sample for testing.
- Individuals convicted of drug-impaired driving, even for drugs prescribed by a doctor, may be subject to:
 - First offence: a licence suspension and a fine of up to \$1,000

- Second offence: licence suspension and minimum jail time of 30 days
- Subsequent offences: licence suspension and jail time of at least 120 days (to a maximum of 18 months for summary convictions and five years for indictable offences)
- Causing bodily harm: prison for up to 10 years; Causing death: prison up to a life sentence
- Additionally, ten Canadian jurisdictions have administrative laws and penalties that can be applied to drivers who are suspected of being under the influence of drugs. Common administrative penalties include licence suspensions, vehicle impoundment, administrative fines or fees, installation of an alcohol interlock device, and mandatory driver education remedial programs.
- Some Canadian jurisdictions only allow for a 24-hour roadside licence suspension; however Newfoundland and Labrador enables police officers to suspend a driver's licence for seven days if drug-impairment is suspected. Additional changes to Canadian impaired driving statutes have been proposed and are under discussion.
- The ***Low-Risk Alcohol Drinking Guidelines*** provide evidence-based advice to Canadians regarding how to minimize risks from their own and others' drinking.
 - The guidelines outline that one standard drink equates 12 ounces of beer, cider, or cooler with a 5% alcohol content; 5 ounces of wine with a 12% alcohol content; or 1.5 ounces of distilled alcohol with a 40% alcohol content.
 - They recommend that adults plan non-drinking days every week, that women drink no more than 2 drinks per day most days and no more than 10 drinks per week, and that men drink no more than 3 drinks per day most days and no more than 15 drinks per week.
 - Furthermore, they recommend that drinking take place in a safe environment and that zero alcohol be consumed under higher risk circumstances such as operating a vehicle, taking medicine or other drugs, being responsible for the safety of others, making important decisions, while living with a mental or physical health problem, or while pregnant or planning to become pregnant.
 - The primary best practice for youth younger than 19 is 'don't drink' or delay drinking alcohol for as long as possible. However, the guidelines recommend that youth who do decide to drink while under the legal drinking age speak to their parents about drinking, never have more than one or two drinks per occasion, and never drink more than one or two times during the week. For youth from the legal age to 24 years-old, the recommendation is for females to never have more than two drinks a day and ten drinks a week and for males to never have more than three drinks a day and fifteen drinks a week (CCSA, 2014).

The [Low-Risk Drinking Guidelines Brochure](#) is available on here the CCSA website. CCSA has also produced targeted resources about the impact of alcohol on [women](#) and [youth](#), and the relationship between [alcohol and cancer](#), as well as other [chronic illnesses](#). See the full set of resources [here](#). For permission to print multiple copies of the Guidelines resources, or to add your organization's logo and URL to the Guidelines brochure or poster, please complete the [Application for Copyright Permission form](#).

The ***Lower-Risk Cannabis Use Guidelines*** are an evidence-based intervention project by the Canadian Research Initiative in Substance Misuse (CRISM), funded by the Canadian Institutes of Health Research (CIHR). The guidelines were released in 2017 and have been endorsed by the Canadian Public Health Association.

There is strong scientific evidence that cannabis use is associated with a variety of health risks. The risks depend on your constitution, which kinds of cannabis products you use and how or how often you use them. Some of the main health risks are:

- problems with thinking, memory or physical co-ordination
- impaired perceptions or hallucinations
- fatal and non-fatal injuries, including those from motor-vehicle accidents, due to impairment
- mental health problems and cannabis dependence
- chronic respiratory or lung problems
- reproductive problems

Cannabis use is a personal choice, but it comes with risks to your health and well-being. Follow these recommendations to reduce your risk:

- Cannabis use has health risks best avoided by abstaining
- Delay taking up cannabis use until later in life
- Identify and choose lower-risk cannabis products
- Don't use synthetic cannabinoids
- Avoid smoking burnt cannabis—choose safer ways of using
- If you smoke cannabis, avoid harmful smoking practices
- Limit and reduce how often you use cannabis
- Don't use and drive, or operate other machinery
- Avoid cannabis use altogether if you are at risk for mental health problems or are pregnant
- Avoid combining these risks

Brochure for professionals can be found [here](#). Brochure for public can be found [here](#).

The full-text research article can be found in the American Journal of Public Health is available [here](#).

Toolkit Contents:

- Activity Guide
- *Drunk Busters Instructor's Guide*
- Play money coins & bills (Activity 1&3)
- Work gloves – 4 pairs (Activity 2 & 4)
- Puzzle (Activity 2)
- Shoelaces & laminated 'shoe' (Activity 2)
- Field markers (Activity 3)
- Painters tape (Activity 3)
- Key chain (Activity 3)
- Plastic watch (Activity 3)

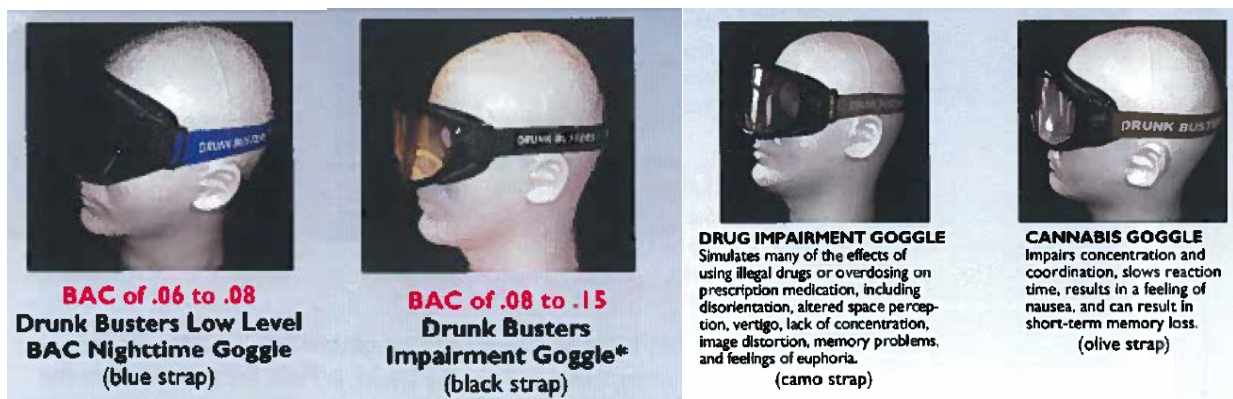
- Impaired Goggles (Activities 3, 4, 5, 7, & 9)
 - Alcohol (BAC .06 - .08) – Blue Strap
 - Alcohol (BAC .08 - .15) – Black Strap
 - Cannabis – Olive Strap
 - Prescription drug – Camo Strap
- Plastic balls (Activity 3 & 6)
- Nuts & bolts (Activity 4)
- *Survive the Drive* steering wheel (Activity 5)
- Safety cone with STOP sign (Activity 5)
- Plastic Vehicle (Activity 5)
- Farm animal (Activity 5)
- Coloured Paper (Activity 6)
- Markers (Activity 6)
- Plastic Bucket (Activity 6)
- Condom demonstrator (Activity 7)
- Condoms (Activity 7)
- *Fatal Vision* reading script (Activity 9)

Activities that require additional materials, which must be specifically requested:

- Activity #5 – *Survive the Drive* – Survive the Drive Roadmap (4' x 8' vinyl)
- Activity #8 – *Standard Drink Demonstration* – Standard Drink Kit
- Activity #10– *Roadside Check & Positive Ticketing* – positive tickets & road signs
- Activity #11 –*Mock Crash* –positive tickets & road signs

Drunk Buster Instructor's Guide

Drunk Busters Goggles stimulate effects of impairment, including reduced alertness, slowed reaction time, confusion, visual distortion, alteration of depth and distance perception, reduction of peripheral vision, poor judgment and decision making, double vision, and lack of muscular coordination. For some people, impairment might result after as little as one drink of alcohol, even though their Blood Alcohol Concentration (BAC) level would be quite low. Combining a small amount of alcohol with prescription medication can also lead to impairment, again with the possibility of a low BAC level. Use of illegal drugs is also impairing, with no BAC level even present.



See Page 36 of this guide or the [Prevention and Promotion website](#) for Additional Toolkits, Resources, and Print Materials to support Impaired Driving Prevention activities and initiatives.

ACTIVITY 1: REACTION TIME

Purpose: To understand how alcohol affects reaction time and how reaction time is a factor in avoiding accidents.

Target Audience: Children ages 7-11 years

Materials: Play money

Instructions:

- Discuss that reaction time is the amount of time that it takes a person to respond to some change in his or her environment. Have students discuss how important it is to have a quick reaction time while riding a bicycle. Have volunteers tell about incidents in which reaction time was a factor.
- Have students discuss types of situations when one is driving a motor vehicle in which reaction time might be a factor (a child darting out in the street, another car running a light, etc.).
- Demonstrate reaction time for students by having them work in pairs. Have one of the students hold a play money bill vertically. The bottom edge of the paper should be between the other student's thumb and forefinger.
- Without giving any warning, the first student should drop the paper. The other student should try to catch it by snapping the thumb and forefinger together.

Discussion Points:

- Although this activity encourages participants to have fun, it is also intended to represent the very serious opposite relationship between alcohol/drug consumption and reaction time. It is extremely important to discuss this with the participants prior to starting, so as to ensure that the intended message is not undermined by the amusement provided by the activity.
- By nature, some participants will be better at the activity than others. Discuss that no matter how good a participant's baseline reaction time may be alcohol affects *everyone's* reaction time regardless of usual capabilities. This is because alcohol directly impairs the part of our brain that is responsible for coordination, balance, and reaction time. If deemed necessary, (particularly if many participants are handling the activity with ease), this point can be demonstrated by having everyone try the game again, but while wearing the impaired goggles (see kit contents).
- Once again, bring the discussion back to the importance of good reaction time in relation to driving a vehicle. Highlight examples of how impaired reaction time can very quickly cause serious harm. Examples could include: pedestrian darting into the street, an animal running onto the road, another vehicle running a stop sign, etc. Talk with participants about what would

happen in these situations if a person's reaction time was impaired, versus what would happen if it was not.

- Ensure that participants understand what is referred to by the term "impairment". Impaired driving is not limited to driving while under the influence of alcohol, but it also encompasses driving while under the influence of illicit drugs such as marijuana and cocaine, or prescription and/or over-the-counter medicine that has fatigue as a side effect (Ativan, Gravol, etc.). Encourage participants to read labels on all medications prior to driving.

Activity adapted from 101 Ready-to-Use Drug Prevention Activities, Activity 26

ACTIVITY 2: FUMBLING AROUND

Purpose: To understand how loss of coordination affect everyday tasks

Target Audience: Children ages 7 years and up

Materials: 4 pairs of gloves, mittens, or oven mitts
Puzzle (alternative or additional activity option)
Shoe laces & laminated 'shoe' (alternative or additional activity option)
Gum, mints, or another small wrapped item (*not included in the toolkit)
*You will need a stop-watch or phone with a stop-watch app

Instructions:

- Discuss with students that this activity will help them experience how difficult it is for people to do everyday tasks after drinking alcohol.
- Explain to students that this will be sort of a relay race. Group students in teams of four.
- Explain to teams that each team member will put on gloves, but on the opposite hands they are intended for. The team member then goes to a table or desk, picks up the puzzle and attempts to complete it as quickly as possible before returning to the team.
- The next team member does the same until all four members are finished.
- Start the teams at the same time and record the total time that each team takes.
- Have students repeat the activity, this time without the gloves.
- *Depending on time available and group age/interests, you may choose to have the children lace and tie the provided laminated paper 'shoes' or unwrap a small item either in addition to or instead of completing the puzzle.
- Discuss with students how easy or difficult each race was, and have them analyze how reduced coordination makes it more difficult to accomplish everyday tasks.

Discussion Points:

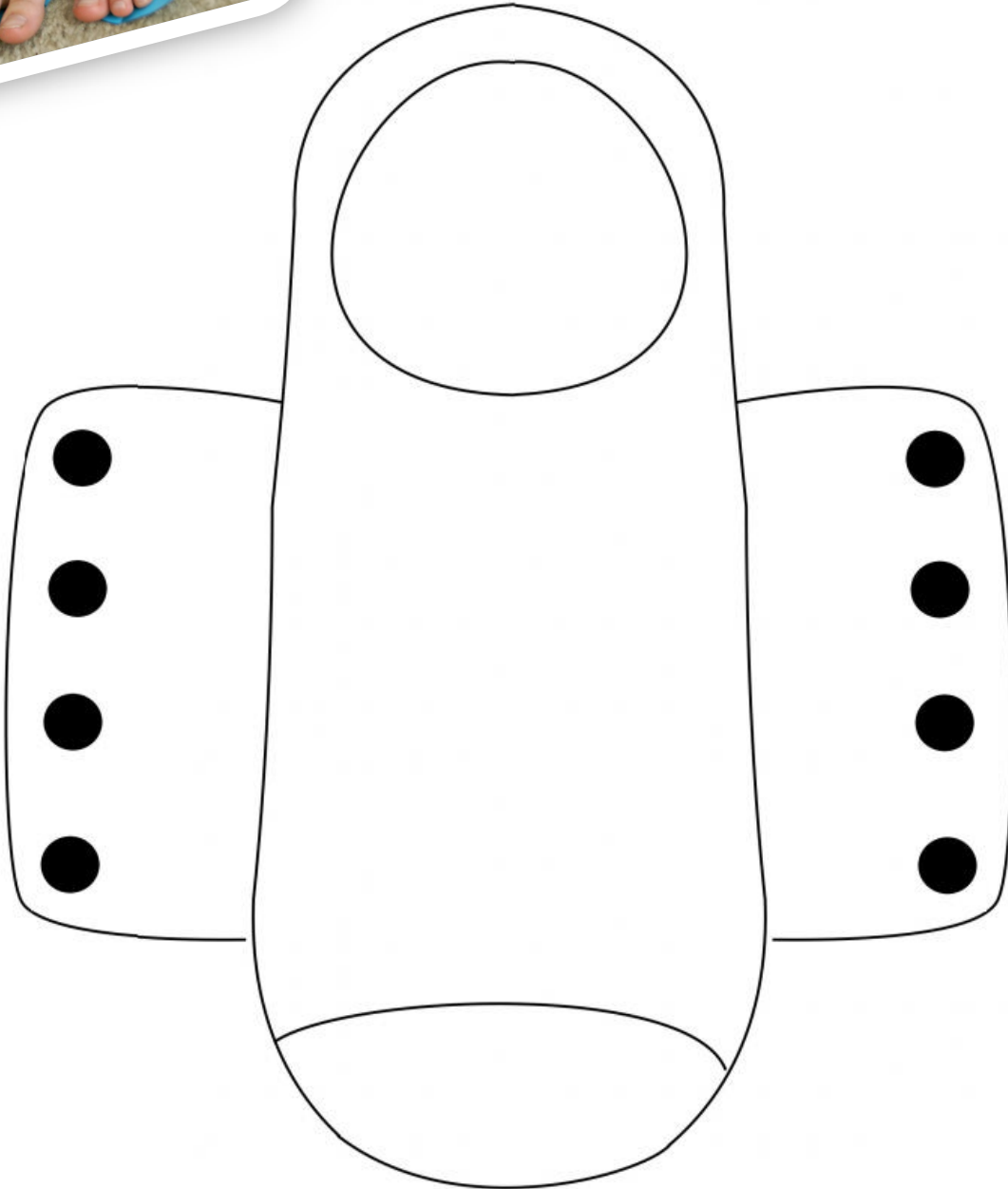
- Although this activity encourages participants to have fun, it is also intended to represent the very serious opposite relationship between alcohol/drug consumption and coordination. It is extremely important to discuss this with the participants prior to starting, so as to ensure that the intended message is not undermined by the amusement provided by the activity.
- Discuss the various ways in which driving a motorized vehicle is much more complicated than unwrapping a small item. Discuss how when driving any type of vehicle (car/truck, ATV, snowmobile, etc.), you need to be able to simultaneously use the brakes, steering wheel, mirrors, signal lights, etc. while also maintaining awareness of your surroundings.

- Talk about the teamwork aspect of this activity within the framework of understanding how our decisions/actions affect other people besides just ourselves. When a person decides to drive impaired, they are putting themselves, their passengers (if applicable), pedestrians, and other drivers in danger. If you wish to further explore this topic, divide the teams by having two members wear the gloves, while the other two do not. When the race is over, discuss how the two members wearing the gloves affected their other teammates down by slowing down the entire team's performance.
- Ensure that participants understand what is referred to by the term "impairment". Impaired driving is not limited to driving while under the influence of alcohol, but it also encompasses driving while under the influence of illicit drugs such as marijuana and cocaine, or prescription and/or over-the-counter medicine that has fatigue as a side effect (Atavin, Graval, etc.). Encourage participants to read labels on all medications prior to driving.

Activity adapted from 101 Ready-to-Use Drug Prevention Activities, Activity 28



Tie Your Shoes Activity Sheet



Created by: <http://sjthomeschool.blogspot.com/>
Free Educational Printables and Activities

ACTIVITY 3: IMPAIRED GOGGLES OBSTACLE COURSE

Purpose: To understand how loss of coordination and vision impairment affects everyday tasks, as well as how each individual's actions affect those around them.

Target Audience: Children, youth, adult

Materials: Alcohol, cannabis, or drug impaired goggles
Painters tape or masking tape
Foam or hollow plastic balls
Field markers
Plastic keychain, plastic watch, coins

Instructions:

- Ask participants to complete the stations of the obstacle course – first without wearing the impaired goggles, then have participants complete the same station while wearing the impaired goggles.
- Ask participants what it was like to wear the goggles and how it impacted their ability to complete the task.
- Ask observers what it was like to watch the person trying to complete the task wearing the impaired goggles.

Walk the Line / Field Sobriety Test - Make a line on the floor with tape or skipping rope for participants to try and take 10 steps, in a straight line, walking heel to toe with their hands at their sides, counting the steps out loud as they walk. Then, have them turn and walk the same way back to the start while you increase the difficulty by tossing foam balls at them to throw them off.

Obstacles - Try to weave your way in and out of the field markers as quickly as possible, without actually touching them. Remember, have the participants first do the task without the impaired goggles and then repeat while wearing the impaired goggles. Discuss what it was like to complete these tasks and how loss of coordination can affect everyday tasks.

Pick Up – Throw keychain, plastic coins, or other small objects on the floor and tell participants to pick them up as quickly as possible. For a variation, you can have the participant pick up specific items as you instruct them to do so. Remember, have the participants first do the task without the impaired goggles and then repeat while wearing the impaired goggles. Discuss what it was like to complete these tasks and how loss of coordination can affect everyday tasks.

Other Everyday Tasks – Have participants try to complete some everyday tasks such as read the time on the provided plastic watch, write their name, tie their shoes/laminated paper 'shoes', catch a ball, skip rope, open a wrapped item, etc. Remember, have the participants first do the task

without the impaired goggles and then repeat while wearing the impaired goggles. Discuss what it was like to complete these tasks and how loss of coordination can affect everyday tasks.

Discussion Points:

- Although this activity encourages participants to have fun, it is also intended to represent the very serious opposite relationship between alcohol/drug consumption and coordination, reaction time, and balance. It is extremely important to discuss this with the participants prior to starting, so as to ensure that the intended message is not undermined by the amusement provided by the activity.
- Ensure that participants understand what is referred to by the term “impairment”. Impaired driving is not limited to driving while under the influence of alcohol, but it also encompasses driving while under the influence of illicit drugs such as marijuana and cocaine, or prescription and/or over-the-counter medicine that has fatigue as a side effect (Ativan, Gravol, etc.). Encourage participants to read labels on all medications prior to driving.
- *Walk the Line:* Discuss first how difficult it is to achieve balance while wearing the impaired goggles. Liken this to trying to drive while remaining on your side of the road. Discuss the dangers implicated by failing to remain on your side, even if you only veer off for a second. Secondly, discuss how when we are driving a vehicle, we not only need to be able to accomplish the relatively simple task of staying on our side of the road, but also to quickly react to unexpected events. Compare the balls being thrown at them to pedestrians or an animal darting into the street unexpectedly, another vehicle cutting into their lane, etc. Talk about how when we are impaired, our reaction time is significantly decreased and thus, our ability to effectively deal with unexpected events is severely impaired.
- *Obstacles:* Discuss how difficult it is to navigate the field markers while wearing the impaired goggles. Liken this to trying to turn onto a different street, navigate an intersection, change lanes, etc. while driving a vehicle. Talk about how much more complicated these activities would be than merely trying to navigate the field markers, which was difficult in itself.

ACTIVITY 4: NUTS N' BOLTS

Purpose: To understand how loss of coordination and vision impairment affects everyday tasks, as well as how each individual's actions affect those around them.

Target Audience: Grades 2 +

Materials: Nuts and bolts
Gloves, mittens, or oven mitts
Alcohol, cannabis, or drug impaired goggles
*You will need a stop-watch or phone with a stop-watch app

Instructions:

- Divide children into even teams; have each team form a line.
- Give each team a bolt & nut with the nut screwed all the way onto the bolt. Explain that each person must unscrew the bolt entirely and then re-screw it back on completely before passing it on to the next teammate. Also explain that you will be timing them.
- The first team to finish the relay wins. Record each team's time.
- The second time through the exercise, explain that they must do the same thing but this time wearing a pair of gloves. The gloves are to be passed from player to player along with the bolt & nut.
- Record each teams time during the glove round.
- The teams will need to do the same task but wearing impaired goggles with the lights off.
- Again record their times.
- After the goggles round, have each team note their three times and share their observations.
- Wrap up with a discussion of how these various impairments mirror the effects of drugs and alcohol on us when we are performing important tasks like driving or operating machinery.
- *See discussion point #4 for a variation on the activity that will explore the concept of how our decisions/actions affect other people besides just ourselves.

Discussion Points:

- Although this activity encourages participants to have fun, it is also intended to represent the very serious opposite relationship between alcohol/drug consumption and coordination, reaction time, and balance. It is extremely important to discuss this with the participants prior to starting, so as to ensure that the intended message is not undermined by the amusement provided by the activity.

- Discuss how wearing the gloves represents the loss of coordination that accompanies the consumption of alcohol and drugs and that wearing the goggles represents the impairment to our vision and balance. Encourage feedback from the participants about how much more difficult the activity was while wearing the gloves/goggles. This goal can also be achieved by listing the increased time it took to complete the relatively simple task of unscrewing the nuts and bolts while the participants were mimicking impairment.
- Discuss the various ways in which driving a vehicle is much more complicated than unscrewing nuts and bolts. Discuss how when driving any type of vehicle (car/truck, ATV, snowmobile, etc.), you need to be able to simultaneously use the brakes, steering wheel, mirrors, signal lights, etc. while also maintaining awareness of your surroundings.
- Talk about the teamwork aspect of this activity within the framework of understanding how our decisions/actions affect other people besides just ourselves. When a person decides to drive impaired, they are putting themselves, their passengers (if applicable), pedestrians, and other drivers in danger. If you wish to further explore this topic, divide the teams by having some members wear the gloves/impaired goggles, while the others do not. When the races are over, discuss how wearing the gloves/goggles slowed down the entire team's performance.
- Ensure that participants understand what is referred to by the term "impairment". Impaired driving is not limited to driving while under the influence of alcohol, but it also encompasses driving while under the influence of illicit drugs such as marijuana and cocaine, or prescription and/or over-the-counter medicine that has fatigue as a side effect (Ativan, Gravol, etc.). Encourage participants to read labels on all medications prior to driving.

ACTIVITY 5: SURVIVE THE DRIVE

Purpose: To understand how loss of coordination and vision impairment affects everyday tasks, as well as how each individual's actions affect those around them.

Target Audience: Children, youth, adult

Materials: *Survive the Drive* roadmap (must be requested separately)
Alcohol, cannabis, or drug impaired goggles
Steering wheel (cover with insert)
Small animal figurine
Plastic vehicle
Safety cone with STOP sign

Instructions:

- Participants will hold the 'steering wheel' and follow the road on the 4 x 8' vinyl roadmap, encountering intersections, wrong turns, and other obstacles. Discuss the consequence of driving while impaired by drugs or alcohol.
- Place the stop sign at the intersection and small animal figurine or vehicle at a curve along the map.
- Ask participants to first complete the roadmap while wearing the impaired goggles, then have participants complete the same station without wearing the impaired goggles.
- During the 'drive' provide directions of which way to turn at intersections, any missed stop signs, shoulder checks, or other missed obstacles. Add to the course by sending the participant down one way and then advising 'wrong turn' and asking them to back up. You may also throw the hollow balls at them to simulate obstacles.
- Ask participants what it was like to wear the goggles and how it impacted their ability to complete the task.
- Ask observers what it was like to watch the person trying to complete the task wearing the impaired goggles.

Discussion Points:

- Although this activity encourages participants to have fun, it is also intended to represent the very serious opposite relationship between alcohol/drug consumption and coordination, reaction time, and balance. It is extremely important to discuss this with the participants prior to starting, so as to ensure that the intended message is not undermined by the amusement provided by the activity.
- Ensure that participants understand what is referred to by the term "impairment". Impaired driving is not limited to driving while under the influence of alcohol, but it also encompasses driving while under the influence of illicit drugs such as marijuana and cocaine, or prescription

and/or over-the-counter medicine that has fatigue as a side effect (Ativan, Gravol, etc.). Encourage participants to read labels on all medications prior to driving.

- Discuss why coordination is important to operating a vehicle. Do so not only in the context of driving a car/truck, but also a snowmobile, ATV, motorcycle, etc. Discuss first how difficult it is to achieve balance and follow the road on the map while wearing the impaired goggles. Liken this to trying to drive while remaining on your side of the road. Discuss the dangers implicated by failing to remain on your side, even if you only veer off for a second.
- Discuss how when we are driving a vehicle, we not only need to be able to accomplish the relatively simple task of staying on our side of the road, but also to quickly react to unexpected events. Compare the plastic animal in the path and balls being thrown at them to pedestrians darting into the street unexpectedly, another vehicle cutting into their lane, etc. Talk about how when we are impaired, our reaction time is significantly decreased and thus, our ability to effectively deal with unexpected events is severely impaired. Point out that if a person is impaired, their ability to avoid an accident is seriously hampered. For example, if a person suddenly darted onto the road in front of a vehicle, the driver would have to simultaneously use their brakes and steering wheel to avoid hitting and potentially harming the individual, and also check their mirrors and blind spots to ensure swerving in certain directions would not mean putting other drivers/pedestrians in danger. Have participants think of other examples to highlight this point.

ACTIVITY 6: GOOD VIBES OBSTACLE COURSE

Purpose: Physical activity, processing information about drugs, exploring good decision-making.

Target Participants: Grades 4 + (children, youth, & adults)

Materials: *Good Vibes Word Scramble* handout (to be printed)
Checkpoint cards (use index cards provided & follow instructions below)
Flip chart paper (not included)
Markers
Coloured paper
Hollow plastic balls
Plastic bucket
*Prizes are not included; must be specifically requested if needed

Activity:

- For this exercise you will need lots of space. Divide the gym or outdoor area into four stations and clearly label them – *Station 1, Station 2, Station 3, and Station 4.*
- To prevent the teams from “bunching up” on the obstacle course. Send each team a different way. Write the stations’ number in a different order on each Checkpoint Card. Split the group into teams of four or five and give each team a Checkpoint Card.
- At the starting line, tell each team they must work together to complete the obstacle course.
- **Station 1:**
Cut up the Word Scramble handout and give one word to each team member. They can work on their own or as a group. When all words are solved, sign the checkpoint card and send them to the next station. (*Answers: CHOICES, SAY NO, DRUGS, ALCOHOL, TOBACCO*).
- **Station 2:**
Draw a ladder with five rungs on a piece of flip chart paper (One ladder per team). The team members must take turns writing an example of something that gives them good vibes (makes them feel good) on each rung of their ladder. No doubles! No copying other teams!
 - Examples of good vibes:
 - getting a hug from mom
 - laughing with my best friend
 - hitting a home run
 - singing / dancing

When the team reaches the top rung of their ladder, sign the checkpoint card and send them to the next station.

Facilitator notes:

- If you are using this station as a stand-alone activity, discuss bad decisions and talk about things that influence us to make bad decisions, such as wanting to feel good, wanting to fit in and peer pressure, as well as not knowing how to say no.
- Discuss things that support us to make good decisions, having positive interests/involvements in hobbies or teams, as well as making a plan with a parent or friend and practicing refusal skills to help us avoid making bad decisions.

• **Station 3:**

Place two lines on the ground about 10 feet apart, using painter's tape or skipping ropes. Each team member writes a word related to good decision-making on the colored paper. Each team must cross the "Pit of Bad Decisions" without falling in. They must use the colored paper to cross. Only one person can stand on a piece of paper at a time. Paper can be picked up and moved, and some will have to backtrack to help other teammates across.

- Discuss bad decisions and talk about things that influence us to make bad decisions, such as peer pressure, wanting to fit in, not thinking about consequences, not knowing how to say no.
- Discuss things that support us to make good decisions, such as making a plan with a parent or friend; practicing refusal skills; having positive interests/involvements in hobbies or teams; etc.

• **Station 4:**

Put 2-3 hollow plastic balls in a pile on the ground and place a bucket or container on the ground 4-5 feet away. The leader stands in front of the participants and role plays a scenario (see sample scenarios) and the participant must use refusal skills to respond. Each team member takes a turn giving an example or strategy on how to say no – not repeating others. Once a team member states a strategy in response to the leader, they can try to throw one ball into the empty bucket/container. Repeat until all balls have been transferred to the bucket/container.

Facilitator notes:

- Introduce the topic of refusal skills by saying something like:
 - Often saying no, even to ourselves, can be hard to do. Saying no to other people, especially our friends, older kids, adults or strangers can be very hard to do.
 - There are different ways of saying no. Can you show me some ways of saying no using your voice and your body? Say no in ways that show you really mean it and ways that show you don't really know if you want to or not.
- Tell the children that there are many ways to say no other than just using the word no. Today we are going to learn some different ways to say no:
 - Say, "No, thanks."
 - Broken record (e.g., repeating "no" or "no, thank you" over and again, including using different words)

- Making excuses (e.g., “I have to be home for dinner soon.”)
 - Turning the tables (e.g., “you do it!”)
 - Changing the subject (e.g., “look at my new comic book.”)
 - Telling the truth that you don’t want to do it (e.g., “I don’t want to do that!”)
 - Suggest doing something else (e.g., “let’s go to the store.”)
 - Give a reason (“I’m not allowed to do that,” or “That’s bad for you.”) You could state the consequences, (“I don’t want to do that; it will make me sick.”)
 - Walk away or ignore the offer.
 - Assert yourself. This is the most important tactic. If you can stick up for yourself, you are learning an important life skill.
- **Sample Scenarios:**
- You are in a store with your friend. You see him hide a bag of chips in his/her coat. He/she calls you over and hands you a bag and tells you to steal it.
 - You are at school and your next class is math. You don’t like it at all. You and your friend are out in the hall and teacher closes the door and starts the class. Your friend says he/she is going to skip math class and asks you to come along.
 - Someone you think is really cool invites you to hang out with their friends after school. Everyone is sitting around talking and your friend pulls out a cigarette and lights it. He/she smokes it a couple of times and hands it to you. Everyone is watching.
 - You and your friend are playing basketball at the park. Your grandmother is coming to dinner and your parents want you home by 5:00p.m. You go to leave but your friends want you to stay and keep playing.
 - There is a boy in your class that is always dressed badly. He talks out of turn and makes jokes that aren’t funny. You and your friend see him walking down your street after school. There is no one around and your friend wants to beat him up.
 - Some kids in your class are hiding books and other things from the teacher. They want you to join in.
 - Your friends took some candy from the corner store yesterday and didn’t get caught. They shared the candy with you. Now they want you to help them take some more candy from the store.
 - Some kids try to get you to throw rocks at the schools windows.
 - You have agreed to babysit your younger brother. Now your friends suggest you go with them to a movie.
 - Some kids want you to smoke a cigarette with them. They called you a chicken when you said no.
 - You are at a family gathering. Your older cousin offers you some of his beer.
 - A cousin offers you some cough medicine to cure your cough.

Discussion Points:

- If you are using this station as a stand-alone activity, discuss bad decisions and talk about things that influence us to make bad decisions, such as wanting to feel good, wanting to fit in and peer pressure, as well as not knowing how to say no.
 - Discuss things that support us to make good decisions, having positive interests/involvements in hobbies or teams, as well as making a plan with a parent or friend and practicing refusal skills to help us avoid making bad decisions.
- When the team has completed all the tasks, they can run to the start/finish line. The first team there wins a prize (or everyone else claps/bows/etc. in recognition).

Adapted from Middle Years F&ST Club Handbook

Good Vibes Word Scramble

H O I C E S C

Y A S O N

D R G S U

H A L C O O L

T O A C C O B

ACTIVITY 7: SEX UNDER THE INFLUENCE

Purpose: To explore impact of alcohol and drug impairment on physical abilities, emotions, and decision-making; to understand how impaired coordination and vision affects capacity to utilize condoms for protection against STI and pregnancy.

Target Participants: Youth, Adults

Materials: Condom demonstrator
Condoms
Alcohol, cannabis, or drug impaired goggles

Activity:

1. Introduce the concept of 'decision making under the influence' and discuss the impact of substance use on our physical abilities, emotions, and decision-making capacity.
2. Ask participants to first open condom packages and place the condom on the demonstrator, without wearing impaired goggles. Then, have participants wear the impaired goggles and complete the same task.
3. Ask participants what it was like to wear the goggles and how it impacted their ability to complete the task.
4. Ask any observers what it was like to watch the person trying to complete the task wearing the impaired goggles.
5. Further discuss the impact of the goggles on the physical ability to complete the task, as well as the impact of alcohol or drug impairment on an individual's ability to not only physically apply a condom but on their ability to make decisions about whether or not to engage in sexual activity and to reduce their risks if they do engage in sexual activity.

Discussion Points:

- Although this activity encourages participants to have fun, it is also intended to represent the very serious opposite relationship between alcohol/drug consumption and physical, as well as intellectual capacity to make decisions and engage in safer sex practices. It is extremely important to discuss this with the participants prior to starting, so as to ensure that the intended message is not undermined by the amusement provided by the activity.
- Explain how sex under the influence of alcohol and drugs is associated with high risk sexual behaviour, including increased likelihood of unplanned sexual partners, increased oral sex without protection, and decreased or incorrect condom use. These high risk behaviours contribute to the increased likelihood of unplanned pregnancy or contracting a sexually transmitted infection, as well as increased instances of regretted sexual activity.

- Ensure participants understand that the ability to make decisions and clearly communicate is impaired as well. Consent cannot be given by someone who is intoxicated, unconscious or otherwise incapable of giving consent. Sex without consent is sexual assault.
- Discuss the other impacts that sex under the influence of drugs and alcohol may have. Not only is sex under the influence of alcohol and drugs riskier, it can also be more difficult. Alcohol can affect the ability to obtain and or maintain an erection. It can also cause painful intercourse due to a decrease in lubrication.

ACTIVITY 8: STANDARD DRINK DEMONSTRATION

Purpose: To demonstrate the standard drink size for a glass of alcohol (beer, wine and liquor), discuss that underestimating alcohol consumption is very common, and introduce the Low-Risk Drinking Guidelines.

Target Audience: Youth, Adult

Materials (Available in the *Standard Drink Kit*, which must be requested separately):

- 2 Highball glasses (1 marked, 1 unmarked)
- 2 Wine glasses (1 marked, 1 unmarked)
- 2 Beer glasses (1 marked, 1 unmarked)
- 1 Water jug
- 1 Measuring cup
- 8 ½ x 11 *Standard Drink Poster*
- *Low Risk Drinking Guidelines* (request permission & photocopy)

Activity:

- Using the unmarked glasses and a jug of water, invite participants to pour what they think is a standard drink of beer, wine and liquor. Compare the quantities in the unmarked glasses and the marked 'standard drink' quantities.
- If there is not an opportunity to do the pouring demonstrations, simply use the marked glasses and pour water to the fill line for participants to see the quantity of liquid in a standard drink of beer, wine and liquor.

Discussion Points:

- Discuss how the standard drink compares to the glass the participant has poured, as well as to a glass of alcohol provided in a typical restaurant/bar. Introduce the Low-Risk Drinking Guidelines and discuss the impacts of alcohol on our physical and emotional health, recommended limits, delaying first use of alcohol for youth, and safer drinking tips.
- The ***Low-Risk Alcohol Drinking Guidelines*** provide evidence-based advice to Canadians regarding how to minimize risks from their own and others' drinking.
 - The guidelines outline that one standard drink is 12 ounces of beer, cider, or cooler with a 5% alcohol content; 5 ounces of wine with a 12% alcohol content; or 1.5 ounces of distilled alcohol with a 40% alcohol content.
 - They recommend that adults plan non-drinking days every week, that women drink no more than 2 drinks per day most days and no more than 10 drinks per week and that men drink no more than 3 drinks per day most days and no more than 15 drinks per week.
 - Furthermore, they recommend that drinking take place in a safe environment and that zero alcohol be consumed under higher risk circumstances such as operating a vehicle, taking medicine or other drugs, being responsible for the safety of others, making important decisions, while living with a mental or physical health problem, or while pregnant or planning to become pregnant.

- The primary best practice for youth younger than 19 is 'don't drink' or delay drinking alcohol for as long as possible. However, the guidelines recommend that youth who do decide to drink while under the legal drinking age speak to their parents about drinking, never have more than one or two drinks per occasion, and never drink more than one or two times during the week. For youth from the legal age to 24 years-old, the recommendation is for females to never have more than two drinks a day and ten drinks a week and for males to never have more than three drinks a day and fifteen drinks a week (CCSA, 2014).

The [Low-Risk Drinking Guidelines Brochure](#) is available on the CCSA website. CCSA has also produced targeted resources about the impact of alcohol on [women](#) and [youth](#), and the relationship between [alcohol and cancer](#), as well as other [chronic illnesses](#). See the full set of resources [here](#). For permission to print multiple copies of the Guidelines resources, or to add your organization's logo and URL to the Guidelines brochure or poster, please complete the [Application for Copyright Permission form](#).

ACTIVITY 9: FATAL VISION

Purpose: Introduce the impact of alcohol and drug impairment on basic tasks, increase understanding of the specific impact of alcohol and drug use of driving capacity.

Target Audience: Youth, Adults

Materials: *Fatal Vision* reading script
Alcohol, cannabis, or drug impaired goggles

Activity:

- Have participants wear the impaired goggles and then provide the Fatal Vision Reading Script for them to read. Have participants remove the goggles and again read the script. Discuss the impact of alcohol and drug impairment on vision and ability to focus on and read the physical script. Discuss the points about alcohol and drug impairment from the script.
*Script text adapted from: Youth Impaired Driving (2016). Royal Canadian Mounted Police. Retrieved online from: <http://www.rcmp-grc.gc.ca/cycp-cpci/id-cfa/index-eng.htm>

Discussion Points:

- Although this activity encourages participants to have fun, it is also intended to represent the very serious relationship between alcohol/drug consumption and impairment to vision and ability to focus. It is extremely important to discuss this with the participants prior to starting, so as to ensure that the intended message is not undermined by the amusement provided by the activity.
- Ensure that participants understand what is referred to by the term “impairment”. Impaired driving is not limited to driving while under the influence of alcohol, but it also encompasses driving while under the influence of illicit drugs such as marijuana and cocaine, or prescription and/or over-the-counter medicine that has fatigue as a side effect (Ativan, Gravol, etc.). Encourage participants to read labels on all medications prior to driving.
- Discuss why vision and focus are so important to operating a vehicle. Do so not only in the context of driving a car/truck, but also a snowmobile, ATV, motorcycle, etc.
- Discuss first how difficult it is to read a simple script while wearing the impaired goggles. Liken this to trying to drive while your vision and focus are impaired.
- Discuss the list of impacts of alcohol and/or drugs provided in the script. Discuss how when we are driving a vehicle, we not only need to be able to accomplish the relatively simple task of being able to focus and see clearly, as needed to read the script, but also to quickly react to unexpected events. Compare the list of impacts to the capacity needed for a driver to quickly

react to pedestrians or animals darting into the street unexpectedly, another vehicle cutting into their lane, etc. Talk about how when we are impaired, our reaction time is significantly decreased and thus, our ability to effectively deal with unexpected events is severely impaired. Point out that if a person is impaired, their ability to avoid an accident is seriously hampered. For example, if a person suddenly darted onto the road in front of a vehicle, the driver would not only have to see them clearly and immediately, but would also have to simultaneously use their brakes and steering wheel to avoid hitting and potentially harming the individual, and also check their mirrors and blind spots to ensure swerving in certain directions would not mean putting other drivers/pedestrians in danger. Have participants think of other examples to highlight the list of impacts provided.

Fatal Vision

Impaired driving is driving while you are under the influence of alcohol or drugs.

Alcohol impaired driving is driving after having consumed any amount of alcohol. Everyone reacts differently to alcohol, so it's hard to say what the exact effects will be. Some people feel happy, some are sad, and some just get really sleepy. Drinking heavily impairs your judgment and your risk of getting into an accident increases dramatically.

Drug impaired driving is driving after consuming drugs – illegal, prescription, or even over-the-counter. Drug use can have many negative impacts on driving, including slower reaction times, trouble concentrating, feeling drowsy or disoriented, difficulty judging distances and making decisions, and finding it harder to maintain a constant speed and stay in your own lane.

ACTIVITY 10: ROADSIDE CHECK & POSITIVE TICKETING

Purpose: To build awareness of drug-impaired driving, alcohol-impaired driving, and distracted driving. This activity also promotes, encourages and rewards positive driving habits.

Target Audience: Youth, Adult

Materials: Positive tickets (must be requested separately)
Road signs (must be requested separately)

- Positive Ticketing Checkpoint Ahead (2)
- Stay Alive - If You Drink, Don't Drive (1)
- Drugged Driving is Impaired Driving (1)
- Stay Alive – Don't Text & Drive (1)
- Be a Backseat Driver - Speak Up to Stop Distracted Driving! (1)

Planning:

- Engage partners (law enforcement, teachers, community groups, etc.)
- Select a venue (high school, college, community centre, key town location)
- Pick a day and a location
- Secure appropriate approvals from venue & city, if needed
- Request tickets
- Request signage

Promotion:

- Work with local police, health and other partners to share information about the event
- Send media release or contact local media directly
- Think about wearing colourful t-shirts or hats to draw attention to yourself
- Use lawn signs on day of event to advise motorists of the activity

Activity:

- Set up a positive ticketing blitz during a high traffic time, preferable with law enforcement co-facilitation
- Ask drivers to pull over in a safe place
- Explain the Positive Ticket Activity and key messages
- Provide a ticket with key messaging to drivers who are demonstrating good driving practices
- Give the driver promotional items and/or prize draw ballot
- Safety Tips
 - Clearly section off a distinctive safe area for the drivers to pull over and receive their positive tickets

- Have a designated person in charge of directing traffic
- Ensure no one is standing in the way of moving vehicles
- Do not assume that drivers can see you when you can see them. In many cases, the pedestrian sees and hears a vehicle before a driver can see the pedestrian - due to blind spots in vehicles
- Ensure that the people distributing the tickets are dressed in noticeable clothing, so drivers are able to clearly spot them
- Notify pedestrians about the event, so that they are extra cautious of cars stopping to receive the positive tickets
- Be cautious when interacting with potential strangers in the cars
- If you are having media cover the event, ensure they are set up in a location that is not distracting to the drivers

Discussion Points:

- Key Messages:
 - *Stay Alive - If You Drink, Don't Drive*
Don't risk your safety and that of others. Over half of teen deaths from drunk driving occur on the weekend. Impaired driving can lead to a collision that may take your life or someone else's. Plan ahead for a designated driver, family member or taxi.
 - *Drugged Driving is Impaired Driving*
One out of four teen drivers who died in a motor vehicle crash between 2000 - 2010 tested positive for cannabis. Yet, many youth do not consider driving while impaired by drugs to be risky. Some even falsely believe that using cannabis makes them better drivers! Make your car a drug-free zone.
 - *Stay Alive – Don't Text & Drive*
Research shows that texting behind the wheel is equivalent to driving with your eyes closed for almost five seconds! Reduce the temptation of texting by keeping your phone out of reach. It could save your life.
 - *Be a Backseat Driver - Speak Up to Stop Distracted Driving!*
Multitasking behind the wheel is dangerous - eliminate distractions and stay focused on the road. A recent survey of Canadian drivers found 96 % of drivers would stop driving distracted if a passenger asked them to. As a driver, ask your passengers to help remind you to stay focused. As a passenger, speak up and ask a driver to avoid distractions and remain focused on the road.

Adapted from Parachute National Teen Driver Safety Week Get Home Safe Campaign

ACTIVITY 11: **MOCK CAR CRASH**

Purpose: To demonstrate the serious and sometimes fatal consequences of impaired and/or distracted driving.

Target Audience: Youth, Adult

Materials: Road signs (must be requested separately)

- CAUTION Mock Car Crash Ahead (2)
- Stay Alive - If You Drink, Don't Drive (1)
- Drugged Driving is Impaired Driving (1)
- Stay Alive – Don't Text & Drive (1)
- Be a Backseat Driver - Speak Up to Stop Distracted Driving! (1)

Other materials needed must be obtained by facilitators, contact the consultants to discuss funding opportunities:

- Gloves (safety when staging)
- Wrecked car
- Large tarp (place under wrecked car)
- Beer/liquor/wine bottles and empty beer boxes (stage the scene)
- Old blankets (safety & stage the scene)
- Foam connecting mats for inside of cars for actors to sit on and be safe from glass, etc.
- Make-up (stage the scene)
- Sunscreen (for volunteers)
- Table, chairs & refreshments (for volunteers)
- Wet wipes/paper towels, garbage bags & broom (clean up after event)

Volunteers, Partners & Other Supports:

- 6-8 Crash Victims (2-3 volunteers at any given time switching approximately every 30 minutes for the duration of the event)
- Fire Department
- RNC/RCMP
- Ambulance Service
- Town/Property Owner (permission to use the parking lot/location)
- Local Garage/Scrapyard (wrecked car)
- Media (prior community notice of event/event coverage)
- Someone designated as the Make-Up Artist (pre-plan make-up to create a realistic looking injuries for 6-8 crash victims)
- Someone designated to transport volunteers, provide refreshments, etc.

Activity:

- Set up a Mock Car Crash Scene using an actual wrecked car and volunteers to act as crash victims.
- Use make-up to create realistic looking injuries for the crash victims.
- Use props such as beer/liquor/wine bottles and empty beer boxes to stage the scene of the crash.
- Invite first responders to be on site with vehicles (police car, ambulance, fire truck) to set the scene of the crash.
- Select a location that is safe and does not disrupt or impede traffic flow.
- Ensure advanced notification is provided to the community about the mock crash.
- Ensure “Mock Crash” signs are placed in visible areas so people do not mistake it as a real crash.
- Ensure adequate space to accommodate people as they stop to view the scene.

Other Options:

- Use the Mock Car Crash as an opportunity for First Responders to conduct a training exercise.
- Set up a Mock Crash scene using an ATV, Snowmobile or Motorcycle

Things to Consider:

- Weather/Season of Event – Cold inclement weather will make this activity uncomfortable for volunteers. The weather/season should be considered when planning your event.
- The devastating impact of a vehicle crash is a reality for many people. Consider the possible triggering effect of this activity and look for ways to lessen this impact.
- Media Coverage – invite local media outlets to cover the event.

Volunteer Crash Victims

- Refreshments – Depending on the duration of your event, you may need to provide food and refreshments on-site for volunteers.
- Vehicles – Avoid having vehicles that are not part of the crash scene on site as it congests the area and distracts from the scene. You may need someone designated to transport volunteers to and from the site.
- Tables/Chairs – Have tables and chairs on-site for volunteers for refreshments and make-up. Park Emergency Responder vehicles in front of volunteer area so that it does not distract from the staged scene. The Only people that are visible on the staged scene at any given time are the volunteer crash victims staged in the car(s) and First Responders.

Discussion Points:

- Key Messages:
 - *Stay Alive - If You Drink, Don't Drive*
Don't risk your safety and that of others. Over half of teen deaths from drunk driving occur on the weekend. Impaired driving can lead to a collision that may take your life, or someone else's. Plan ahead for a designated driver, family member or taxi.

- *Drugged Driving is Impaired Driving*
One out of four teen drivers who died in a motor vehicle crash between 2000 - 2010 tested positive for cannabis. Yet, many youth do not consider driving while impaired by drugs to be risky. Some even falsely believe that using cannabis makes them better drivers! Make your car a drug-free zone.
- *Stay Alive – Don't Text & Drive*
Research shows that texting behind the wheel is equivalent to driving with your eyes closed for almost five seconds! Reduce the temptation of texting by keeping your phone out of reach. It could save your life.
- *Be a Backseat Driver - Speak Up to Stop Distracted Driving!*
Multitasking behind the wheel is dangerous - eliminate distractions and stay focused on the road. A recent survey of Canadian drivers found 96 per cent of drivers would stop driving distracted if a passenger asked them to. As a driver, ask your passengers to help remind you to stay focused. As a passenger, speak up and ask a driver to avoid distractions and remain focused on the road.

PREVENTION PROGRAMS

The following Programs were funded through the Western Injury Prevention Coalition – Motorized Vehicle Injury Prevention Sub-committee. They are recommended programs to support your work in substance use prevention. The Impaired Driver Toolkit can be an important addition to these programs, as a way to demonstrate the impact of alcohol and marijuana use on driving any type of motorized vehicle.

- Challenges, Beliefs and Changes
- What's With Weed
- Get Ready

Visit the Western Health Prevention and Promotion website at www.westernhealth.nl.ca/mha for additional information and program descriptions. Email: mha@westernhealth.nl.ca to request copies of these programs, as well as facilitation support.

ADDITIONAL RESOURCES

Western Health Resources

Visit the Western Health Prevention and Promotion website at www.westernhealth.nl.ca/mha for additional programs, educational resources, and promotional materials. Email: mha@westernhealth.nl.ca to request print materials or borrow resources.

Alcohol Impaired Goggles (additional pairs)

Standard Drink Kit

Substance Use Prevention Activity Guide and Toolkit

CCSA Drug Impaired Driving...More Dangerous Than You Think Poster

Impaired Driving Poster Display

Don't Drink and Ride Posters (3 Snowmobile Posters)

Prescription for DUI Poster and Business Cards

Don't Drink and Drive Business Cards

CCSA Drug-Impaired Driving Toolkit

Driving while impaired by drugs has become comparable in seriousness to alcohol-impaired driving. CCSA's Drug-Impaired Driving Toolkit contains timely and important resources for new drivers and those involved in drivers' education.

One area of particular concern is the prevalence of driving after drug use among new and young drivers. CCSA reviewed current driving-related materials and identified a critical gap in information on drugs and driving. This toolkit was developed to address this issue. The toolkit includes content on:

- The effects of different types of drugs on the body and driving;
- The ability of law enforcement to detect drug-impaired drivers and take corresponding legal action; and
- The dangers of drug-impaired driving for young and new drivers.

The resources below are available for download at www.ccsa.ca. Please feel free to email: impaireddriving@ccsa.ca with any feedback. Please fill out their **permission form** if your organization would like to distribute, reproduce, modify, or adapt this toolkit.

CCSA Drug-Impaired Driving Backgrounder

- Use the Backgrounder to increase awareness about the effects of drugs on one's ability to safely drive and to inform interventions

CCSA Facts About Drug-Impaired Driving

- Use this document to share key facts and figures on drug-impaired driving

CCSA Drugs Driving and Youth Highlights

- Use the Highlights to start a dialogue on drug-impaired driving with young or new drivers

CCSA Key Messages about Drug-Impaired Driving

- Use the Key Messages to guide interactions with young and new drivers on the issue of drug impaired driving

CCSA Test Your Knowledge on Drug-Impaired Driving

- Use the test in a classroom or course setting

CCSA Evaluation of Drug-Impaired Driving Toolkit

- Use the form to evaluate the toolkit and submit the completed form to CCSA

CCSA Twitter Toolkit for Drug-Impaired Driving

- Use the Twitter Toolkit to share CCSA's drug-impaired driving resources with your stakeholders on social media

CCSA Drug-Impaired Driving: More Dangerous Than You Think (Poster)

- Use this infographic to promote the message that drug-impaired driving is dangerous and the laws against it can be enforced

CCSA Effects of Drugs on the Body and Driving (Handout)

- Use this handout to spread the message that taking drugs has an effect on driving

Drug Impaired Driving Learning Centre

The Drug Impaired Driving Resource Centre (DIDLC) is a fully bilingual, web-based educational resource that was developed by the Traffic Injury Research Foundation, in partnership with State Farm®.

This comprehensive, accessible tool was created to inform the development of an evidence-based drug-impaired driving strategy. It was designed to meet the needs of a wide spectrum of diverse stakeholders who are seeking information about this priority topic.

The Learning Centre contains several modules that are structured in a question and answer format, similar to other TIRF educational programs. Module topics include:

- **The Problem.** This module summarizes international research regarding the size of the drug-impaired driving problem, characteristics of drug-impaired drivers and the types of drugs most frequently detected. It includes research regarding public knowledge, attitudes, behaviours and perceptions of the problem.
- **Effects of Drugs on Driving.** This module describes the research methods typically used to investigate drug-impaired driving, and the types of drugs that are detected in drivers. It also summarizes what is known about the impairing effects of these drugs.
- **Laws & Penalties.** This module describes general approaches to laws and legal penalties that are related to drug use as well as drug-impaired driving. It also reviews the effectiveness of different types of penalties for alcohol- and drug-impaired driving offences, including criminal and administrative penalties.
- **Tools & Technologies.** This module contains information about a variety of tools and technologies that may aid in the detection and measurement of different types of drugs in a driver's system. While some of these tools are already available and in use by law enforcement agencies in some jurisdictions, other tools are either under development or undergoing testing to gauge their sensitivity and specificity.

The DIDLC also contains several free resources including fact sheets, links to research studies, program materials, experiences from other jurisdictions, and examples of practice. Visit the website for more information: <http://druggeddriving.tirf.ca/>

Other Available Resources

RCMP Resources

Infographic – Marijuana: We’d Like You to Know

<http://www.rcmp-grc.gc.ca/en/marijuana-wed-know>

E-Brochure - The Truth: Youth and Drug-Impaired Driving

<http://www.rcmp-grc.gc.ca/cycp-cpcj/dd-dv/Drug-Impaired-Driving-and-Youth-eng.pdf>

ABCs of BAC - A Guide to Understanding Blood Alcohol Concentration and Alcohol Impairment

<https://www.nhtsa.gov/document/theabcsofbac>

Videos

GovNL – Understanding Changes Everything ([YouTube Videos](#))

GovNL – Mental Health Crisis Line (YouTube [30Sec Video](#) or [Long Version Video](#))

Drug Free Kids Canada – [The Call That Comes After](#)

MADD Canada – [YouTube Channel](#)

Websites

Western Health	www.westernhealth.nl.ca
Government of Newfoundland & Labrador	
HEALTHLINE	www.yourhealthline.ca
Bridge the gApp & The Breathing Room	www.bridgeTHEgAPP.ca
Understanding Changes Everything	www.understandnow.ca
Aids Committee of Newfoundland & Labrador	www.acnl.net
Canadian Centre on Substance Abuse	www.ccsa.ca
Centre for Addiction and Mental Health	www.camh.ca
CHANNAL	www.channal.ca
Drug Free Kids Canada	www.drugfreekidscanada.org
Foundation for a Drug-Free World	www.drugfreeworld.org
Kids Help Phone	www.kidshelpphone.ca
MADD Canada	www.madd.ca
Mind Your Mind	www.mindyourmind.ca
National Anti-Drug Strategy, Government of Canada	www.drugprevention.gc.ca
Parent Action on Drugs	www.parentactionondrugs.org
RCMP	Impaired Driving
Virtual Party	www.virtual-party.org
What's With Weed	www.whatswithweed.ca
Xperiment	www.xperiment.ca

SUPPORTS AND SERVICES

Help Lines

HEALTHLINE	811
Mental Health Crisis Line	1-888-737-4668
CHANNAL Warm Line	1-855-753-2560
Kids Help Phone	1-800-668-6868

Mental Health & Addiction Services

All Mental Health & Addiction Services offices provide promotion, education and prevention services; consultation; and assessment and counseling services to children, adults, families, groups and communities for mental health, mental illness, and substance use-related issues. Mental Health & Addiction Services accepts self-referrals or referrals from other agencies.

Port aux Basques	695-6250
Burgeo	886-1550
Stephenville	643-8740
Corner Brook	634-4171 (Blomidon Place – Children, Youth & Families) 634-4506 (Adult Mental Health & Addiction Services)
Deer Lake	635-7830
Bonne Bay	458-2381
Port Saunders	861-9125

For more information, visit the Mental Health & Addiction Services webpage:

<http://westernhealth.nl.ca/index.php/programs-and-services/services-a-z/mental-health>

Youth Outreach Workers

Youth Early Intervention and Outreach Workers provide support to youth (12-29), support to parents of youth and other family members who are concerned about their teen, and support to schools and community groups for presentation and program delivery on a variety of addictions prevention and mental health promotion topics.

Port aux Basques	695-6901
Stephenville	643-2247
Corner Brook	639-1710
Bonne Bay	458-2381 ext. 271

Prevention & Promotion Services

The Regional Mental Health Promotion Consultant and Regional Addiction Prevention Consultant provide support and consultation regarding resources, programs, and initiatives on substance use prevention, gambling prevention, mental health promotion, and mental illness prevention.

For more information, please contact: 709-634-4171 or mha@westernhealth.nl.ca.

APPENDIX A: FACILITATOR FEEDBACK FORM

UNDER THE INFLUENCE FACILITATOR FEEDBACK FORM

Click [Facilitator Feedback Form](#) to complete online or print and return completed form.

Facilitator: _____ **Location:** _____

Age Range of Participants: _____ **Total # of Participants:** _____

Materials Used: _____

Activities Delivered: _____

1. Were there any concerns from participants or organization leaders regarding the activities?

Yes If yes, explain: _____

No

2. Summary of Participant Feedback (write comments below):

3. What did you like best? What worked well (successes)?

4. What did you like least? What did not work well (challenges)?

5. If we were to do this again, what would you do differently (Recommendations and opportunities for improvement)?

For each statement, indicate how much you Agree or Disagree:

6. I feel overall the session was successful.

Strongly Agree

Agree

Undecided

Disagree

Strongly Disagree

7. I would recommend activities from this toolkit.
Strongly Agree Agree Undecided Disagree Strongly Disagree
8. I feel that I had adequate information and support available for implementation.
Strongly Agree Agree Undecided Disagree Strongly Disagree
9. The resources/materials were easy to use.
Strongly Agree Agree Undecided Disagree Strongly Disagree
10. The resources/materials were good quality.
Strongly Agree Agree Undecided Disagree Strongly Disagree
11. The resources/materials were appropriate for the participants.
Strongly Agree Agree Undecided Disagree Strongly Disagree
12. Feedback from participants about the session was positive.
Strongly Agree Agree Undecided Disagree Strongly Disagree
13. I felt comfortable facilitating this session.
Strongly Agree Agree Undecided Disagree Strongly Disagree
14. I feel participants are now more aware of risky behaviours associated with substance use.
Strongly Agree Agree Undecided Disagree Strongly Disagree
15. I feel participants are now more aware of how drugs & alcohol impact fine and gross motor skills, vision and reaction times.
Strongly Agree Agree Undecided Disagree Strongly Disagree
16. I feel participants are now more aware of how drugs & alcohol impact emotions and decision-making capacity.
Strongly Agree Agree Undecided Disagree Strongly Disagree

17. Other Comments:

Thank-you for your feedback!

Please return the completed form to:

Tracey Wells-Stratton, Regional Mental Health Prevention Consultant
Blomidon Place, Western Health
PO Box 2005
Corner Brook, NL A2H 6J7

Email: traceywells@westernhealth.nl.ca Fax: (709) 634-4888

For more information, contact:

Regional Addictions Prevention Consultant
Regional Mental Health Promotion Consultant

www.westernhealth.nl.ca/mha

mha@westernhealth.nl.ca

(709) 634-4171

2017

