

## Impaired Driving Activities

### CHOICES

### Drinking and Driving Activity #1



#### Students will:

- /// Gain awareness of how choices are made and how they affect their lives and the lives of those around them.
- /// Develop awareness of the kinds of consequences that choices about drinking and driving could have in their lives and the lives of others.

#### Optional Introductory Activity:

Introduce the idea of choices with the Robert Frost poem "*The Road Not Taken*" (1916).

#### METHOD

**Start** by presenting this question or a question of your choosing on the overhead: "How did you decide what to wear this morning?"

- /// Have the students brainstorm a list of **factors** that go into that decision; i.e. fashion trends, weather, the day's activities.
- /// Have the students discuss the **consequences** that decision could have; i.e. wearing a short sleeved shirt on a day that was supposed to be warm.
- /// Help them make the connection that each decision-making factor has consequences.
- /// Have students examine **how choices they make affect others**; i.e. if you decide to come home late, your mother might stay up late worrying and have a bad day at work the next day because she's so tired.
- /// Discuss how **values and attitudes** influence choices.

#### Next (optional activity)

- /// Group students and give each group a different choice (i.e. what courses to take, what music to buy). Have them apply the above analysis in their groups.
- /// Then have them share their analysis with the larger group.

#### Now apply these decision-making skills to drinking and driving.

- /// Have students brainstorm what they know and what questions they may have about drinking and driving.
- /// **Review** some drinking and driving fast facts on the accompanying sheets. If the sheets do not answer all the students' questions, further research may be needed.
- /// Once all the questions have been answered, have the students apply their knowledge by dividing them into groups to analyse a scenario typical of one they might actually encounter. Encourage them to discuss a wide range of factors, choices and possible consequences.
- /// **Here's a sample scenario that you can use or adjust to suit your class:**  
*Jessica's parents are away for the weekend and she invites her friend Mike to a party at her house. Discuss what factors Mike might consider in deciding whether to go. Then have each group brainstorm at least one other scenario Mike could be faced with as a result of whether he goes to the party or not and analyse how he comes to his decision. Suggest that the group also brainstorm two or three possible consequences (these could be positive, negative, or neutral) Mike could face as a result of his decision. How might his decision affect other people?*

Have each group share their answers, scenarios and process with the larger group.

**YOU CAN'T THROW UP IN MY CAR!**

**Drinking and Driving Activity #2**

**Designated Driver Activity**

**Introduction:** This activity is designed to have participants examine the expectations they would have around being and/or having a designated driver. Having examined these expectations, they will be able to develop more effective communication strategies to ensure that the role of designated driver is a win-win for both drivers and passengers.



**NOTE:** While students in grades 9-S4 are not of legal drinking age, they are all potential designated drivers if they possess a valid driver's licence. It is very important for them to learn the skills necessary to make good choices.

**METHOD**

- /// Explain that a designated driver is a volunteer who agrees not to drink any alcoholic beverages before or during a social outing and who takes responsibility for ensuring that others in the group arrive home safely.
- /// Divide the class into two groups; one is given the role of designated driver and the other is given the role of passenger.
- /// Have each group brainstorm what expectations they would have of the other group. Specify a number of expectations, eg. 1 per group member. For example: As a designated driver I would expect you not to throw up in my car, to be ready to go when I am, to take home extra people, etc. As a passenger I expect - to party hearty, to go home when I want, to be driven to other parties, events, places, etc.
- /// Each group should take turns presenting their expectations one at a time. As each expectation is presented, the other group can challenge it. For example: The designated driver group presents the expectation that "No one can get completely blasted and throw up in my car"; the passenger group challenges with, "I expect to be able drink as much as I want and you have to take me home." The teacher/facilitator can promote discussion around what is reasonable and plug in expectations that may have been missed, for example: a valid driver's license, a reliable vehicle, sufficient gas, seatbelts, excessive drinking, aggressive behaviour, etc.
- /// Discuss how relationships between the designated driver and passengers could affect choices, for example: young people driving for parents or vice versa; driving for older friends, for co-workers.
- /// **CONFLICT AND DEBATE SHOULD RUN RAMPANT!** The point being, it is important to consider a wide range of factors in being a responsible designated driver and/or passenger. Have students create a check list/contract of issues that must be settled to ensure everyone arrives home happy and healthy. What are the things we need to decide on before we even get into the car!

**WE CAN MAKE A DIFFERENCE, TOO!**

**Drinking and Driving Activity #3**

**METHOD**

**1) Let's TALK about what we know**

- a) Start by having students brainstorm what they know about drinking and driving
- b) Record their information on flip charts or overheads

**2) Let's ASK Questions**

- a) Have students list the questions they would like answered about drinking and driving.

**3) Let's GATHER the facts**

- a) The fast facts included with this section may provide helpful background information for teachers to use for this discussion.
- b) If these do not answer all the students' questions, additional research may be required.

**4) LISTEN to what we've learned**

- a) Explain to students that although they are too young to drink or to drive, they can make a difference by asking the adults in their community to NOT drive if they have been drinking.

**AFTER-DISCUSSION ACTIVITIES**

After the discussion, have students use what they know about drinking and driving to:

- ✍ Create a bumper sticker or a poster
- ✍ Write a story or poem about why they will never drink and drive, or why they hope adults will choose not to drink and drive.
- ✍ You may want to encourage your student to enter their posters, stories and poems in MADD Canada's (Mothers Against Drunk Driving) annual Poster and Writing Contest. There are two age categories – 10 & under and 11 – 14. Because all entries must appropriately communicate the contest's theme, be sure to visit [www.madd.ca/youth2k2](http://www.madd.ca/youth2k2) to find out the current year's theme and to get more information on the contest's history, rules and prizes. Deadline for submissions is usually in May of each year. A student may submit entries to both categories of MADD Canada's contest and they can also participate in the Elks & Royal Purple Canada contest as described in the Promotion Section of this kit.



- ✍ Display the completed work in the school or community hall or ask a local business such as a grocery store or Manitoba Public Insurance Claim Centre if they would be willing to display the children's work for a few days.
- ✍ Invite the community to come see the children's work.
- ✍ Draw a paper bag message. The Manitoba Liquor Control Commission will provide bags for your class and will then distribute those bags through local Liquor Marts. For more information on participating in this program, contact Christine Girardin of MLCC Community Relations at (204) 474-5656.

**Additional Educational Resources – Impaired Driving**

**No Time to Say Goodbye**

This 15-minute video, produced by the Manitoba Moose with support from Manitoba Public Insurance is hosted by former Winnipeg television anchor Barbara-Lee Edwards, who lost her brother to an impaired driving crash. Contact the Addictions Foundation of Manitoba library at (204) 944-6279. (See *resource order form in the resource section of this kit*)

**Fatal Vision Goggles**

Fatal Vision impairment goggles simulate the effects that alcohol or drugs have on perception and co-ordination. Manitoba Public Insurance has several pairs available for loan to schools or community groups. The goggles come with a helpful teacher's guide.

To arrange to borrow Fatal Vision impairment goggles for your group, contact Manitoba Public Insurance's Road Safety Department at 985-7199 or toll-free in Manitoba at 1-888-767-7640. Similar goggles are also available by contacting the AFM library at (204) 944-6279 or MADD Winnipeg at (204) 896-6233.

**Resources on the web**

- /// Canadian Public Health Association's (CPHA) **Pot and Driving Campaign** was launched to raise awareness among Canadian drivers 14-18 years of age; the site includes resources, factual information and discussion questions. CPHA's site also includes the **Pot and Driving Campaign Learning Activity Unit** on this important topic for youth ages 12 to 18. You can find these resources at: [www.potanddriving.cpha.ca/](http://www.potanddriving.cpha.ca/) and [www.potauvolant.cpha.ca/pdfs/3\\_LeAcUn\\_E.pdf](http://www.potauvolant.cpha.ca/pdfs/3_LeAcUn_E.pdf).
- /// MADD Canada (Mothers Against Drunk Driving) is a national volunteer organization whose mandate is to stop impaired driving and support the victims of this violent crime. Youth-related activities include a national poster and writing contest and two high-energy educational assembly shows produced by MADD Canada partner Motivational Media. To learn more about MADD Canada and its programs, visit [www.madd.ca](http://www.madd.ca).
- /// The Government of Canada Justice Department has information about laws in Canada at <http://canada.justice.gc.ca/en/index.html>.
- /// Search the Government of Manitoba web site at <http://www.gov.mb.ca> for the latest information on drinking and driving laws in Manitoba.
- /// **TADD/Safe Grad** If you are interested in forming a TADD group in your school, or want to know more about Safe Grad, visit the Manitoba Association of School Trustees web site at [www.mast.mb.ca](http://www.mast.mb.ca). You can also contact Keith Thomas at the Manitoba Association of School Trustees (204) 233-1595.
- /// Visit [www.mpi.mb.ca](http://www.mpi.mb.ca) for information about Manitoba Public Insurance's involvement in anti-impaired driving programs.

For more impaired driving resources, see 2.5.16 Surf the Facts and the Supporting Resources Section of this kit!

**Deleted: Wrecked**  
 This comprehensive anti-impaired driving kit produced by Manitoba Public Insurance has been delivered to high schools across Manitoba. It features an updated version of the video "No Time to Say Goodbye" along with a facilitator's guide that includes activity suggestions, additional resource listings and information about the consequences of impaired driving.