



2020-2021 *School Presentation Program*

EDUCATORS' GUIDE

(Grades 7 & 8)

"THE WISH"



Information Sheets, discussion tools, worksheets, and assessment tools
to help reduce the risk of deaths and injuries to your students.

A Message from MADD Canada

Educators' Introduction, Grades 7-8

Thank you for choosing **MADD Canada** to help educate your students about impaired driving.

As a host of our 2020-2021 *School Presentation Program*, "**THE WISH**", you have received this package of educational tools that can be used in a classroom setting. Many of the materials found in this guide could be covered prior to the school assembly program in order that students already have a clear understanding of the effects of cannabis and alcohol on the body. Following the delivery of the **MADD School Presentation Program**, these or other materials provided should be used in a timely fashion so the program is still fresh in the students' minds, ensuring they can benefit from discussion and debriefing.

Section One of this resource contains an educators' guide for class discussion on "**The Wish**" and the "**Real Victim Stories**". It includes an answer guide to many difficult and thought-provoking questions. As a facilitator, you play a key role in guiding a discussion in which all your students can participate. You do not need to be an expert in the subject of impaired driving in order to support this discussion. This section also includes post-presentation assessment tools, success criteria that can be used by the teacher in evaluating students' learning, and extension assignments. The variety of assignments allow students to demonstrate their understanding of the message in various formats.

Section Two provides teachers with lesson plans about alcohol and cannabis, worksheets and information designed to ensure students have an understanding of the physical and mental changes that occur in the body if they choose to drink alcohol and use cannabis. Teachers could use these materials prior to the presentation.

Section Three includes additional fact sheets and has in-class activities and questionnaires for your students. You can choose those that are most relevant to your group of students. **Section Four** addresses the belief that students can make a difference by providing ideas for their participation and leadership in achieving results in their own school and in the greater community.

This package includes **3 additional bonus videos**. One is a 20-minute film entitled **Too Close to Home**. These are heartfelt stories told by victims/survivors of impaired driving crashes. The video is designed to be watched in its entirety and followed up with a discussion of what the students learned and how they plan to stay safe if they find themselves in a similar risky situation. The second video, **Lives Lost**, is a compilation of victim/survivor stories from previous *School Presentation Programs*. Each story can be chosen according to the type of victimization and watched individually. It is narrated by an emergency room physician who speaks of situations physicians encounter on a daily basis in the ER. At the end of the video, the doctor speaks about ways to prevent these tragedies. And finally, **Not Ready to Go** tells the story of teenagers who perished in a terrible crash after smoking cannabis.

The USB key in the tools package contains this guide so that you can share it with your colleagues. You will also find on the USB key the *MADD Canada Youth Manual* with lots of ideas for students to raise awareness about impaired driving as well as posters and school announcements. We hope that you find these tools useful. ****Please note that due to Covid-19 all the school materials are available online at @maddyouth.ca, all videos can be found on YouTube with the exception of Lives Lost.**

We appreciate your support and thank you for your efforts to educate young people and to stop impaired driving.



Dawn Regan,
Chief Operating Officer

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MADD Canada's School Presentation Program

MADD Canada's 2020-21 *School Presentation Program* will reach Canadian youth with proven anti-impaired driving messages.

CONSIDER THE FACTS HELP DELIVER THE MESSAGE...SAVE LIVES

Road Crashes, Impaired Driving and Canadian Youth: THE FACTS

ROAD CRASHES ARE THE NUMBER ONE CAUSE OF TEEN DEATH IN CANADA

- Overall, **58.8%** of all motor vehicle fatalities had alcohol, drugs or a combination of alcohol and drugs present.
- On average, every day in Canada up to **4** people are killed and over **100** are seriously injured in crashes where alcohol and/or drugs were present.
- Road crashes are the **number one** cause of death among young people in Canada.
- Survey data from the *Centre for Addiction and Mental Health* found that **5%** of high school drivers reported drinking and driving and **10%** drive after smoking cannabis.
- While young people are significantly overrepresented in alcohol-related deaths as drivers, they are overrepresented to an even greater extent as passengers. The impaired crash problem among youth is not simply a function of their immaturity and lack of driving experience; it also reflects their hazardous patterns of alcohol and drug use. **15.3%** of students surveyed by the Centre for Addiction and Mental Health reported being a passenger in a car driven by a drunk driver and **12.3%** reported riding in a vehicle driven by someone who had been using drugs.
- Canadian children and youth have one of the **highest** rates of cannabis use among developed countries. It's the drug they use most after alcohol. Most young people see cannabis as a benign drug, far less dangerous than alcohol. They think driving under the influence of cannabis is risk free. CPHA (Canadian Public Health Association) relates that clinical evidence shows that smoking cannabis can produce unwelcome effects behind the wheel, including a shorter attention span, an altered perception of time and distances, and slower reaction times that impair the driver's ability to respond to sudden events in traffic.

The School Program Imparts Many Different Messages

There are many correlated messages within MADD Canada's *School Presentation Program* beyond impaired driving. "**The Wish**" as well as past presentations, include information about the dangers and consequences of smoking cannabis, mixing cannabis and alcohol, accepting rides from impaired drivers, peer pressure, alcohol abuse and binge drinking, the emotional toll on friends and families, and legal and financial consequences. There is also a strong message of personal responsibilities in choices and decision making.

The social costs, human tragedy and productive years of life lost among youth from road crashes are significant and 100% preventable.

See the Presentation, Continue the Education

MADD Canada and educators agree; education about the consequences of impaired driving should be on-going. After the presentation, *MADD Canada* provides schools with a USB kit containing a comprehensive educators' guide for further classroom discussions, a youth resource manual, posters and classroom videos – *Too Close to Home (For Youth)*, *Lives Lost (An ER Physician presents a collection of true victim stories)* and *Not Ready to Go*.



- Sources for these statistics and more information can be found in the Research Library on MADD Canada's website at madd.ca.

MADD Canada's School Presentation Program **Delivers Proven Results**

Delivered through Canadian schools since 1994, *MADD Canada's* School Assembly Program presents students with solid information and best practices to help them understand the issue of impaired driving from alcohol and drugs. The hi-tech presentation has proved to be an effective method to raise awareness and for providing safety strategies. In a 2015-2016 survey by Environics Research Group among students who had seen the program, **83%** indicated they would plan ahead before going to parties where drugs or alcohol may be involved. A further, **87%** said it is not okay to drink any amount before driving and **90%** said those who drive impaired will face serious consequences. Many of the anti-drunk driving attitudes expressed by students immediately following the presentation exist at similar, or even higher level three months later, indicating that **not only are students receiving the message, but it is a message they are not forgetting.**



**HELP SAVE LIVES BY
REACHING TODAY'S YOUTH**

Evidence shows that *MADD Canada's* strategy of educating youth to reduce fatalities and injuries is working. However, the costs are still too high. Families are destroyed. Communities are shaken. The emotional toll is immeasurable. With current constraints on school budgets and as economic variables in different Canadian communities influence the ability of individual schools to afford screenings, you can help us help educators to reach their students with proven programs. The goal of our *School Presentation Program* is to challenge up to 500,000 in grades 7 through 12 from across Canada to make wise, safe and healthy choices.

Inform – Empower – Inspire – Change

As an educator you know better than most that effective teaching means asking challenging questions, debating moral and ethical issues and discussing the pros and cons surrounding risky activities.

This guide is a resource for educators to bring the messages from **“THE WISH”** presentation into the classroom. We hope it will help you to get your students thinking about the seriousness of impaired driving and what they can do to stop it.

We know impaired driving is wrong; that it destroys lives and tears families apart. It is still the #1 criminal cause of death in Canada. Population surveys show **the number of Canadians driving after using drugs is on the rise. In fact, driving after smoking cannabis is now more prevalent among some younger drivers than driving after drinking.** Survey data from a 2015 *Centre for Addiction and Mental Health* report showed that, among young Ontario drivers in grades 10 – 12, 5.1% per cent drove after drinking while 9.8% drove after smoking cannabis.”

For Discussion: Why do you think this behaviour continues to be when most people know the risks?

Equally concerning as the numbers is the misperception that many young people, and some parents, have that driving under the influence of cannabis is safer than driving under the influence of alcohol. For Discussion: Do you believe this is true or do you think it is simply an adult ‘scare tactic’ to keep you from using cannabis?

Many young people think driving under the influence of cannabis is risk-free. Yet studies have shown that smoking cannabis can produce unwelcome effects behind the wheel, including a shorter attention span, an altered perception of time and distances, and slower reaction times that impair the driver’s ability to respond to sudden events in traffic. A 2012 study by researchers at Dalhousie University in Halifax found that smoking cannabis three hours before driving nearly doubled a driver’s risk of having a motor vehicle crash. Combining cannabis with even small amounts of alcohol greatly increases the negative impact on driving skills.

Many young people also think that they will never be caught or charged for driving high. While detecting cannabis is more challenging than detecting alcohol because we do not yet have a simple roadside drug test similar to the alcohol breathalyzer, police do have tools to determine whether a driver is impaired by drugs. The standard field sobriety test and the drug recognition evaluation allow police to determine if a driver is under the influence of drugs based on their behaviour as well as task-related tests. Furthermore, driving while high results in the same type of *Criminal Code* charges and penalties as driving while drunk.



Cannabis or Alcohol?

Drug Free Kids Canada reports:

One-third (32%) of teens feel driving high (after cannabis use) is not as risky as drunk driving. One in four (25%) high school seniors say they have ridden in a car with a high driver.

(PDFC Tracking Study 2014)

Useful Tips For Educators

This guide was designed for you to go through the discussions and activities at your own pace and you can repeat them as the school year goes on. Undoubtedly, you will encounter opinions which your students will give what they believe are sound reasons for drinking underage, drug use (particularly cannabis), and driving impaired. We ask that you not shy away from these discussions and use this guide to encourage your students to take a look at their values, decisions, and the potential repercussions. This guide is not just about the facts; it's about providing young people with the tools to make sound choices when they feel under pressure.

- Before using this guide with students, consider your own attitudes and values about this subject. The program will be most effective if it is non-judgmental and objective.
- Understand that some grade 7 and 8 students will have little or no exposure to alcohol or cannabis consumption. Their naivety may make this program somewhat challenging; the teacher needs to be particularly cognisant of these students' reactions to the film.
- There will be other students who have had a great deal of exposure to the concepts addressed in the films. They may think they know all about it. Try to guide their discussions to factual information as their ideas are often not accurate.
- Make sessions participant-centered. Make questions and discussions relevant and meaningful to the student group in front of you. Ensure all students understand that every question is a good question, and every opinion is important.
- Allow students plenty of time to discuss the issues.
- Encourage personal goal-setting by each student.
- If possible, consider outside special circumstances behind each student's behaviour such as difficulties with family, school, social groups, and personal stress. Their answers and reactions to the discussion questions and activities may reflect these circumstances.
- Be aware of cultural/ethnic/newcomer/literacy/religious issues that could affect students' views and understanding of the message being imparted.
- Be careful about how much you sway the conversation by limiting or eliminating your own point of view.
- While you may be tempted to tell your own stories and experiences as a way to identify with your student group, it does not make you "cool" nor does it set the role model expected by students, from teachers. Likewise, students do not want to hear teachers pontificate. Allow students to guide the discussion in a way that is comfortable for them.

Program Introduction

Prior to Viewing the Film

“The Wish” and “Real Victims’ Stories”

The presenter or teacher is encouraged to introduce to the assembly, the name of the film and to reflect on the various meanings that the title ***The Wish*** could have, in the context of a film about impaired driving. The discussion might include the following ideas:

- the wish to have made different choices
- the wish to have their lives back the way they were
- the wish for a future that may never happen

Ask the students to consider all the things in their life now, that they wish for. Which are the most important? Which are the least important? How might understanding your own wishes affect the decisions you make with respect to alcohol and cannabis use? Discussion items might include:

- the wish to do well in school
- the wish to be better at extra-curriculars such as sports, art, drama or music
- the wish to be socially included, to be a part of the “in or popular crowd”
- the wish that middle school ‘drama’ didn’t exist
- the wish that they aren’t bullied or made fun of
- wishing their parents would stop fighting; not separate or divorce
- the wish to be grown up and to have more freedom

Finally, talk to the students about the concept of responsibility and what it actually means. Discussion points could focus on contextual meanings such as:

- being responsible means taking control over a situation
- having power or authority to make one’s own decisions
- being a leader or having influence over others
- responsibility means accepting blame and fault and dealing with feelings of guilt when a poor decision is made and there are negative consequences
- being accountable to not just others, but to yourself, for choices, decisions, actions or inactions

Ask the students to think about levels of responsibility for each of the characters, as they watch the film. Ask them to think about the question, “Who is ultimately responsible for ***you?***”

MADD Canada's 2020-21 School Program

"THE WISH" **Synopsis**



18-year-old Rudy is graduating from high school. It's an on-line virtual ceremony, necessitated by Covid-19. He "attends" the ceremony, but cuts out immediately at its conclusion as he is haunted by the events of four years prior that followed his sister Lainey's graduation. His school social worker reaches out to Rudy via video chat, to help him deal with his feelings on this day; both the memory and the responsibilities belonging to the teens involved that tragic night. The story is then recounted via flash back from June, 2020, to 4 years prior.

It's graduation night and Lainey has her mother's car. With her friends Michelle and Nate, they drive to a local diner to eat before the graduation bush party at the Boyd Farm, out of town. Nate declines to drink while they have dinner, saying he will be designated driver that night. Rudy and his friend Jesse, both in grade 9, want to attend the party too. Called "Boyd's Burner," for the local students it was an annual event, but this one was to be the last of an 8-year tradition since the youngest Boyd child was graduating. Rudy and Jesse concoct a scheme to get to the party by lying to their parents, but fail to make a plan as to how they would get home.

As the party evolves, Lainey discovers Nate has been smoking up; she tells him he will not be the D.D.; she tries to get the keys back, saying that she'll find another way home. Lainey then goes to look for Michelle, who has disappeared into the woods with a boy named Paul, whom Lainey doesn't know. In doing so she discovers Jesse is at the party; he is vomiting from binge drinking. Rudy appears as well. Lainey knows she needs to get the two younger boys home. When she finds Michelle and Paul, she accepts Paul's offer to take them home as he and Michelle say they were going to town in anyway, to get more "party supplies."

Shortly into the drive home it becomes clear to Lainey that Paul is intoxicated - she demands he stop to let them out. When Jesse vomits in the car pandemonium erupts; Paul loses control of the car, plummets over a steep embankment, forever injuring the surviving occupants. He single-handedly snuffs out one precious life. Lainey's.

While the actual story is fiction, the events depicted are an accurate portrayal of the events leading up to the final result of driving impaired. Parties such as this all too often end in a tragedy that is completely avoidable. Lainey was a responsible teen. She knew the rules and insisted on following them, yet she still died at the hands of a drunk driver. She was looking out for her younger brother and his friend. Rudy will have to live with the guilt resulting from his belief that the crash was his fault, even though he was not behind the wheel.

The post presentation questions and activities delve into the concept of shared responsibilities. It examines choices, decision making, the lasting consequences, and the enormity of a loss that will forever destroy families' lives.

Research shows that while the dramatization of the presentation is effective at teaching youth about the consequences of impaired driving and providing alternatives if they find themselves in risky situations, it is the victim testimonials that have the most lasting impact on the students. They can relate to these victims, imagining themselves or their family members going through such indescribable grief. For the loved ones of impaired driving victims and survivors it is a pain that never goes away and it is especially difficult when it did not have to happen. Impaired driving deaths and injuries are 100% preventable.

"The Wish" is seen through the eyes of a survivor. It is a very realistic depiction of parties, the tragic result for a teen who was in fact very responsible, and the aftermath for those left behind. This program will have an enormous impact on Canadian students. It is hoped they will rethink their own decision-making when it comes to alcohol and cannabis consumption, and not to driving impaired nor assume others know enough not to do so.

SECTION 1

POST PRESENTATION PROGRAM MATERIALS

“The Wish”

Questions for Group Discussion



The questions in this guide focus not only on the concepts and content addressed in the film, but also on mental health issues that result from poor decision making on the part of the youth portrayed in the film. Additionally, the issue of trust is examined, as the victim in the story trusted an unknown person, ending her life with what some might think was one small mistake.

(Preferably to be completed in small groups within the larger assembly or in the smaller classroom environment in small groups of 5-6 students immediately after the film)

1. Rudy “attended” his virtual graduation ceremony alone in his room.
 - Why do you think he was alone?
 - Who was notably absent, and why do you think that was?
 - What was Rudy’s state of mind during and immediately after the ceremony?
2. Looking back when talking to Ms. Williams, Rudy says that getting home was “the easy part, but we had no plan.”
 - Why do you think Rudy thought getting home was the easy part?
 - If you are out at a friend’s, how do you get home?
3. Ms. Williams says “It’s not true that the night would have ended differently if weren’t for Rudy”, (when he thinks he’s to blame for the crash)
 - Do you agree with Ms. Williams? Why or why not?
 - Do you think Rudy shares in any of the blame? Explain your thoughts.
4. When Lainey, Michelle, and Nate are in the diner there are several myths perpetuated about alcohol. What are they, how and why were they perpetuated, and what are the truths?

5. Each of the three main characters talks about what they would do if they had only 24 hours to live. What did each of them say?
6. What do these choices or thoughts (re: question 5) reveal about each person's character traits and values?
7. Ms. Williams tries to console Rudy by saying Lainey will always be by his side - she'll never be gone.
- Do you agree with her? Why or why not?
 - Do you think her saying this would be helpful to Rudy?
 - If you were Ms. Williams what would you have said to Rudy?
8. Explain the reasons for each of Lainey's rules:
- Never leave your drink unattended
 - Tell someone if you're going to throw up
 - If you're going to leave, tell someone
9. Do you agree that if Rudy and Jesse hadn't been at the party, nothing would have happened?
10. What did Lainey ultimately do wrong, that cost her, her life?
11. At the end Ms. Williams tells Rudy he was not blame, that Paul was because he chose to drive while impaired. She characterizes him as 'selfish'.
- Do you agree that Paul was selfish?
 - What other words might you use to describe him?
12. At the end of the film, Rudy is at the Pacific Ocean to dip his toes.
- Do you think this action will ultimately help in his healing?
 - Does anything ever help?
13. In any horrific incident such as this, there is usually more than one person who bears a portion of the responsibility. Blame is a strong word and along with blame are the feelings of guilt. Think of all the characters we see, and don't see in the film. Who bears responsibility, and how much?

Answer Guide for Discussion Questions

“The Wish”

1. Rudy clearly hasn't gotten over his sister's death. He believes he is responsible. He probably wants to be alone, four years later on the anniversary of the tragedy. He wants to get his own graduation over with in order to try to forget.

His parents are missing - they may have honoured his wish to be alone, or perhaps they are unable to cope with the sadness this next graduation day brings.

Rudy's state of mind is probably depression, sadness, anxiety, and a very strong feelings of guilt.

2. Answers will vary depending on each student's point of view. Ideas may include:

- It was difficult to concoct a lie about where he and Jesse were going and not get caught
- Once at the party he believed it should have been easy to find a sober DD to get them home
- He knew his sister was responsible and she'd help them get home

The discussion should centre around the fact that in a situation such as this, you can't count on anyone in attendance to be the D.D. - you can only count on yourself, so if you choose to drink or use cannabis, you need another totally different way to get home. Parents, a cab, or Uber are among the choices.

3. Answers will vary depending on students' own experiences and points of view. Part of the discussion should include:

- Rudy and Jess both lied to get to the party, and drank at only 14 years old.
- Neither Rudy nor Jesse pre-determined a way for the two of them to get home.
- Rudy was not experienced enough to recognize Paul was stoned, drunk, or both.
- If they hadn't been there, if Jesse hadn't been vomiting, Lainey likely would not have gone home at that time with Paul driving.
- Paul was driving, not Rudy. Rudy had no way of knowing he was impaired until it was too late
- Rudy had every right to think his sister was making a good decision, as she was characterized as having rules and always sticking to them, and she was 4 years older.

4. Nate says that eating bread will help soak up alcohol. Michelle and Lainey say that isn't true, and neither is the idea that coffee will sober you up. Nate says he saw it on TV and the three agree that it must be true then. Michelle and Lainey may know the real truth but succumb to peer pressure by just agreeing with Nate.

5. Lainey says she'd sky dive, then changes her mind when Michelle says she'd hang out with her family. She says she'd dip her toes in the Pacific Ocean, something she and her brother always wanted to do. Nate says he'd go to Vegas.

6. Their choices indicate that Lainey and Michelle have strong family values, while Nate is depicted as being much more of a free spirit, adventurous, and a risk-taker. (Vegas usually entails gambling) He never mentions family. This leads us to believe that the girls are more sensible and is a foreshadow to Nate not upholding his responsibility to be the D. D.

7. Answers will vary; there is no right or wrong. Other ideas for Ms. Williams would be that she could acknowledge the fact that Lainey is dead, and she'll never be back, but that Rudy will always have the good memories and that is what he needs to concentrate on.

8. a) *Never leave your drink unattended*

- At a large party such as this there will often be people in attendance whom you do not know. Often there are uninvited guests.
- Even if you do know everyone, there still could be someone who might put Rohypnol (date rape drug) into your drink in order to take advantage of you, as it makes you pass out and not remember anything
- It is not just girls who are at risk. Boys can be sexually assaulted as well.

b) *Tell someone if you're going to throw up*

- Vomiting is very common when people drink excessively and/or binge drink. If you pass out then vomit you might choke. There are documented cases of teens dying because they didn't have someone to take care of them when they got sick, especially at bush parties.
- Someone sober needs to lie the person on their side, clear the vomit away from their passages, and call 911 for help.

c) *If you're going to leave, tell someone*

- When teens are drinking, if they disappear (as Michelle did, into the woods with Paul) the persons with whom you went to the party won't know if you're ok.
- You could be passed out somewhere, vomit and be at a huge risk of harm
- You need to take care of each other, which entails knowing where you are

9. Answers will vary depending on what students think the scenario would have looked like without Jess and Rudy being at the party. It's important to note that Michelle clearly had the intent to hook up with someone, because at the beginning of the night she says she wants to wear "as little as possible", and Lainey calls her a 'bad girl'. With this in mind, Michelle still most likely would have gone into the woods with Paul and the two of them may have driven into town to "get more supplies". Lainey however may not have gone with them.

10. Lainey did not find out whether or not Paul was sober. She didn't know him, she had no idea if he'd been drinking or using cannabis; she assumed since he said he'd drive, that he was ok. She was also more concerned about her brother and his friend. The lesson here is that if the D.D. does not uphold his/her responsibility, then you have to call someone for a ride - parents, a cab, or an Uber. Under no circumstance do you accept a ride from someone that you don't know or from someone that you haven't observed all night. Anyone could be impaired - even if they say they are fine.

11. Some students will think Rudy shares in the responsibility for Lainey's death. (refer to question 9) Others will say he only went to the party and it was Jesse's fault for getting so drunk. Others may think it was completely Paul's fault. Selfish is one word to characterize Paul. (thinking only of one's self) Other words they may choose include; irresponsible, reckless, uncaring, stupid, thoughtless, negligent, untrustworthy.

12. Rudy will likely never get over the feeling that he was responsible. To honour his sister by completing their “pact” might help - students’ thoughts on this will vary. The conversation should revolve around the concept that there are some things we do that can never be undone. Decisions they make with respect to alcohol and cannabis consumption must be made with that in mind; don’t put yourself in the position of having to live with an irreversible aftermath.

13. The following people all bear at least some responsibility. Students will vary in their opinions about the level to which each person is accountable.

- **Paul** drove impaired and was clearly to blame for the tragedy. However, it must be discussed with students that other people bear some responsibility as well.
- **Michelle** had ‘blindness’ on - when Lainey tells Paul to pull over and let them out, she sides with Paul and says “C’mon Lainey - don’t” (get out). Michelle was either unable or unwilling to see that Paul was impaired - she was more concerned about having hooked up with him than she was about their safety.
- **Jesse** plays a role; he was drunk to the point of vomiting. Perhaps if he hadn’t been so drunk and not thrown up in the car, Paul may not have lost control.
- **Rudy** plays a small role; he planned with Jesse to go to the party. He lied in order to do so, and made no plans for getting home.
- **Nate** was supposed to be the D.D. and did not fulfill his duty by staying sober. Had he done so, none of this would have happened.
- **The Boyd parents** have to assume some responsibility as well. The party took place on their farm. They allowed the consumption of alcohol and cannabis to underage teens
- Lastly, **Lainey’s mother** trusted Lainey with the car. Her daughter did the right thing by not allowing Nate to drive, but if her mother had driven them to the party and picked them up, trusting Nate would not have been an issue and Rudy, Jess, and Lainey would have been safe.

It’s still quite possible Michelle would have driven with Paul at the end of the night - the crash may still have happened. She was making poor decisions based on her desire to hook up with Paul.

Discuss with the students that at the end of the day we are all responsible for the choices we make for ourselves. We answer to ourselves; we have to look inward when things go wrong. It is important to lead the discussion in a way that will impress upon students they should never leave their own fate in the hands of another.

REAL VICTIM'S STORY

Mallorie Wild

When Mallorie was only 19 years old, she was struck from behind by an impaired driver while walking home

Mallorie hit the driver's windshield and was hit again. She was pinned between the driver's car and a parked car and the driver fled the scene. The driver had been drinking at two bars before he got behind the wheel.

Mallorie woke up under the parked car and began screaming for help. Her parents were at the hospital when she arrived and she recalls telling her Mother how sorry she was because she thought she was going to die. Mallorie sustained injuries all over her body but her leg suffered the most significant damage and will never be the same.

Mallorie lives in constant pain. She has undergone 24 surgeries on her leg since the crash including a bone graft, skin graft, vein graft and muscle transplant from her own back, to her leg. She worries she may one day lose her leg. Mallorie has the kind of injuries that even after more surgeries will not restore her leg.

"My life has completely changed and just dealing with those daily struggles is so hard. It's probably the worst thing" she said in a news conference after the crash.

The driver was charged with several criminal offenses including impaired driving causing bodily harm, and failure to remain at the scene of a collision.



REAL VICTIM'S STORY

Kirsta Sandy

An intense silence fell over the packed gym at Holy Trinity High School in Bradford when Christie Ward began to speak. Ward lost her daughter Kirsta-Lynne Sandy to an impaired driver in 2008.

"She was and forever will be 18. She was loved by all her family and friends. She'll never be married. She'll never be a mother, grandmother. No graduation from college," said the heartbroken mother.

"What I want to share with you is something no one should have to go through at the hands of someone who made a selfish choice of something that was 100 percent preventable," she said.

"It started with a phone call. Kirsta is dead. I didn't believe it. I screamed, I yelled. I cried. Krista's body was at the hospital awaiting an autopsy. The nurses brought me in a room. My daughter's body was half zipped in black body bag on a metal table. Her body was so cold. Her hair was full of twigs and dirt. I desperately wanted her to open her eyes."

18-year-old Kirsta was trying to help a friend when she accepted a ride from a 23-year-old driver whom she trusted to get her home safely. She and the other passenger realized something was wrong and asked to be let out. The driver lost control; his truck rolled over several times in a cornfield.

Kirsta was thrown through the windshield and found 60 feet from the truck where she bled to death. The driver left Kirsta and another passenger in the field with no attempt to get them medical help. It was several hours before help arrived. Kirsta was already dead and the other passenger suffered a spinal cord injury that would mean he'd never walk again.

The impaired driver who was three times over the legal limit was sentenced to 44 months (less four months for time already served) in the Kingston Penitentiary.

Kirsta's story is told by her mom, Christie, and younger brother, Noel.



Real Victims' Stories Question and Answer Guide

Mallorie Wild

1. What role do servers in bars have in preventing impaired driving incidents?
2. Do you think that the law is right - that servers should be accountable/responsible for a patron driving drunk after leaving their establishment?
3. How can society do a better job of helping servers enforce the law that allows them to stop serving alcohol to patrons who are intoxicated? (What should every establishment that serves alcohol be required to have in place?)
4. What do you think the driver's punishment should be, for having ruined Mallorie's life.

Kirsta Sandy

1. Kirsta was at her friend's house when they got into the vehicle with the impaired driver. What can you learn from Kirsta's choice at this point, that might help keep you safe from an impaired driver?
2. Kirsta's brother says she and her friend became aware that the driver was impaired and told him to pull over. What choices did the two victims make at that point, that ultimately cost them? (Kirsta Sandy's life and Rob Egerton's mobility)
3. Kirsta's mother recounts the emotions she experiences after the crash and during the funeral. What did she say that had the most impact on you as a viewer?
4. The driver was sentenced to 4 years less time served for impaired driving. He was allowed to apply for parole less than 2 years into his sentence. The past president of MADD Canada, Barrie chapter said, ***"This family is serving a life sentence and he gets to apply for parole with far less than a third of his time served."***
 - a) Do you think 4 years in jail is a sufficient punishment for the crime the drunk driver committed?
 - b) Do you think longer sentences would provide a greater deterrent to stop impaired driving? What other ideas to you have that would help deter people from driving impaired?

Answer Guide to Real Victims' Stories

Mallorie Wild

1. The law is very clear as to the responsibilities of servers of alcohol in Ontario where this incident occurred. All provinces and territories in Canada have similar laws.

Staff or the liquor sales licence holder cannot serve a person who has had too much to drink or serve a person to the point of intoxication.

When providing alcohol service, the server must ensure that:

- A person who is intoxicated does not enter the licensed establishment
- A person who is intoxicated does not remain in the licensed establishment.
- The licensee may be liable if any person who is intoxicated and who is or was on the premises causes or suffers any injuries or damages***
- Patrons or staff are not given free drinks
- All serving staff and licensed security personnel have AGCO approved server training

Source: http://www.madd.ca/english/research/liability_eng.pdf

2. Student's answers will vary as to whether or not the law should be as it is. The discussion point here for grade 7 and 8 students is that the person drinking is responsible for him or herself, and shouldn't be drinking alcohol, then driving. It's easy to put the blame on someone else (i.e. the server) but ultimately, we are responsible for our own decisions.

3. Students' ideas will vary on this topic. Ideas might include;

- all licenced establishments must have to have a 'bouncer' on duty to assist servers in refusing service.
- all bars must have working video of the inside,
- bars must provide free breathalyzer tests that patrons must take upon leaving.
- police need to regularly be in the vicinity of bars known for heaving drinking in order to stop drinking and driving before it happens.
- servers should be mandated to call the police when an intoxicated patron leaves and there is an indication they might be driving. (keys in hand)

4. At the grade 7 and 8 level students are likely to think drunk drivers causing permanent injury or death should have very long sentences, including up to life. The discussion should revolve around the idea that no sentence will ever restore what Mallorie lost, make up for the physical pain, nor change the course of her future. And no sentence will ever bring back a lost life or prevent the grief and pain that lasts forever when a family member is killed, as in the case of Kirsta Sandy. Reference can be made to the laws and penalties listed on pages 39-40.

Kirsta Sandy

1. We can infer that Kirsta did not know the driver, but that her friend Rob Egerton did so she trusted him that it was safe to drive with the boy who arrived at the door. Students need to understand that they have to listen to their “gut”, listen to their heart, in order to make the right decision - even if your friends might be angry with you. In this case Kirsta may have suspected he was impaired as he ‘harassed’ them to come out, but she didn’t act on it. Grade 7 and 8 students don’t drive and are at the mercy of those who do. They need to know they have both the right and responsibility to refuse a ride with anyone - adults included - whom they suspect of being impaired, and that jeopardizing their own life is not worth the risk.

2. When the driver said they were only two minutes away, both Kirsta and Rob got back in the truck. At that point they clearly knew he was impaired; they should never have been persuaded to get back in. This is an incredibly vivid picture of peer pressure at its worst. Given that they did get back in, had Kirsta been wearing a seat belt, her life might have been spared. Perhaps she didn’t have time to put it on before the driver ‘floored’ it, flipping the truck and killing her, which makes it additionally tragic.

3. Students will recount the numerous things Kirsta’s mother says in her interview:

- She talks about the panic that set in when they were about to close the casket
- She says she couldn’t say good-bye, that she’d never ever see her daughter again
- When they bring back the ashes, she says ‘this is my daughter’
- She continues to see the lid coming down on her daughter
- “I want her back” ...

4. As in the discussion following Mallorie Wild, students’ ideas about penalties should be discussed in the context that no penalty can ever make up for the loss of a life. Depending on the experiences and maturity of the student group, teachers may want to discuss the minimum and maximum penalties for impaired driving under the Criminal Code of Canada. (pages 39-40) Ideas will vary and it is important to allow students their opinions without being judged. It is worth repeating that lives are forever ruined or eternally taken, while perpetrators often serve only a tiny percentage of their life-time in custody, but no matter what the length of custody, lost lives cannot be replaced. It is also important that students receive the message again - such fatalities are 100% avoidable.

Post-Presentation Student Assessment Tools

“THE WISH”

1. Pretend you are Michelle. What would you say to Rudy about the crash and the loss of his sister? Consider her role/responsibility/ and blame in the tragedy. Write a letter to Rudy that she gives him four years later, on his graduation day.
2. Nate had agreed to be the D.D. but did not live up to his responsibility. He is asked to go to the local middle school to address a grade 7 and 8 audience - students not yet old enough to hold a driver's licence but who well might be accepting rides from an older teen. How would he recount his story, and what would he say to this audience about choices, responsibility, sorrow, and guilt?
3. Paul was sent to jail for what he did. To help her heal, Lainey's mother goes to visit him in jail a year later. She is wanting answers. Write a two-person script as to how you think the conversation would go. What questions would she ask, and how would he answer. Present the dramatization to the class with a partner of your choice, taking very seriously the roles you are portraying.
4. You are the first police officer on scene at the crash site. You pull Lainey out from the crash, as well as all of the other victims from the car. You also have to go to each victim's parents to tell them what has happened. Since you were first on the scene, you have been asked to address the student body at Rudy's and Lainey's high school. Write the speech you would give to the students, the teachers, and parents who want to attend. You may use graphic detail and description of the crash, and your role afterwards, as seen through your eyes; those of the officer.

Success Criteria for Post Presentation Assessment Tasks

“THE WISH”

1. Michelle's letter demonstrates a clear understanding....
 - Of how her decision to hook up with Paul contributed to the fatal crash
 - That Rudy's own graduation night was completely ruined with the memory of four years prior when Lainey died.
 - That the poor choices made that night resulted in pain for Rudy, for forever.
 - That the damage done is irreversible; lives will never be the same for anyone
 - That Rudy was the least to blame; he was a 14-year-old looking to experience an 'epic' party that was the last of a series.
2. Nate's speech demonstrates a clear understanding of....
 - the seriousness of agreeing to being a designated driver
 - the necessity of having a back-up plan if you do agree to be a D.D. and decided to drink and/or use cannabis
 - the absolute importance of staying sober; its black and white, no grey area whatsoever
 - how to deal with peer pressure at a party if you are a D.D.
 - the emotional trauma, guilt and despair that he now has to endure for the rest of his life, for not fulfilling his responsibility as a D.D.
3. We can hope that Paul shows remorse and takes responsibility, yet Lainey's mother may or may not find forgiveness. The conversation could be angry and bitter, or conciliatory. Either way the student should demonstrate an understanding of....
 - Lainey's mother's utter despair at losing her daughter and how it's affected her life
 - Her difficulty in dealing with Rudy in the aftermath
 - How she needs to understand why Paul did what he did
 - Her need to know how he plans to change when he is let out of jail.
 - How Paul sees his choices that night and what he'd do differently the next time
 - The irreversibility of the decision to drive impaired
 - The interminable guilt he has to live with.
4. The Police Officer's speech to the school three months later, and to parents who choose to attend should...
 - Depict using vivid, figurative language, the horror of the scene of the crash that night
 - Describe in detail the horror of having to let parents know their child is dead
 - Describe the post-traumatic stress First Responders are forced to deal with after attending this type of crash
 - Give students ideas and tools for staying safe and to make sound decisions
 - Talk to parents about being parents, setting limits and rules, and not trying to be your child's friend
 - Talk to both parents and students about rules, expectations, and the necessity of a mutual understanding and acceptance that certain lines that cannot be crossed

Extension Writing Assignments

“The Wish”, “Mallorie Wild” and “Kirsta Sandy”



1. You are grade 8 student who wants to go to an after-graduation party at a friend's farm or at a local park. (Make the scenario applicable to the area in which your student group lives) Write a script that depicts how the conversation would go between you and your parent. This task can be done in pairs with each person taking on one of the two roles, as you discuss:

- Whether or not you are even allowed to go
- The rules you must abide by if you do go
- How you are getting there and home (the parent may or may not have a car)
- Alternate arrangements for you to get there and to get home
- Dialogue with respect to the problems you might encounter

2. You are a local newspaper editor who arrives on the scene at the crash site, involving any one of the victims you have seen. (Lainey, Mallorie, or Kirsta) Write an editorial about what you have witnessed, what you know, and what you believe to be the right course of action, to address this horrific crash and to prevent further tragedies. Remember that editorials present both facts and a point of view and should have title which will grab the audience's attention.

3. You are a reporter for a local T.V. station. You are at the crash site where First Responders have just pulled Kirsta out of the cornfield. You are live and on the air. It is clear Kirsta's next of kin do not yet know she has died. Write and perform the live narrative as you believe a responsible journalist should report in this situation.

4. Write a poem (free verse or ballad) that describes any one of the stories you have seen in the School Presentation program, a combination of all three, or your own fictional scenario. The purpose of your poem is to impart a strong message to the reader about driving while impaired. Consider your audience; parents, teens, anyone who might drive impaired, or persons who might serve alcohol to others.

SECTION 2

Educators' Resources - Alcohol and Cannabis

In this section of the Educators' Guide, there are student worksheets, lesson plans, and information pages teachers can use either prior to, or after the delivery of ***MADD Canada's School Presentation Program***. The worksheets and lesson plans have been designed to elicit discussion among students, and for teachers to guide students towards facts about the use of alcohol and cannabis rather than students possibly continuing to have inaccurate beliefs.

If possible, students should work in small groups (maximum 4) to discuss and answer the questions on the worksheets provided. They should share their current understanding of the topics with each other without fear of being judged by their peers. To this end it is recommended students choose their own groups so that they feel comfortable sharing ideas. Be sure students are told there are no right or wrong or answers. The point of the worksheet is to elicit discussion and information sharing, not necessarily for students to have notes from which they will study. This is a knowledge collection exercise that will then be guided by the teacher to ensure the students have an accurate understanding of the materials.

Student Worksheet#1 - What Do I Know?

1. What is a drug and what are the four ways in which drugs can be taken?
2. How are drugs categorized?
3. What do drugs do to the user's body? How do they affect the user?
4. What drugs are safe and which ones are not?
5. Why do some people choose to use drugs?
6. What are the factors that you think have or will affect your decision to either use or not to use drugs?

Answer Guide to Worksheet #1 - What do I Know?

1. What is a drug and how is it taken?

A drug is any substance, that when taken into the body changes the normal functioning of the body. Drugs can be taken in one of four ways:

- **Ingested** (orally) Taken through the mouth and the drug is absorbed into the body's circulatory system through the digestive system.
- **Injected** (needle) Shot directly into a muscle like the arm or is injected into a vein, directly into the blood stream.
- **Inhaled** (smoked, snorted, sniffed) The drug is absorbed into the body through the respiratory system (through the lungs to the circulatory system)
- **Subcutaneous** (a patch) The drug is released slowly, absorbed by the skin and eventually is absorbed into the circulatory system.

2. How are drugs categorized?

Drugs can be categorized in many ways. The two most common are:

Legal and Illegal.

Under legal there are over-the counter drugs that anyone can purchase in a store (e.g. cough medicines, pain remedies such as Tylenol or Advil). The second are prescription drugs that require a medical professional's written note for a licenced pharmacist to give to you. They are controlled and not available for anyone to purchase. (e.g. antibiotics, asthma inhalers, stronger pain medications)

Illegal drugs are usually obtained through street vendors who have access to them in various ways. These drugs are not manufactured by licenced drug companies and have no government quality control. (e.g. heroin, cocaine, ecstasy)

Stimulants, Depressants, Hallucinogenics

This categorization includes drugs of all sources, legal and illegal, and is based on the drug's effect on the body. The way in which our bodies respond to drugs is based on the way the Central Nervous System (CNS) delivers messages to and from the brain. The CNS is responsible for all our activity and functioning. Different drugs alter this functioning. For example, pain killers 'turn down' the pain receptors in our nerve endings, reducing the effect of what has caused the pain in the first place.

3. How do drugs affect the body?

- **Stimulants:**
Increase the rate of response in the Central Nervous System. Stimulant drugs "make you go faster". Examples include nicotine, caffeine, cocaine, "Red Bull" as well as other synthetic caffeine energy drinks. The user may feel energetic, wide awake, "wired", anxious, jittery, or "on edge". Their heart rate will increase, they may sweat more or feel flushed.

- **Depressants:**

These drugs do just the opposite. They decrease the rate of response in the CNS, making the user's body and reaction time slow down. Examples include alcohol, sleeping pills, anti-depressant medications, and heroin. These drugs may make the user initially feel relaxed, worry-free, then may cause drowsiness, confusion, slurred speech, dizziness, stumbling, inability to walk, and poor concentration.

- **Hallucinogenics:**

These drugs interfere with the pattern of message transmission to and from the brain. In essence they 'jumble or scramble' the messages to and from the brain to the body. The user is likely to feel three main effects. There may be an increase in the senses so that they may feel, see, and hear things more acutely (small things look big, quiet sounds are really loud, a small mark on the wall may look like a giant spider). The user may see and hear things that aren't there at all, or they may feel like they have superpowers and can do anything they want, like jumping safely off a building. They may feel a sense of euphoria or silliness or a sense of calm or 'floating'. Examples of hallucinogenics are cannabis, certain mushrooms ("Schrooms"), and some cough syrups. Most hallucinogenic drugs are plant based in origin, although like other drugs, they are also made in illegal, synthetic chemical labs.

4. Are some drugs safe while others are not?

Taking any kind of drug, whether legal or not, has a safety risk. Since all drugs alter the way your body works, there can be unwanted side effects. Even over-the-counter medicines can be extremely harmful if not taken according to directions. All drugs have the potential to harm if not taken according to the directions. For example, it is easy to 'overdose' on such drugs as cough syrup, Tylenol, Advil, or even vitamins. Many people take too many pills such as morphine to kill pain, and overdose, resulting in permanent damage or death. Prescription medications taken in too large doses or by people for whom they were not prescribed are at a huge risk.

Street drugs have NO KNOWN source of origin. There is no quality control on street drugs. If you buy and use drugs that originate from a street vendor, you have no idea what is in it. Even if you got it from your friend.... where did he/she get it? Where did that person get it? No illegal drug is safe. Today there is a crisis with a lethal drug called Fentanyl that has been mixed with other drugs such as Cannabis. Fentanyl is extremely dangerous and can kill. In 2019 there were over 15,000 opioid related deaths in Canada, over 21,000 overdoses, and over 19,000 hospitalizations.

(source: <https://health-infobase.canada.ca/substance-related-harms/opioids/>)

How do I keep myself safe?

Take only drugs that your trusted adult (parent, guardian, foster parent) says are safe to take, (over-the-counter) or are prescribed for you, by a doctor, **and follow the instructions exactly as they appear**. Be sure to stop taking anything if you don't feel well after taking it and see your doctor. **NEVER** take any drug given to you by a friend. You don't know where it came from and you don't know what's in it. Even if they say it's fine - you don't know!

5. Why do some people choose to use drugs?

Answers will vary here - no answer is incorrect - but you can lead the discussion as follows:

- Curiosity; will it really feel like 'they say it does'?
- To fit in - everyone else is doing it and they seem ok, so it must be safe, and I'll do it too
- Peer pressure; to keep friends you finally give in and agree to try a drug
- To escape problems such as boyfriend/girlfriend relationships, sexual identity crises, social media difficulties, family issues, academic pressure, extra-curricular pressures, bullying.
- To help with school work or to study for exams
- As a way of coping with mental health issues; a choice made instead of/or along with self-harm

6. What are the factors that may lead you to choose or not to choose to use drugs, including alcohol and cannabis?

- Family values - what would my parents think or say? Do I value their beliefs?
- Role models - both those who use drugs, and those who do not.
- Self-image and self-confidence; Do I have the ability to make my own choices and be happy with them, regardless of the consequences?
- Religious and cultural values
- Friends with whom I socialize; what are their choices, and do I have to make the same ones?
- Value on education and the negative or positive effects my choices might have
- My future; where do I see myself in 5, 10, 15 years, and what affect might my choices now, have on that future?

Student Worksheet#2 - Myth or Fact

Consider each statement below and whether or not it is a myth or a fact. To facilitate class discussion, explain your answer in the space below each question.

1. Alcohol is safe for consumption or it wouldn't be legal.
2. Alcohol is not really a drug, even though people say it is.
3. Eating before you drink will make you less drunk.
4. Boys get less drunk than girls if they consume the same amount.
5. Drinking coffee will help sober you up before driving home.
6. If you vomit from drinking too much, you'll be less drunk because it's out of your system.
7. Beer is more intoxicating than 'shots' (e.g. tequila, rye, rum, vodka) because there is more volume in a beer.
8. A cold shower will do nothing to help you sober up faster.
9. Mixing different drinks will make you even drunker. (e.g. beer, wine, shots)
10. Coolers or ciders are equally likely to get you as drunk as beer or shots.

Answer Guide to Student Worksheet# 2 - Myth or Fact

1. MYTH AND FACT

When consumed responsibly alcohol can be safe. While it still has a physical effect on the body, it will not cause permanent damage if consumed in small quantities, and not often. However, since many teen drinkers consume large quantities in a short period of time, it can be extremely harmful, and moreover, dangerous.

2. MYTH

Alcohol is a depressant drug. It slows down the normal pattern of neuro-transmission to and from the brain through the Central Nervous System. All body systems react more slowly, including gross and fine motor skills and reaction time.

3. MYTH

If you eat before you drink, the food in your stomach will slow down the rate of absorption of the alcohol into the blood stream. The amount of alcohol however, remains the same, therefore the level of intoxication is the same. You may not feel the effects of the alcohol as rapidly, but it is in your system, regardless of the food.

4. MYTH AND FACT

The level of intoxication is determined by the amount of alcohol consumed, as well as the volume of blood into which it is absorbed. Girls may generally have less weight than boys, and therefore less blood volume, so the alcohol concentration in the blood stream is greater. As girls generally have a greater percentage of body fat compared to boys, the rate of alcohol absorption is also greater. But this is just a generalization. Some boys may be physically lighter than a girl and may have greater body fat, making this untrue. It really depends on the person.

5. MYTH

Coffee or energy drinks have caffeine, which is a stimulant drug. Consuming these may make you feel wider awake, but they do not change the BAC level. By consuming these stimulant drinks, you simply are a 'wide-awake drunk'.

6. MYTH AND FACT

If you vomit after drinking too much, the alcohol in the drinks that are vomited won't be absorbed into the blood stream. However, the alcohol that is already in the blood stream is there until it can be metabolized through the liver, which is only about one drink per hour. Vomiting will not make you less drunk.

7. MYTH

Beer, coolers, wine, and shots are equally as intoxicating. While beer has more volume (e.g. a 355 ml can of beer compared to a 30 ml shot of whiskey) the beer has only 5% alcohol by volume, compared to 40% alcohol by volume. A shot of whiskey is stronger, but you drink less of it. However, 'chugging' shots is very dangerous as the alcohol content is huge.

8. FACT

A cold shower may wake you up, but the amount of alcohol in the blood stream remains unchanged. Your level of impairment remains unchanged. Nothing you do can get rid of the alcohol any faster.

9. MYTH AND FACT

Alcohol is alcohol. It doesn't matter whether you drink a beer, then a wine, then a shot - the amount of alcohol you consume is the determining factor for your BAC level. However, mixing drinks may make you feel drunker, or may make you feel sick, due to the other components in the drinks, especially the sugar.

10. FACT

Some people think coolers are less likely to intoxicate the user, but in fact most coolers have exactly the same amount of alcohol as a beer. Some have even more alcohol by volume increasing the level of intoxication. Additionally, coolers have a high sugar level which often makes the person drink them faster and/or drink more, increasing the level of intoxication.

EDUCATOR'S RESOURCE - ALCOHOL

Do you know

Alcohol is the #1 drug used by teens. 45.8% of Ontario students Grade 7-12 used alcohol (drank 1 drink or more on any occasion) during the last year. This rate increases to 72.4% by the time they reach Grade 12.

Young people exhibit driving behaviours that greatly increase their crash risks. Beginning drivers are immature, and lack both driving experience and the skills necessary to avoid potentially hazardous



Road crashes are the number one cause of death for 16-25 year olds in Canada and even conservatively estimated over 50% of these deaths are alcohol and/or drug-

15.3 % of Grade 7-12 students surveyed report that they've been a passenger with a driver who had been drinking. 12.3% have been a passenger with a driver who had been using drugs. This increases to 19.9% of Grade 12 students who have been a passenger with a driver who have used drugs or alcohol.

21.3% of students surveyed in grades 7-12 report using cannabis at least once during the 12 months prior to the survey representing 203,900 students. This percentage rises to 37.2% among 12th Grade students.

Young people have the highest rates of traffic death and injury per capita among all age groups.

17.6% of students had 5 drinks or more at one occasion (binge-drinking) at least once in the past month. This number increases to 32.6% of students by grade 12.

Good news!

42% of students in grades 7 through 12 report using **no drug at all** during the past year – this includes alcohol and tobacco.

<http://madd.ca/pages/news-and-publications/resource-library/>

OSDUHS 2015 Survey

Parent Action on Drugs and Ontario Drug Awareness partnership Sources

How Much is "A Drink" of Alcohol?

This is a common question that many youths will ask you or they may simply believe that one glass of whatever they are drinking constitutes one drink. This is not the case. Not every drink affects a person the same way. Different types, different sizes and different mixtures can all affect the consumption of alcohol.

A "standard drink" is 13.5 grams of pure *ethanol* (the proper name of alcohol) which equals:

- 12 ounces of beer or wine cooler
- 5 ounces of wine
- 1 1/2 ounces of 80-proof (40% alc./vol.) of distilled spirits (whiskey, etc.)

In other words, a can of beer contains as much ethanol as a shot of liquor. A number of factors affect how quickly your BAC rises and drops. Body type, weight and food intake at the time of drinking can all impact your BAC. Since women tend to be smaller than men and have more fatty tissue, a woman who drinks as much alcohol as a man usually has a higher BAC.



Fact Sheet - Alcohol and Your Body

Factors that affect how intoxicated you get when you drink are:

- How fast you drink; how much is consumed and over what period of time
- Whether or not you have food in your stomach (which will slow down the rate of absorption but not change the amount of alcohol consumed, therefore not affect your B.A.C.)
- Your body size and build (lean muscle mass:fat ratios as well as volume of blood)
- Male or Female
- If you are taking any medications such as antibiotics that when combined with alcohol may make you feel nauseous, cause stomach cramps or cause you to vomit.

You may be suffering from alcohol poisoning if you:

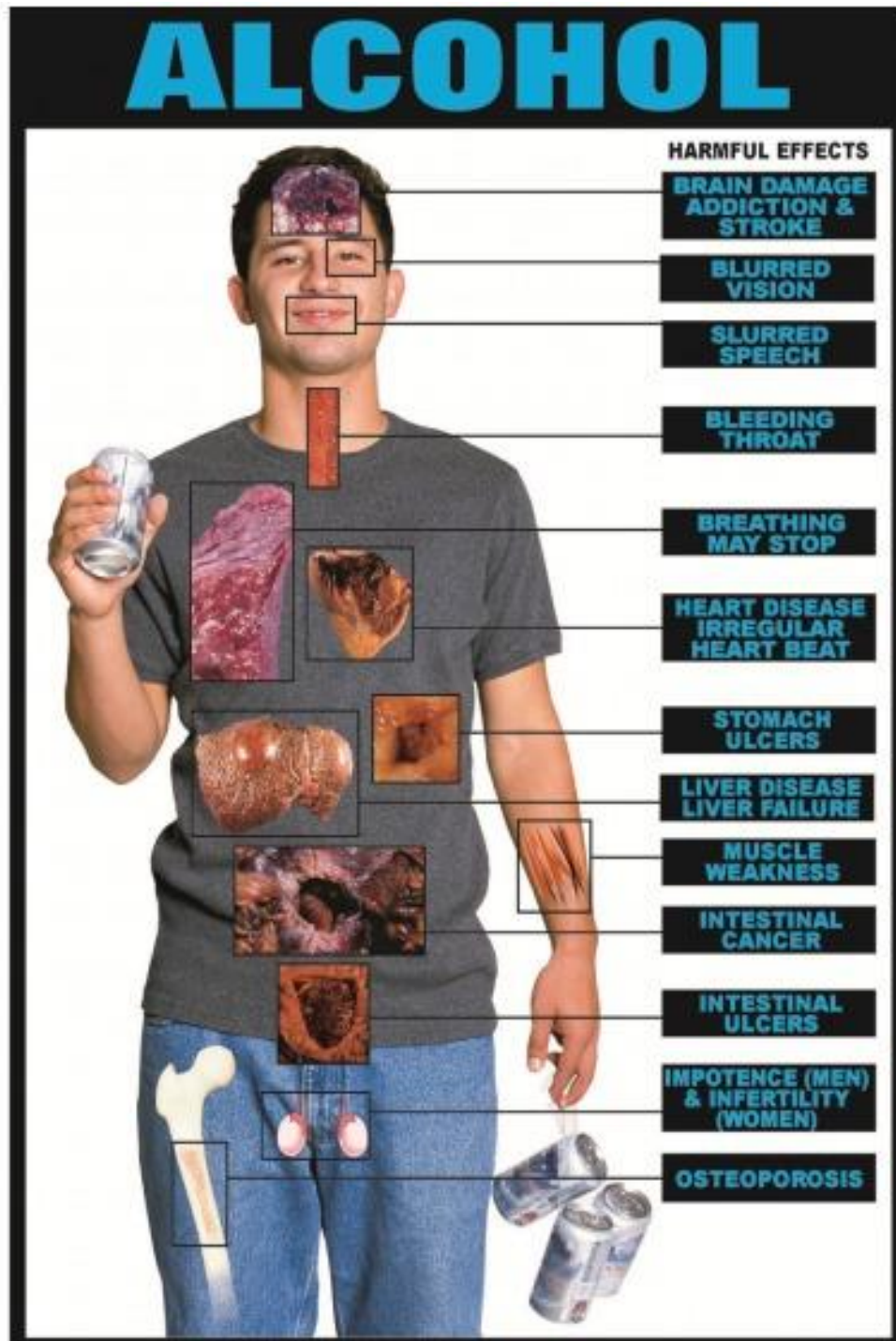
- Have bluish, cold, clammy skin
- Vomit without waking up
- Don't respond when someone tries to rouse you
- Breath fewer than 8 times in a minute

If you fall asleep or pass out, your body continues to absorb the alcohol that you drank up to that point. The alcohol spreads quickly and evenly throughout the body's tissues and remains there until it is fully metabolized some hours later.

Male vs Female

If a male and female each consume the same amount of alcohol, the female is likely to be more affected even if their body weights and builds are similar. On average, females have less water in their bodies, so the alcohol is less diluted and has a stronger impact. Additionally, studies have shown women have fewer of the enzymes needed to metabolize alcohol, making their intoxication last longer.

Effects of Alcohol on Your Body's Organs



Common Myths about Alcohol

Alcohol is not a drug.

FALSE: Alcohol is a drug – and one of the deadliest. It's a powerful drug that impairs coordination, vision, thinking and judgment and slows reaction time. It's also the drug of choice for teens.

Teens can't become alcoholics because they haven't been drinking long enough.

FALSE: You can develop alcoholism at any age. It depends how much and how often you drink. As well, heavy drinking and binge drinking by anyone can be very harmful, whether or not they're alcohol-dependent.

Just one drink won't affect your driving.

FALSE: People have trouble judging how seriously alcohol has affected them. That means many individuals who drive after drinking think they can control a car – but they're wrong. This can have deadly consequences.

It's just beer. It can't permanently damage you.

FALSE: Any kind of alcohol can cause serious damage. Alcohol abuse can damage your brain, heart, liver, stomach and other critical organs and take years away from your life.

You'll be more affected by spirits than by beer or a glass of wine.

FALSE: A drink is a drink. A 12-oz. bottle of beer (5% alc./vol.), a 5-oz. glass of wine (12% alc./vol.) or a 1.5-oz. serving of spirits (80-proof, 40% alc./vol.) – each have the same alcohol content.

The worst outcome of drinking too much is a raging hangover.

FALSE: If you drink a lot of alcohol quickly, it can build up in your body so much that you can die from alcohol poisoning within only a few hours. As well, you're more prone to injury, which can be serious or fatal. And, anyone who drinks and drives could severely injure or kill someone – including themselves.

If someone passes out after drinking, it's best to let them sleep it off.

FALSE: If someone passes out, never leave them alone. Have someone call 911 for medical assistance. Be sure to roll them onto their side, with their head on its side as well, until help arrives.

Source : <http://www.lcbo.com/content/lcbo/en/responsibility/responsibility/talk-to-kids-about-alcohol.html#.WXJPjYTyszZ>

EDUCATOR'S RESOURCE - CANNABIS



**IF YOU'RE HIGH,
YOU CAN'T DRIVE!**

Information on Cannabis and its Effects

***Fact:** According to the 2015 Ontario Student Drug Use and Health Survey from the Centre for Addiction and Mental Health 9.8% of drivers in grades 10 to 12 reported driving a vehicle after using cannabis at least once during the past year.

About Cannabis

Cannabis, hashish (hash) and hash oil come from cannabis sativa or cannabis indica, a type of hemp plant. All three contain THC, a chemical that changes the way you think, feel and act. The word “cannabis” is used to refer to all three.

- Cannabis is made from the dried leaves and flowering tops of the plant.
- At a certain stage in the growth of the plant, before the flowers are mature, they become coated with a sticky resin. The resin can be dried to make hash.
- Hash oil is also made from the hash by adding high grade alcohol or other digestible oils
- Hemp can also be used to make rope, fabric and paper. When it is grown for this purpose, the amount of THC is too small for someone to use it to get high.

What Does Cannabis Look Like?

- Cannabis is a green, brown or grey mixture of dried and shredded hemp leaves, stems, seeds and flowers.
- Cannabis is often rolled in paper, so it looks similar to a cigarette. A common slang name for this is a joint.
- Hash is dark brown or black and comes in solid chunks.
- Hash oil is reddish-brown or green.

Street names

Weed, joint, pot, grass, dope, herb, chronic, jay, bud, blunt, bomb, doobie, hydro, sinsemilla, hash, reefer, Mary Jane (MJ), ganja, homegrown, spliff.

Types of Cannabis

The two main types of cannabis, ***sativa and indica***, are used for a number of medicinal and recreational purposes. Sativas are known for their “head high,” an invigorating, energizing effect that can help reduce anxiety or stress and increase creativity and focus. Indicas are typically associated with full-body effects, such as increasing deep relaxation and reducing insomnia. When grown for industrial purposes, cannabis indica contains very little THC and could not be used to get high.

Who uses Cannabis?

- Cannabis is the second most commonly used ‘social’ drug in Canada, after alcohol.
- Almost half (44%) of Canadians say they have used cannabis at least once in their lifetime.
- In 2015, 21 % of Ontario students (grades 7–12) said they had used cannabis in the past year.
- The average age at first cannabis use among Grade 12 users was a little over 15 years old
- Almost 2 % per cent of Grade 7 students have tried cannabis in the past year.
- By the time they have reached Grade 12, getting close to half (38 %) of Ontario students have used cannabis in the past year.
- About one in eight students (2 %) who use cannabis use it every day, (about 20,000 students).

True or False?

1. Cannabis is natural, so it can’t be bad for you.
2. All cannabis is the same strength.
3. Almost 10 % of students who drive say they have driven after using cannabis.

Answers

1. False. A lot of natural things are poisonous, like snake venom and certain plants. When you smoke cannabis, it releases harmful chemicals into your lungs.
2. False. There is great variation in how strong cannabis can be.
3. True. And what many people don’t know is that if you drive while you are high, you will be impaired.

Source: The Centre for Addiction and Mental Health (CAMH)

How Does Cannabis Make You Feel?

Cannabis affects each person differently. How it affects you depends on:

- how strong it is
- how often you use it
- whether you smoke it or eat it
- your mood and what you expect to happen when you take it
- whether you have consumed alcohol or used other drugs when you take it

If You Use Cannabis, you may:

- feel more relaxed and less inhibited—or more anxious, confused, panicky or even paranoid
- be more outgoing and talkative, and laugh more—or you may be quiet and withdrawn
- find that time seems to pass more slowly, and distances become distorted
- have keener senses, such as sharpened hearing and vision
- have trouble keeping your balance
- have trouble concentrating: thinking clearly, remembering things that just happened, and doing some tasks (e.g., homework)
- want to eat a lot (get “the munchies”)
- have a sore throat and lungs
- have increased heart rate
- feel sleepy as the drug wears off
- hallucinate, especially if you use a lot of cannabis at one time
- have a dry mouth and/or red eyes
- have trouble with coordination
- have slow reaction time.

Can You Get Addicted to Cannabis?

Yes, you can. Some people have a hard time quitting and have to find treatment. The addiction can be **physical**, (your body is used to the drug and craves it) **emotional**, (you think you need to get high to cope) or **social**. (you smoke up to fit in and believe you need the drug to do so)

Users often feel they need the drug and get anxious when they don't have any.

Some people who use a lot of cannabis every day and then quit suddenly may have problems sleeping. They may get anxious, irritable or nervous without the drug. Or they may have an upset stomach or lose their appetite. These symptoms rarely last more than a few days.

Is Cannabis Harmful?

Yes. If you smoke cannabis, it can harm you. Many people don't know this, but cannabis smoke contains more tar and more of some cancer-causing chemicals than tobacco smoke. Instead of inhaling nicotine the user is taking in THC, the hallucinogenic drug. The CO₂ emitted from the burning end of the joint is the same as for a cigarette; it reduces the O₂ carrying capacity of the red blood cells.

Here are some other ways that cannabis use can harm you:

- To get the maximum effect, people who smoke cannabis often inhale more deeply and hold the smoke in their lungs longer than tobacco smokers do. This increases the risk of cancer.
- Smoking cannabis irritates your lungs and has been linked to chronic cough and bronchitis. It may also make asthma worse.
- In people at high risk of developing schizophrenia, cannabis may bring on symptoms earlier.
- If you're pregnant, the more cannabis you smoke, the more likely your baby will have problems (such as being too small).
- Using a lot of cannabis for a long time may make it harder to pay attention, remember things and learn.
- Large doses of cannabis can lead to "toxic psychosis." This can cause people to hallucinate (see or hear things that aren't really there), become paranoid (feel like people are out to get them) and believe things that aren't true. These symptoms usually disappear within a week after the person stops using cannabis.
- Cannabis that you buy illegally may contain other drugs, or harmful pesticides or fungus.
- You may make decisions while using cannabis that you regret later.
- Cannabis affects your co-ordination and makes it harder to concentrate and react. This makes it dangerous to do things like ride a bicycle, drive a car or operate machinery.

Did You Know?

There are at least 400 chemicals in cannabis.

If you smoke cannabis, the effects can last for several hours. But the THC (the main active ingredient) is stored in your fat cells and can stay in your body for days or weeks. This doesn't mean that you would be high for weeks, but you would test positive on a drug test for THC weeks after you smoked cannabis.

SECTION 3

Additional Fact Sheets and Activities to Facilitate Discussion

Government of Canada, Department of Justice, Criminal Justice, Impaired Driving Laws and Penalties

Impaired Driving

The *Criminal Code* prohibits driving while impaired to any degree by drugs, alcohol, or a combination of both. Penalties for this offence range from a mandatory minimum fine to life imprisonment, depending on the severity of the offence.

Prohibited Levels

In addition to the offence of impaired driving, there are separate offences of having specified prohibited levels of alcohol, cannabis or certain other drugs in the blood within two hours of driving. Penalties range from fines to life imprisonment, depending on the severity of the offence.

Alcohol

The prohibited blood-alcohol concentration (BAC) is **80 milligrams or more (mg) of alcohol per 100 milliliters (ml) of blood**.

Cannabis (THC)

There are two prohibited levels for THC, the primary psychoactive component of cannabis: it is a less serious offence to have between **2 nanograms (ng) and 5 ng of THC per ml of blood**. It is a more serious offence to have **5 ng of THC or more per ml of blood**.

Combination of alcohol and cannabis

The prohibited levels of alcohol and cannabis, when found in combination, is **50mg or more of alcohol per 100ml blood and 2.5 ng or more of THC per ml of blood**.

Other drugs

Having **any detectable amount** of LSD, psilocybin, psilocin ("magic mushrooms"), ketamine, PCP, cocaine, methamphetamine or 6-mam (a metabolite of heroin) in your system within two hours of driving is also prohibited. The prohibited level for GHB is **5mg or more per litre of blood**, since the body can naturally produce low levels of this drug.

Penalties

Impaired driving is a serious crime that poses a significant threat to public safety. Having the prohibited level of alcohol, THC, or other impairing drugs in your blood within two hours of driving is an offence.

Penalties for committing this conduct can vary, depending on the alcohol or drug concentration, whether it is your first or a repeated offence, and whether you have caused bodily harm or death to another person.

Source:

<https://www.justice.gc.ca/eng/cj-jp/sidl-rlcfa/>

Penalties			
Charge	1 st offence	2 nd offence	3 rd offence
<ul style="list-style-type: none"> Alcohol-impaired driving Having a Blood Alcohol Concentration (BAC) at or over 80mg per 100ml of blood within 2 hours of driving 	Mandatory minimum: \$1000 fine Maximum: 10 years imprisonment	Mandatory minimum: 30 days imprisonment Maximum: 10 years imprisonment	Mandatory minimum: 120 days imprisonment Maximum: 10 years imprisonment
<ul style="list-style-type: none"> Drug-impaired driving Having 5ng or more of THC per ml of blood within 2 hours of driving Any detectable level of LSD, psilocybin, psilocin, ketamine, PCP, cocaine, methamphetamine, 6-mam within 2 hours of driving Having 5mg or more of GHB per 1 litre of blood within 2 hours of driving 			
Combination <ul style="list-style-type: none"> Having a BAC of 50mg per 100ml of blood + 2.5ng or more of THC per 1ml of blood within 2 hours of driving 			
Refusal to comply with demand for sample			
	Minimum: \$2000 fine		
Drug-impaired driving - Summary conviction <ul style="list-style-type: none"> Having over 2ng but less than 5ng of THC per ml of blood within 2 hours of driving 	Maximum \$1000 fine		
Impaired driving causing bodily harm	<ul style="list-style-type: none"> Summary conviction: Maximum 2 years imprisonment less a day Indictment: Maximum 14 years imprisonment 		
Impaired driving causing death	<ul style="list-style-type: none"> Indictment: Maximum life imprisonment 		
First offence + BAC of 80-119mg	Mandatory minimum \$1000 fine		
First offence + BAC of 120-159mg	Mandatory minimum \$1500 fine		
First offence + BAC of 160mg or more	Mandatory minimum \$2000 fine		

Source:
<https://www.justice.gc.ca/eng/cj-jp/sidl-rlcfa/>

Information on Impaired Driving

What does “Impaired Driving” Mean?

Impaired driving is driving while your ability is affected by alcohol and/or drugs. It is a crime under the Criminal Code of Canada. If convicted, you can lose your licence, be fined, or spend time in jail. Your vehicle does not even have to be moving; you can be charged if you are impaired behind the wheel, even if you have not started to drive.

Drinking and Driving

Drinking and driving is a deadly combination. One drink can reduce your ability to concentrate and react to things that happen suddenly while you are driving. The more alcohol in your blood, the more difficulty you have judging distances and reacting to sudden hazards on the road. To make matters even worse, your vision may become blurred.

Drugs and Driving

Any drug that changes your mood, or the way you see and feel, will affect the way you drive. This is not only true for illegal drugs. There are prescription drugs and some over-the-counter drugs that can also impair your driving ability. (Example; antihistamines, cough syrup, cold and allergy medications)

[*http://www.mto.gov.on.ca/english/safety/impaired-driving.shtml](http://www.mto.gov.on.ca/english/safety/impaired-driving.shtml)

Fact: Alcohol affects your judgment and lowers your inhibitions. (It is a fact that most teenage sexual encounters happen under the influence of alcohol because of its effect in lowering inhibitions)

The amount of alcohol in a person's body is measured by the amount of the alcohol in their blood. This is called the blood alcohol concentration, or BAC.

For the purposes of law enforcement, BAC is used to define intoxication and provide a measure of impairment. In Canada, the maximum legal BAC for fully licensed drivers is 80 milligrams of alcohol in 100 millilitres of blood (0.08). Driving with a BAC in excess of 0.08 is a criminal offence.

Recognizing that even small amounts of alcohol can adversely affect driving skills and performance, most Canadian provinces and territories impose license suspensions on drivers with BACs in the warn range of .05 and over. Suspensions range from 24 hours to 7 days for a first infraction with escalating suspensions and other sanctions for repeat offences.

Young drivers in many provinces and territories have a .00% BAC requirement. They may range for the duration of the graduated licensing program or may extend until they are 21 years of age, depending on the jurisdiction. These special rules for young drivers reflect the very serious increased risks seen when young people mix drinking with driving.

The Facts about Road Crashes, Impaired Driving and Canadian Youth



- Impaired driving remains a significant road safety, health and economic issue in Canada. In fact, according to a recent National News Article, Canada ranks number **1** among **19** countries for roadway deaths linked to alcohol impairment.
- On average, every day in Canada up to **4** fatalities and **over 100** injuries (about 1,200 dead and tens of thousands of injuries each year) occur in road fatal crashes involving alcohol, drugs or combination of both, or nearly **55%** of fatal collisions.
- Road crashes are the **number one** cause of death among young people in Canada and approximately **50%** of these deaths are alcohol and/or drug-related.
- Survey data from the Centre for Addiction and Mental Health found that **5%** of high school drivers reported drinking and driving and **10%** drive after smoking cannabis.
- While young people are significantly overrepresented in alcohol-related deaths as drivers, they are overrepresented to an even greater extent as passengers. The impaired crash problem among youth is not simply a function of their immaturity and lack of driving experience; it also reflects their hazardous patterns of alcohol and drug use. **15%** of students surveyed by the Centre for Addiction and Mental Health reported being a passenger in a car driven by a drunk driver and **12%** reported riding in a vehicle driven by someone who had been using drugs.
- Canadian children and youth have one of the **highest** rates of cannabis use among developed countries. It's the drug they use most after alcohol. Most young people see cannabis as a benign drug, far less dangerous than alcohol. They think driving under the influence of cannabis is risk free. CPHA (Canadian Public Health Association) relates that clinical evidence shows that smoking cannabis can produce unwelcome effects behind the wheel, including a shorter attention span, an altered perception of time and distances, and slower reaction times that impair the driver's ability to respond to sudden events in traffic.

The social costs, human tragedy and productive years of life lost among youth from road crashes are significant and 100% preventable.

The Cost and Consequences of Impaired Driving

Although the costs and consequences vary between the different provinces and territories, a single impaired driving incident can trigger a range of sanctions, including administrative licence suspensions and administrative vehicle impoundments. Other sanctions such as the requirement to use an ignition interlock device or the need to attend a comprehensive remedial treatment program may also apply.

Further, the same incident of impaired driving that triggered provincial/territorial sanctions can trigger criminal charges, which might lead to a conviction under the Criminal Code, fines, jail time, and expensive legal fees. In addition, most provinces impose lengthy licence suspensions on drivers convicted of most federal alcohol and drug-related driving offences, failing or refusing to

submit to a required test, or driving while prohibited or suspended for a federal impaired driving offence.

The costs and sanctions below are based on an impaired driver who is caught while driving on a public road. This example outlines one province's sanctions. Although these sanctions will generally be similar to those in other jurisdictions, there will be some variation. The driver in this hypothetical has been charged and convicted of the offence commonly referred to as an "80 or Over" (Criminal Code, s. 320.12(b)). This offence is considered to be one of the less serious impaired driving offences. The costs and consequences associated with impaired driving are much more severe if injury or death resulted from the impaired driving incident. Repeat offenders are also subject to more severe costs and consequences.



Total Costs:

- \$45,256-53,765+

Provincial Sanctions (\$4,765+)

- 90-day administrative licence suspension
- 7-day administrative vehicle impoundment
- 1-year post-conviction licence suspension (reduced to 3 or 6-months in certain circumstances)
- Minimum 45-day post-conviction vehicle impoundment
- \$1,800+ impoundment fee
- \$550 administrative penalty
- \$281 licence reinstatement fee
- \$634 for remedial program for convicted impaired drivers
- \$1,500+ for the use of an ignition interlock for one year (less in certain circumstances)

Criminal Sanctions + Legal Fees (\$4,500-7,000+)

- \$1,000 fine
- Jail time
- 1-3-year federal driving prohibition
- 3,500-\$4,000 for a plea or withdrawal or \$6,000 for a one or two-day trial (If your case takes longer, the costs will be higher.)
- Criminal Record



Insurance Costs (\$36,000-\$42,000)

- \$8,000-\$10,000+ a year for three years for a facility insurance policy. (In provinces with private insurance 3 years of facility insurance is typically required. Jurisdictions with public insurance do not have facility insurance but will typically raise the insurance rate of drivers with impaired driving convictions.)
- \$4,000+ a year for three years following the facility insurance policy assuming a normal insurance rate of \$2,000 a year. (The insurance rate is typically double the normal rate for a further three years for a total of 6 years of increased insurance cost.)

Warn Range

Drivers who are below the criminal BAC threshold of 0.08% but above the provincial threshold (typically 0.04% or 0.05%) are also subject to costs and consequences. While these drivers will not face criminal sanctions, in one province these drivers are subject to:

- 3-day administrative licence suspension
- \$250 penalty
- \$281 licence reinstatement fee
- Insurance consequences

Some jurisdictions include administrative vehicle impoundments as part of these sanctions. Sanctions and penalties vary between jurisdictions and typically increase for subsequent occurrences.



New and Young Drivers

Young and novice drivers (i.e. drivers in the graduated licensing program and drivers under a certain age, typically 21 or 22) are generally required to maintain a BAC of zero and/or have no detectable level of cannabis or certain other drugs in their body. If these requirements are breached, drivers in one province suffer the following costs and consequences if they blow within the warn range:

- Immediate 3-day administrative licence suspension
- 30-day administrative licence suspension if convicted of a provincial offence
- \$60-500 fine if convicted of a provincial offence
- \$250 penalty
- \$281 licence reinstatement fee
- Possible licence cancellation if convicted of a provincial offence.
- Insurance consequences

Some jurisdictions include administrative vehicle impoundments as part of these sanctions. Sanctions and penalties vary between jurisdictions and typically increase for subsequent occurrences.



The Dangers and the Law

Is it dangerous to smoke cannabis and drive?

Yes. Cannabis makes it harder to concentrate, pay attention and tell how far away things are, for up to five hours after you use it. It also makes your hands less steady and slows your reaction time; this means you wouldn't be able to react as quickly to a sudden, unexpected emergency. Your risks go up when you combine smoking cannabis with drinking alcohol. All these things may make it harder to drive safely. There is no roadside breathalyzer test for cannabis. But specially trained police can tell if you are high, and you could be charged.

Can smoking cannabis affect my school performance?

THC remains in your brain for days or weeks, and may affect your memory, speech and learning. Using cannabis regularly also affects your thinking and can make you less motivated.

Is cannabis legal?

As of October 17, 2018, cannabis is legal for personal use for those over the age of 18 or 19, depending upon the province in which you reside. The following table shows the legal age for consumption.

Alberta	18+	British Columbia	19+
New Brunswick	19+	Newfoundland/Labrador	19+
North West Territories	19+	Nova Scotia	19+
Nunavut	19+	Ontario	19+
Prince Edward Island	19+	Quebec	18+
Saskatchewan	19+	Yukon	19+

Did you know?

- Research shows that you have a greater chance of having a car crash when you drive after using cannabis. After alcohol, cannabis is the second most common drug found in dead and injured drivers.
- Mixing cannabis and alcohol is more dangerous than using each drug separately. Mixing even small amounts of cannabis and alcohol can make it dangerous to drive. Many impaired drivers test positive for cannabis and alcohol together.

What are the penalties for possession under the legal age?

- Anyone caught providing cannabis to a minor could face large fines and a jail sentence of up to 14 years. The federal government is looking to ensure penalties are harsh in order to deter underage use
- Underage offenders will not be charged under the Criminal Code of Canada

Reducing Risks and Getting Help

How can I reduce my risks?

- Choose not to use cannabis
- If you choose to use cannabis, don't drive when you are high. The effects of cannabis can be felt for up to three hours after the last consumption and can last in your body for weeks
- Don't get into a car with someone who has been using cannabis.
- Don't mix cannabis with alcohol or other drugs.
- Don't use cannabis before or during school.
- Understand that smoking cannabis if you are underage, could land the person who supplied you with the cannabis with significant fines or jail time.
- Get help if you think your cannabis use is getting out of control. (You can see your family doctor without the doctor telling your parents as the doctor must maintain your confidentiality. You can go to a community health care clinic or walk-in clinic, or use the Kids' Help Line)

*Canadian Centre on Substance Abuse

Not Ready to Go – A Video about Driving while Impaired by Cannabis

MADD Canada has made a video documentary, ***Not Ready to Go***, about a deadly crash in Kanata, Ontario. The video shares the story of 5 teens who were killed and 11 other people who were injured in cannabis impaired multi-vehicle crash as told by the survivors, families and emergency services responders.

It was a clear night and they were driving on an empty stretch of road. The drivers started playing leapfrog, taking turns passing each other. In normal circumstances this would be really dangerous, but with impairment from cannabis, the consequences were much deadlier.

One of the cars pulled into the oncoming lane to pass and didn't see a truck coming. At the last second the passing driver saw the truck coming towards him and tried to get out of the way by pulling off the road. The truck couldn't avoid hitting the car and it was deflected into the oncoming traffic lane, hitting another car head-on.

The fiery crash resulted in 5 people dead – all teenagers, and 11 others injured, 9 of whom were teenagers. The two gentlemen in the truck were also severely injured. The driver of the truck still has the scars of the fateful night when his arm was severed. Although doctors were able to re-attach it, he is still missing sensation in that arm. The passenger in the truck had numerous surgeries and eventually had to have his leg amputated as a result of his injuries.

When the car that was hit by the truck in the first collision caught fire, some of the people in that car were trapped. Their bodies were burnt beyond recognition. Their families could not identify them.

All the teenagers involved that night were good friends. The driver of the first vehicle that caused the collision survived and was convicted of impaired driving causing death and served jail time. None of these young people thought smoking weed and driving could be dangerous and it was proven in court that impairment by cannabis alone was a key factor (the driver had not consumed alcohol). He has to live with the guilt that he killed 5 of his close friends and caused serious injury to so many others.

Please visit <http://madd.ca/english/research/media.html#2> for ordering information and to preview *Not Ready to Go*. Another free resource that is available is *Braking Point*. This resource has more scenarios on alcohol and cannabis as well as testimonies by experts in the field. To order both, email avicioso@madd.ca.





To view MADD Canada's "If you're high, you can't drive" PSAs:
<http://madd.ca/media/posters/dope-ad-oct2405.pdf>

Study: What Canadian Youth Think About Weed

Excerpt from the study by *Canadian Centre on Substance Abuse*

(To be used as background information for teachers)

Key Findings

The data revealed a number of factors that influence the decisions of youth to either use or not use cannabis. Decisions to not use the drug were influenced by concerns about health risks, poor academic performance and negative impacts on relationships with family members. Family relations were also a significant influence on decisions to use cannabis: in particular, the parent-child relationship is believed to be absent or disengaged among cannabis-using youth, with the parents not openly communicating their positions on the drug to their children. Youth also held a strong belief that all youth are using cannabis all of the time.

The study's participants perceived a number of negative and positive effects associated with cannabis. In terms of negative effects, cannabis was believed to result in dependency, a loss of focus, laziness and a number of physical problems. Interestingly, youth also perceived cannabis to affect youth on an individual basis — that is, cannabis affects each person differently and so it is not accurate to try to describe universal outcomes. It is hypothesized that this perception is ultimately used to minimize any negative effects associated with using cannabis because the negative effects are attributed to the individual rather than the cannabis. With regard to the drug's perceived positive effects, the youth involved in the study stated that cannabis helps people focus, relax, sleep and improve their creativity. They also believed that cannabis produced a range of health benefits, from treating mental health issues to curing cancer.

Youth also held the perception that cannabis does not change people in a long-term, negative way; instead, any long-term changes are attributed to the individual and not the drug. As a result, cannabis was not seen as a causal factor in the problems youth may experience with the drug. Along with the notion that there are individual differences in how cannabis affects youth, this notion that cannabis does not have long-term effects further minimizes any negative associations with its use.

Participants also reported a perception that cannabis is safe and poses minimal risk to youth, with this perception particularly evident when discussing the use of cannabis while driving. While some participants suggested that cannabis makes drivers more focused, others thought that such use is dangerous because it impairs the driver, not unlike alcohol. Youth also commonly expressed the belief that cannabis is not and should not be considered a drug because it is argued to be natural, safe and categorically distinct from "hard drugs." For example, participants suggested that a drug is defined as something that alters the user's perceptions and is manufactured. As a result of this conceptualization, participants clearly demonstrated confusion in understanding why cannabis was illegal, until October 17, 2018.

Youth also expressed frustration and confusion about the inconsistency in police reactions to cannabis. For example, they could not make sense of how the same substance could result in legal sanctions in some contexts (e.g., being caught with a large quantity of cannabis), but not others (e.g., being caught with a small quantity of cannabis). To further complicate the situation, youth appeared to have difficulty positioning the role of medically authorized cannabis in their understanding of the drug's legal context. Youth perceived the medical use of cannabis to raise a double standard in which cannabis is good for you if you are sick, but not if you are healthy.

Finally, this research identified some key considerations that youth perceived would be helpful for future cannabis-related prevention efforts. Specifically, youth felt that:

- (a) there should be an increased focus on cannabis content in prevention programs and materials;
- (b) prevention efforts should be delivered earlier;
- (c) those delivering the prevention message should have firsthand experience with the drug as well as an ability to connect with youth; and
- (d) approaches aimed at reducing the harms associated with cannabis use would be valuable.

To read the full report:

<http://www.ccsa.ca/Resource%20Library/CCSA-What-Canadian-Youth-Think-about-Cannabis-Report-in-Short-2013-en.pdf>



KEY QUESTIONS FOR STUDENTS LINKED TO THIS REPORT

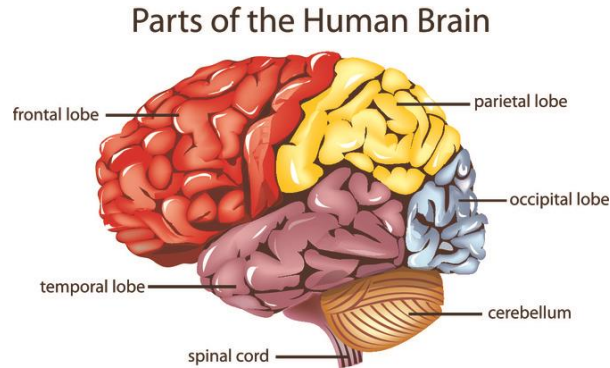
1. Consider your decision to use or not use cannabis. What are the main factors in your life that have led to your decision?
(Family values, a way to escape difficulties, fear of 'getting caught', dislike of the physical high or loss of control, fear of the drug being tampered with, the effect it would have on your school work and future ambitions, a way to fit in with peers)
2. Are you aware of factors in your life that could make you **alter your decision** to use or not to use cannabis?
(School pressures, social pressures to fit in, parents separate or divorce, a death in the family, parent loses a job, family financial stress, you having to balance school, social, and extra-curricular activities, social media and bullying)
3. Do you personally agree with the study's findings that...
 - a) negative effects of cannabis are because of the user, not the drug?
 - b) cannabis has no long-term effects?
 - c) cannabis is safe and poses minimal risk to youth?
4. Do you agree that early prevention efforts will help reduce cannabis use among youth?
(Answers will vary)
5. What could/should these efforts look like?
(e.g. school programs such as MADD, media, advertising, church programs)
6. Since cannabis is now treated similarly to alcohol under Canadian law, are youth more likely to believe there are few to no negative effects? How will this belief impact consumption and the possibility of an increased number of impaired drivers?
(Answers will vary)
7. Should cannabis education focus on abstinence or on safe consumption? What else might it focus on?
(Ideas will vary. Lead the discussion to the idea of self-esteem and the ability to make decisions for yourself, not to fit in with others. Also lead the students to understand there is a legal age for consumption for both alcohol and cannabis)
8. You and your friends go to the local park and find your younger brother who has just turned 12 years old, hanging out with some boys you know from your school. They are under the slide smoking dope. What would you say? What would you do?
(Some students might say they'd join in. Others will say they would take the joint away, try to tell him why it's wrong, and threaten the brother with telling the parents. Still others may think they'd do nothing.)

Study: Occasional Cannabis Use May Change Structure of Young People's Brains

Occasional cannabis use may change the brain structure in young adults, a new study suggests. Cannabis may cause changes related to motivation, emotion and reward. The changes occurred in the areas of the brain involved in processing emotion and forming long-term memories, and in reward and addiction, *Health Day* reports.

To read the complete article on this subject:

https://drugfree.org/?utm_source=Join%20Together%20Daily&utm_campaign=e339a2eae0-JT_Daily_News_Is_Google_Doing_Enough&utm_medium=email&utm_term=0_97f4d27738-e339a2eae0-221321973



More resources:

Cycles – An educational resource that explores decision-making and cannabis use among young people. This program includes a video and discussion/activity guides.

<http://www.cyclesfilm.com/>

(Developed by Barbara Moffat and Joy Johnson)

Study: When Help is not at Hand – Teens Turning to Cannabis for Emotional Problems

<http://www.heretohelp.bc.ca/visions/cannabis-vol5/when-help-is-not-at-hand>

Binge Drinking and Alcohol Poisoning

Binge drinking for men: consuming 5 or more drinks in a row on any given occasion. Binge drinking for women: consuming 4 or more drinks in a row on any given occasion.

***Fact:** One-in-six (17.6%) of students report binge drinking (5+ drinks on one occasion) at least once during the month before the survey. The same proportion (16%) report getting drunk at least once during this time. Also, about 22% of students report binge drinking during the month before the survey.

Partying and getting drunk

smashed... loaded... hammered... wasted...

What we're talking about here is drinking a lot of alcohol quickly—on a night out with friends at a party or bar, in a drinking game or contest, or just drinking too much because you want to get drunk. This is known as binge drinking.

Young people who binge drink are especially at risk for hugely negative consequences. This is because they are less familiar with the effects of alcohol and are more likely to do something impulsive or dangerous. Binge drinking is also more common among young people. Recent surveys report binge drinking by:

- 17.6 % of Ontario students in grades 7–12, at least once in the past month.
- Binge drinking increases significantly with each grade and climbs to 32.6% in grade 12.



**OSDUHS 2015 Survey*

What happens when you binge drink?

When you binge drink, you get intoxicated, or drunk. This is because you drink faster than your body can eliminate the alcohol. It takes more than an hour for your body to process one standard drink of alcohol. This rate is constant, no matter how much you drink. The only way to get sober is to stop drinking, and to wait.

Intoxication affects your judgement, your attitude, your behavior and your reflexes. People do all kinds of things when they are drunk that they would never dream of doing when they are sober. People are less inhibited, sensitive and aware and more reckless and careless when they are intoxicated. They often do things that seem stupid, dangerous, embarrassing or even shameful to them once they have sobered up.

Risks of binge drinking

When you binge drink, your risk of many safety and health problems increases. These include:

- misjudging a situation or what is being said
- getting into a fight or being assaulted
- having unwanted sex or pushing unwanted sex on others
- developing or worsening depression, anxiety and other mental health problems
- having blackouts (when you lose all memory of where you were and what you did when you were drunk)
- getting a hangover (headache, shaking, vomiting)
- seeing suicide as a way out when you are feeling down
- getting injured or killed while driving, biking, boating, swimming, snowmobiling, walking or being a passenger
- getting injured or killed from a fall, drowning or fire
- getting sick and possibly dying from alcohol poisoning
- choking on your own vomit (which can kill you if you are passed out)
- going into respiratory arrest (meaning you stop breathing).

Over a longer term, repeated binge drinking can also increase the risk of:

- damage to your stomach, pancreas, liver and brain
- developing cancer
- developing an addiction to alcohol.

Binge drinking also increases your risk of arrest and other legal problems.



What are the signs of alcohol poisoning?

Alcohol poisoning, caused by too much alcohol, is extremely dangerous and can cause coma and death.

Signs include:

- disorientation or confusion
- passing out, not being able to be woken up
- slow, irregular breathing
- bluish or pale, cold, clammy skin
- slowed heart rate
- vomiting while passed out.

What do I do?

When someone is passed out from alcohol poisoning:

- call 911 if you cannot wake the person, especially if he or she is vomiting or has vomited.
- gently roll the person on his or her side, tilting the head back and tucking the top hand under the chin to keep the mouth open and the airway clear. This helps to reduce the risk of choking if the person vomits. Bend the person's top leg and bottom arm to support this position
- if they pass out or appear to fall asleep, pinch their skin to see if they react or wake up.
- check for cold, clammy, unusually pale or bluish skin
- count breaths to see if they breathe less than 8 times in a minute (slow breathing)
- check to see if breaths are more than 10 seconds apart (irregular breathing)
- watch to see if they vomit without waking up
- watch for seizures. Binge drinking can cause a seizure, even in people who do not have epilepsy
- put them in the recovery position so they don't choke on their own vomit
- do not leave the person alone

If you see any of the above signs, call 911. If you are not sure, call anyway!

http://www.camh.ca/en/hospital/health_information/a_z_mental_health_and_addiction_information/alcohol/Pages/binge_drinking.aspx

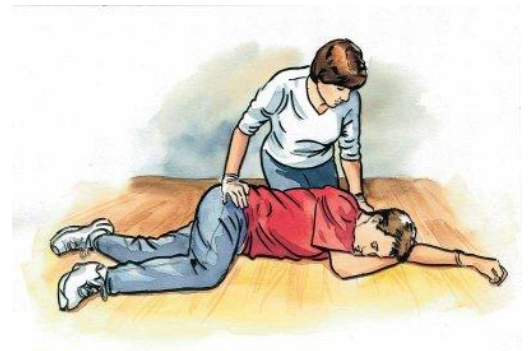
Teen Partying and Alcohol Poisoning

Parent Action on Drugs.org has many resources for parents, educators and youth on alcohol and other drugs. The following is an excerpt from one of their resources. For the full report or more information visit their website:

<http://parentaction.server295.com/wp-content/uploads/2013/07/PAD-Teens-Partying-and-Alcohol-Poisoning-20131.pdf>

Alcohol Poisoning Summary

- Alcohol is a depressant. That means alcohol will slow down – and eventually even shut down – the part of the nervous system that controls involuntary actions, like breathing and the gag reflex.
- Alcohol is absorbed very quickly through the stomach, into the bloodstream and to the brain, but can only be processed by the liver at the rate of about one ‘standard’ drink in one hour.
- Specialized poison control cells in your brain detect danger – there is too much alcohol – and vomiting is an attempt to eliminate any unabsorbed alcohol.
- Eating before you drink will slow down the speed of intoxication but it is no guarantee that you won't get sick if you consume too much alcohol.
- It may take anywhere from about 30-90 minutes *after you stop drinking* before you reach your highest level of intoxication.
- If someone who has been drinking has any of the following symptoms, they are likely experiencing an overdose reaction:
 - Vomiting
 - Passed out
 - Difficult to awaken
 - Slow, shallow breathing
 - Doesn't respond to stimuli
- Choking to death on one's vomit after an alcohol overdose is more common than you might think. Death by asphyxiation can occur when a person chokes on his or her own vomit or when alcohol depresses the body's reflexes to the point that the person can't vomit properly (loss of the “gag” reflex).
- If someone is experiencing alcohol poisoning, put them in a “Recovery Position” (see illustration), call for medical assistance and watch over them until professional help arrives.



Staying Safe and Refusal Skills

The safest and healthiest choice is always to not drink alcohol or use drugs at all.

However, if you decide to drink, here are some tips to remember.

When you know you will be drinking, plan ahead, stay in control and stay safe!



Try these tips:

1. Pace yourself by alternating alcoholic drinks with soft drinks or water. Eat before you drink and while you are drinking.
2. Know your limit. Keep below it. Don't let others push you beyond it.
3. Drink slowly. Don't chug. No one will be impressed by how fast you can drink when you're clinging to the toilet.
4. Stop drinking before you feel drunk.
5. Don't mix alcohol with medicines, illegal drugs or energy drinks. Other drugs may interact with alcohol, causing affects you don't expect or are unable to control.
6. Count your drinks. Ways to keep track include keeping your bottle caps in your pocket.
7. Think about your reputation, your safety and the safety of others.
8. Watch your drink so that no one can slip anything into it when you're not looking.
9. Plan ahead. Arrange to walk, take a taxi or public transit home with a sober buddy; get someone you can trust to pick you up; or stay overnight where you will be drinking.
10. If you drink any alcohol, do not drive. The only way to know whether the level of alcohol in your body is within the legal limit for driving is a breathalyzer or blood test. You can't tell by the way you feel. Just as important, don't ride with a driver who has been drinking.

Source: Centre for Addiction and Mental Health

© Parent Action on Drugs 2013

Also see:

Low risk drinking guidelines for youth

<http://www.ccsa.ca/Resource%20Library/CCSA-Youth-and-Alcohol-Summary-2014-en.pdf>

Refusal Skills: How to Say No

*Be who you are and say what you feel because those who mind don't matter
and those who matter don't mind. - Dr. Seuss*

Saying no can sometimes be hard, but you might be surprised how easy it gets with practice. If you know you are going to be some place where you might be offered alcohol or other drugs try to plan your response in advance. The following are options you can use.

Be direct

Say "No thanks"; sometimes it's just that easy.

Repeat yourself

Be firm in your position and continue to repeat your response, "No thanks".

State why

Give a reason why; try saying, "No thanks, I have to be up early tomorrow" (or I have a game tomorrow, or I have to be home early or I got caught the last time).

Turn the tables

If the person won't let up try turning the tables and ask, "Why do you care if I do or don't". Be confident in your response.

State the truth

People don't like being accused of peer pressuring others, so try stating the obvious, "Wow, the peer pressure in this room is pretty strong", then smile and walk away.

Walk away

It is always an option to not respond and just walk away.

Change the subject

Try suggesting something better to do with your time, "No thanks, do you want to _____".

Be proactive

If you know you are in a situation where you are likely to be offered alcohol or other drugs, leave before you ever get to that point.

Accept the person, reject the behaviour

If the person is giving you a hard time try telling the person, "I respect your choice to do drugs, respect mine not to".

AADAC, OYZ Refusal Strategy Tool Kit: <https://drugfree.org/>

Recommended web site: The young teen's place for info on alcohol and resisting peer pressure
<http://www.thecoolspot.gov>

Drama Activity/Assignment

The time allotted for this activity could vary based on the time that is available.

During this role-play activity, students have an opportunity to explore communication about decision making and impaired driving. They will work in small groups to write and perform a role-play about one minute in duration.

1. Split the class into small groups of 4-6 people.
2. Hand out one drama scenario to each group (page 59). You may have more groups than there are scenarios. If more than one group has the same scenario, students will have an opportunity to compare work and provide constructive peer feedback.
3. Allow students five minutes to prepare their script.
4. The “actors” can read their lines from a sheet of paper (they don’t have to memorize them).
5. Ask each group to perform their scenario. After each one, ask the group the following questions:
 - What did you think?
 - What did they do well?
 - Could they have done anything differently?

For resources to support this activity, see the fact sheets included in this guide:

Cannabis facts

Signs of alcohol poisoning

Activity on designated drivers

Criminal code penalties for impaired driving offences

The cost of impaired driving

Adapted from “Cycles”- (Developed by Barbara Moffat and Joy Johnson)

Drama Activity Scenarios

Scenario 1:

Your friend Jeremy's Mom picks you up to get dropped off at Carl's house to play video games for the night. Carl's older brother Sam says he will drive you both home later on. While playing the games Sam brings out a case of beer and passes them out. He joins them in the drinking, thinking it's funny to see the younger boys getting drunk. When it's time to go, Sam picks up the keys to the truck and tells the boys to hop in. Neither you nor Jeremy wants to call home for a ride because you're afraid of being caught but you know Sam is impaired. What will you do? What will the dialogue sound like?

Scenario 2:

Your father did the laundry last week and found a joint in your jeans pocket. You've never talked to your parents about smoking weed. What conversation do you have with your father?

Scenario 3:

You're home studying. You see your neighbour, Dan, out on the back deck. He's sharing a joint with his girlfriend who happens to be your best friend. Then, 30 minutes later, you see them both heading out the front door. Dan has car keys in his hand and it looks like his recent cannabis use had an effect on him. What would you do?

Scenario 4:

You're at a party mostly with older teens, and it's getting late. There has been a lot of weed passed around and most of the partiers have been drinking a lot. You notice one of the girls in your class passed out on the living room sofa. When you try to shake her awake, you can't wake her up. What do you do?

Scenario 5:

You're at a party and Sandy is the designated driver for the evening. People are having fun drinking and smoking joints. Friends keep passing Sandy a joint because they think that everyone drives better after smoking weed. Sandy decides to go ahead and smoke the joint. She seems fine when it is time to go home but you are definitely in no shape to drive. What do you do?

Scenario 6:

Your best friend, Sarah, just called you in tears to let you know she was pulled over by the police and charged with impaired driving. She doesn't know what's going to happen to her if she goes to court and is convicted. What could happen?

Adapted from "Cycles"- (Developed by Barbara Moffat and Joy Johnson)

Student Questionnaires and Worksheets

My Beliefs

1. I believe that alcohol is a drug.
☐ True ☐ False
2. I believe none of my behaviour or attitudes change when I drink.
☐ True ☐ False
3. I believe that some prescription and non-prescription drugs can affect my driving ability.
☐ True ☐ False
4. I believe I can have a couple of drinks and still be a good driver.
☐ True ☐ False
5. I believe everybody who drinks alcohol forgets parts of the party.
☐ True ☐ False
6. I believe alcohol is a stimulant.
☐ True ☐ False
7. I believe I can be charged with impaired driving only if I register over .08 BAC on a breathalyzer.
☐ True ☐ False
8. I believe my drinking is my business and no one else's.
☐ True ☐ False
9. I believe that one drink will not hurt anyone.
☐ True ☐ False
10. I am able to predict and control the amount I drink at all times.
☐ True ☐ False

(After students complete this questionnaire, review *Common Myths about Alcohol*. Then discuss their answers and have them determine the correct answers according to what they have learned so far.)

Source: Newfoundland & Labrador Safety Council, Think First

Test Your Knowledge on Drug-Impaired Driving



Answer each question and explain your thoughts and ideas.

1. Driving while impaired by cannabis doubles your risk of being involved in a motor vehicle collision.

True or False

2. Smoking cannabis can affect a person's ability to drive.

True or False

3. Driving while under the influence of drugs can impair a driver's:

- a) Reaction time
- b) Ability to see clearly
- c) Ability to divide attention
- d) Ability to respond to unexpected events
- e) All of the above

4. Police have a test that can reveal if a driver is impaired by drugs.

True or False

5. If someone in Canada gets caught by the police for driving while impaired by drugs, the penalties are different than the penalties for driving while impaired by alcohol.

True or False

6. Certain drugs prescribed by your doctor can impair your ability to drive.

True or False

7. If a driver is impaired by drugs it is very obvious and would be easy to detect.

True or False

See answers on next page.

Answers for page 61

1. True. Research has found that driving within three hours of smoking cannabis almost doubles the risk of a crash that can result in injury or death. The most common drug found in drivers aged 16–19 is cannabis (60.8%). This age group is more likely to have cannabis in their system than any other age group.

2. True. Research shows cannabis increases impairment.

3. e) All of the above. Research shows that cannabis impairs a driver's tracking and reaction time, as well as a driver's ability to see clearly, divide attention and handle unexpected events.

4. True. The test is called Drug Evaluation and Classification and research has shown that Drug Recognition Evaluators (DRE) are accurate over 95% in detecting drug use. The 12-step evaluation is conducted by a trained officer and includes eye examinations and a series of motor coordination tests. To confirm results, drivers must provide a sample of urine, saliva or blood when demanded by a DRE. New tests and laws will come into effect in October, 2018.

5. False. The penalties are the same as for alcohol-impaired driving:

- First offence: \$1,000 fine, 12-month licence suspension and a possible jail sentence of up to 18 months.
- Second offence: minimum 30 days in jail and a two-year licence suspension.
- Third or subsequent offence: minimum of 120 days in prison, three-year driving prohibition.
- Causing bodily harm or death while driving impaired: maximum 10-years in prison or life sentence.

6. True. Just because the drug was prescribed to you by your doctor does not necessarily mean it is okay to drive after use. Given the properties of some prescription drugs, it might not be safe to operate a vehicle after consumption. Be sure to read the label and speak to your pharmacist. The effects of some prescription drugs can last for several hours.

7. False. Impairment by some drugs, such as sedatives, might not be obvious and the effects of some sleep medications can linger into the next morning. Effects include slowed reaction time, sleepiness, poor psychomotor performance, impaired coordination, reduced ability to divide attention, increased errors and difficulty following instructions.

Source: Canadian Centre on Substance Abuse 2016

Signs of Intoxication

List 10 common signs of intoxication you might observe in others.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



Signs of Intoxication – Answers

A person can usually tell when they are intoxicated, but it may be challenging to spot the signs in others.

To gauge another person's level of intoxication, try looking for the following signs:

1. A loss of coordination, such as stumbling or swaying
2. Flushing of the face
3. Bloodshot eyes
4. Louder speech than usual
5. Slurred speech
6. Damp or clammy skin
7. Mood swings or personality changes, such as aggression or depression
8. Drowsiness/ Passing out
9. Slowed reflexes
10. Vomiting

Source:

<https://www.medicalnewstoday.com/articles/327202>

QUIZ – Test Your Knowledge About Alcohol

1. Beer is less intoxicating than other types of drinks.
☐ True ☐ False
2. A cold shower, fresh air and a cup of coffee will help to sober someone up.
☐ True ☐ False
3. Everyone reacts differently to alcohol.
☐ True ☐ False
4. Binge drinking is drinking 5 drinks in one sitting.
☐ True ☐ False
5. When someone is heavily intoxicated it is best to give them a glass of water and have them lie down for a while to sleep it off.
☐ True ☐ False
6. The worst that can happen from drinking too much is a hangover in the morning.
☐ True ☐ False
7. If you have one drink per hour, you don't have to worry about being over the legal limit to operate a vehicle.
☐ True ☐ False
8. It's okay to smoke weed and drive because it makes you pay more attention to the road.
☐ True ☐ False
9. Police can check for alcohol impairment but are not able to detect drug impairment.
☐ True ☐ False
10. A new driver is able to consume a maximum of 1 alcoholic drink prior to driving.
☐ True ☐ False



Quiz answers

1.False 2. False 3. True 4. True 5. False 6. False 7. False 8. False 9. False 10. False

Exercise on Designated Drivers

Ways to avoid riding in a vehicle driven by an impaired driver:

1. Know the public transit hours and have a list of taxi companies with phone numbers.
2. Plan for a sober friend or family member to pick you up and bring you home.
3. Make arrangements ahead of time to stay the night if you know you will be drinking.
4. Arrange for someone in your group to be the sober designated driver.

List 4 other ways to avoid impaired driving

1. _____
2. _____
3. _____
4. _____

What makes a good Designated Driver (DD)?

1. Reliable
2. Able not to drink or use drugs
3. Responsible
4. Able to say NO
5. **Someone who is not in attendance at the social situation and is not impaired.**

What needs to be decided ahead of time?

1. Who the DD will be (take turns every time you go out, be fair).
2. When will you leave, and what you will do if some in the group are not ready to go.
3. Who pays for things like gas and parking (the driver, or do you share the cost?).

What must the passengers do?

1. Be ready to leave at the agreed time.
2. Not get sick in the car.
3. Not be rude to the DD.
4. In the event that the designated driver drinks alcohol or smokes weed, have a backup plan (i.e. money for taxi or transit).

Activity

Even though you have agreed to be the Designated Driver or have decided not to use alcohol or drugs, your peers may still pressure you to drink or smoke pot. In groups, ask students to write down the five ways to refuse or say "no". Bring the groups together to discuss answers.

Discussion Questions on Driving Impaired by Alcohol and/or Drugs

1. Do people you know, or your friends ever get into a vehicle with someone who was impaired by alcohol and/or drugs?
2. Do you think they knew that the driver had been drinking and/or had smoked pot? What are the signs to look for?
3. Do you think doing drugs and driving is as bad as drinking and driving? Why or why not?
4. What are some common distractions that we face on the road? If you are driving, how does drug use affect how you react to these distractions?
5. What would you do if you were at a party and someone offered you cannabis?
6. If your ride home got high on cannabis, would you feel safe getting a ride home from them?
7. If you are impaired by alcohol or drugs could you accurately decide if your driver was drunk or high before getting into a vehicle with them?
8. Did you know you can be charged if you smoke cannabis and drive or if you possess cannabis? What are the penalties?
9. Would you get into a plane if you knew the pilot was high? (See photo.) Why or why not? Is there a difference between that and getting into a vehicle?
10. What are the measures that you can plan ahead before leaving your home so that you can return safely? And what if at the end of the night you need to come home, how can you be sure that you'll get home safely?

Know Means NO

NO is the Right Decision

DRINKING OR DRUGS? NO DRIVING

Know you are not alone. If you feel pressure to do something you know is wrong, so do most of the others you are with. Knowing you are not alone makes it easier to say NO.

Know that most youth know better - they just don't have the courage to stand up to strong personalities and the peer pressure that ensues. You need to find your inner courage and know it's the right thing to say NO.

Know what the consequences are: for you, for your friends, for family, and for all those who may suffer for the rest of their lives if you don't say NO.

Know that peer pressure and the need to fit in is at its greatest during the teen years. There is no greater pressure, than peer pressure. Knowing this may actually make it easier to say NO.

Know that no matter what - as long as your decision is that you stayed safe, any amount of "trouble" you might be in for drinking or using cannabis underage is nothing compared to the suffering if you are injured or worse in an accident; driver or passenger alike. It's hard, but say NO.

Know your driver and what he/she has done that night. If you don't know, you won't know to say NO.

Know yourself; your goals, your dreams, your ambitions. You know the right thing to do. It's not easy - going against the grain takes courage - but you do have the option of saying NO.

And lastly, know that when you look at yourself in the mirror the next day, you will like and respect the person you see. You will, because you will know in your heart that you made a good decision, no matter how tough it was. You stood up and said "NO".

DRINKING OR DRUGS? NO DRIVING

M. Elizabeth Watson Hon. B.P.E., B.Ed., Hon.Specialist, OCT
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Would you want to be on this plane?



IF IT DOESN'T MAKE SENSE HERE, WHY DOES IT MAKE SENSE WHEN YOU DRIVE?

Visit www.potanddriving.cpha.ca to find out more about driving high.

A message from the Canadian Council on Substance Use and Prevention. Produced in partnership with Canadian Drug Research, Health Canada. The views expressed herein do not necessarily represent those of Health Canada.

Section 4

What Students Can do to Make a Difference

How to use *MADD Canada's Youth Manual* to make a difference

*You are able to spread the message
You are able to make a difference
You are able to save lives!*

What you can do to raise awareness about impaired driving

Download the **MADD Canada Youth Resource Manual** at:
<http://madd.ca/pages/programs/youth-services/get-involved/>

The manual, this guide and other tools can also be found on the CD.

Are you creative and enjoy filmmaking? Enter our contest!

Have you ever wondered what you can do to help keep Canadian roads free of impaired drivers? MADD Canada recognizes the unique perspective and insight of youth, especially in messaging towards their peers. In order to promote and encourage youth involvement in the fight against impaired driving, MADD Canada hopes to provide students a creative outlet to express their feelings about impaired driving by entering ***MADD Canada's Multi-Media Contest***.

Students can create a 30-second TV or Radio Public Service Announcement (PSA) or a short film illustrating the dangers of impaired driving. They can form groups of 3-5 students and assign a director, cast, camera person, etc.

Have the students consider:

1. Which category they want to enter
2. How they will best demonstrate the theme
3. How their submission will create impaired driving awareness



Once the projects are complete, have the students select their top entries and submit them to ***MADD Canada's Annual Multi-Media Contest*** (deadline for submissions is May 1).

For complete contest details, please visit the Youth Section at madd.ca.

Ways to Prevent Impaired Driving

Impaired driving impacts all of us; the following are some things each of us can do to make our roads safer.

- Wear a seat belt.
- Be a responsible host. Serve food and have non-alcoholic drinks available. Don't let your guests drive after drinking alcohol and never serve alcohol to someone under the legal drinking age.
- Speak out expressing your concern over impaired driving in your community.
- Never ride in a car with someone who has been drinking or using drugs – call a cab or ask a sober friend to drive you home.
- Report impaired drivers immediately to area law enforcement (call 911) from a car phone or pay phone with the license plate number, description of the vehicle, and the direction in which it was traveling.
- Keep a safe distance from anyone driving erratically and do not try to intervene yourself.

*Riding in a car
with an impaired
driver is just as
dangerous as
driving impaired.
Never accept a
ride from
someone who has
been drinking or
using drugs.*

Being a Friend

Stepping in and stopping a friend who is impaired is a true sign of friendship.

- If one of your friends has been drinking and shouldn't drive, please don't let them. They could hurt themselves or others and maybe just a little persuasion from you could mean the difference between life and death.
- Suggest that you or a sober friend drive your alcohol-impaired friend home. His/her car can always be picked up at another time.
- Suggest that your impaired friend stay overnight in your home. This may sound inconvenient, but you could be saving your friend's, or someone else's life.
- Have your friend taken home in a taxi. Pay for the ride yourself. It's hard to object to a free ride.
- Whatever you do, don't give in. Friends don't let friends drink and then drive. In the morning, you'll have a safer and maybe an even closer friend. And if they are angry, so be it. You have made the right decision. In the end, that's all that matters.

<http://www.pbs.org/justone/justo3.htm>

Tips for Teens

These are some of the things you and your friends can do to reduce your risks:

- Speak up. Talk to your friends about the risks of drinking and/or doing drugs and driving.
- Think ahead. How would you get around if you couldn't drive? Graduated licensing means you can lose your license after just one drink. And how would you feel if you caused a crash – especially if someone were hurt or killed?
- Offer support. Make sure your designated driver doesn't drink at all.
- Be strong. Never get in the car with someone who has been drinking or doing drugs! Instead, call your parents or someone else and ask for your ride. They would rather drive you home in the middle of the night than learn you were hurt or killed in a crash.
- Be prepared. Bring enough money to pay for a cab if you need one. If you don't have any money call a cab anyway!! Your parents can pay when you get home and you can arrange to pay them down the road.
- Celebrate wisely. Promote "Safe Grad" concept. On graduation night, think about things to do besides drinking. If you and your friends do drink, make plans before the party to make sure everyone will get home safely.

Source: *Smashed*, TC1002934, Transport Canada

Start an Impaired Driving Awareness Group

There are a number of youth-oriented impaired driving awareness groups that work together to help educate their school communities about the dangers of impaired driving and prevent impaired driving deaths and injuries.

The following groups can help get you started:

SADD – Students Against Destructive Decisions

OSAID – Ontario Students Against Impaired Driving

CYAI – Canadian Youth Against Impaired Driving

TADD – Teens Against Drunk Driving

All you need is a couple of friends and a staff member to help get things started. For fundraising, awareness, and event planning ideas, download the MADD Canada Youth Manual at <http://madd.ca/pages/programs/youth-services/get-involved/>

Some tips to help keep you and your friends safe:



- Stop friends from driving impaired or getting into a vehicle with someone who is impaired by alcohol or drugs. They could hurt themselves or others and maybe just a little persuasion from you could mean the difference between life and death.
- Be a responsible host. If friends are consuming alcohol in your house, ensure they do not drive home. Offer a couch, get a sober driver to take them home or pay for their cab home. Who's going to object to a free ride? This may sound inconvenient, but you could be saving the life of your friend or another innocent victim.
- If the friend decides to leave anyway, always report suspected impaired drivers immediately by calling 9-1-1.
- Contact your local MADD Canada Chapter or Community Leader to find out how you can get involved. They can be found at madd.ca.
- Talk to your parents about impaired driving and sign MADD Canada's *Contract for Life* (see next page).

CONTRACT FOR LIFE – I PROMISE

A reality check between friends and family members...

I understand the dangers involved in operating a motor vehicle while impaired. I WILL NOT DRIVE if I have been drinking or using drugs. If I am placed in a situation where a person driving is impaired, I PROMISE to call you to ask for advice or a ride, regardless of the hour or circumstances.

Name: _____

Because I care about you and others, when you contact me I PROMISE to do my best to help you through any situation in a non-judgmental way, either by suggesting possible solutions, or by volunteering to provide or find alternative transportation, no matter what the hour or circumstances.

Name: _____

Plan a sober ride home before setting out, designate a sober driver, call home, take a taxi, walk with a friend, arrange to stay over with friends or family, or take local transit.



You can download this contract from:

http://www.madd.ca/media/docs/contract_for_life.pdf

Help your friends and family stay alive – don't let them drive after drinking or using drugs!

HOW THIS CONTRACT WORKS:

- Both parties must read, discuss and reach an agreement on the terms.
- This agreement provides an arrangement that has proven to be effective for many.
- Both parties may choose to attach terms to this contract, to better suit their situation. (Use the reverse side of this form.)
- This contract is also designed to be used as a forum for discussion between individuals.
- It can be a practical step in dealing with the realities of situations that involve impaired driving.
- This contract can be made between family members, friends and others.



When Should You Call 911?

When you see these signs:

- Driving unreasonably fast, slow or at an inconsistent speed
- Drifting in and out of lanes
- Tailgating and changing lanes frequently
- Making exceptionally wide turns, changing lanes or passing without sufficient clearance
- Overshooting or stopping well before stop signs or stop lights
- Disregarding signals and lights
- Approaching signals or leaving intersections too quickly or slowly
- Driving without headlights, failing to lower high beams or leaving turn signals on
- Driving with windows open in cold or inclement weather

When you pull over to call 9-1-1 be ready with these details:

1. State your location
2. Vehicle description
 - ☐ License plate number of vehicle
 - ☐ Colour of vehicle
 - ☐ Make and model of vehicle
3. Direction of travel for the vehicle
4. Description of driver



***Always maintain a safe distance from any driver you suspect might be impaired.
Always wear your seatbelt and do not call while driving.***

A Night to Remember

An After-Prom or After-Grad Party

Background

At *MADD Canada*, we know that young drivers are over-represented in the number of fatalities and serious injuries on our roads. In 2014, 16-25-year olds constituted 13% of the population, but made up almost 30% of the alcohol-related traffic deaths. Despite all of our efforts, traffic crashes remain the largest single cause of death among 16-25-year olds and approximately 50% are alcohol-related.



Take Action!

MADD Canada is committed to change these statistics and eliminate death and injuries on our roadways due to impaired driving and you can be too! High school prom and grad time is a time to celebrate. Unfortunately, many of the all-night parties following the prom or graduation ceremonies involve the use of alcohol and/or drugs. No matter how parents try to supervise and control the amount of alcohol that is consumed, the risk remains too high. Too often the fun turns to tragedy, particularly when alcohol or drugs are mixed with driving.

If your school doesn't already have an all-night dry party after these events, you can talk to your school advisor about starting a new tradition to keep students safe on one of the highest-risk nights of their lives. The evening is a night that all grads and their guests will remember.

This high-energy party has a wide variety of entertainment going on throughout the night, draws for some terrific prizes and lots of food. The entire evening is alcohol and substance free and is supervised by adult volunteers. Your goal would be to have a majority of all the graduating students attend.

An evening like this has already been implemented at high schools across Canada and can be very successful. Some schools have reached 100% attendance by grads.

For more information on *MADD Canada's A Night to Remember*, contact info@madd.ca or visit madd.ca.

We would like to thank all those who shared their stories
and photos for “**The Wish**”

“**The Wish**” is dedicated to all victims and survivors of impaired driving.



Thank you for bringing “**The Wish**” to your school and for taking the time to bring this
important message into your classroom.

We hope this guide helped to generate lively discussions and created an opportunity to
educate, inform, and empower your students so that they can continue to make safe,
positive choices.

For more information about *MADD Canada* programs, please visit

madd.ca

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No alcohol. No drugs. No victims.

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