



2021-22 School Presentation Program

EDUCATORS' GUIDE

(Grade 9-12)

“WRONG TURN”



Information sheets, discussion questions, worksheets, and assessment tools to help educate youth about the perils of driving while impaired.

One more tragedy is one too many

This program is designed to help eradicate the incidence of impaired driving,
saving lives across Canada.

A Message from *MADD Canada*

Educators' Introduction, Grades 9-12

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

As a host of our 2021-22 School Presentation Program, *"WRONG TURN"* 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 presentation in order that students already have a clear understanding of the effects of cannabis and/or 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 *"WRONG TURN"* and the *"Real Victims' 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 literacy 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 understand 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. This 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. 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 You tube except for 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 2021-22 *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, **55.4%** 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 **4%** of high school drivers reported drinking and driving and **9.7%** 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. **"Wrong Turn"** 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 Presentation 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 students 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 “**Wrong Turn**” 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 discussions during 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 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.
- Make sessions participant-centered. Make questions and discussions relevant and meaningful to the student group in front of you. Every group will differ.
- Allow students plenty of time to discuss the issues.
- Allow them to speak freely and be open to their suggestions.
- 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 guide discussions 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.
- Acknowledge the pressures today's youth feel with respect to social media and bullying
- 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.

Covid-19: The Emotional and Mental Impact on Teenagers

It is extremely important to recognize the impact Covid-19 has had on teen's mental and emotional health. With extra-curricular activities having been cancelled, schools moved to on-line learning, family functions reduced or cancelled, retail being shut down and social interactions reduced or eliminated, teenagers have experienced an unprecedented level of social isolation. When life as we knew it before Covid slowly returns, it is imperative that teens understand their need for social interaction may be that much stronger. This in turn may lead to more partying, more rebellious behaviour and ultimately poor decision making. Students must be coached through their 'return to normal', acknowledge the risks in making poor decisions, and be supported by not only their families, but also by the educational system, as they negotiate their way back to 'normalcy'. Alcohol and drug consumption and driving impaired are of paramount concern.

Program Introduction

Prior to Viewing the Film

“Wrong Turn”

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 ***“Wrong Turn”***, could have, in the context of a film about impaired driving. The presenter should also introduce the idea of a double-entendre with respect to the title of the film. Ideas might include:

- A literal wrong turn in your vehicle, getting lost, panicking
- Metaphorically, a wrong turn as in a poor choice you've made
- A wrong turn in a life-altering decision that could or could not be reversed or changed

Ask the students to consider all the things in their life now where they have made ‘right turns’ and where they have made ‘wrong turns’. Ideas might include:

Wrong Turns

- Taking the wrong courses in school
- Becoming sexually active before you really want to
- Taking on a life-style that includes a lot of partying, drinking, and/or using drugs
- Driving with someone else or driving yourself while impaired
- Quitting sports or other activities that used to be important to you, adopting a negative attitude
- Exhibiting disrespectful behaviour to others who care about you

Right Turns

- Getting a job
- Working hard to get good grades and setting goals for your future
- Changing peer groups or breaking up with someone who does not share your values
- Choosing to follow a positive role model with respect to rules and values
- Being respectful of others; not following the lead of others who may bully, taunt, tease, call names etc.
- Choosing inclusion rather than exclusion

Responsibility

Discuss with students the concept of responsibility and what it means in the context of their lives.

- being responsible means taking control over a situation.
- having the courage to make decisions for yourself that might be unpopular with other teens
- having power or authority to make decisions for others.
- being a leader or having influence over others.
- responsibility means accepting praise when it's due and blame or fault when there are poor outcomes.
- accepting and dealing with feelings of remorse when a poor decision results in negative consequences
- being accountable to not just others, but to yourself, for choices, decisions, actions, and inactions.

Peer Pressure

It is important that students are reminded that peer pressure at the high school level rarely comes in the form of outward taunting, teasing, name calling, and daring. By the time students have reached mid high school, their peer group while somewhat fluid, is much more 'set' and the choices being made are often driven by the group or by the leaders in that group organizing opportunities for risky choices. The pressure to comply therefore, is much more subtle, making it difficult for teenagers to identify when in fact they are being pressured or manipulated into an action, decision, or behaviour with which they may feel uncomfortable.

Ask the students to watch for examples of insidious peer pressure in the film and to think about how the character might have been able to identify what was really going on. Ask them to consider that if the pressure on each of the characters were more visible, would the choices have been different, and could the tragedy have been avoided?

Mental Health

It is important to point out to students that mental health issues may have driven the choices each character made; particularly social anxiety and the need to fit in. While there are no overt indications of this, what was at play behind the scenes in each person's mind is clearly a consideration when trying to understand their choices. (Also refer to "Useful Tips for Educators - Covid-19 Mental Health and Teens, page 5)

Additionally, it cannot be ignored that post-traumatic mental health issues will affect each of them for the rest of their lives. The family of the woman who lost her life to impaired driving will be faced with unbearable emotional scarring. The teenagers involved will have to live with the fact that they played a role in ending an innocent woman's life. Mental issues including anxiety, depression, and suicidal thoughts are some examples of the mental/emotional consequences.

Ask the students to imagine how they would try to cope if ever faced with losing a family member in this way, or if they had played a part in causing the tragedy.



MADD Canada's 2021-22 School Program

"Wrong Turn" **Synopsis**



It's a beautiful summer evening: a tranquil scene of rolling hills, patches of forest, and stretches of green fields dotting the landscape treat our eyes. Jacob, 17 years old, is sitting in his car alongside a rural road talking to his girlfriend Ali, who is at a convenience store with her friend Mia. The two girls are getting ready to meet Jacob as well as Mia's new boyfriend Aiden. The plan is to go camping for the night. Aiden is older than the other three; Ali and Jacob have not yet met him. Ali and Mia had both lied to their mothers about what they were doing that night.

Jacob is supposed to meet Aiden on the roadside in order to lead Jacob to "the spot" where they'll pitch camp. Aiden is late, but finally arrives in a fury of speed, his car engine roaring and music blaring, deafening the peaceful countryside. Loud. The boys introduce themselves then leave for the campsite. With Aiden leading, they both speed along the rural road, Jacob not at all comfortable with the velocity. Aiden, realizing he is lost, hits his brakes, almost causing Jacob to crash into him. Averting this accident amidst a few harsh words, the boys finally make it to the campsite to begin their preparations.

It becomes clear to Jacob that the campsite is on private land even though it's out in the middle of nowhere. Once again, in spite of his trepidation, he goes along with Aiden. As the boys set up camp, they start drinking beer. Aiden finishes his first beer and opens a second, but acquiesces to Jacob's concerns about his ability to drive since he is the one who wants to return to town to pick up the girls. Putting the beer aside to appear responsible, Aiden hides a third beer in his pocket, downing it before getting into the car. He then lights a half smoked joint as he sets off to pick up Mia and Ali.

Back at the campsite Jacob drinks some more beer and smokes a joint as he mellows out, waiting for the three to return. When they don't show up, he starts calling Ali, but the cell signal is weak; it keeps glitching out. Able to hear only pieces of Ali on the other end, he becomes increasingly worried about them. The story switches back and forth between Jacob at the campsite and Aiden with the girls driving out to the campsite.

Aiden, behind the wheel, is distracted from driving by Mia, as well as the beer and marijuana. He drives erratically, swerving into the adjacent lane. Ali is concerned the entire time. Jacob calls Ali again on the phone, but he hears only part of the conversation. When Ali screams at Aiden for missing a stop sign, the only noise

Jacob hears is the mayhem in the car. Avoiding a collision, Ali takes over the wheel to get to the campsite, but they take a wrong turn. After several snippets of interrupted conversations because of the poor signal, Jacob is convinced they have gotten into trouble; he takes off in his car to find them.

After being stopped by the mushroom farmer on the road to make sure they aren't headed to his property. They lie to the farmer and set out on their way when Ali sees the flicker of fire through the trees. She, Mia, and Aiden head towards the flames to be faced with a hellish scene; Jacob's car mangled and a second car on fire.



The story ends in the hospital with Jacob lying in his hospital bed. The female driver with whom he collided is not likely to survive. Ali, Mia, and Aiden are all unharmed. The sad irony is that Jacob, who was seemingly the most responsible of the four, who drove only because he thought his three friends were in danger, is about to face the police officers.

“Wrong Turn” is seen through the eyes of four teenagers who believe their behaviour is simply about wanting to have a good time. It is a very realistic depiction of the subtle nature of peer pressure, of poor decision making, the role of alcohol and marijuana in their lives, and the resulting tragic consequences. The fatal decision made by a teen who was normally very responsible, and the aftermath for those left behind will forever be etched in the viewer's mind.

This program will have an enormous impact on Canadian students. It is hoped they will rethink their own decision-making when it comes to partying, lying to parents, their own and others' alcohol and cannabis consumption, and especially about driving while impaired.

SECTION 1

POST- PRESENTATION PROGRAM MATERIALS

“Wrong Turn”

Questions for Group Discussion



The questions in this guide focus not only on the visible occurrences the audience sees in the film, but also on extremely important issues that occur behind the scenes. It is preferable that the discussion be completed in small groups within the larger assembly or in a classroom environment in small groups of 5-6 students, immediately after the film.

1. The concept of responsibility is discussed; how all the main characters play a role in the final outcome, and their differing levels of responsibility.
2. The subtle nature of peer pressure is examined and how each of the teens succumbs to it, probably without even identifying or recognizing that they had been pressured. The concepts of FOMO (Fear of Missing Out) or FOBLO (Fear of Being Left Out) are discussed as a possible partial explanation for the teens' choices in the film.
3. The dangers of 'drinking holes' is discussed with respect to both the film and in real life, as these spots are located near your own students' neighbourhoods. Due to their remote locations, the consequences of being unable to get assistance if needed, are discussed.

Questions for Discussion

1. At the beginning of the video, Ali and Jacob discuss the idea that real camping involves danger and risk, so backyard camping 'doesn't count'. Why do you think teenagers often seek out activities that involve risk? What are some examples of risky behaviours in which adolescents participate? Why do you think teenagers often have such little regard for those risks?
2. Jacob says to Ali near the beginning of the film, "There's still so much you don't know about me." Identify this literary technique. What things do you think Ali could have known about Jacob that might have prevented the tragedy?
3. Ali says she thinks Mia's new boyfriend Aiden is trying to impress Mia.
 - In what ways does Aiden try to do this?
 - What are some examples of adolescent behaviour you've seen others exhibit in order to impress each other?
 - Identify some examples of times that you are not impressed at all, but actually feel totally unimpressed?
 - How might recognizing this behaviour change the decisions you make in the future?
 - Since Ali recognizes Aiden is trying to impress Mia, why do you think she goes along with the whole idea of camping out?
4. Jacob says to Ali that the camping spot is probably just a "drinking hole." What is a "drinking hole" and why do teenagers frequent drinking holes? Do you know of any teenage "drinking holes" in the area in which you live? What is the real problem with kids hanging out at a "drinking hole?"
5. At one point Mia says that if the camping spot is on the mushroom farm, "It's over", yet she never asks Aiden that question. Why? Do you think if they had gotten to the campsite Mia would have stayed? Why or why not?
6. Despite Jacob drinking beer and smoking dope, he does and says several things that indicate that he is usually a responsible teenager. What are these indicators? Discuss the irony of the fact that Jacob was truly trying to be responsible, to ensure Ali's safety, yet his good intentions resulted in tragedy.
7. Aiden does and says several things that indicate he is irresponsible. What were these indicators? What flags have you seen with your friends that should have warned you the decisions being made were unwise?
8. Why do you think Jacob panicked and got into the car to go to find the others? Do you think he even considered the fact that he might be impaired? Do you think his good intentions should alleviate him of some of the responsibility?
9. Are there ever mitigating circumstances that could excuse or make acceptable, a person driving while impaired? Explain your thoughts.
10. What degree of responsibility for the fatal crash do you believe each of the teen's bears? Are there any characters who bear no responsibility? Other than the four teenagers, who else should accept some degree of responsibility?
11. How did peer pressure affect the outcome? Who pressured whom, and how did they do it? Explain how and why each of the characters succumbed to peer pressure. Remember that peer pressure is not always overt taunting, teasing, or daring someone to do something.

Answer Guide for Discussion Questions

“Wrong Turn”

1. Teenagers don't believe anything really bad will ever happen to them; they believe they will emerge unharmed and that 'bad' things happen only to other people, so they are much more willing to take risks than adults or younger children. Much of the decision making is peer-pressure driven; they don't want to be 'the only one' not to participate. FOMO (fear of missing out) is now considered to be a mental illness and is exacerbated by the influence that social media has on our youth.

“Two hours a day on electronic devices seems to be the cutoff, after which mental health declines, particularly for girls who spend more time on social media, where FOMO (“fear of missing out”) and FOBLO (“fear of being left out”) take their toll. Girls use social media more often, giving them more opportunities to feel left out and lonely when they see their friends or classmates getting together without them.” (source: <https://www.scientificamerican.com/article/kids-today-are-being-socialized-to-think-theyre-fragile-snowflakes/>)

They also choose to engage in risky behaviours as a way to rebel against authority, to prove their worth to others, to impress others, to seem older, and most recently, as a way to escape their perceived mundane lives affected so dramatically by Covid-19 restrictions.

- Activities that have a high degree of risk, in which teens may participate include drinking alcohol, using drugs, skipping classes, driving at excessive speeds, street racing, swimming or diving in shallow or unknown waters, not wearing a bicycle helmet, physical 'horse-play'
- on-line bullying, teen drama, talking about others, posting pictures, etc.
- engaging in on-line activity with an unknown person on the other end
- rock climbing, skiing, tobogganing out of bounds or in unsuitable areas

2. The literary technique used in both media and literature is foreshadowing. Had Ali asked the right questions she might not have found herself in this situation. Her questions might have included:

- Are you going to drink or smoke up at the campsite?
- Do you promise you'll be the one to come back to get Mia and me?
- Have you ever gotten really drunk or high in the past?
- Do your parents know what's going on?
- How did you get the car for an overnight?
- Could you please text me to tell me where the campsite is?

3. Aiden drives too fast, he blares his music, and he pays more attention to Mia than he does to the road. He tries to impress Jacob by tossing him beers and being 'the man in charge' as they set up the campsite. It's clear Jacob is actually not impressed as he mimics Aiden behind his back.

Examples of behaviours designed to impress might include those we saw Aiden exhibit as well as;

- use of foul language, loud obnoxious behaviour
- being rude to adults or to other teens whom the person doesn't like or who isn't in their group of friends
- acting up in class at school, centering one's self out in a group
- use of sarcasm, put-downs, bullying, fake yawning or overt acts of boredom

Answers will vary as to why Ali goes along with the camping idea. Lots of different reasons come into play. She clearly wants to be part of the action with her best friend and boyfriend, enough that she lied to her mother. Answers will also vary on the topic of behaviour that is not impressive to many teens.

4. Drinking holes are generally out in the woods or in a field, away from roads and homes where teens can hide from adults in order to consume alcohol and/or smoke marijuana or do other recreational drugs. They go to these places in order to have fun, away from adults who would not approve of the choices being made. They go to fit in with others and be part of a crowd.

One real problem with drinking holes is well illustrated in 'Wrong Turn' as the cell service is sporadic at best and can't be counted on. It's perhaps because of the poor cell service that Jacob was led to believe the others were in trouble, causing the accident.

"Drinking holes" are not easily accessible for emergency workers to attend to someone in harm. Teens often become extremely impaired at drinking hole parties. They can become very sick or pass out. (alcohol poisoning) They might choke on their own vomit; there are many recorded cases of teens dying. Everyone else is too drunk to recognize, much less help the person in trouble.

They also had to get out into the rural area somehow, probably by car, so the participants are dependent on someone not drinking or using drugs in order to safely get home. In a "drinking hole" situation there is a very high likelihood that a DD will succumb to peer pressure and not remain sober. Teens are then left with the choice of staying there overnight or driving impaired. The isolation of 'bush parties' or 'drinking holes' really endangers the well-being of the participants.

5. Mia didn't really want to know because she was more concerned about her friends meeting and liking Aiden, and having a good time than she was about where they were going. She most likely would not have asked to leave when they got there as Aiden seemed to have 'a hold' on all of them; he most likely would have persuaded her that nothing was wrong. Peer pressure drove her decision making.

6. Characterization of Aiden

- smart ass, wild guy, immature even though he's older
- he likes the idea of dating a younger girl
- no regard for others; he's late twice, meeting Jacob and getting the girls, but doesn't really care
- he drives way too fast and blares his music
- he uses language such as 'dude', 'that cool?' 'raging', 'yo it's chill'...to try to impress Jacob
- he drinks, smokes up, then drives and only gives up the wheel when Ali insists
- he doesn't care that they are trespassing on the mushroom farmer's land
- he tosses a beer can into the woods with no regard for the environment or his land
- he belittles Jacob by saying "he's a good little helper"
- he keeps getting lost and thinks it funny.

7. Characterization of Jacob

- He's quite cautious as he questions the idea of there being bears out at the spot where they're planning to camp
- he looks at his speedometer when following Aiden, is uncomfortable with the speed, and says he's trying to keep up when it's evident he doesn't want to
- he articulates that they are trespassing; clearly, he doesn't like that idea
- Mia's mom wants her to be with someone like Jacob (nice, responsible)
- he tells Aiden not to drink if he's going into town to get the girls
- when he's alone at the campsite he impersonates Aiden sarcastically about keeping the fire raging (indicates it's really not of much importance)
- he's worried about Ali and drives to find them without even thinking about the fact that he's most likely impaired.

8. Jacob probably panicked for several reasons. He was not in a clear state of mind as a result of drinking beer, smoking marijuana, *and mixing them*. When he heard the commotion in the car his mind did not perceive it accurately, so when the cell service kept 'glitching out' he assumed the worst. There is every indication that in the back of his mind he knew that what they were doing was wrong, and he was trying to make it right. He was also trying to protect Ali. He probably did not consider his state of impairment.

9. Students' ideas on this will vary, and may reflect the choices they've seen their own roles models' make. (parents, older siblings) They will also state that it depends on the person's level of impairment as to whether they should get into a vehicle in an emergency situation. **Students need to understand that there is never a time when driving impaired is acceptable;** they need to make decisions about where they are going, with whom, and how they would handle an emergency, long before they get into that kind of situation.

10. Clearly because Jacob is the one who was driving impaired and caused the crash, he holds the direct responsibility. Aiden however, was driving impaired as well; he just didn't get caught. He is also the one who orchestrated the entire evening and got the beer and marijuana Jacob consumed, therefore he holds a great deal of the responsibility as well. All of them could have said no to Aiden, but they didn't. Additionally, Mia and Ali both lied to their parents. Mia was drinking vodka and was going along with Aiden until Ali insisted he not drive anymore. They all bear some responsibility.

We don't know enough about Aiden to know if he was driving his parent's car or if it was his own. The same is true for Jacob. If they were their parent's cars, they too may share in the blame.

11. Review the idea that peer pressure usually does not take the form of overt taunting or verbal discourse; that it is both subtle and suggestive in nature and is the result of no one wanting to be different. The result is that teens choose to fit in by going along with questionable decisions or behaviours.

- Ali isn't sure about camping, but goes along with it for Jacob's sake.
- Jacob is pressured to drive faster than he wants by getting him to keep up to Aiden.
- Mia pressures Ali to have some vodka, but Ali chooses not to go along with it.
- Aiden tosses Jacob a beer as soon as they get to the spot and tells him to drink as a 'victory' beer.
- Aiden insists it's just 'one beer' and he's good to drive to get the girls; Jacob goes along with it.
- Aiden pressures Jacob not to worry about the fact that they're trespassing on the farmer's land; Jacob goes along with that and with the lie to the farmer when they are stopped.
- He tells Jacob to have more beer while he's gone and to keep "the fire raging" - despite his sarcasm and not being impressed by Aiden, Jacob settles in with the fire, the beer, and the marijuana.
- Aiden tells Mia he's fine to drive when she questions him; she goes along with it.
- Mia lies to her mother about her new boyfriend and where she is staying that night; obviously Ali was pressured to play along. Ali lies as well.
- Mia doesn't want to go to the mushroom farm, but never asks outright if that's where they're headed.
- Mia insists that Ali should drive. In this case, she goes against the peer pressure from Aiden.

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 and that outcomes can be forever. There are some things that simply cannot be undone.

Post-Presentation Assessment Tasks

“WRONG TURN”

Students can choose one or more of the options below, as a culminating task for this unit. Teachers may give their students various options for presentation.

1. Pretend you are Mia. What would you say to Aiden about the crash and the fact that Jacob was impaired because Aiden had obtained and left Jacob with the beer and marijuana? What do you think Aiden would say? Do you think Aiden will take responsibility? Why or why not? Write a conversation that you believe might happen between the two. You and a classmate can video the dialogue for presentation to the class, or perform it live.
2. Jacob is being held at a juvenile detention facility after pleading guilty to driving while impaired. Because of Covid-19 his hearing is virtual, but present on-line are his own family, members of the family whose mother/wife was killed, the other teens, and of course, the judge. Jacob must make a statement to the court. What would Jacob say? Write his monologue and deliver it live to the court via video feed.
3. Pretend you are the son or daughter of the lady who was killed in the crash. The crown prosecutor has asked to make a victim impact statement at Jacob's virtual trial. What would your statement say? Record your statement to be played to the court; how has the loss of your mother at the hands of an impaired driver impacted you? (This would happen during Jacob's trial which could be up to a year after the crash.)
4. You are the first police officer on scene at the crash site. You pull the woman out from her vehicle, wait until the Emergency Team takes her away, then leave to tell her family the tragic news. Months later you are asked to address the students at Jacob's, Ali's and Mia's school about that night, and the issue of impaired driving. Parents are invited to attend in addition to the staff and students. Write the script you believe the police officer would use as his guide. It could include questions he asks of his audience of students, teachers, and parents.

Success Criteria for Post-Presentation Assessment Tasks

“Wrong Turn”

1. Mia and Aiden’s conversation demonstrates an understanding that...
 - Aiden is accountable for buying and making available the beer and marijuana
 - She was complicit in going along with Aiden’s choices. She may come to the realization that her choice of boyfriend might not have been so smart
 - Aiden may truly think that it’s not his fault - that Jacob made his own choices.
 - that the damage is irreversible
 - that they all played a part in the tragedy; lying to parents, drinking alcohol underage, trespassing, and driving impaired, whether Aiden believes it or not.
2. Jacob’s pre-sentencing words could include the following concepts:
 - that he recognizes the mistakes he made, including drinking and using marijuana underage and that he was underage
 - he recognizes that his level of impairment led to the rash decision to get into his car
 - good intentions don’t always have positive outcomes
 - that the damage he caused is irreversible; a life lost can never be regained.
 - the recognition that the woman killed is not the only victim; her family and all four of the teenagers’ families are impacted.
 - the remorse he feels.
 - how he might try to make up for his horrible choice through education and community service .
3. The child’s statement could include:
 - how they felt the night the police came to their door; a description of the pain inflicted with just one ring of the doorbell
 - the grief experienced in telling other family members and friends, made worse by having to do it over the phone because of Covid
 - the horror of planning a funeral when nobody could attend in person due to restrictions
 - how they can’t eat, sleep, or function each day
 - school work and interpersonal relationships being affected, the destruction of their mental and emotional health
 - the financial loss to the family (they no longer have their mother’s income)
 - a look into the future; a daughter with no mother for her wedding, a grandmother their own children will never know, etc.
4. The Police Officer’s speech to the school three months later, and to parents who choose to attend could...
 - Depict using vivid, figurative language, the horror of the scene of the crash that night
 - Describe in detail the trauma of having to let the family know their spouse/mother is dead
 - Describe the post-traumatic stress First Responders are forced to deal with after attending this type of crash
 - Give both students and parents tools for staying safe and to help make sound decisions
 - Address parents about their role in setting limits and determining consequences for their children. Talk about them needing to know where their child is, what they are doing, and the need to check up when their child might be withholding the truth.
 - Talk to both parents and students about mutual respect for the differing roles they play in the family dynamic

REAL VICTIM'S STORY

Nicolas Antonelli



August 27, 2011

It may have been 10 years ago, but the pain is forever. The loss is forever. The damage cannot be undone. Yet his family showed forgiveness to the driver. They want young people to learn from their tragedy. They want an end to impaired driving.

Nicholas was 17 years old when he was killed. That fateful night he was out at a friend's birthday party in Blainville, Quebec. Nicolas had not been drinking but he had taken his car home earlier in the evening in case he changed his mind. As his house was only 1.5 km from the party, he knew he could walk. His brother Pietro and a friend were walking in front of Nicolas; they were dodging a car that was zig-zagging across the road. Pietro avoided the vehicle; Nicolas did not. He was only a few hundred metres from home when he was hit head on by the impaired driver, a young man who had been at the same party. Moments earlier, Pietro and his friend had actually been in the car with the impaired driver but when an argument broke out, they had asked to be let out.

Pietro heard the crash and ran back to the scene; he gave his brother CPR, but it was too late. Nicholas died in his brother's arms.

"When you try to resuscitate your brother, you panic, everything turns black, you scream. Today, I feel helpless," breathed Pietro Antonelli, 18 years old. (At the sentencing hearing of the driver)
(Source: <https://www.journaldemontreal.com/2011/08/31/fauche-devant-son-frere-3>)

<https://www.youtube.com/watch?v=A6tsZgr8ukU>

REAL VICTIM'S STORY

Katelynn Porter



December 12, 2009

Katelynn's mother, Shelley Porter;

“When it happened, I felt as though I had died.... Time has not healed us. It's only made it more real that she's never coming back...”

Ed Porter was in the shower when he missed his teenage daughter, Katelynn's 8:45 p.m. text message asking for a ride home from a party. At 12:20 p.m. police knocked on Porter's door. Katelynn had been killed around 9:20 p.m. when the truck driven by an impaired friend drove over an embankment. Katelynn had worn a seatbelt, but the crash at 90-kilometres an hour ejected her. The coroner's report said she died on impact.

“I felt like a failure as a father,” Ed Porter said. “I kissed my kids and told them I loved them every night. Unfortunately, teenagers don't really know the severity of substances (alcohol, drugs). Alcohol is what killed Katelynn. I don't blame it on poor driving. It was the choice of the young man who drove drunk.”

Just before 10 p.m. on that fateful night, a black 1997 GMC Sierra driven by a 17-year-old friend of Katelynn's, went out of control, into a ditch and rolled. Three passengers, including Katelynn, were ejected. She was pronounced dead at the scene. The other two passengers, a 17-year-old St. Thomas girl and a young male, as well as the 18-year-old driver, were taken to hospital with critical injuries. Blood samples taken from the accused driver at hospital showed readings between 110 and 150 milligrams of alcohol in 100 millilitres of blood. The legal limit is 80 mg. He was also underage. The driver pleaded guilty to impaired driving causing death. In his message on MADD Canada's Tribute page, Katelynn's father said, **“A huge part of me died the day she died and I will forever live my life with a heavy heart. I don't know how I will go on without her.”**

Sources:

<https://www.toronto.com/news-story/1310366-don-bosco-teens-first-to-screen-madd-canada-s-emotionally-charged-film/>

<https://ps://www.elgincounty.ca/ElginCounty/CulturalServices/Archives/tweedsmuir/West%20Lorne%20Vol%2012/page%20001%20-%200015.pdf>

Real Victims' Stories Questions and Answer Guide

Nicolas Antonelli

1. What role do parents have in preventing impaired driving incidents when their children host parties in their home, where alcohol and drugs are consumed? What responsibility does the teen host of the party have?
2. Pietro and his friend had asked to be let out of the car, presumably because they knew the driver was impaired. What, if anything could they have done at that time to prevent the accident? Do you think either of them bears any responsibility for Nicolas being killed? Explain.
3. How can society do a better job of ensuring teenagers who are drinking or using drugs do not drive while impaired?
4. What consequences do you think the driver should face for having ended Nicolas' life? Is any consequence enough? Might some punishments not be enough? What might be the ultimate consequence the driver will face?

Katelynn Porter

1. What choices did Katelynn make even before getting into the truck that could have been different and perhaps saved her from dying in the rollover?
2. Katelynn texted her father but he didn't answer. What should she have done at his point? What would you have done?
3. Ed Porter blames himself for having a shower at the wrong time and not answering his daughter's text. What could other parents learn from the terrible guilt her father feels?
4. Katelynn's father is quoted in one news article that that the drunk driver showed "no remorse" when he pled guilty to the impaired driving charge. Do you think showing or not showing remorse should affect the sentence handed down by the courts? Why or why not? In what way would showing no remorse affect Katelynn's family to an even greater extent than if he had been genuinely sorry?
5. The driver who was legally a minor at the time, was sentenced to more time in detention than any other juvenile in Ontario's history.
 - a) Do you think two years is enough for an 18-year-old who admitted to driving impaired? Why or why not?
 - b) Do you think longer sentences would be a greater deterrent to stop impaired driving? What other ideas to you have that would help deter not just teens, but all people from driving impaired?

Answer Guide to Real Victims' Stories

Nicolas Antonelli

1. The discussion could lead to students gaining a deeper understanding of the responsibility parents have for their children.

- parents are fully responsible for what happens in their own homes including the safety of both their own child and their children's friends
- parents want and need to trust their children, but the focus of the discussion should center upon students understanding why their parents may say no to a party or to friends just coming over, if they (the parents) are not going to be home. Likewise, they need to understand and accept why they may not allow their child to go out to a party where there is no way of knowing what kind of supervision there will be.

It's important to impress on the students that the teen host who allows underage drinking and drugs into their parents' home is also responsible. The teen host needs to call for help if the party gets out of control. They need to take keys away from impaired drivers or even call the police for help before someone gets into a vehicle and causes irreparable damage.

2. They could have tried to stop the driver from continuing, rather than just getting out to walk. (They may have done that, we don't know) They could have called home or called the police for help; cell phone or from a house nearby. Answers will vary about responsibility. Clearly, they tried to be responsible by getting out and walking. Perhaps they could have done more. Ask the students what they would have done.

3. Answers will vary, and may include ideas about:

- earlier education, more education, timely education near holidays and graduations
- more easily accessible parent/child support systems (counselling etc.)
- stiffer penalties or having students actually see a juvenile facility (as a deterrent)
- live, in person visits by victims or by victim's family members whose loved one died at the hands of an impaired driver
- advanced technology in vehicles that prevents an impaired person to operate it while impaired.

4. Answers will be personal and will vary. The discussion should be guided towards students understanding of choices and that in the end, they will be responsible for their own. The teacher may want to lead the discussion towards the idea that if all people who consume drugs and alcohol made better choices in the first place, these crashes would never happen. They should also lead students towards and understanding that neither remorse nor jail time will ever undo the damage done by driving impaired. Students may want to think about the fact that the person responsible will have to live the rest of their life knowing they killed someone when it was entirely preventable.

Katelynn Porter

1. Before the party Katelynn could have done the following:

- Decided not to go to the party in the first place as there was clearly going to be alcohol and marijuana . Sadly, she chose to be involved. If young people make different choices initially, they may not find themselves in the predicament of getting home safely
- Pre-arranged a pick-up time with her mother or father, so she wouldn't have been tempted to take a ride with someone who was at the party and was impaired
- Refused the ride with the driver whom she might have suspected was impaired .

2. At the time, Katelynn could have:

- Called someone else, (relative, neighbour), to get a ride home.
- Stayed where she was until she got in touch with her father
- Called a cab
- Stayed overnight.

3.. Parents and students should think about:

- Keeping their phone charged, turned on, and with them at all times when their child is out
- Ensuring their child has an alternate number to call if the parent doesn't answer
- Making sure their child will never 'be in trouble' for what they did or where they were, as long as they called home in order to stay safe
- Pre-arrange a pick-up time and location and be prepared to have to wait for their child. It is much better to have to wait than their child never coming home.

4/5. At the high school level students will have different views about what consequences impaired drivers should face. They may have greater sympathy for the driver than younger students, or believe that a long incarceration would not be a deterrent. The discussion should revolve around the idea that no sentence will ever bring Katelynn back, nor diminish the grief her family will have to endure for the rest of their lives. The idea that remorse shown by the offender indicates he will in fact suffer for the rest of his life, knowing what he did, may make some students feel the sentence should be lighter in this case. Others will not. Other ideas might include:

- mandatory and more intense alcohol and drug education in schools and in driving schools
- stiffer penalties for those who consume restricted substances underage
- responsibility training in schools and driving schools
- the owner of a vehicle being responsible for anyone driving it (their own child) with penalties against the parent whose child is involved in an impaired incident.

Extension Literacy Assignments

“Wrong Turn”, Nicolas Antonelli, Katelynn Porter



1. You are a high school student who wants to go to a year-end party at “the spot” out in the conservation area or park near your community. Your parents are concerned and are trying to prevent you from going. Write a script that depicts the conversation between you and your parents; identify their concerns and rules, and your responses, including what you promise to do. Make it realistic. (There is likely to be an argument) The work could be presented as a live sketch or in a video format.
2. You are a local newspaper editor who arrives on the scene at the crash site, involving any one of the stories you have seen. (The woman Jacob killed, Nicolas, or Katelynn) Write an editorial about what you have witnessed; what you know, and what you believe to be true. Included should be your thoughts on how to prevent further tragedies such as this. **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 Katelynn out of the rolled over truck. You are live and on the air. It is clear Katelynn’s next of kin do not yet know she has died. Write and perform the live narrative as you believe a responsible journalist should do in reporting in this situation. You can have another student act as the videographer at the scene, with you as the reporter, OR you can be talking to your producer back at the station answering their questions as you report live. Remember - you would not have a script from which to read (but the work should be pre-written for submission)
4. Put yourself in the shoes of a police officer who has attended many scenes involving motor vehicle accidents caused by impaired drivers. Write a descriptive narrative to present to an assembly or to record as a podcast. Your audience could be parents, high school students or it could be part of a driver’s education program. It should describe in detail any or all the stories you have seen in the School Presentation Program, or it can be fictitious. The purpose of your work is to impart a strong message about the reality and horrors of impaired driving accidents: what the scene looks like and how you will have to deal with the aftermath for months to come. It should include how poor choices, lack of responsibility, peer pressure, driving while impaired, or accepting a ride from someone who is impaired, ruins lives.

Success Criteria for Literacy Extension Tasks

1. The dialogue includes the following elements, demonstrating the students' understanding of how teen parties all too often end in tragedy.
 - The teen has a many good reasons why they should be allowed to go, including but not limited to; pre-planning a ride there and back, the promise not to consume alcohol or drugs as they are underage, plans in case of an emergency
 - The parents quote other mishaps or tragedies that have happened; they counter the teen's argument with solid evidence stating why they shouldn't go. Included should be the concern about a remote location, alcohol poisoning, lack of cell service, collective poor decision making when teens are in a group, etc.)
 - The dialogue is authentic and replicates what really might happen
2. The written piece includes;
 - Descriptive, figurative language that engages the reader
 - A strongly worded title
 - Wording that is clear, concise, and accurately depicts the scene
 - Addressing how this accident probably happened and the poor choices the teens made
 - Prevention for the future
 - Both facts and opinion (levels of responsibility, parent's roles, peer pressure as a cause)
3. The live piece is delivered authentically with strongly worded descriptors. The reporter addresses facts as well as interjects their own opinion about what has happened. The same criteria for #2 above can be used, with the addition of thought-provoking questions being asked by the producer to the reporter. Voice, intonation and fluency are used skillfully in depicting the severity of the situation.
4. The Police Officer's speech/podcast to the community should...
 - Depict using vivid, figurative language, the horror at the scene of the crashes to which he/she has been called
 - Describe the post-traumatic stress with which First Responders are forced to deal after attending to this type of crash.
 - Describe what it is like to bring a message of death in the middle of the night to a family whose loved one has so needlessly perished.
 - Give students ideas and tools for staying safe and to make sound decisions.
 - Talk to parents about being parents and not trying to be your child's friend.
 - Talk to both parents and their children about rules, expectations, and the necessity of a mutual understanding and acceptance of lines that cannot be crossed.

Rubric: Alternative Success Criteria for Extension Assignments

Level One

- ☐ The work demonstrates very little understanding of the factors leading to impaired driving. There is no distinct mood or tone present.
- ☐ There is minimal attention paid to the issues of responsibility
- ☐ The issue of personal choices is mentioned but with little detail
- ☐ The work pays little attention to the role that peer pressure played in the choices made
- ☐ The mental health aspects relating to teens and their choices are not addressed. (Particularly social anxiety and the need to fit in or to rebel)
- ☐ There is minimal detail in describing the crash scene, the peoples' emotions,
- ☐ There is little to no additional detail that demonstrates a clear understanding of the issue of impaired driving, especially as it relates to teens

Level Two

- ☐ The work demonstrates an understanding of some of the factors leading to impaired driving. The appropriate mood and tone are evident.
- ☐ The work identifies the person who bears the most responsibility for the death caused by impaired driving (the driver)
- ☐ There is a recognition that peer pressure may have played a role
- ☐ The mental health aspects leading to the crash or those that survivors will feel after the crash are mentioned
- ☐ The role of peer pressure is considered
- ☐ There is some detail and description about the crash scene and the emotions felt by those at the scene, and/or afterwards
- ☐ There is some additional detail that demonstrates an understanding of the various roles. (The parents and child, the reporter, the newspaper editor)
- ☐ The work demonstrates some effort to encompass the enormity of the situation

Level Three

- ☐ The work demonstrates a significant understanding of most of the factors leading to impaired driving. There is a clear mood and tone set.
- ☐ The work identifies several people who bear responsibility for the death caused, and what their roles were in the final outcome.
- ☐ The role of peer pressure is identified and explained with respect to the crash.
- ☐ The mental health of the people in the story, both prior to and after the crash is explained with detail.
- ☐ There is appropriate descriptive and figurative language used in detailing the crash scene as well as the aftermath. (hospital, home of the parents, court room)
- ☐ There is additional detail and creativity. (e.g., the feelings of the siblings left behind, the drivers' responses, etc., parents' emotional state)
- ☐ The work successfully demonstrates the seriousness of the topic and encompassed many aspects related to impaired driving

Level Four

- ☐ The final project demonstrates a comprehensive understanding of the multiple factors that lead to impaired driving incidents. The mood and tone are clearly identifiable.
- ☐ The work shows a clear understanding that these crashes are usually not just one person's fault; that many people bear a portion of the responsibility, yet the driver always bears the most blame
- ☐ The role of peer pressure, both overt and insidious is identified as it relates to this or other impaired driving incidents
- ☐ The mental health aspect as it relates to decision making is addressed and addressed again as a post-accident, trauma issue
- ☐ Higher level vocabulary and descriptors are used to paint a vivid picture of the scene as well as the aftermath
- ☐ There is an abundance of detail that leaves "no stone unturned" Creativity such as interviewing on the scene, or quoting others is included.
- ☐ The work is authentic and replicates the roles in a sincere and accurate manner. (the parents, the child, the reporter, or the editor)

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 One - 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 may 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 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 and its derivatives, certain mushrooms ("Schrooms"), LSD, and some cough syrups. Most hallucinogenic drugs are plant based in origin, although like other drugs, 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 and cocaine. Fentanyl can kill. There have been thousands of deaths in Canada over the last few years due to other more common street drugs, being laced with Fentanyl.

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 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 interpersonal relationships, sexual identity crises, social media difficulties, bullying, family issues, academic pressure, extra-curricular pressures.
- To help with schoolwork or to study for exams
- As a way of coping with mental health issues; a choice made instead of/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 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' because there is more volume. (e.g., whiskey, vodka)
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 Worksheet # 2 Myth or Fact

1. MYTH AND FACT: When consumed responsibly and in moderate quantities, alcohol will not cause permanent damage. However, since many teen drinkers consume large quantities in a short period of time, it can be extremely harmful and 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 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: 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 the shot at 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 is the same. There is nothing that will reduce the state of drunkenness except time. It takes approximately one hour to metabolize one standard drink.
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: Many people think coolers are less likely to intoxicate the user, but in fact most coolers have the same amount of alcohol as a beer. Some actually have 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 situations.



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-related.

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

How Much is "A Drink" of Alcohol?

Most youth believe that beer is less intoxicating than 'shots' of hard liquor. This is false. They don't consider the fact that a shot of liquor is often mixed with pop or juice, watering it down to make it equivalent to the volume of a beer. Students need to picture a beer can filled with vodka or whiskey as examples. A person could never drink a beer can full of hard liquor in the same way they drink a beer - they would be passed out drunk and likely, poisoned. **'Shots' have 40% alcohol by volume, beer has 5%. The shots are 8 times stronger** so the person cannot drink the same volume within the same time frame. **Wine** generally has **12-14%** alcohol by volume.

Teens also believe that one glass of whatever they are drinking constitutes one drink. This too, is not the case. A full glass of beer and full glass of wine have entirely different alcohol levels. Additionally, not every type of drink affects each person the same way. Different types of alcohol, varying sugar contents, and different mixtures all affect the degree of inebriation a person might feel. A "standard drink" is 13.5 grams of pure *ethanol* (the proper name of alcohol) and would be:

- 341 ml (12 oz.) of beer or cooler (one bottle or regular sized can)
- 142 ml (5 oz.) of wine
- 43 ml (1.5 oz.) of hard liquor (rum, vodka, rye, whiskey, etc.)

In other words, a can of beer contains as much ethanol as a shot of liquor. Several 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.



**EACH OF THESE DRINKS EQUALS THE OTHERS.
THE VOLUMES ARE DIFFERENT.
THE AMOUNT OF ALCOHOL IS THE SAME.**

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)
- Your gender
- 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

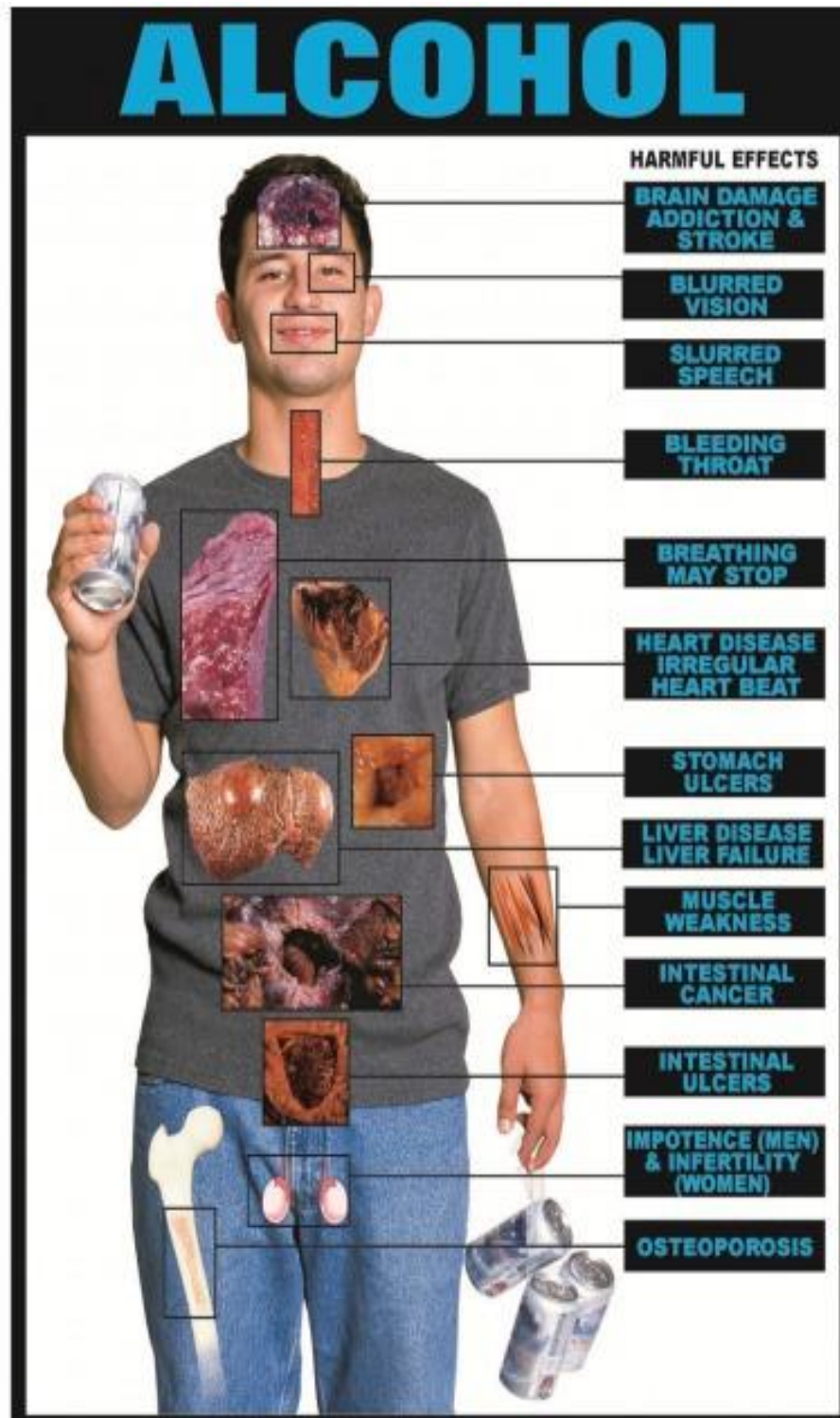
Your liver can metabolize approximately one standard drink per hour. However, many people at social events drink much more than that in the first couple of hours. This means that even after you stop drinking, it takes several hours for your liver to metabolize all the alcohol that's accumulated in your blood stream. It has been documented that after a night of heavy drinking, the next morning many people still have a BAC of over 0.08 mg/100 ml of blood and are still legally impaired. This is exactly why you may see a police roadside check (R.I.D.E. program) in the morning.

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.

<https://www.ontario.ca/page/alcohol-use-and-safe-drinking>

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 made when the hash is combined with 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 like 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, dope, pot, grass, reefer, hash,
- herb, chronic, jay, bud, blunt, bomb, doobie, hydro, sinsemilla, Mary Jane (MJ), ganja, spliff.

Types of Cannabis:

The two main types of cannabis, **sativa and indica**, are used for several 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 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).

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 must 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.

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 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.

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)

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 licencing 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
- Each province will have its own regulatory/penalty system, including tickets levied against underage offenders. These penalties are still being determined at the time of writing this document.
- 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 is illegal. While there are no criminal charges or fines in place for underage users, the intent of the Cannabis Act is to discourage consumption by youth
- 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)

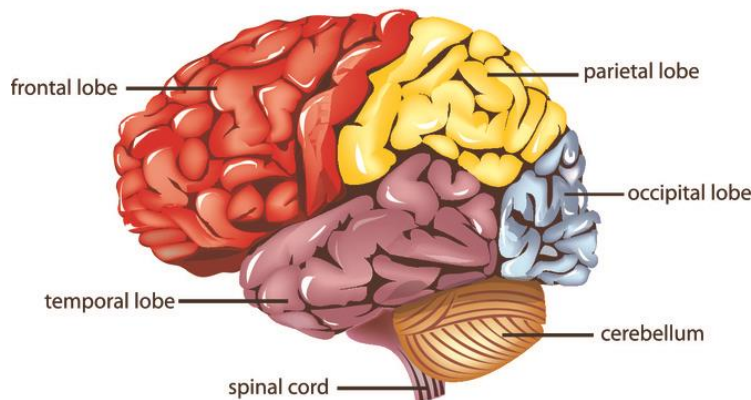
*Canadian Centre on Substance Abuse

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

Parts of the Human Brain



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>

“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.



Source: <https://ottawacitizen.com/gallery/0728-crash-brf>

Study: What Canadian Youth Think About Weed

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



Key Findings:

The data revealed several 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 the time.

The study's participants perceived several 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 some 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>



To view MADD Canada's "If you're high, you can't drive" PSAs:

<http://madd.ca/media/posters/dope-ad-oct2405.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, fear of 'getting caught', dislike of the physical high or loss of control, fear of the drug being tampered with, the affect it would have on your school work and future ambitions, the drug's perceived benefit in making you more able to cope, the benefit of fitting into a group)
2. Are you aware of factors in your life that could make you **alter your decision** to use or not to use Cannabis?
(Social media pressures, bullying, social pressure to fit in, parents separate or divorce, a death in the family, parent loses a job, family financial stress, you having to balance school work with a job, social life and extra-curricular activities)
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?*(Explain and support your answers to these questions using facts and/or personal experience)*
4. Do you agree that early prevention efforts will help reduce cannabis use among youth?
(Answers will vary. Ask students to support their opinions with evidence)
5. What could/should these efforts look like?
(e.g., school programs such as MADD, media, P.S.A's, church groups)
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. Again, be sure students support their ideas with evidence)
7. Should cannabis education focus on abstinence or on safe consumption? What else might it focus on?
(Since cannabis is legal for people over the age of 19 (Quebec, 18) students may feel safe consumption is a much more valid educational strategy for both cannabis and alcohol education. However, abstinence is an option that should always be presented to students. They should be encouraged to see it as a healthy, legitimate and viable option)
8. If you were running a cannabis education class for grade 7 and 8 students, what would you be telling them?
(Students answers and ideas will vary. They should think about the fact that a grade 7 student may still be only 12 years old. Many may never have had any exposure to cannabis; therefore, the education must bear this in mind. They also need to be aware of differing personal and family values when it comes to substance use.)

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.

*OSDHUS 2015 Survey



<https://www.dreamstime.com/photos-images/teen-alcohol.html>

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, 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

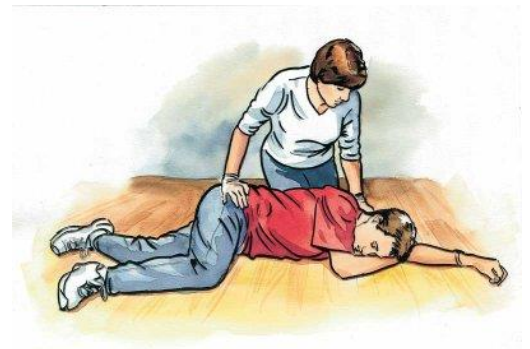
Teen Partying and Alcohol Poisoning

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

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). Or just say the truth; I don't drink, and I don't use drugs.

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.

Address the Pressure

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 or don't go in the first place.

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

(Most suitable for grade 9 and 10 students)

The time allotted for this activity will 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 picks you up and you go to Carl's house to watch a game on TV. While watching the game, Carl brings out a case of beer that his older brother bought for him and passes them out. Towards the end of the game, you notice Jeremy is starting to get loud and slur his words. It's time to go home and Jeremy gets his keys out to drive both of you home. How does the conversation go, and how does it end?

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 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, and 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. She's terrified to call her parents. 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 why you answered that way.

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 60

- 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 that you might observe in others.

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



<https://www.dreamstime.com/photos-images/teen-alcohol.html>

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 you should be aware of 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; boisterous show-off behaviour.
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>

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 one 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 to not 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 for discussion.

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?



<https://www.cbc.ca/news/canada/ottawa/victims-id-d-after-fatal-march-road-carling-avenue-crash-1.2719563>

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

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.

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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

CYAID – 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 9-1-1?

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 the 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 **“Wrong Turn”**

“Wrong Turn” is dedicated to all victims and survivors of impaired driving.



Thank you for bringing **“Wrong Turn”** 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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PEI LIQUOR
—  —
ALCOOL Î.-P.-É.

Please drink responsibly.

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Authority 



Take care out there.

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