

smartwheels



A Mobile Experiential Program

For Grades 4-6

Educators' Guide Saskatchewan

madd 
No alcohol. No drugs. No victims.

Dear Educator,

On behalf of MADD Canada and our sponsors, we would like to thank you and your colleagues for choosing the *MADD SmartWheels* experience to educate your students about making smart choices to prevent driving while impaired with alcohol and/or drugs.

MADD Canada wants to ensure that you have the resources to lead meaningful lessons before and after the *MADD SmartWheels* experience. In this package, you will find two lessons with activities that can be taught prior to the *MADD SmartWheels* experience and two follow-up lessons with activities that you can use to reinforce the messages shared through the RV experience.

These activities build upon the main concepts covered in the *MADD SmartWheels* experience. Choose from a variety of topics and activities that align with Saskatchewan's health education curriculum and that are most relevant for your students.

The pre-RV lessons introduce your students to concepts explored through the RV experience. Similarly, post-RV lessons help students consolidate their learning and facilitate meaningful discussions including answering any questions they may have.

MADD Canada welcomes any feedback you may have on the *MADD SmartWheels* experience. Please send any comments to dregan@madd.ca.

Happy teaching!



Dawn Regan
Chief Operating Officer
MADD Canada



Official Sponsors



Take care out there.



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MADD Canada: Grades 4-6 Combined Substance Use, Addictions and Related Behaviours Health Education Unit for Saskatchewan Schools

Saskatchewan Goals of Health Education

USC: Develop the understanding, skills, and confidences necessary to take action to improve health.

DM: Make informed decisions based on health-related knowledge.

AP: Apply decisions that will improve personal health and/or the health of others.

Saskatchewan Health Education Outcomes

Grade 4:

- Examine health interpersonal skills and determine strategies to effectively develop new relationships or negotiate disagreements in relationships.

This curriculum outcome, as a focus in this MADD Canada resource, helps grade 4 students to examine interpersonal skills that will be an asset when they are in circumstances where friends and family may be driving under the influence of alcohol and/or drugs.

Grade 5:

- Assess peer influences and demonstrates a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure.
- Analyze possible obstacles and envision solutions to addressing health challenges related to peer pressure and self-regulation.

These curriculum outcomes, as a focus in this MADD Canada resource, help grade 5 students to understand and address the influence of peers when making decisions about driving impaired or riding with a peer who may be under the influence of drugs and/or alcohol.

Grade 6:

- Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making.
- Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.
- Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.

These curriculum outcomes, as a focus in this MADD Canada resource, help grade 6 students to understand how personal standards and community supports can help when making healthy and safe decisions in stressful situations related to driving impaired or riding with someone who is.

Overview of Lessons

Lesson 1: In-School Pre-Visit:

- *Inquiry for Healthy Decision Making*

Lesson 2: In-School Pre-Visit:

- *Alcohol, Cannabis and Road Safety*

Lesson 3: Mobile Classroom (SmartWheels RV):

- *The SmartWheels RV Experience*

Lesson 4: In-School Post-Visit:

- *Decision Making and Personal Safety*

Lesson 5: In-School Post-Visit:

- *Making Connections to Everyday Situations*

I Statements: Success Criteria

Grade 4:

- I recognize how peer pressure affects relationships.
- I determine how healthy and unhealthy relationships influence a healthy mind, body and spirit.
- I reflect on what is known about peer pressure and substance use.

Grade 5:

- I discuss why we peer pressure each other.
- I examine the different levels of pressure and the consequences of responses to health challenges.
- I determine effective strategies to respond to peer pressure.
- I develop strategies to avoid/reduce the risk of potentially dangerous situations involving peer pressure.

Grade 6:

- I establish personal standards.
- I investigate the factors that influence personal standards.
- I explore when personal standards may be reinforced or challenged.
- I understand factors or events that cause people to make decisions that reflect or conflict with their personal standards.
- I develop a personal, thoughtful and coherent understanding of the importance of a healthy attitude toward personal safety.
- I investigate the intent of rules, regulations and laws related to safety practices for adolescents.
- I define the statement “community safety is everyone’s responsibility”.

In-School Pre-Visit Lesson 1 Inquiry for Healthy Decision Making

<p>Pre <i>Establish a positive learning environment, activate prior knowledge, set context for new learning</i></p>	<p>Standing up for what you don't want to do and know is unsafe can be very difficult, especially when dealing with peers or a trusted adult. We need to learn and practice ways to say "no".</p> <p>Ask students what does 'influence' mean? (i.e., Influence is the effect that a person or thing has on another. Influences can be positive or negative.) Ask students to silently make a list of who or what influences them and the decisions they make (e.g., parents, media, peers, teachers, coaches, elders).</p> <p>Ask students to discuss the following questions (e.g., in pairs, think-pair-square, assembly line conversations).</p> <p><u>Grade 4</u></p> <ol style="list-style-type: none"> 1. What makes a good friend? 2. How do friends influence each other? 3. How do we know if the influence is positive or negative? 4. When should you try to influence a friend? <p><u>Grade 5</u></p> <ol style="list-style-type: none"> 1. Why do we pressure our peers? 2. What are the various kinds of pressures that grade 5 students feel? 3. How do you respond to various kinds of pressures? 4. What kinds of scenarios do you expect to experience peer pressure and why? <p><u>Grade 6</u></p> <ol style="list-style-type: none"> 1. What are personal standards? 2. When are one's personal standards often challenged? 3. Why is the safety of a community everyone's responsibility? <p>Watch A Beginner's Guide for Tweens to Saying No: Peer Pressure and relate back to the discussions they had with the questions above. (see https://www.youtube.com/watch?v=SMqsee_eEzk)</p>
<p>During <i>Introduce new learning and deepen learning.</i></p>	<p>Place chart paper around the room with the following sentence prompts included. Give students a few moments to think about the prompts. Tell students that this is a silent activity and when you give them the signal, they are to quietly and quickly move around the room and write 'endings' to as many of the sentence prompts as they can. You will signal them when they are to move quietly back to their seats.</p> <ol style="list-style-type: none"> 1. I believe in ... 2. I don't believe in ... 3. My friends are ... 4. My friends are not ... 5. I feel pressured when ... 6. I influence my friends when...

	<p>7. If I feel pressured, I often ...</p> <p>8. I am worried that ...</p> <p>9. I know that I would never ...</p> <p>Divide students into small groups and ask them to brainstorm and discuss scenarios and/or ask them to think of a scenario where someone feels pressured to do something that they do not want to do. Using the challenges & choices chart, ask groups to consider two ways to address the challenges and suggested consequences for each choice. Depending on the size of the class, have students present to full class or to another group.</p>
<p>Post</p> <p><i>Reflect on Learning</i></p>	<p>Exit Reflection: Using emojis, have students pick three or four that describe how they feel when they are making healthy choices. You might also want students to create their own emojis instead of picking from existing emojis.</p>





















Name: _____



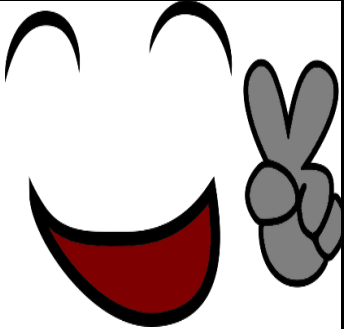
Date: _____

Roll your number cube.

Select one of the scenarios that corresponds to the number rolled and discuss it with your group.

If the same number is rolled again, a new scenario may be selected or you may add to or comment on the first answer.

	 	  	   	   	     
Scenario 1: While walking to school, you see fire coming out of the engine of a parked car.	Scenario 5: Someone is bullying you, threatening to beat you up if you don't give him or her money.	Scenario 9: You see a stray dog running around at the park.	Scenario 13: You wake up for school and have a fever.	Scenario 17: There is a crack in the ice on the pond where you are about to go skating.	Scenario 21: You are about to go bike riding with your friends and can't find your helmet.
Scenario 2: You miss your school bus in the morning.	Scenario 6: You have a sore tooth and it hurts to eat.	Scenario 10: You go to a friend's house and your friend's older sister offers you a drink from the alcohol cabinet.	Scenario 14: Your friend keeps asking you for the log-in password for your email account.	Scenario 18: The traffic lights are not functioning and you need to cross the road.	Scenario 22: Your dog drank household cleaner.
Scenario 3: While making an after-school snack, you cut your finger with a knife.	Scenario 7: A stranger asks you to get in a car to show him where a street is.	Scenario 11: The toilet is overflowing at your home.	Scenario 15: The swing at the park is broken and there is a very sharp piece of metal sticking out.	Scenario 19: While helping your babysitter make dinner, you burn your arm.	Scenario 23: Untrue things are being posted about you on the Internet.
Scenario 4: You need help with your homework.	Scenario 8: You are locked out of the house because you forgot your key.	Scenario 12: A tree has fallen across your driveway.	Scenario 16: After walking through a bush, you notice a rash from poison ivy.	Scenario 20: While walking home, you see electrical wires hanging from an electrical pole.	Scenario 24: Your friend is feeling really depressed.

Having someone pressure me makes me feel ...	 But I'm learning to deal with it!!
I know what makes me feel happy, safe and comfortable.	
I have lots of knowledge about things that make me healthy and safe and things that make me unhealthy.	
I still want to learn about/to ...	

In-School Pre-Visit Lesson 2 – Alcohol, Cannabis and Road Safety

<p>Pre Establish a positive learning environment, activate prior knowledge, set context for new learning</p>	<p>Brainstorm in small groups as a ‘Knowledge Dump’ type chart, e.g. https://drive.google.com/file/d/0B2K5V1tw33EXNlIdaa2xLb0t1ZnM/view</p> <p>Begin by asking students “What does it mean to be impaired?” Ask for examples. Continue the discussion by asking the following questions. Depending on the prior knowledge of your students, you may decide to review the grade 4 questions with grade 5 students, etc.</p> <p><i>Alcohol is quickly absorbed into the blood stream and enters the central nervous system. Right away, it affects how your brain functions and your driving abilities. Because of this, alcohol is 1 of the leading causes of fatal crashes in Saskatchewan (sgi.sk.ca).</i></p> <p>Gr 4: What do you know about:</p> <ol style="list-style-type: none"> 1) Peer pressure and unsafe situations involving alcohol 2) Impaired driving 3) Why it is illegal to drive a motorized vehicle if you have been drinking alcohol <p>Gr 5: What do you know about:</p> <ol style="list-style-type: none"> 1) Peer pressure and the risks of drinking alcohol and using cannabis 2) Street names for cannabis (e.g., weed, reefer, mary jane, dope, joint, grass) 3) The legalization of cannabis 4) The short-term effects of drinking alcohol <p>Gr 6: What do you know about:</p> <ol style="list-style-type: none"> 1) The laws and regulations for using alcohol and drugs? 2) Why we have laws about driving impaired 3) Who makes the laws 4) How and why impaired driving laws have changed over the years <p>Have the students individually create a graphic organizer to record their thoughts. Provide a few examples if necessary. See http://twotrails.co/mind-map-template-for-kids/ for sample templates.</p>
<p>During <i>Introduce new learning and deepen learning.</i></p>	<p>Gr. 4: Have each student talk to two-three people who have their driver’s license. Students develop questions that will ask them what they know about driving impaired and riding in a vehicle with a driver who is impaired. They document the responses. You can have some ‘drivers’ come to class or take the students out into the community to do this.</p> <p>Students then share, in small groups, what they learned from the drivers. They clarify what they know and have learned for accuracy.</p> <p>Gr. 5: Have students document their group discussions to the three topics above. In small groups, have them investigate the answers. They might</p>

	<p>do this by using online sites (starter list included below) or talking to a community expert. Have them record what they learn from their investigation and compare what they learn to what they discussed in their small groups.</p> <p>Impaired Driving http://madd.ca/pages/impaired-driving/overview/youth-and-impaired-driving/ http://www.ccsa.ca/Eng/topics/Impaired-Driving/Pages/default.aspx</p> <p>Cannabis and Driving https://www.drugabuse.gov/publications/research-reports/marijuana/does-marijuana-use-affect-driving https://canadasafetycouncil.org/traffic-safety/how-cannabis-use-affects-driving</p> <p>Gr. 6: Divide students into groups and provide each group with two links to review and to make a blog on the laws and stats on impairment and road safety in Saskatchewan and Canada.</p> <p>Drugs and Alcohol https://www.sqi.sk.ca/drugs-alcohol</p>
<p>Post <i>Reflect on Learning</i></p>	<p>Gr 4: Student share their learnings with the drivers whom they interviewed</p> <p>Gr 5 & 6: Students create a meme stating a fact/law/stat that they just learned as a persuasive piece to choose NOT to drive while impaired or get into a vehicle with someone who is impaired) and share (through Google drive)</p> <p>https://makeameme.org/memegenerator</p> <p>https://imgflip.com/memegenerator</p>

Saskatchewan Information

- Alcohol

<https://pubsaskdev.blob.core.windows.net/pubsask-prod/17310/17310-alcohol-fact-sheet-sep2013.pdf>

- Drugs and Alcohol

<https://www.sgi.sk.ca/drugs-alcohol>

Inexperienced drivers of all ages, especially those aged 16 to 20, are at a higher risk of crashing after drinking (even when they drank a small amount of alcohol). Remember, there is zero tolerance for drugs or alcohol for all new drivers, including anyone in the Graduated Driver Licensing program.

- Driving Impaired

<http://www.dui.ca/saskatchewan.php>

- Cannabis in Saskatchewan

<https://www.saskatchewan.ca/government/cannabis-in-saskatchewan>

Canadian Information

Even one drink can reduce your ability to react to things that happen suddenly while you are driving. The effects of alcohol include blurred or double vision, impaired attention and slowed reflexes. Your life and the lives of others can change forever if you drive after drinking alcohol.

Blood Alcohol Concentration (BAC)

The amount of alcohol in your body is measured by the amount of the alcohol in your blood. This is called **blood alcohol concentration**, or BAC. Once you take a drink, there is no way to guess what your BAC is.

Many factors can affect your blood alcohol level including:

- how fast you drink
- your gender
- your body weight
- the amount of food in your stomach
- your age

In Canada, the maximum legal BAC for fully licensed drivers is 80 milligrams of alcohol in 100 millilitres of blood (0.08). **Driving with BAC over 0.08 is a criminal offence.** (This may be lowered to 0.05 in the future.)

Warn Range

Your BAC does not have to be over the 0.08 legal limit to result in serious consequences. If you register a BAC from 0.04 to 0.08 (commonly referred to as the **warn range**), you will face

provincial administrative penalties. (See <https://www.sgi.sk.ca/drugs-alcohol> for Saskatchewan penalties for impaired driving.

Drug Impaired Driving

Drug impaired driving is illegal. Drugs can impair your ability to drive. This is true for both illegal drugs and prescription or over-the-counter medication. Depending on the drug type, drugs can reduce alertness, alter depth perception, impair concentration and attention span, slow reaction time and affect motor skills and visual function. What many people don't know is that if you drive while you are high, you will be impaired.

Cannabis – What is it?

Marijuana, hashish (hash) and hash oil come from cannabis sativa, 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 Street Names:

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

Who Uses Cannabis?

- Cannabis is one of the most commonly used drugs in Canada.
- In 2015, 21.3% of Ontario students (grades 7–12) said they had used marijuana in the past year.
- The average age of first cannabis use among Grade 12 users was 15.3.
- By the time they have reached Grade 12, nearly half (37.2%) of Ontario students have used cannabis in the past year.
- About one in eight students (2.1%) who use cannabis use it every day.
- 9.8% of students who drive say they have driven after using cannabis.

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.

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

- 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.
- You may find that time seems to pass more slowly and distances become distorted.
- You may have trouble keeping your balance.
- You may have trouble concentrating: thinking clearly, remembering things that just happened, and doing some tasks (e.g., homework).

- You may have increased heart rate.
- You may also hallucinate, especially if you use a lot of cannabis at one time.
- Have trouble with coordination and a slower reaction time.

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. Specially trained police can tell if you are high, and you could be charged. There is no roadside breathalyzer test for cannabis but there is a saliva test that will identify the presence of THC in your blood system.

Can Smoking Cannabis Affect My School Performance?

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

Is It Legal in Canada?

Yes. However, Saskatchewan's legal age of consumption and purchasing for non-medicinal cannabis is 19 years of age (the same as alcohol).

How can I reduce my risks?

- 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.
- Choose not to use cannabis.



Did you know?

- Motor vehicle crashes are the leading cause of death among 16 to 25 year olds, and alcohol and/or drug impairment is a factor in 55% of those crashes.
- Population surveys show the number of Canadians driving after using drugs is on the rise. In fact, driving after using cannabis is more prevalent among some younger drivers than driving after drinking also many drivers test positive for cannabis and alcohol together.

MADD Canada
(<https://madd.ca/pages/impaired-driving/overview/youth-and-impaired-driving/>)

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

2015 OSDUHS Survey

*Canadian Centre on Substance Abuse

Lesson 3 - Mobile Classroom (*SmartWheels* RV)

Pre <i>Establish a positive learning environment, activate prior knowledge, set context for new learning</i>	Activation of prior knowledge with True/False and Multiple Choice questions.
During <i>Introduce new learning and deepen learning.</i>	Decision-Making Case Study - interactive choose your own adventure style.
Post <i>Reflect on Learning</i>	PSA on impaired driving. Simulation of driving.

In-School Post-Visit Lesson 4 - Decision Making and Personal Safety

<p>Pre <i>Establish a positive learning environment, activate prior knowledge, set context for new learning</i></p>	<p>Ask students to quickly brainstorm, with a partner, all of the decisions that a grade 4/5/6 student makes in a day. Give students 5 minutes and ask them to come up with the longest list they can.</p> <p>Have two pairs create a group of four and combine their lists. Discuss commonalities and differences as a large group.</p>
<p>During <i>Introduce new learning and deepen learning.</i></p>	<p>Gr. 4: Continuing the discussion above, ask students to talk about how knowing how to make informed decisions is important to have healthy relationships with peers, parents, and others. Ask students to think about all the different steps that are involved in making decisions. Have them right down all the steps they think are part of healthy decision-making. Tell students that there are many decision-making processes: some have 4 steps and others have up to 8. However, there are common themes in all the processes.</p> <p>Cut out all of the steps (template on next page) and put each set of steps in an envelope. Give trios of students an envelope and ask them to take out the steps and put them in order that makes sense to them. Have them share their order of steps with the large group. Share the seven steps below and clarify any student questions.</p> <p>Step 1: Identify The Problem (What decision needs to be made?) Step 2: Gather Important Information (What do I need to know?) Step 3: Brainstorm and Examine Solutions (What are my options?) Step 4: Identify Possible Challenges and Consequences (What might go wrong or make this hard to do?) Step 5: Determine The Best Choice (What is the best decision and how do I know it is the best one?) Step 6: Take Action Step 7: Evaluate The Outcome (How did it turn out?)</p> <p>Revisit a previously discussed decision from earlier in the lesson and determine a relevant scenario. Include an aspect of peer pressure within the scenario. Have students work through the scenario using the steps above.</p> <p>Gr 5: Continuing the discussion above, ask students to think about all the different steps that are involved in making decisions. Have them right down all the steps they think are part of healthy decision-making. In pairs, ask them to investigate different decision-making process and to choose two that make sense to them. Tell them to be prepared to share why they chose these two processes. Once all pairs have shared, discuss the similarities and differences amongst their findings.</p> <p>As a class, determine a decision-making process for grade 5. Discuss how the aspect of peer pressure influences one's decision making. Have</p>

	<p>students determine at what ‘step’ of their grade 5 decision-making process would be most influenced by peer pressure and why.</p> <p>Revisit a previously discussed decision from earlier in the lesson and determine a relevant scenario. Include an aspect of peer pressure within the scenario. Have students work through the scenario using the steps above.</p> <p>Gr 6: Ask trios of students to discuss the statement “Community Safety is Everyone’s Responsibility”. Have them record three ideas from the discussion that they will share with the rest of the class.</p> <p>Students will play an active matching game of Community Questions and Community Helpers.</p> <p>Spread all the Community Question and Community Helper Cards around the room and ask the students to spread out too.</p> <p>Using music as a stop/start cue (Ghostbusters Theme tune recommended!) students will move around the room to the music. When the music stops, the students must quickly pick up a card and try and match the Question and Helper card they are holding - each time, ask students to discuss their reasons why they matched up. Consider that there may be a student, with a card, who does not find a match.</p> <p>In a large-group discussion, orally review students’ thoughts and conversations and have students identify which of the listed (or similar) resources are available in their community and what is available in their communities that is not highlighted on one of the cards.</p>
<p>Post <i>Reflect on Learning</i></p>	<p>Ask students to complete the Tweet Help Template.</p> <p>Working with their partner, students will summarize and “tweet” what they learned from the lesson.</p> <p>Students should consider including:</p> <ul style="list-style-type: none"> ● Brief description ● Link to resource and/or Twitter Handle ● A creative hashtag, funny gif, etc.

Grade 4: Decision-Making Process

Identify The Problem/Decision (What decision needs to be made?)
Gather Important Information (What do I need to know before I decide?)
Take Action (Do It)
Evaluate The Outcome (How did it turn out? Was it a good decision?)
Identify Possible Challenges & Consequences (What might go wrong or make this hard to do?)
Determine The Best Choice (What is the best decision and how do I know it is the best decision?)
Brainstorm and Examine Solutions (What are my options?)

Grade 6: Community Questions Cards

Want information about a certain drug?	Want to play an organized sport?
Want to promote safe driving?	Want to do better in school?
Want to learn to longboard?	Want to go hunting?
Worried about a family member?	Want to know about drug laws?
Want to learn more about your faith or religion?	Want to learn more about tobacco as used in cultural protocols?
Want to learn more about truth and reconciliation?	Want to download your favourite songs but you have no money?

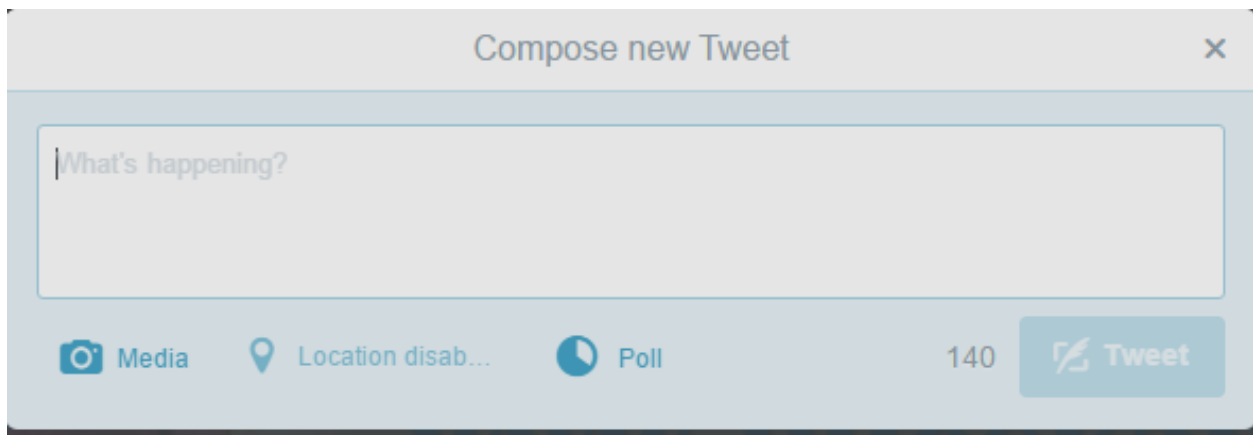
Community Questions Cards

Want to talk to someone about your problems?	Want to know how to deal with a medical emergency?
Want to learn more about your culture?	Want to learn more about alcohol?
Want to learn more about impaired driving?	Want to learn more about resisting peer pressure?
Want to know how to develop personal standards in relationship to safety.	

Community Helpers Cards

Public Health Office	Community Health Centre
Police/RCMP	YMCA/YWCA
City Parks and Recreation Office	Provincial Conservation Officer Services
Regional Office of the Centre for Addiction and Mental Health	After-school Programs, Boys & Girls Clubs (e.g., Big Brothers Big Sisters)
Saskatchewan Government Insurance	Public Library
Community Centre	Internet
School Principal	Kids Help Phone
9-1-1	Saskatchewan Red Cross
Tribal Council	MADD Canada
Churches, Temples, Mosques, Synagogues	The Lung Cancer Association or The Canadian Cancer Society

Tweet Help Template

A screenshot of the Twitter 'Compose new Tweet' interface. At the top, the title 'Compose new Tweet' is centered in a light gray bar, with a close button 'x' on the right. Below this is a large text input area with a light gray background and a blue border. The placeholder text 'What's happening?' is visible at the top left of the input area. At the bottom of the interface, there is a row of icons and text: a camera icon followed by 'Media', a location pin icon followed by 'Location disab...', a poll icon followed by 'Poll', the number '140', and a blue 'Tweet' button with a white paper plane icon.

You should consider including:

- Brief description
- Link to resource and/or Twitter handle
- A creative hashtag, funny gif, etc.

In-School Post-Visit Lesson 5 - Making Connections to Everyday Situations

<p>Pre <i>Establish a positive learning environment, activate prior knowledge, set context for new learning</i></p>	<p>Cut out pictures in quarters (See sample pictures on pages 31 – 34; but you are invited to use other pictures that might be more representative of your community). Cut each picture into quarters (dependent on the number you want in each group) and mix them up in a bin. Each student takes one piece and needs to find the rest of the members of the group (those with the other puzzle pieces).</p> <p>Groups then use the picture to create a:</p> <ol style="list-style-type: none"> 1. Tableau of what may have happened prior to the event in the picture 2. Tableau of what they see in the picture 3. different tableaus of what could have happened after the event in the picture 4. Tableau of what may have happened prior to the event in the picture 5. Tableau of what they see in the picture 6. Different tableaus of what could have happened after the event in the picture <p>See http://www.theteachertoolkit.com/index.php/tool/tableau for more information about tableaus.</p>
<p>During <i>Introduce new learning and deepen learning.</i></p>	<p>Gr. 4: Students choose and create a type of media text to demonstrate their learning on the role of peer pressure and related dangers of impaired driving.</p> <p>Gr. 5: Students choose and create a type of media text to demonstrate their learning on how to identify and respond to peer pressure and related dangers of impaired driving.</p> <p>Gr. 6: Students choose and create a type of media text to demonstrate their learning on developing personal standards that will help them to identify, avoid and respond to the dangers of impaired driving.</p> <p>For example:</p> <ul style="list-style-type: none"> ● Google slides ● Podcast ● Prezi ● Paper53 ● Brochure <p>Demo Smash-Down Showcase Half of the class sits at different tables with their work explaining to the other students within two minutes and then switch.</p>
<p>Post <i>Reflect on Learning</i></p>	<p>As a final exit slip, ask students to provide three things they learned from the others students' media texts.</p>

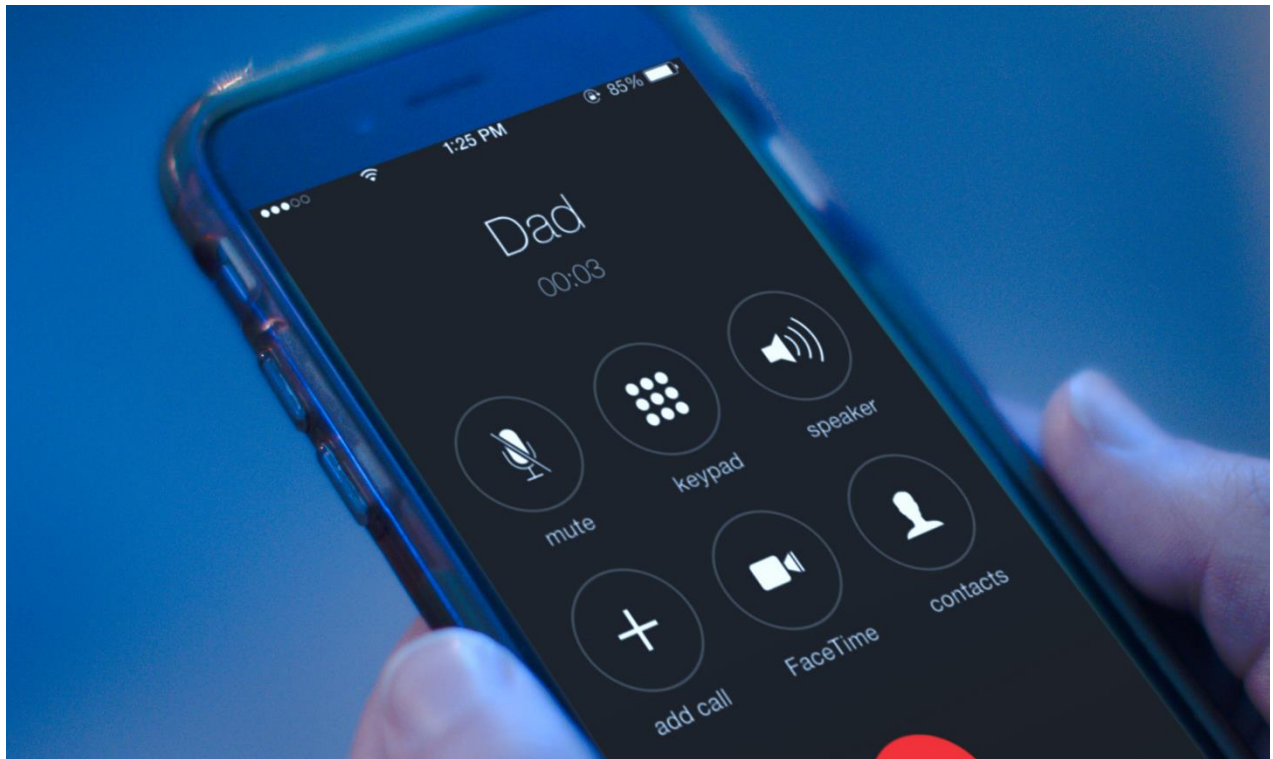
Pictures for Cutting into Quarters

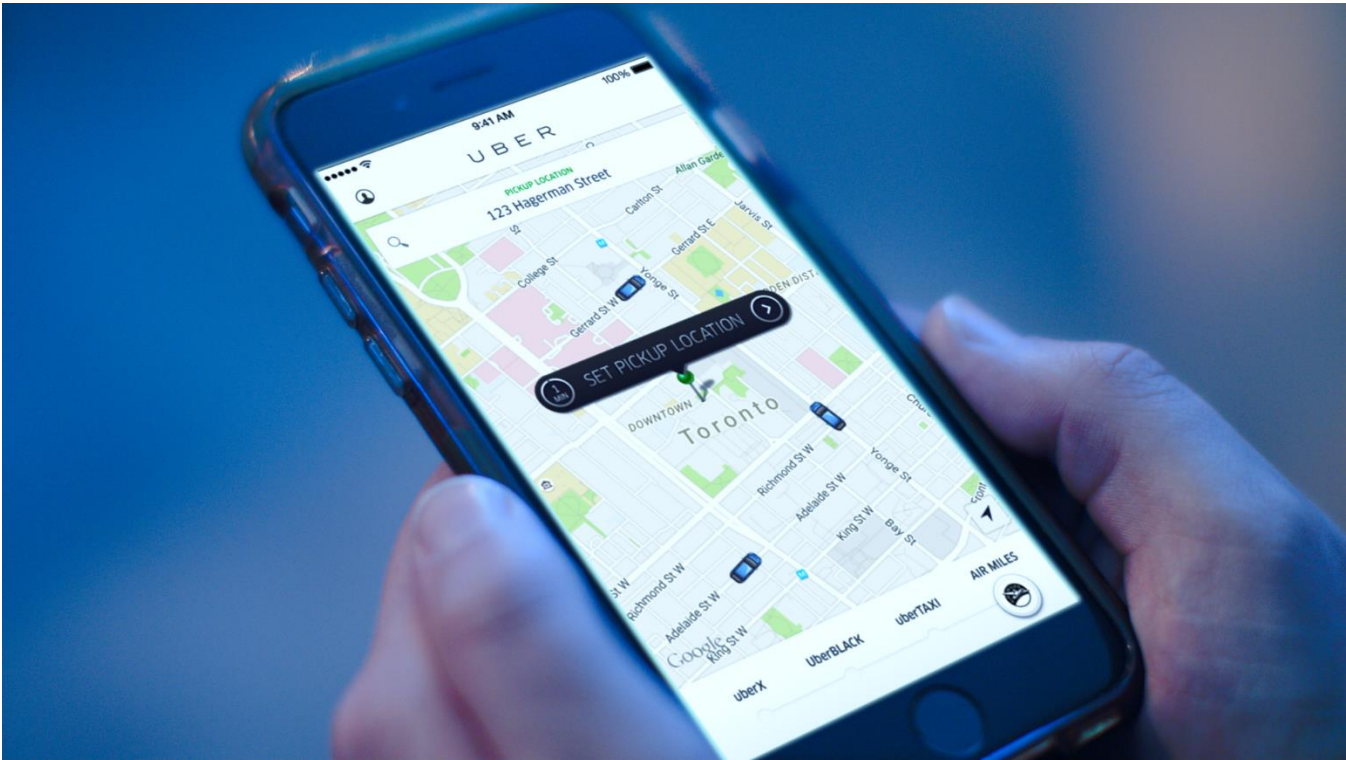


 alamy stock photo

RYNT1E
www.alamy.com











Additional Activities and Handouts

How you can stay safe if you are in a bus or car?

Objective:

Students will increase awareness of how to ride safely in vehicles and strategies for how to handle an unsafe driver.

Introduction:

Is what you see in a movie real-life? What is the safest way for you to ride in a car or what are the rules about bus safety? How can you recognize an impaired driver and how can you protect yourself or avoid the situation all together? You may be young, but you are not powerless and can still have a lot of control over a situation and over yourself.

Activities/Handouts:

1. Five Rules for Driving with Unsafe Drivers
2. Remy's Night Out
3. A Safe Conversation with an Unsafe Driver
4. "Top 10 Rules for Bus Safety"

Ask the students how we can tell if someone is impaired?

- Swerving on the road, crossing over the line
- Stumbling or weaving when they walk
- Slurring their words
- Smell alcohol or cannabis on them
- Red and/or glassy eyes
- Concentration problems

What should you do if you suspect a driver is impaired?

- Call 911
- Call a parent/caregiver or a trusted adult
- If you are in the car with them ask them to pull over
- If you can't get out of the car safely, follow the five rules for driving with unsafe drivers (below)

Five Rules for Driving with Unsafe Drivers

- Sit in the back seat.
- Buckle up your seat belt tightly.
- Take everything off the seat and the back window shelf and put it on the floor under your feet or under the front seat.
- Be quiet and try not to distract the driver.
- Tell a trusted adult immediately about the unsafe ride.

Amarra's Decision

The following are guidelines on how to use the upcoming story, "Amarra's Decision".

Explain:

Today we're going to read a story about Amarra. Amarra lives with her aunty and cousins. She has learned about impaired driving at school. She has also heard her Kokum warn her aunty about driving impaired.

Group Work:

Have students get into pairs and discuss the following questions...

1. What are Amarra's options?
2. If Amarra called you, what would you tell her? What would you do if you were Amarra?
3. What are possible consequences if she and her cousins ride with Yolanda?
4. What do you know about cannabis use and driving?
5. What do you know about impaired driving that would help you know what to do if you were ever in this kind of situation?

Confirm:

One of Amarra's problems is that she doesn't know how to say NO to grown-ups. She is polite and respectful towards adults and elders, but she just doesn't know what to say to grownups when in tough situations. It is important to plan ahead in case you get into a situation where you need to say NO to an impaired driver.

Amarra is 11 years old. She lives on a Saskatchewan reserve with her aunty and cousins. She is very smart and helpful. The aunty works hard to provide for Amarra and her cousins.

As the weekend approaches, Amarra's aunty tells her that she has to work extra hours on Saturday and asks Amarra to babysit her cousins. She has babysat them a few times before and found her cousins to be busy but fun to take care of.

Saturday comes and Amarra's aunty leaves for work. As she leaves, she tells Amarra that Yolanda, a neighbour who lives close by, might stop by to check in and to take her and her cousins to their Kokum's. Amarra is relieved to know that she won't have to babysit all afternoon and evening.

Amarra and her cousins are playing outside when she notices a car approaching. She recognizes the driver to be her aunty's friend who has been at the house before. The car stops and two of the cousins go running over to greet Yolanda. Yolanda waves to Amarra as she gets out of her car.

Amarra runs to the house to grab her bag and lock the door. As she returns and approaches Yolanda and her cousins, she notices that the neighbour's eyes are very red. Amarra wonders if she has been crying? When she gets close enough to the car, Amarra smells weed. She knows why Yolanda's eyes are so red.

Amarra hesitates as she considers what she should do. She can't phone her aunty at work unless it is an emergency – that is a rule for her and her cousins. She wonders if this is considered an emergency? As she thinks about what to do, Amarra remembers hearing her Kokum talk to her aunty about how disappointed she was when her uncle had been charged for impaired driving. Amarra knew her Kokum would be very disappointed to know that her grandchildren had ridden with an impaired driver.

She feels her heart begin to beat faster and feels anxious about what to do ...

To be continued ...

You (students) are going to help write the end of this story. There are some questions for you to discuss and then as a class, you will decide how this story should end.

Remy's Night Out

The following are guidelines on how to use the upcoming story, "Remy's Night Out".

Explain:

Today we're going to read a story about Remy. Remy lives in rural Saskatchewan with his two dads and his kokum. He promised his parents and grandmother that he would never ride with anyone who was an unsafe driver. Although he promised, Remy makes decisions that put him in a very unsafe situation.

Group Work:

Once you have read the story, divide students into pairs and discuss the following questions...

1. What was Remy's problem?
2. How many times did Remy have the opportunity to say NO, but didn't?
3. What made Remy hesitate and not accept the ride from his friend's mom?
4. What would you have said if you were in Remy's situation?
5. Why is it important to have an action plan ahead of time?

Confirm:

One of Remy's problems is that he doesn't know how to say NO to adults. He is polite and respectful towards all his friends' parents and grandparents, but he just doesn't know what to say to grownups when in difficult and sometimes unsafe situations (e.g., babysitting, attending a community function where alcohol is served). Remember that it is important to plan ahead in case you get into a situation where you need to find a different ride home. Having alternatives and a plan will help keep you safe.

“Remy’s Night Out”

Remy is 12 years old. He lives with his two Dads and Kokum. He is very smart and is lots of fun!

One Saturday night, Remy was over at his friend’s apartment. The two of them listened to music, watched some Youtube videos and played video games. They had a really good time.

When it was time to go home, Remy’s friend’s older brother, Sterling said, “Remy, **I’ll take you home. I am heading over to a friend’s place and I drive right by your apartment building.**”

Remy knew that Sterling had been outside in the backyard hanging out with friends and he thought they might be drinking alcohol. He thought to himself, ***“I don’t know if Sterling is sober and will be a safe driver, but I don’t know what to say. I don’t want him to be mad or embarrassed, so I guess it will be okay. I don’t live far.”***

He thought about saying something to Sterling’s mom about his promise to his own Dads, **but he didn’t know how to say it.** He guessed that it would embarrass Sterling’s mom so he didn’t say anything.

Remy thought to himself, ***“I could call my Dads ...they would want me to...but I just don’t know how to say I want to call them. Sterling was nice to offer, but I just don’t think he’s safe to drive. I don’t know what to do... but... I guess it will be okay,”*** so he didn’t say anything.

It was cold outside and the roads were very icy. Remy thought he smelled weed when Sterling walked by him. He wondered if Sterling’s brain was working well enough to drive. He knew that when a person drank alcohol, the alcohol interfered with the messages to and from the brain.

He also knew that alcohol and drugs made things more difficult to hear, see and do. Sterling could sit down and watch TV okay, because that didn’t take much brain power. **But driving a car...and on icy roads... after using alcohol and drugs....**

Remy started to say something to Sterling’s mom about his Dads really wanting to pick him up so he could go into the local store for them ... or he wanted to say anything ...not to get into the car with Jay’s dad. But **he guessed it would be okay,** so he didn’t say anything.

Sterling said to Remy to **“Hop in. You can’t ride up front; the seat belt doesn’t work.”** He slipped on the ice going around the truck. Remy thought to himself...***“I could say I forgot something in the house and then call my Dads to pick me up...but I’m already in the truck so I should just hope he drives slow ... I guess it will be okay.”*** So he said nothing.

Remy thought about what his Kokum told him if he ever found himself in a vehicle with an unsafe driver. **He tightened his seat belt and leaned back against the seat. He didn't say anything so he wouldn't distract Sterling as he stepped on the gas.** He knew that Sterling would have trouble concentrating because of the alcohol and weed. He noticed his friend's backpack on the back window shelf. **He took it down and put it on the floor, under the front seat.**

Sterling was driving much too fast to be safe on the icy roads. It made Remy nervous, but he didn't want to seem like a 'chicken'. The truck slid around a corner. Remy was glad he was buckled up tight. He wanted to say, ***"Slow down and be careful,"*** but **he guessed they would be at his apartment soon**, so he didn't say anything.

As they approached an intersection, there was suddenly a bright light, horns honking and a huge crash and glass went everywhere. The truck went into the ditch. A piece of glass hit Remy in the forehead and he started to bleed. He was so scared that he started to shake all over.

Just then, there was a siren and an RCMP officer opened the door. She had already called for an ambulance. She asked Remy who he was and what he was doing in the truck. Remy told her that he was getting a ride home. The officer helped him out of the truck and said, **"Come on, you are going to the hospital and let them look at your head."**

On the ride to the hospital, Remy asked in a quiet but shaky voice, **"What happened?"**

"Your driver ran a stop sign. I don't think he ever saw it because I was right behind him and his brake light never came on. He is in a whole lot of trouble."

"I think I am too," whispered Remy with tears in his eyes.

"Why are you in trouble?" the officer asked as she carefully drove toward the hospital.

"I am never supposed to ride with someone who has been drinking or taking drugs."

"So why did you?" the officer asked looking right into his eyes.

Remy whispered, **"I didn't know what to say."**

THE END

“A Safe Conversation with an Unsafe Driver”

Student Role Card:

“No, thank you.

I have to call my _____.

I promised I would.”

Teacher’s Role Card:

(Use various comments to convince the student it is okay for you to drive them home.)

“Come on _____ it’s time to head home. I can give you a lift. I’m going to the video store and on the way I can drop you off.”

“Don’t worry about calling your parents... it’s no trouble for me to drive you home.”

“You don’t live that far...it won’t take very long for me to drive you home.”

“Don’t be shy; it’s nothing for me to drop you off on my way to the video store.”

“It’s pretty late, I’m sure your parents are sleeping...Don’t bother to wake them. I will give you a lift home.”

“The car’s warming up... are you ready to go?”

“Top 10 Rules for Bus Safety”

1. Be on time at the bus stop.
2. Wait well back from the curb.
3. Get on the bus in single file. Use the handrail.
4. Stay seated and keep aisles clear.
5. Talk quietly, don't shout.
6. Never put your head or arms out the window.
7. Never throw anything in the bus.
8. Always stay where the bus driver can see you.
9. Always obey safety patrol and bus driver.
10. Only cross the street when told it's safe to go.



You can make a difference!

Objective:

Students will increase awareness of how to make a difference in their schools, communities and in the world.

Introduction:

How can kids make a difference in their communities and in the world around them? How do YOU have the power to change things? As the saying goes, “the journey of a million miles begins with a single step”. It’s about finding the courage to take that first step and then taking it step by step.

Please see activities below in the following pages:

1. You CAN Make A Difference!
2. Spread the Word Through A Poster Campaign!
3. MADD Canada Contests

You CAN Make A Difference!

Here are some tips to get you started:

1. Find your **ISSUE** – What are you passionate or excited about?
2. Do your **RESEARCH** – Ask teachers, parents, friends, etc.
3. Gather your friends and **BUILD** your team – Hold a meeting, talk at school, etc.
4. Plan an **ACTION** – Raise funds through car washes, bake sales, etc.

Try some of these fundraising ideas to get you started:



1. **Car Wash** ~ Work with a local gas station or public parking lot. Don't forget to do up posters to advertise!



2. **Bake Sale** ~ Include foods from around the world!



3. **Neighbourhood Yard Sale** ~ Ask friends and family to donate items and have part or all of their proceeds go to your cause!



4. **Halloween Haunted House** ~ Charge admission!



5. **Host an "A-Thon"** ~ Read, Dance, Bike, Run or Walk-A-Thon. Collect pledges for each hour or mile students walk or dance, or for each book read.



6. **Student/Teacher Play-Offs** ~ Choose a sport - volleyball, basketball, etc., and invite the rest of the school as well as parents to watch and cheer. Sell tickets or charge admission at the door.



7. **Talent Show and/or Battle of the Bands** ~ Hold a talent show for students and teachers. Sell tickets, advertise the event and donate the proceeds.

Spread the Word Through A Poster Campaign!

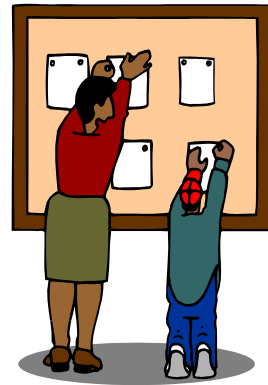
With each event you hold you can create awareness! A great way to advertise is to create your own Poster Campaign!

Instructions/Ideas:

1. Create awareness posters. The more creative the poster the better.
2. Announce that there will be prizes for the top entries (seek donations to help you out).
3. Post them around your school and in high traffic areas where many people will see them (i.e. local grocery store, community centre, etc.).

Resources/Supplies required:

- Paper
- Art Supplies
- Creativity
- Locations to display posters



MADD Canada Contests

Instructions:

- ☉ MADD Canada holds 2 National contests annually:
The Matthew Paul Carvalho Poster Contest
Multi-Media Contest



- ☉ The Matthew Paul Carvalho Poster Contest is directed towards children 14 and under.
- ☉ Within the contest there are two categories:
 - 10 years and under category
 - 11 to 14 years category



- ☉ In the past we have had close to 700 entries from across Canada
- ☉ The theme of the contest changes every year.
- ☉ The Multi-Media Contest is directed towards youth up to age 24.
- ☉ There are 3 categories within this contest:
 - Short Film/Presentation category
 - Multi-Media Public Service Announcement category
 - Audio Public Service Announcement

- ☉ Local poster contests and writing contests can also be held.
- ☉ The important part of any contest is to award the work of the participants.
- ☉ To find out details about the contests check www.madd.ca.
- ☉ Any entries for the MADD Canada contests can be sent to your local MADD Canada Chapter, or to the MADD Canada National Office.
- ☉ *Deadline is May 1st annually*

Resources/Supplies required for the Matthew Paul Carvalho Poster Contest:

1. Art supplies – for posters
2. Mailing costs (unless they are dropped off at your local Chapter)



Resources/Supplies required for the Multi-Media Contest:



1. Recording devices for short film/presentation category
2. CD/DVD burner
3. CDs/DVDs or VHS
4. PowerPoint (optional)
5. Electronic devices (video recorder, camera, computer, etc.)
6. Mailing costs (unless they are dropped off at your local Chapter)



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