

Self-Assessment: Do I know the facts about impaired driving?



Statement	Agree / True	Disagree / False	Not Sure
You can't be charged with a drinking and driving offence if your BAC (Blood Alcohol Concentration) is below the legal limit.			
A police officer can suspend your driver's licence immediately for drinking and driving.			
If you have one drink per hour, you don't have to worry about being over the legal limit.			
You can't be charged with a drinking and driving offence if you are riding a snowmobile on your own property.			
An impaired driving charge isn't such a big deal. You simply pay the ticket and everything is fine.			
Only young drinking drivers are at higher risk of crashing.			
The worst way to tell if someone has had too much to drink to drive safely is to ask them.			
If you think you've had too much to drink to be able to drive safely, you'll be okay if you have a cup of coffee or take a cold shower.			
My insurance will cover me if I drink and then crash my car.			
Driving stoned is less risky than driving drunk.			

Adapted from Kanetix, The sobering facts about driving impaired, www.kanetix.ca/ic_auto_info_auto_articles_50

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A police officer can suspend your driver's licence immediately for drinking and driving.	✓		
If you have one drink per hour, you don't have to worry about being over the legal limit.		✓	
You can't be charged with a drinking and driving offence if you are riding a snowmobile on your own property.		✓	
An impaired driving charge isn't such a big deal. You simply pay the ticket and everything is fine.		✓	
Only young drinking drivers are at higher risk of crashing.		✓	
The worst way to tell if someone has had too much to drink to drive safely is to ask them.	✓		
If you think you've had too much to drink to be able to drive safely, you'll be okay if you have a cup of coffee or take a cold shower.		✓	
My insurance will cover me if I drink and then crash my car.		✓	
Driving stoned is less risky than driving drunk.		✓	

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Sue's Story

I knew I didn't want to. It was hard and nobody seemed to understand, living in a new town and all. Although this wasn't the first time we had picked up and moved. I had been to four different high schools in the past six months and I couldn't even remember anyone's name. This time my dad promised me that this was it; no more moving, no more switching between parents. Finally, a life! With a little coaxing, I signed up for my new church's youth group. It is not like our family was religious but we did go for the biggies – Christmas and Easter. I figured it would be a way to make friends before school started again.

Monday came. I went to my new school, like I did every other time, by myself. My dad had to work, like always. In fact, he works a lot and the more I think about it, I think he never comes home because he doesn't want to face the truth. Besides when he is home all I ever hear is that distinct clink of a bottle of rum pouring that next drink. He promised to pick me up that day, but I expect to walk home, that is if I get through these next two classes after lunch.

I turned to go but somebody stopped me. A boy, and a very cute one, at that. I recognized him. He sat at the "cool" table, which was very obvious, as my new school was very divided. He gave me a piece of paper and winked at me. Then he and his group left with a few girls telling me they would see me there and that they hope I would come.

At my other schools, I had never really fit in and this was my chance! Finally a chance to have some real friends! I looked at the paper in my hand and it was a flyer telling about a party tomorrow night. After school I headed to the mall to buy a new dress.

I was so excited that night I forgot about my dad and everything else. The day of the party I asked my dad for the car, he mumbled something about how bad work was and then I heard the clink. I took the keys and ran out of the house with only the party on my mind. When I pulled up I didn't see anyone. I parked down the road because there were so many cars. I found everybody in the back, drinking. I was not a big drinker. I had a glass of wine at weddings or at special events but never bingeing. I knew the dangers of drinking and driving and all the statistics that schools give out. I knew that I would never do something like that.

Two girls from the group who gave me the invitation came over; well actually fell over to talk to me. "You're the new girl, right? Here's a little welcome present." I took a couple of coolers and the mickey of rum from them. Not intending to drink it, though, well, maybe only a little. The girls stood there until they had seen me drink a little and then they moved on.

I continued on my way through the party running into people. "Oh that's right you're the new girl?" was all I heard and then drank a bit with them.

Well, I guess that bits added up to a whole lot more. I was about to leave because I had to get the car home, when I finally ran into the boy from the school. We talked a bit and he gave me some of whatever he had. I tried not to, but he was so charming and I didn't see any harm in it. One more sip won't hurt anything. I told him I was leaving and he asked if I could drive him home. It wasn't far out of my way so I said yes.

Everything was awesome; I was finally fitting in! That is until we turned down the last road to his house. I could barely keep control of the car and my eyes were so blurry, I couldn't tell a tree from a road sign. But I didn't want to stop because I didn't want to seem like a pushover in front of him. My body felt heavy and my foot pushed harder on the gas. I strained to stay on the road almost straying off once but I managed to stay on. One more road and we were there or so I thought. I was drowsy but I forced myself to stay awake when we passed what I thought was the last road.

All I remember was that scream. Whether it came from him or me, I am not sure but that sound is as clear as the day is light. I woke up wondering why I was on the ground. My stomach and head had a dull ache and I could taste something thick in my mouth. I was facing something although I couldn't make it out. It looked like a scrap of metal. The air was eerie and it was dead silent. I tried to get up but my legs wouldn't move. I think I blacked out again because the next time I woke up I saw his body being carried away. I remember screaming, wanting to know why this had happened but then I remembered. It was my fault.

I found out later that "his" name was Jeff Williamson and that he left behind two loving parents and three younger sisters, a hockey scholarship and honours in his schoolwork. I, on the other hand, lived. That scrap of metal was all that was left of the car after hitting the tree. The doctors were able to save me and I was able to walk again. No permanent damage. People tell me that I was lucky, but I don't think so. I have to wake up every day knowing what I did.

I have to go to school every day and see it in their eyes.

I killed him.

(From OPHEA Health and Physical Education Curriculum Support Documents, Module # 5 – Substance Use and Abuse, Grade 10 – Public Profile, Unit 3)
Teacher Note: there is also a video spot on MTO's youtube channel ("mtotransportation") called "Michelle's Story" that may be used as an option to supplement this lesson
<https://youtu.be/sh4TVn01iio>

It Says, I Say, So What



Date: Name:

It Says...	I Say...
<p>List the factors in Sue's life that led to her alcohol use:</p>	<p>“Having a driver’s licence is a privilege that brings with it responsibility.”</p> <p>List some reasons why you agree with the above statement</p>

So What...

What action can we take in schools and communities to prevent impaired driving?



It Says, I Say, So What

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Date: **Name:**

It Says...	I Say...
<p>List the factors in Sue’s life that led to her alcohol use:</p> <ul style="list-style-type: none"> • Her parents are divorced; • Father has moved locations four times in the past six months; • She had been to four different schools in the past six months; • Father drinks a lot to cope with his denial; • Because of father’s drinking, he is unreliable; • She had difficulty “fitting in” at school; • Because of her transient life style, Sue has few “real friends”; • She feels very lonely; 	<p>“Having a driver’s licence is a privilege that brings with it responsibility.”</p> <p>List some reasons why you agree with the above statement:</p> <ul style="list-style-type: none"> • Having divorced parents is not an excuse for drinking and driving – in this respect Sue is no different from her father; • Part of being a responsible driver is acknowledging the fact that alcohol enters the area of the brain that controls the muscles, and making conscious decisions not to drink and drive;

So What...

What action can we take in schools and communities to prevent impaired driving?

- Include information blitzes as a part of events such as Proms, Christmas, Easter and sports events.
- Inform and reinforce the legal consequences of substance use and abuse.
- Conduct more awareness information sessions on the emotional impact on drivers.
- Have year round awareness of alcohol counselling, grief counselling, family counselling.



Sue's Story, Graphic Organizer (Blank)

I say, "having a driver's licence is a privilege that brings with it responsibility."

Reasons why you **AGREE**
with the above statement:

Reasons why you **DISAGREE**
with the above statement

Sue's Story, Graphic Organizer

I say, "having a driver's licence is a privilege that brings with it responsibility."

Reasons why you **AGREE** with the above statement:

- Having divorced parents is not an excuse for drinking and driving – in this respect Sue is no different from her father.
- Part of being a responsible driver is acknowledging the fact that alcohol enters the area of the brain that controls the muscles, and making conscious decisions not to drink and drive.

Reasons why you **DISAGREE** with the above statement

- Sue's entire life was lacking in stability and this action was inevitable – she had no control of her behaviour.
- Her father was not a good role model.
- Peer pressure is the number one reason for teenagers drinking and driving.

Stay and Stray Strategy

Two Stay – One Stray

- The cooperative learning strategy, “One Stay - Other Stray,” (or “One Stray – Others Stay...,” etc.) is effective for lessons where parallel groups of students work on the same activity.
- Use of this strategy enables learners to check their conclusions with others.
- Stay and Stray can encourage everyone to contribute their point of view. This helps to build collaborative knowledge and group confidence.

Process

- Identify the theme or topic to be discussed.
- Develop questions and prompts, which focus on the topic. Each question should seek to build onto the question prior to it.
- Organize the whole group into seated, or standing, groups of three, four, five, etc..
- Each group member is given a number 1, 2, 3, 4, 5, etc.
- Inform which student(s) (for example, number 2) will stay.
- Give instructions for movement, for example, clockwise.
- Establish a time limit for movement from one group to the next (for example, after 2 minutes a bell or whistle will sound to indicate movement).
- Call time when all sharing has been completed.

(Adapted from Finger Lakes Community College, Two Stay--One Stray, www.flcc.edu/biochemtoolbox/22TwoStayOneStray.doc)

Tips for Teens

Two Stay – One Stray

Speak up.

Talk to your friends about the risks of drinking and driving.

Think ahead.

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 into a car with a driver who has been drinking.

Be prepared.

Bring enough money to pay for a cab if you need one.

Celebrate wisely.

Promote the "Safe Grad" concept.

Quiz:

Digging Deeper

What does BAC stands for?

- Body Alcohol Content
- Blood Alcohol Concentration
- Breath-Alcohol Collection
- Blood Advisory Content

What is the Criminal BAC in Canada?

- 80 mg of alcohol per 100 ml of blood (.08%).
- 50 mg of alcohol per 100 ml of blood (.05%).
- 100 mg of alcohol per 100 ml of blood (.1%).
- 60 mg of alcohol per 100 ml of blood (.06%).

If you register under the legal BAC of 0.08, you only get a warning.

- True
- False

The police use a breathalyser to determine a level of impairment by alcohol while you were driving.

- True
- False

Which of the following are impaired by drugs and/or alcohol?

- Coordination
- Attention span
- Decision-making skills
- All of the above

Which of the following are “standard servings” of alcohol (wine, beer, or spirits)?

- 6 oz. glass of wine, 20 oz. pint of beer or, 2 oz. of spirits
- 5 oz. glass of wine, 18 oz. pint of beer or, 1.5 oz. of spirits
- 5 oz. glass of wine, 12 oz. bottle of beer or, 1.5 oz. of spirits
- 6 oz. glass of wine, 15 oz. bottle of beer or, 3 oz. of spirits

Quiz:

Digging Deeper

On average, it takes 2 hours for a standard serving of alcohol to break itself down.

- True
- False

If you have a BAC of .09%, how long will it take on average for your BAC to reach 0%?

- 3 hrs
- 4 hrs
- 5 hrs
- 6 hrs

A conviction for driving while impaired by drugs is the same as driving impaired by alcohol.

- True
- False

In 2007, nearly 10 000 Ontarians have drug and impaired driving incidents.

- True
- False

If you become a third time offender you could lose your licence for life.

- True
- False

If your BAC is found to be between 0.05% and 0.08% your licence may be immediately suspended.

- True
- False

Quiz:

Answers to Digging Deeper

What does BAC stands for?

- Blood Alcohol Concentration

What is the Criminal BAC in Canada?

- 80 mg of alcohol per 100 ml of blood (.08%).

If you register under the legal BAC of 0.08, you only get a warning.

- False

Drivers who register a BAC from 0.08 to 0.08 (known as the “warn range”) lose their licence at roadside for 3, 7 or 30 days.

The police use a breathalyser to determine a level of impairment by alcohol while you were driving.

- True

Police officers use a breathalyzer test to find out if your BAC is over the legal limit

Which of the following are impaired by drugs and/or alcohol?

- All of the above

Among other things, alcohol impairs your coordination, attention span and decision-making skills.

Which of the following are “standard servings” of alcohol (wine, beer, or spirits)?

A standard serving of alcohol is known as

- 5 oz. glass of wine, 12 oz. bottle of beer or, 1.5 oz. of spirits

On average, it takes 2 hours for a standard serving of alcohol to break itself down.

- True

On average, it takes two hours for a standard serving of alcohol to break itself down in the body.

Quiz:

Answers to Digging Deeper

If you have a BAC of .09%, how long will it take on average for your BAC to reach 0%?

6 hrs

If your BAC reaches .09% it could take up to six hours to get back to zero. Many factors affect your body's ability to digest alcohol such as weight, body fat, and how long ago and how much you ate. Factors like tiredness and your mood can also make a difference in how alcohol affects your driving ability. It is very difficult to assess your own BAC or impairment. Small amounts of alcohol affect one's brain and the ability to drive.

A conviction for driving while impaired by drugs is the same as driving impaired by alcohol.

True

The penalties for drug impaired driving are the same as those for alcohol impaired driving.

In 2007, nearly 10 000 Ontarians have drug and impaired driving incidents.

False

The numbers are higher. Over 17 000 people in Ontario have had drug and impaired driving incidents in 2007.

If you become a third time offender you could lose your licence for life.

True

The likelihood of losing your licence for life if you are a third time offender is high.

If your BAC is found to be between 0.05% and 0.08% your licence may be immediately suspended.

True

Your licence can be suspended anywhere from 3 to 30 days if your BAC is found to be between 0.05 and 0.08%.

(Adapted from Transport Canada, SMASHED, 2008, www.tc.gc.ca/roadsafety/tp/tp1535/pdf/tp1535e.pdf)

It Says, I Say, So What Rubric

Achievement Chart — English, Grades 9–12

Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Knowledge and Understanding <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
Knowledge of the key concepts of narrative “Sue’s Story”	<ul style="list-style-type: none"> • Demonstrates limited knowledge of the key concepts of narrative “Sue’s Story”. 	<ul style="list-style-type: none"> • Demonstrates some knowledge of the key concepts of narrative “Sue’s Story”. 	<ul style="list-style-type: none"> • Demonstrates considerable knowledge of the key concepts of narrative “Sue’s Story”. 	<ul style="list-style-type: none"> • Demonstrates thorough knowledge of the key concepts of narrative “Sue’s Story”.
Understanding of the key concepts of narrative “Sue’s Story”	<ul style="list-style-type: none"> • Demonstrates limited understanding of the key concepts of narrative “Sue’s Story”. 	<ul style="list-style-type: none"> • Demonstrates some understanding of the key concepts of narrative “Sue’s Story”. 	<ul style="list-style-type: none"> • Demonstrates considerable understanding of the key concepts of narrative “Sue’s Story”. 	<ul style="list-style-type: none"> • Demonstrates thorough understanding of the key concepts of narrative “Sue’s Story”.
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
Use of processing skills to analyse narrative “Sue’s Story”, evaluating the impact of the message	<ul style="list-style-type: none"> • Uses processing skills to analyse narrative “Sue’s Story”, evaluating the impact of the message with limited effectiveness. 	<ul style="list-style-type: none"> • Uses processing skills to analyse narrative “Sue’s Story”, evaluating the impact of the message with some effectiveness. 	<ul style="list-style-type: none"> • Uses processing skills to analyse narrative “Sue’s Story”, evaluating the impact of the message with considerable effectiveness. 	<ul style="list-style-type: none"> • Uses processing skills to analyse narrative “Sue’s Story”, evaluating the impact of the message with a high degree of effectiveness.
Use of critical thinking processes, for example, understanding the message of narrative “Sue’s Story”	<ul style="list-style-type: none"> • Use of critical/creative thinking processes, for example, understanding the message of narrative “Sue’s Story” with limited effectiveness. 	<ul style="list-style-type: none"> • Use of critical/creative thinking processes, for example, understanding the message of narrative “Sue’s Story” with some effectiveness. 	<ul style="list-style-type: none"> • Use of critical/creative thinking processes, for example, understanding the message of narrative “Sue’s Story” with considerable effectiveness. 	<ul style="list-style-type: none"> • Use of critical/creative thinking processes, for example, understanding the message of narrative “Sue’s Story” with a high degree effectiveness.