

# Minds On: Statements

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## Where Do You Stand?

1. Signs are placed in four corners of the room. These signs read, “True...False”. (Appendix 1b)
2. Students are asked to move to a corner of the room which best indicates their response to the following questions:
  - a) Drugged driving is not a serious problem.
  - b) Canadians between 14-25 years old have one of the highest rates cannabis use in the world.
  - c) If you are found to be driving under the influence of drugs, the consequences are the same as drinking and driving.
  - d) There isn't a breathalyzer to catch a drug impaired driver so you can't get caught.
  - e) Cannabis is far less dangerous than alcohol. For example, there are more deaths as result of car crashes with drivers under the influence of alcohol than drivers driving under the influence of drugs.
  - f) “Drugged driving” and “drug-impaired driving” includes all forms of drugs even over-the-counter remedies and medications.
3. Remember:
  - You are expressing opinions, not right or wrong answers.
  - You may change your mind and move to another position.
4. Once in a corner, you have 3-5 minutes for a brief discussion of the reasons for your choices. Discussion can happen in small groups, with a group representative sharing some points with the whole class.

# Agree, Disagree Signs

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**Disagree/  
False**

# Agree, Disagree Signs

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**Agree/  
True**

# Background information for debrief

- //////
- a) **False** 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 2013 Centre for Addiction and Mental Health report showed that, among young Ontario drivers in grades 10 – 12, 4% per cent drove after drinking while 9.7% drove after smoking cannabis.  
In fact, drugs are now present more often than alcohol in drivers involved in fatal crashes. Young drivers think driving under the influence of cannabis is risk free, despite the evidence that shows cannabis can:
- shorten attention span,
  - alter perception of time and distance and slow reaction times
  - all of which impair the driver’s ability to respond to sudden events in traffic.
- b) **True** ([MADD.ca](http://MADD.ca)) Combining cannabis with even small amounts of alcohol greatly increases the negative impact on driving skills.
- c) **True** ([rcmp-grc.gc.ca](http://rcmp-grc.gc.ca))  
Driving while drugged results in the same type of Criminal Code charges and penalties as driving while drunk:
- Fine of \$50 to \$600 upon conviction
  - Criminal charges
  - License suspension
  - Being sentenced to driver rehab
  - Possible jail time
  - Killing yourself, your passengers and other people
- d) **True** 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 police do have tools to determine whether a driver is impaired by drugs. ([MADD.ca](http://MADD.ca)) For example, police can conduct a roadside sobriety test on any driver they suspect has consumed alcohol, drugs or a combination of both. Based on how the subject performs, they may be arrested for impaired operation of a motor vehicle at which point they will be taken to a police station for further testing.
- e) **False** ([MADD.ca](http://MADD.ca)) Marijuana can seriously impair your ability to drive safely, especially when it’s combined with even a small amount of alcohol.  
In 2012, 58.8% of crash deaths involved drivers who had some alcohol and/or drug presence in their systems.
- 24.1%, of the crashes involved drivers with a positive drug reading compared to 18.7% of the crashes involving drivers with a positive alcohol reading. Cannabis was the drug most frequently found. In drivers aged 16-19 it’s (60.8%) 16% of drivers involved in crash deaths had positive readings for both alcohol and drugs
  - Crashes involving alcohol and/or drugs are the leading criminal cause of death in Canada. On average, approximately 4 people are killed each day in crashes involving alcohol and/or drugs.
- f) **True** (even over-the-counter medication) There are 3 categories of drugs used by youth: illegal drugs, prescription drugs and over the counter drugs.
- Illegal drugs, or ‘hard drugs’, include hallucinogens, ecstasy, cocaine, LSD, methamphetamines, crack, heroin and crystal meth.
  - Prescription drugs are drugs that are not supposed to be taken without a prescription from a doctor but that are often being abused recreationally. Eg. without a doctor’s approval and overdosing in order to experience an increase in their effects. Examples include benzodiazepine, rohypnol, oxycotin, attention deficit disorder pills and sedatives.
  - Over-the-counter drugs are drugs that can be purchased directly from a pharmacy or grocery store and are also being abused. Higher than recommended dosages of cough and cold medicine, Tylenol, sleep medication and even energy drinks such as Redbull are being taken by youth.
- Compared to drug-free drivers the Incidence of traffic crashes: go up 2-8 times with the use of sedatives; go up 8 times with the use opioids; go up 2-10 times with the use of cocaine and go up 2-5 times with the use of benzodiazepine (sleep aids or downers) CCSA.

# Public Service Announcements

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Watch 1 or more public service announcements. These videos depict only a few of the penalties for impaired drivers including licence suspension, fines, fees, criminal record, vehicle impoundment, and in a worst case scenario – loss of life. Additional penalties for impaired drivers include increased insurance premiums, ignition interlock condition, remedial measures programs, and possible legal representation costs and relocation or job loss, with total costs typically exceeding \$22,500.

## **“Experience the Evidence” by Arrive Alive**

<http://www.arrivealive.org/ete/>

(13-minute road safety resource offered to schools for free to address the myths, dangers, consequences and facts about drug-impaired driving)

## **"Potchecks" by Arrive Alive**

<https://youtu.be/3zuUGZ0bx0w>

## **“Road Stories 2013 Alcohol and Drugs” by Arrive Alive**

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

(From 3:16-4:18, the video focusses on the consequences of drugs and driving.) Or, watch

## **“Consequences” by Arrive Alive**

<https://www.youtube.com/watch?v=BVzxb0rh2BM&index=2&list=UUhQBZ5Fm9-2I7-cckyPMeQA>

## **“The sober truth about driving high” by Arrive Alive**

<https://www.youtube.com/watch?v=ohDb7p460Q8&index=28&list=UUhQBZ5Fm9-2I7-cckyPMeQA>

This video depicts someone being assessed and charged with driving under the influence of drugs. (32 seconds in length)

## **“RCMP Checkstops Drugs” by ShawTVEdmonton**

<https://www.youtube.com/watch?v=0D4jVL9A9yw>

This video is a re-enactment of a suspicious driver who is pulled over by the police. (2:52 in length)

# Journal Response



Jayln finds herself having to make a choice between trying marijuana with her friends or not. Continue the journal entries below in response to the conflict Jalyn is experiencing. Base your responses on the facts associated with marijuana use to help resolve this conflict. Refer to [Appendix 6](#) for more information about the effects of marijuana use.

**Helpful hints for teachers:**

This activity can be used as an introduction to the I.D.E.A.L. decision making model. The activity in [Appendix 4b](#) allows students to create their own scenario about driving under the influence of drugs.

January 17<sup>th</sup>

*Dear Diary,*

*I couldn't believe it! I was at Jazz's house with Kalil, Sunny and Michelle. We were just sitting around talking and all of a sudden Jazz pulled out a joint! I wasn't sure what to do at first... (discuss the pros and cons of accepting the joint)*

January 26<sup>th</sup>

*Dear Diary,*

*We got together after school again. I hadn't stopped thinking about Jazz offering us a joint! If she offers it to us again, I'm going to ... (list and describe the realistic options to diffuse this tense situation)*

January 28<sup>th</sup>

*Dear Diary,*

*I'm so tempted to say to Jazz "I told you so!" but, I feel too bad for her. I just heard from Michelle who heard it from Kalil that Jazz was driving Sunny home after she smoked up and... (Finish the diary entry describing the risks and consequences of driving while under the influence of drugs. Anticipate how choosing to drive while under the influence of drugs could impact the lives of so many people)*

# Journal Response Rubric



/ 20	Needs Improvement	Satisfactory	Accomplished	Exemplary
<p><b>Knowledge</b> / 5</p> <p>Information on about the pros and cons of declining to use drugs</p>	<p>Provides <u>no</u> information about the pros and cons of declining to use drugs</p>	<p>Provides a <u>couple</u> of facts that relate to the pros and cons of drug use</p>	<p>Provides a <u>few</u> facts relating to the pros and cons of drug use</p>	<p>Provides <u>many</u> facts that relate to the pros and cons of drug use</p>
<p><b>Communication &amp; Application</b> / 5</p> <p>Providing tips or options to deal with conflict</p>	<p><u>No</u> tips on how to make reasoned decisions and take appropriate actions relating to your personal well being are given</p>	<p>A <u>couple</u> tips on how make reasoned decisions and take appropriate actions relating to your personal well being are given</p>	<p>A <u>few</u> tips on how to make reasoned decisions and take appropriate actions relating to your personal well being are given</p>	<p><u>Many</u> tips on how to make reasoned decisions and take appropriate actions relating to your personal well being are given</p>
<p><b>Application</b> / 5</p> <p>Risks and consequences associated with drugged driving are explained</p>	<p><u>No</u> ideas about the risks and consequences associated with drugged driving are given</p>	<p>A <u>couple</u> ideas about the risks and consequences associated with drugged driving are explained</p>	<p>A <u>few</u> ideas about the risks and consequences associated with drugged driving are explained</p>	<p><u>Many</u> ideas about the risks and consequences associated with drugged driving are explained</p>
<p><b>Inquiry</b> / 5</p> <p>Informing How Your Actions Affect Yourself and Others Well-Being</p>	<p>Does not inform how your choices / behaviours affect both yourself and others health and well-being</p>	<p>Somewhat Informs how your choices / behaviours affect both yourself and others health and well-being</p>	<p>Informs how your choices / behaviours affect both yourself and others health and well-being</p>	<p>Informs in depth how your choices / behaviours affect both yourself and others health and well-being</p>

# Teacher reference for the journal and I.D.E.A.L. decision making model assignments

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## What Can You Do

Sometimes you may be in a situation where you feel stuck and that you have no other option than to drive after having a couple drinks or get in the car with someone who has. But it's still important to remember that you have options and even if you plan on having even one drink, you shouldn't get behind the wheel.

## If you think you may be impaired...

Here are some alternate ways to get home if you ever find yourself in one of these situations:

- Have a designated driver
- Call a cab
- Take a bus
- Call a friend, your parents or a trusted person who is not impaired
- Stay at a friend's house

## If someone offers you a ride home, and they are under the influence (of drugs, alcohol, or are fatigued)...

It's okay to turn down their offer. There are many ways to get out of this kind of situation:

- Look the person in the eye and confidently say "no, thank you"
- Suggest splitting a cab
- Tell them you will find another way home – walking, taking the bus, or a cab, or calling someone else
- If you don't know the person that well, try and talk to their friends. See if they will be able to persuade that person to not drive ([Alcohol Problems and Solutions](#))
- Try hiding their keys. Take them from the person when they are preoccupied, and chances are they will just believe that they lost them somewhere ([Alcohol Problems and Solutions](#))
- If the party is at a house and all else fails, ask the owner of the house if you can stay there that night

## To deal with peer pressure?

Sometimes we can be pressured into doing something we don't want to do for fear of being rejected from the group, or even of being considered "different." But not conforming to peer pressure can be a good thing, especially when it comes to impaired and distracted driving. Remember that you can have an effect on your peers as well. If you have a strong stance on impaired driving, others may follow in your footsteps. For example, if you refuse to get into a vehicle with someone who is impaired, others will be less likely to do the same. Most youth will feel pressured to drink or do drugs at some point in their lives, and may feel that they are still okay to drive. It is important for you to know your limits (and also remember that your blood alcohol content has to be 0 if you're under 21), understand what you are comfortable doing and not doing, and to be able to communicate this to others. Here are some ways you can say "no" to doing things that could impair your driving:

- I don't want to end up like (insert celebrity's name here, e.g. Lindsay Lohan)
- I think I'll pass – it's not really my kinda thing
- No, I'm good. But thanks anyway!
- I can't, it would make my asthma/bronchitis/cold even worse ([National Anti-Drug Strategy](#)).



# Teacher reference for the journal and I.D.E.A.L. decision making model assignments

If they keep trying to push you, you could simply ask them to respect you by not making you do something you're not comfortable with. Even just saying you'll meet up with them later could work. But always remember that you're not alone, and you don't have to change yourself to fit in. A good friend will still be your friend no matter what you choose to do and they will respect your opinion, so don't be afraid to stand up for your beliefs.

For more information on impaired driving, visit:

- [ARRIVE ALIVE, Drive Sober](#)
- [MADD Canada](#)
- [Transport Canada](#)
- [Canada Safety Council](#)

[rcmp-grc.gc.ca](http://rcmp-grc.gc.ca)

<b>Impacts</b>	
<p><b>Alcohol impaired driving:</b></p> <p>driving after having consumed any amount of alcohol.</p>	<p>Everyone reacts differently to alcohol, so it's hard to say what the exact effects will be. Some people feel happy, some are sad, and some just get really sleepy. Drinking heavily impairs your judgment and your risk of getting into an accident increases dramatically.</p>
<p><b>Drug impaired driving:</b></p> <p>driving after consuming drugs – illegal, prescription, or even over-the-counter.</p>	<ul style="list-style-type: none"> <li>• Slower reaction times</li> <li>• Harder to concentrate</li> <li>• Drowsy and/or disoriented feelings</li> <li>• Difficulty judging distances and making decisions</li> <li>• Harder to stay in your own lane</li> <li>• Greater difficulty maintaining a constant speed (Peel Public Health)</li> </ul>

# Teacher reference for using the I.D.E.A.L. decision making model in real life situations

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## Helpful teacher notes:

The goal of this decision making model is to promote personal safety and injury prevention. It is important for students to understand the health and safety risks in their physical and personal environment. The IDEAL decision making model allows students to understand they do have choices when it comes to risk taking behaviors. This decision making model provides an opportunity for students to gain strategies that help them to minimize their exposure to these risks.

If time permits, allow students to act out their scenario for the class or for a school assembly. Or, this presentation could be presented as one of the choices, in addition to the Driving 'high' media assignment in [Appendix 5a](#).

**Identify** the problem.

**Describe** all the possible solutions and gather information using people, books, other resources or reflect on past experiences, etc.

**Evaluate** the consequences of each solution (pros and cons).

**Act** – Choose a solution and try it!

**Learn** – Did it work? Why? Why not? If it doesn't work, start process again, keep "DEAL"ing.

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## Communication Skills

- Stress that once students have made their decision, they need to communicate that decision effectively to others.
- The ability to communicate effectively is an important skill for students to have to implement their decisions. Communication is the exchange of thoughts, ideas or feelings between two or more people. It is a basic component of human relationships. Communication is a two way process involving the sending and the receiving of a message.
- People communicate nonverbally (facial expressions, posture, hand movements) and verbally (talking). It should be emphasized that listening is just as important as expressing your ideas when interacting with someone.

# Student reference for the journal and I.D.E.A.L. decision making model assignments

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Identify the word associated with each letter of the IDEAL method and describe its meaning. (5 marks) ( K / U )

**I -**

**D -**

**E -**

**A -**

**L -**

# Student reference for the journal and I.D.E.A.L. decision making model assignments

In a small group, create a realistic scenario about the decision making process someone would go through if they are deciding to drive after using drugs or getting into a car with a driver who has used drugs. The character must confront the conflict.

The characters should include 1-2 teenagers who can drive, a police officer, and a news reporter. Once you have written your scenario you must then use the IDEAL problem-solving model to solve the issue you created the characters to face.

<p><b>Your <u>General</u> Scenario:</b></p> <p>(1 mark) (Comm)</p>	
<p><b>Characters</b></p>	<p><b>Character Description (Minimum 3)</b> (1 mark) (Comm)</p>
<p>1.</p>	
<p>2.</p>	
<p>3.</p>	
<p>4.</p>	
<p>5.</p>	

# Student reference for the journal and I.D.E.A.L. decision making model assignments

**I** – Describe the specific situation the characters are facing. (2 marks) (Comm)

**D** – Describe the ways that you would suggest in dealing with the problem. (3 marks) (I)

**E** – Choose 3 of the solutions and write down the pros and cons of doing each one. (3 marks) (I)

<b>Possible Solutions</b> (those listed under “D”)	<b>Pros</b> (the positive outcomes or consequences possible)	<b>Cons</b> (the negative outcomes or consequences possible)
1.		
2.		
3.		

# Student reference for the journal and I.D.E.A.L. decision making model assignments

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**A** – In this section you will write down which solution you decided to do.  
I chose:

**So, what are the steps taken to solve the problem? (3 marks) (App)**

**L** – This section you will hypothesize (imagine what might happen) what will happen as a result of the chosen solution. (2 marks) (I)

**How does communication play a role in solving issues between people? (1 mark) (Comm)**

# I.D.E.A.L. Activity Rubric

Criteria	Level 1 (50-59)	Level 2 (60-69)	Level 3 (70-84)	Level 4 (85-100)
<b>Knowledge &amp; Understanding</b>  <b>/ 5</b>	Able to identify IDEAL letters but not describe meaning	Not able to identify IDEAL letters but able to describe meaning	Able to identify IDEAL letter and somewhat describe meaning	Able to identify and describe in detail the meaning of IDEAL
<b>Inquiry</b>  <b>/ 8</b>	Very little description of solutions, barely describes pros and cons and hypothesizes realistic outcome	Partially describes solutions, describes some pros and cons and hypothesizes realistic outcome	Describes some solutions, describes a couple pros and cons and hypothesizes realistic outcome	Describes many solutions, describes pros and cons and hypothesizes realistic outcome
<b>Communication</b>  <b>/ 7</b>	In little detail: states the problem, describes characters, and identifies role of communication	In partial detail: states the problem, describes characters, and identifies role of communication	In almost complete detail: states the problem, describes characters, and identifies role of communication	In complete detail: states the problem, describes characters, and identifies role of communication
<b>Application</b>  <b>/ 3</b>	Limited ability to apply the situation to real life by stating little appropriate steps for it to be resolved	Somewhat able to apply the situation to real life by stating some of appropriate steps for it to be resolved	Mostly able to apply the situation to real life by stating most of appropriate steps for it to be resolved	Able to apply the situation to real life by stating all appropriate steps for it to be resolved
<b>Overall Mark</b>	<b>/ 23</b>			

# Driving “High” Media Assignment

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Create a poster (electronically or on paper) or a 1 page magazine advertisement or t-shirt design that captures the attention of teenagers and teaches them about the dangers associated with driving under the influence of drugs. You must present at least 2 statistics. You are to create a written document to accompany your poster or advertisement or t-shirt design. The document will have 4 separate paragraphs (see rubric in [Appendix 5b](#)).

## Paragraph 1: Statistics

State your 2 statistics:

### Reasoning/explanation of poster design

What message did you try to communicate to your audience about your driving while under the influence of drugs?  
Why did you organize your poster/magazine ad/t-shirt (use of people, things, places) the way you did?

## Paragraph 2: Explanation of how 2 drugs can negatively impact your ability to drive

What are the negative effects on driving, after using drugs. Discuss the impact of 2 different drugs.



# Driving “High” Media Assignment

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## Paragraph 3: Negative effects on other areas of life (4 other areas)

If you use your drug on a regular basis or even binging, how does it negatively affect 4 other areas of your life?

## Paragraph 4:

Identify and explain a variety of alternatives to drugged driving or being a passenger with someone who is under the influence. What choices do you have?

# Driving “High” Media Assignment Rubric

Driving “High” Media Assignment	Needs Improvement 1	Satisfactory 2	Accomplished 3	Exemplary 4
<b>Statistics</b> / 4	No statistics are present on the poster/ad/t-shirt	One of the two statistics is missing	Statistics are there, but do not involve Canadians or teenagers	A Canadian statistic and a teenager statistic on the topic is present on the poster / ad/t-shirt
<b>Paragraph 1:</b> Reasoning/explanation of poster design/ad/t-shirt / 4	Explanation of poster/ ad/t-shirt design is poorly written	Explanation of poster design is present, but lacks any real connection to the poster/ ad/t-shirt itself	Explanation of poster design is creative and connects to poster/ ad/t-shirt	Explanation of poster design is creative, sufficient and clearly connects to the poster/ ad/t-shirt
<b>Paragraph 2:</b> Explanation of how 2 drugs can negatively impact your ability to drive / 4	Negative effects / explanation do not make much sense for the chosen drug /driving	Minimal negative effects on driving are provided / or are poorly explained	Explanation covers various negative effects on driving	Explanation covers various negative effects on driving
<b>Paragraph 3:</b> Negative consequences or effects on other areas of life (4 other areas) / 8	Fewer than 3 negative consequences or effects are provided and explained	3 negative effects or consequences are provided and explained	4 different negative consequences or effects on one’s life are provided, but not explained well	4 different negative consequences or effects on one’s life are provided and explained well
<b>Paragraph 4:</b> Alternatives people who are high (2) or their friends (2) can do or say rather than driving a car or being a passenger / 4	The ways provided are not realistic or appropriate for driving under the influence of drugs	Minimal number of ways for someone minimize the risk to themselves or others	A variety of alternatives to driving/being a passenger someone are provided	A variety of alternatives to driving/being a passenger someone are provided and explained

# Additional Information

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## Madd.ca

The statistics for motor vehicle crashes and impairment-related crashes among young drivers are alarming.

- Young people have the highest rates of traffic death and injury per capita among all age groups and the highest death rate per kilometre driven among all drivers under 75 years of age. More 19-year-olds die or are seriously injured than any other age group.
- 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.
- 16-25 year olds constituted 13.6% of the population in 2010, but made up almost 33.4 % of the alcohol-related traffic deaths.

Studies conclude that young drivers are over-represented in road crashes for two primary reasons: inexperience and immaturity. Although young people are the least likely to drive impaired, the ones who do are at very high risk of collision.

Driving while impaired by drugs is also a serious concern. Canadians between 14-25 years old have one of the highest rates cannabis use in the world. 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, despite the evidence that shows cannabis can shorten attention span, alter perception of time and distance and slow reaction times – all of which impair the driver's ability to respond to sudden events in traffic.

## Drug-Impaired Driving

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 2013 Centre for Addiction and Mental Health report showed that, among young Ontario drivers in grades 10 – 12, 4% per cent drove after drinking while 9.7% drove after smoking cannabis.

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. A national study by the Partnership for a Drug-Free Canada revealed:

- Nearly one third (32%) of teens did not consider driving under the influence of cannabis to be as bad as alcohol.
- Nearly 25% of parents of teenagers did not consider driving while high on cannabis to be as bad as drinking and driving.

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, a roadside drug test similar to the alcohol breathalyzer, can be used 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 and task-related tests. Furthermore, driving while high results in the same type of Criminal Code charges and penalties as driving while drunk.

[Yndrc.tirf.ca](http://Yndrc.tirf.ca)