

Drugs & Driving

Being smart, safe and supportive



A Learning Resource designed for
British Columbia
Planning 10

Table of Contents

About the Drugs and Driving Module	3
Lesson 1: Spreading the Word About Alcohol and Other Drugs	7
Lesson 2: Character and Other Factors That Influence Behaviour	9
Lesson 3: Knowing Your Network and Its Influences	11
Lesson 4: Understanding Our Social Contracts	13
Lesson 5: Understanding and Influencing Social Norms	15
Lesson 6: Preparation/Presentation Day	17
Blackline Masters	18

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About the Drugs and Driving Module

This module is part of Drugs and Driving, a project funded by Health Canada that involves classroom learning activities and a website (www.drugsanddriving.ca) designed to promote literacy about the impact of alcohol and other drugs on driving and to engage young people in creating healthy communities.

The Drugs and Driving module aims to help Grade 10 students develop the knowledge and skills needed to implement a broad social marketing strategy for addressing drug-impaired driving in their communities. The module features easy-to-use lesson plans and online games, exercises and contests.

Each of the six 1-hour lessons is designed to help students in Grade 10 learn about

- the complex mix of personal, social and environmental factors involved in a person's choice to drive after using alcohol or other drugs (or ride with someone impaired by drugs)
- the role individuals and groups can play in influencing the thinking and behaviour of others
- strategies and tools for changing unhealthy social norms in a community

Grade 10 is a fitting time to learn about drugs and driving because most students will already know something about alcohol, cannabis, prescription medications and other drugs. What is more, most students will already be thinking about—or preparing to get—their driver's licence.

The Drugs and Driving module encourages ongoing assessment and culminates in the preparation of social marketing tools that allow students to demonstrate what they have learned. It also offers an opportunity for students to submit their work for publication online where it will be available for use in real-world campaigns in BC communities.

As a teacher, you are encouraged to modify the lessons according to the needs of your class. Depending on available time and student ability, you may wish to adapt or supplement the suggested activities. But, it is essential that the class develop a comprehensive social marketing strategy (Lesson 2) before teams begin their projects that are meant to provide specific tools to help implement the strategy. This inter-connection of global strategy and individual components is fundamental to the program.

Links to the BC Curriculum

This module addresses the following prescribed learning outcomes (PLOs) in Planning 10

Health, Healthy Living

- analyze factors that influence health (e.g., physical activity, nutrition, stress management)

Health, Health Information

- analyze health information for validity and personal relevance

Health Decisions

- evaluate the potential effects of an individual's health-related decisions on self, family, and community
- analyze strategies for preventing substance misuse (e.g., recognizing influences, accessing accurate information, applying informed decision-making skills)
- analyze individual/societal practices associated with road-related risk reduction and injury prevention (e.g., obeying speed limits, wearing seatbelts, driver education)

Health, Healthy Relationships

- demonstrate an understanding of skills needed to build and maintain healthy relationships (e.g., effective communication, problem solving)

Graduation Program, Job Seeking and Job Keeping

- demonstrate an understanding of employability skills (e.g., communication, problem solving, teamwork)

Graduation Program, Employment Standards and Workplace Safety

- demonstrate an awareness of the legal rights and responsibilities of employers and employees
- analyze practices associated with work-related risk reduction and injury prevention (e.g., safety training, hazard recognition, risk management, communication)

Module at a glance

	Overview	Activities	Minutes
Lesson 1	Spreading the word about alcohol and other drugs	Opening: Brainstorm Game: Tools and Audiences Class Activity: Social marketing assignment Closing: Check in	5 min 20 min 30 min 5 min
Lesson 2	Character and other factors that influence behaviour	Opening: Brainstorm Small Group Activity: Trait talk Game: Drive/Ride or Find Another Way? Class Activity: Develop social marketing strategy	5 min 15 min 15 min 25 min
Lesson 3	Knowing your network and its influences	Opening: Brainstorm Pair Activity: Understand social networks Imagine Class Activity: Review project strategy	5 min 20 min 5 min 30 min
Lesson 4	Understanding our social contracts	Opening: Brainstorm Class Activity: Learning knowledge/skills Group Activity: Contract analysis Team activity: Check in	5 min 5 min 20 min 30 min
Lesson 5	Understanding and influencing social norms	Pop Quiz Team Activity: Working on social marketing Closing: Final reminders	15 min 45 min 5 min
Lesson 6	Preparation/ Presentation Day	Opening: Lesson itinerary Class Activity: Preparation/Presentations	5 min 55 min

A Constructivist Approach to Health Literacy

By their very nature, discussions that involve mental health, drug use and other factors that contribute to human health are bound to invoke controversy. Some teachers may view the potential for controversy as unattractive or overwhelming. They may worry about being asked questions for which they do not have answers.

A constructivist approach is ideal for teaching health literacy because it avoids setting the teacher up as the “health expert.” Instead, it treats health literacy as a body of knowledge, skills and strategies that must be constructed by the learners out of experiences and interactions within their social contexts. Understanding the role of drugs, for example, becomes not a matter of regurgitating a pre-set list of “facts,” but about constructing and elaborating upon one’s own ideas and experiences within the constraints of the available evidence and the conventions of community discourse.

The role of a teacher is not to provide answers—it is to create a context of inquiry. Since all questions and comments can be heard, discussed and explored in light of evidence, even students who go for shock value will soon learn that their ideas are simply that—ideas. By validating all students’ inquiries and providing them with sources of information, facilitators encourage young people to become active thinking beings.

Here are a few basic guidelines:

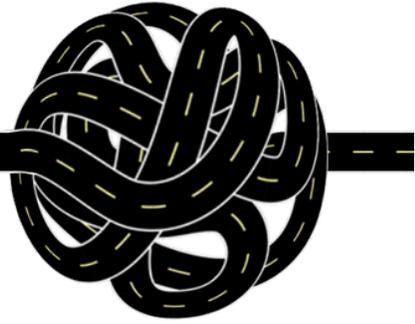
- Stay neutral and acknowledge all contributions in an unbiased but questioning manner. By showing respect to all students regardless of their opinions, you encourage them to do the same.
- Insist on a non-hostile environment where students respond to ideas and not the individuals presenting those ideas. Make it clear from the start that everyone must be open to listening to and considering views that may be different from their own.
- Encourage all students to take part in discussions, but avoid forcing anyone to contribute if clearly reluctant. Ensure students know their feelings and opinions are important and will be respected.
- Keep discussions moving in a positive direction by questioning or posing hypothetical situations that encourage deeper thinking about the topic.
- Understand that consensus is not necessary on issues, and that a lack of consensus is in fact a better reflection of “real life.”
- Get comfortable with silence as sometimes discussions require reflection.

A constructivist approach to teaching and learning recognizes that learners need time to

- express their current thinking
- interact with objects in the world to develop a range of experiences on which to base their thinking
- reflect on their thinking by writing and expressing themselves, and comparing what they think with what others think
- make connections between their learning experiences and the real world

Lesson 1

Spreading the word about alcohol and other drugs



In preparation ...

1. Familiarize yourself with each of the learning activities for this lesson.
2. Make copies of:
 - Tool Cards – 1 set per group of 4 or 5 students (cut up)
 - Audience Cards – 1 set per group of 4 or 5 students (cut up)
 - Project Overview sheet – 1 per student
 - Project Backgrounder (4 pages) – 1 per student
3. You will need:
 - Wipeboard or flipchart and appropriate markers

Notes & Tips

The point of this exercise is for students to identify the communication tools they already know and use, in preparation for the next activity which involves assessing the value and audience potential of various communication products.

Lesson Plan

Brainstorming: How can we communicate an important message? (5 min)

- Ask students to suggest examples of issues that are currently important in the world in general or in their world (e.g., global warming, cyberbullying, Facebook, human rights abuses, school cafeteria food).
- Choose one of the issues that seems to resonate with many students, write it on the board, and pose the questions: “If our class were hired to help educate others on this issue,
 - Who would we need to influence?
 - What would be our key messages?
 - What kinds of tools could we use to deliver the messages?”
- Jot the students’ answers on the board.

Game: Tools and audiences (20 min)

- Break class up into groups of 4 or 5 students. Give each group a set of Tool Cards, spread face up on their table, and a set of Audience Cards, placed face down in a pile.
- Explain the game instructions: Players, in turn, flip over the top audience card, select a tool card from those displayed on the

table, and then explain how the tool could be used to communicate an important message to that audience. The group discusses possibilities before moving to the next player. At the end of each turn, the audience card is discarded and the tool card is returned to the pool.

Class Activity: Social marketing assignment (30 min)

- Give each student a copy of the Project Overview and review it as a class.
- Distribute copies of the Project Backgrounder. Ask students to read it and, while absorbing the information, reflect on these questions:
 - Who needs to know/do what?
 - How could we make this happen?
- When students have had time to read, reflect and identify some possibilities, ask individual students to share one of their ideas. Jot several of them down on the wipeboard in a space where you can leave the writing up until next lesson (or use flipchart paper you can save and then bring out next lesson).

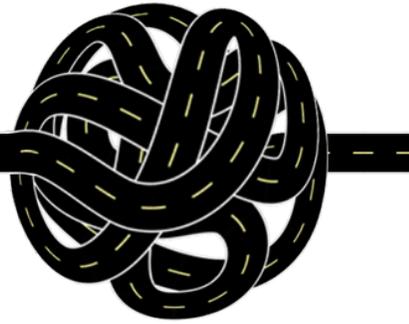
Computer Lab

- Encourage students to further explore the impact of drugs on driving through the “Your Brain in a Car” activity at www.drugsanddriving.ca

Closing: Check in (5 min)

- Review the process for the remainder of this unit. Explain that next session the class will develop a strategy and that, in the following session, teams will be created to take on individual projects that will contribute to the overall strategy.

Lesson 2



Character and other factors that influence behaviour

In preparation ...

1. Familiarize yourself with each of the learning activities for this session.
2. Make copies of:
 - Character sheets (4 pages) – there are 4 different characters – each student in each group of 4 gets 1 character
 - Character Chart sheet – 1 per student
 - Social Marketing Strategy sheet – 1 per team of 3 or 4 students
3. You will need:
 - Wipeboard or flipchart and appropriate markers
 - Tape or adhesives for wipeboard

Notes & Tips

The point of this exercise is to engage all students by focusing on a topic that almost every young person knows about and can talk about.

Lesson Plan

Brainstorming: What is “character” and why does it matter? (5 min)

- On the board, write: “According to Hollywood screenwriting instructor Robert McKee, a movie character’s ‘true character’ is revealed by how they act under pressure or stress when they think no one is watching.”
- Ask students to comment on what they think McKee means and, if possible, provide examples.

Small Group Activity: Trait talk (15 min)

- Break students into groups of about 4, and give each student in each team 1 of the 4 characters in the Characters handout. Ask students to read and absorb the character information well enough to be able to talk about it with their peers.
- When all the students are ready, ask them to take turns exchanging key information about their character. Give each student a Character Chart handout to record the information.
- While students are discussing character traits, tape 1 copy of each character sample your class used on the wipeboard in clear view of all students.

- When the students are finished, debrief on each character profile. Probe the reasons or evidence given to support students' claims about the character's personality and environmental influences.

Computer Lab

- Encourage students to further explore different character types through the "What's Your Line" activity at www.drugsanddriving.ca

The purpose of this game is to help students make the link between character and predictions about behaviour, including substance use behaviours, particularly when certain social and environmental factors are involved.

Game: Drive/Ride or Find Another Way? (15 min)

- Explain that in this game they will explore whether the characters in the previous activity, if they were at a party, would drive (or ride with someone) under the influence of alcohol or other drugs or find another way home.
- Review the instructions for the game
 - Each player, in turn, announces the character they reviewed in the previous activity and declares that their character would either drive/ride or find another way home.
 - Other players in the group vote (thumbs up or thumbs down) to indicate agreement or disagreement. The group can take a few minutes to try to reach consensus before play moves on to the next player.
- Remind students that there are no right or wrong answers, only opinions supported by evidence.

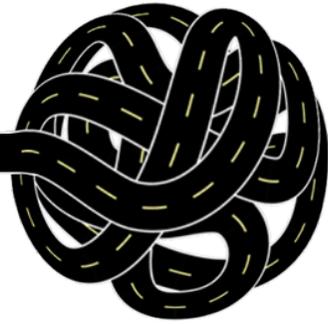
Encourage students to find a fit for themselves in this class project as early as possible (preferably during this strategy exercise but, if not, by next lesson at the latest). Remind them that they will be given some time in each class over the next 3 or 4 lessons to work on their part of the project, but that more time may be required outside of class in order to do the best job possible.

Class Activity: Develop social marketing strategy (25 min)

- Refer to the class's list of ideas from Lesson 1 (saved on the board or on flipchart paper) and ask the class to reflect on what they learned today about different personalities.
- Project a copy of the Social Marketing Strategy sheet and facilitate a discussion to develop a class strategy for your community.
 1. Begin by agreeing on a vision statement that summarizes the goal that you'd like to see happen or change in your community.
 2. Then go on to the audience column – it is important to not focus only on young drivers but include those who influence them and their environment (e.g. parents and community leaders)
 3. Finally, discuss messages and tools for each identified audience.

- Encourage students to continue thinking about the contributions they may make to build the social marketing products (tools). Next session they will need to form teams to take on the task of building some of the tools identified in the class plan.

Lesson 3



Knowing your network and its influences

In preparation ...

1. Familiarize yourself with each of the learning activities for this session.
2. Make copies of:
 - Student Profiles sheet – 1 profile per student
 - Social Network sheet – 1 copy per student
 - Slice-of-Life (2 sheets) – 1 page per student printed single-sided
 - Project Summary sheet – 1 per student
 - Project Evaluation Rubric sheet – 1 per student
3. You will need:
 - Wipeboard or flipchart and appropriate markers

Notes & Tips

The point of this exercise is to get students thinking about the nature of some of their key relationships, the building blocks of their individual “networks” for navigating life.

Optional: If desired, you could instead use teen profiles and stories from your own collection of resources.

Lesson Plan

Brainstorming: Who’d you call first? (5 min)

- Ask students to close their eyes and imagine that they had just won a million dollars. Then ask, “Who is the first person you’d call to share your fabulous news?” and encourage the students to call out the people they would contact.
- Then ask students to imagine that they were asked to take a large deposit to the bank for their boss and accidentally lost the money. Ask them to think about who they would call first, and why?
- Encourage a few students to explain their answers. In particular, explore why answers to the two scenarios might be different.

Pair Activity: Understanding social networks (20 min)

- Have students pair up and give each student a Student Profiles sheet and a Social Network sheet. Briefly walk through the instructions and give students time to discuss the profiles and fill in their sheets.
- Then give each pair a copy of each of the Slice-of-Life sheets

(each pair should have 1 story about Jessie and 1 story about Mike) and have students read the stories to better understand Jessie's and Mike's lives.

- Give students a few minutes to add more information to their Social Network sheets.

Computer Lab

- Encourage students to further explore social networks through the “Your Social Circle” activity at www.drugsanddriving.ca

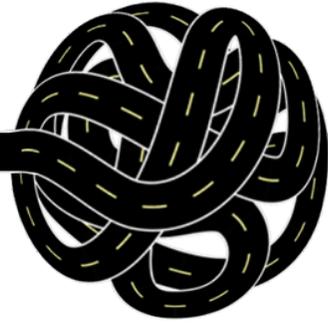
Imagine: Would they or wouldn't they? (5 min)

- Write “At the party” on the board and ask students to make predictions about the 2 fictional students, Jessie and Mike, discussing what they think was going to happen later that night at the birthday party and jam session. Pose questions like:
 - Will anyone be using alcohol or other drugs?
 - How will Jessie and Mike get from the birthday party to the jam session, and how will they each get home?
 - Why do you think that?
- Encourage students to use the information on their Social Network sheets to support or defend their positions.

Class Activity: Reviewing project strategy and clarifying details (30 min)

- Remind the class about the strategy they developed last session to address drug-impaired driving in your community. Briefly review the tool(s), audience(s) and message(s) they suggested.
- Help students confirm their “final answer” regarding make up of their teams and the responsibilities they wish to take on within the overall strategy (i.e., who they will work with and what tools they will develop).
- Instruct students to get together with their teammates to briefly brainstorm ideas about the product(s) they are going to create. Give each student a Project Summary to help guide the process.
- Give each student a Project Evaluation Rubric and review it with the class.

Lesson 4



Understanding our social contracts

In preparation ...

1. Familiarize yourself with each of the learning activities for this session.
2. Make copies of:
 - Driver's Licence, Driver's Social Contract sheet – 1 per student
 - Collaboration Assessment Rubric sheet – 1 per student and file for projecting
3. You will need:
 - ICBC's Learn to Drive Smart handbook – 1 per student
 - Wipeboard or flipchart and appropriate markers
 - Projector

Notes & Tips

The point of this exercise is to increase awareness of the many "invisible" contracts we make as individuals living in a group or society.

Lesson Plan

Brainstorming: How do you know how to be "Canadian?" (5 min)

- On the wipeboard, write in large letters: "How do you know how to be a Canadian?" or "Who told you how to be a Canadian?" or "How did you learn how to be Canadian?" You can use further prompts such as:
 - Is this the same for everyone?
 - Why might it be different?
- Accept a few answers and jot them on the board.
- Then ask students if the various influences on the board involve formal agreements (e.g., "how to be" is officially written down) or social contracts (e.g., "how to be" is not written down but understood implicitly by the nature of the relationship or issue).

Class Activity: Learning Knowledge, Learning Skills (5 min)

- Pose the question, "How do we learn how to drive?" As students call out answers (e.g., parents, driver's education courses), record them on the board. Did anyone mention reading the manual or studying for the learner's test?

- Next, invite students to consider all the options on the board. Which of the options are good at increasing knowledge? Which are better for developing skills?

Group Activity: Contract analysis (20 min)

- Give each student a copy of ICBC’s Learn to Drive Smart handbook and explain that the manual aims to provide knowledge to young drivers-to-be on both the formal and informal aspects of social contracts related to driving.

e.g., Is “concentrating on your driving” (p. 6) a formal rule or an informal agreement? What about learning “the rules of the road” (p. 7)?

Note: Being frustrated or in a hurry, for example, is not against the law, but being careless or speeding because you are frustrated or in a hurry is against the law. In a related way, being at your mental best is a social contract you agree to every time you get behind the wheel, and you expect the same from other drivers for everyone’s safety and well-being.

- Give each student a Driver’s Licence, Driver’s Social Contract handout and have them work in pairs or small groups to scan through Learn to Drive Smart, filling in as much of the sheet as possible.

During Lessons 4 and 5, choose and monitor about 1/2 of the class each session, using the Collaboration Assessment Rubric. It is recommended that you select students who are spread throughout the classroom to allow you to circulate.

Computer Lab

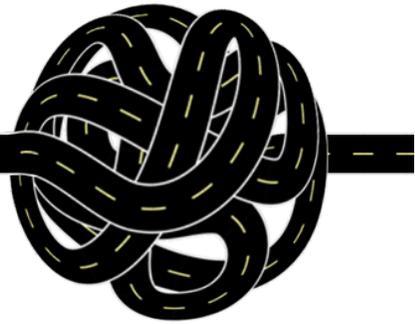
- Encourage students to further explore the issue of social contracts through the “Sharing the Road” activity at www.drugsanddriving.ca

Team Activity: Check in (30 min)

- Project a copy of the Collaboration Assessment Rubric and review with class.
- Have students meet with their project teammates for further planning and development of their social marketing product ideas.
- Remind students to consult the Project Backgrounder and to explore the websites it recommends including www.drugsanddriving.ca.

Lesson 5

Understanding and influencing social norms



In preparation ...

1. Familiarize yourself with each of the learning activities for this session.
2. Make copies of:
 - Quiz sheet – 1 per student
 - Quiz Answer Sheet – 1 per student
3. You will need:
 - Wipeboard or flipchart and appropriate markers

Notes & Tips

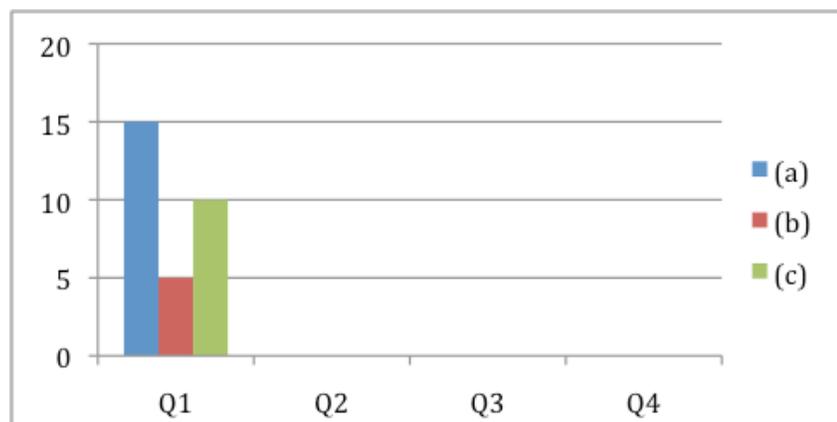
The point of the quiz is not to evaluate students' knowledge but for them to gauge their perceptions versus reality.

Research shows that young people often have exaggerated ideas about how many of their peers are using alcohol, having sex, etc.

Lesson Plan

Pop Quiz: How well do we know ourselves? (15 min)

- Write "Pop Quiz" on the wipeboard in large letters.
- Give each student a Quiz sheet and, while students take a few minutes to try answering the questions, draw a chart on the board to keep track of the class's answers (sample data provided for Question 1).



- As a class, work through the list of questions. Ask students to raise their hands for counting when presented with each of the multiple choice answers. Note: You could instead give students a set of small sticky notes to record their choices and then build the bar graphs visually by stacking their sticky notes.
- Give each student a Quiz Answer Sheet and briefly discuss the discrepancies, if any, between what students thought was true and what in fact is true, according to the quiz data.

Team Activity: Working on social marketing projects (45 min)

- Ask the students to connect with their teams and continue working on their social marketing products. Assist where appropriate.

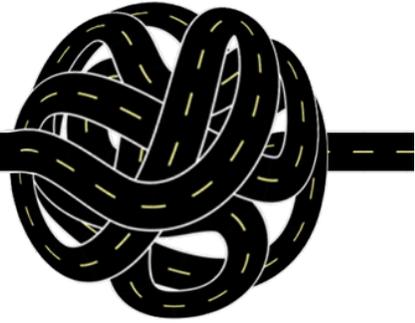
Monitor students not evaluated last session using the Collaboration Assessment Rubric.

Closing: Final reminders (1 min)

- Remind teams that their contributions to the class's social marketing campaign must be finished by next lesson (either after more classroom work time or after student presentations, depending on what you choose to use the final lesson for).
- Remind students that their products will be submitted to the project website and may be used in a real-life campaign in the future.

Lesson 6

Preparation/Presentation Day



In preparation ...

1. Familiarize yourself with each of the learning activities for this session.
2. Make copies of:
 - Project Evaluation Rubric sheet – 1 per student
3. You will need:
 - Wipeboard or flipchart and appropriate markers
 - Space for student teams to present their tools, if desired

Lesson Plan

Opening: Introduce lesson itinerary (5 min)

- On the wipeboard, write “Products due TODAY” if you plan to have the class continue working, or “Welcome to Presentation Day for Our Social Marketing Strategy” if you plan to have student teams share their products with their fellow classmates.
- Explain to students how much time they will have to finish up their projects (e.g., the rest of the class, for 30 minutes and then presentations, or a few minutes in order to get ready for the presentations).

Class Activity: Product preparation and/or presentations (55 min)

- Ask students to complete their tools, or get ready for their presentations.
- At the end of the lesson, ask the students to submit their tools and Project Summary sheets for marking.

Optional: You may have students submit their work to the project website at www.drugsanddriving.ca.