

# PRE-TEST

Date \_\_\_\_\_

First Name \_\_\_\_\_



## Duggy's Krew Drugs and Driving Education Program Pre-Test

The following questionnaire is part of the evaluation process for this program. **It is not a test and does not form part of your course assessment.**

It is designed to help us understand what you are learning during the Education Program. The evaluation will help to improve the program and examine whether it has been successful.

Please circle the answer you think best applies to each question below.

***So that we can match your pre-test with your post-test, please ensure you have written your first name at the top of the page. Thank you!***

**1. Alcohol is a drug that \_\_\_\_\_ your central nervous system.**

- a) Stimulates
- b) Strains
- c) Depresses
- d) Strengthens

**2. Which of the following will help you sober up faster if you have had a lot of alcohol to drink?**

- a) A cold shower
- b) Drinking drinks that contain caffeine (red bull, coffee, coke)
- c) Physical exercise (such as dancing)
- d) None of the above

**3. A standard drink of full strength beer contains how many mls?**

- a) 30ml
- b) 100ml
- c) 285ml
- d) 415ml

**4. How many standard drinks are there in a mixed drink of vodka and lemonade, containing 45ml of vodka?**

- a) 0.5
- b) 1
- c) 1.5
- d) 2

**5. If you drive after using cannabis, which of the following is NOT one of the ways your driving is likely to be affected?**

- a) Slower reaction times, especially to emergency situations
- b) Impaired depth perception (judging how far away things are)
- c) Increased likelihood that you will go over the speed limit
- d) Reduced ability to think clearly and pay attention to changing road conditions

**6. If a person has smoked cannabis, how long should they wait before driving a vehicle?**

- a) 3-4 hours
- b) 5-6 hours
- c) 8-10 hours
- d) 10-12 hours

**7. If a person has eaten cannabis, how long should they wait before driving a vehicle?**

- a) 3-4 hours
- b) at least 5 hours
- c) 8-10 hours
- d) at least 24 hours

**8. If a person has used ecstasy or amphetamines, how long should they wait before driving a vehicle?**

- a) 4-5 hours
- b) 6-8 hours
- c) 10-12 hours
- d) 24 hours

**9. Which of the following drugs is currently NOT tested for in a random roadside saliva drug test?**

- a) Cannabis
- b) Ecstasy
- c) Heroin
- d) Methamphetamine (speed and Ice)

**10. If you test positive to a Random road side saliva drug test, what penalties could you face?**

- a) A fine
- b) Cancellation of your license
- c) Loss of demerit points from your license
- d) All of the above

Thanks!

# POST TEST

Date \_\_\_\_\_

First Name \_\_\_\_\_

## Duggy's Krew Drugs and Driving Education Program Post-Test

Please place the date and your first name at the top of the page.

Please circle the answer you think best applies to each statement below and answer the extra questions about the session overall.

**1. Alcohol is a drug that \_\_\_\_\_ your central nervous system.**

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- d) Strengthens

**2. Which of the following will help you sober up faster if you have had a lot of alcohol to drink?**

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- c) Physical exercise (such as dancing)
- d) None of the above

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- d) at least 24 hours

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- a) A fine
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- d) All of the above

Also:

Overall, did you think that the session was interesting? \_\_\_\_\_

Was the information useful? \_\_\_\_\_

What was the best part of the session? \_\_\_\_\_

\_\_\_\_\_

What could we do to make it better? \_\_\_\_\_

\_\_\_\_\_

Thanks again for your help!





Using Roizen's Model, brainstorm as many harms as possible that can result from drink driving, for both the offender and potential victims. Discuss as a group and list your answers below. (By harms, we mean things that could go wrong or different areas of life can be negatively affected.)

**ROIZEN'S MODEL: THE 4Ls**

- LIVER:** (physical and mental health)
- LOVER:** (relationships with others)
- LIFESTYLE:** (employment, education, housing, finances)
- LEGAL:** (legal issues, fines, loss of license, how these will effect your life now and in the future)

Offender	Victim

**Where is the harm?**

Consider the potential harms or risks for the people involved in the following scenarios, and rate each scenario as being either a little risky, quite risky, or extremely risky.

Fill in the table over the page with your answers and be prepared to discuss the rationale for your thinking with the rest of the class.



Scenario	Potential Harms (make a list and write them here)	Risk Rating (A little risky / Quite risky / Extremely risky)
A 19 year old university student who has a 375 ml can of beer at the Falls Festival an hour before driving home.		
A 22 year old woman who has drunk half a bottle of champagne in the last two hours, and drives to a friend's place in tears after just being dumped by her boyfriend.		
A 16 year old is at a party and has not had any alcohol. His 21 year old brother arrives to pick him up and says he has come straight from the pub where he spent an hour and drank 3 bourbon and cokes.		



## Researching

Do you know what a standard drink is? In groups of two, use the internet to research the answers to the following questions:

Here are some useful websites to begin your research:

[www.alcohol.vic.gov.au](http://www.alcohol.vic.gov.au)

<http://www.andatech.com.au/reference/facts-about-alcohol/what-is-a-standard-drink>

[http://ndarc.med.unsw.edu.au/ndarcweb.nsf/resources/NDARCFact\\_Drugs5/\\$file/STANDARD+DRINKS.pdf](http://ndarc.med.unsw.edu.au/ndarcweb.nsf/resources/NDARCFact_Drugs5/$file/STANDARD+DRINKS.pdf)

[http://www.afp.gov.au/act/drugs\\_alcohol/drink\\_driving.html](http://www.afp.gov.au/act/drugs_alcohol/drink_driving.html)

- A) What is a standard drink in Australia?
- B) Are standard drinks measured differently in different countries? If so, write how other countries measure standard drinks.
- C) How much of the following alcoholic drinks makes up one standard drink?
- |                                |              |
|--------------------------------|--------------|
| · Full Strength Beer           | · Light Beer |
| · Red wine                     | · Vodka      |
| · Fortified wine (port/sherry) | · Gin        |
- D) How long does it take the body to process (get rid of) one standard drink?
- E) What are the guidelines around how many standard drinks a person should consume in one day to avoid health risks? Is this amount different for different people? (eg: pregnant women?)

## Thinking

- A) Does one 375ml can of VB (full strength beer) contain one standard drink? Explain your answer.
- B) Why do we have standard drink measures? What do you think is the purpose of standard drink measures?
- C) How many standard drinks are in 300ml of wine, 75mls of Vodka, and approximately one litre of full strength beer all combined? How long would it take the body to process this much alcohol?
- D) List three ways what you have learnt will benefit you in the future.
- 1.
  - 2.
  - 3.





## Part 1: Student Handout: Research activity and questions

Students can complete this activity sheet individually or in pairs.

After the activity sheet is completed, go through the answers together and answer any further questions.

Ask students how confident they feel at being able to accurately measure out standard drinks.

## Part 2: Standard drinks pouring exercise

### Materials:

You will need: 6 plastic cups (at least 400ml capacity), a measuring cup, red cordial in a bottle (about 2 litres), cloth.

### Process:

Using the equipment listed above, set up a table for students to pour standard drinks. Call three volunteers from the group to pour one of each – full strength beer, wine, spirits. After the students have poured their drinks, ask three new volunteers to measure out actual standard drink of beer, wine and spirits in the three remaining cups, using the measuring cup.

Standard drink of full strength beer = 285 mls

Standard drink of wine = 100ml

Standard drink of spirits = 30ml

Make comparisons between the estimated drinks and the actual measured drinks.

Ask the group to rate how close they were.

## Questions for group discussion:

Is a standard drink more or less than you thought?

Do you think it would be difficult to judge the amount you were pouring if you were at a party or bbq?

What could you do to make sure your standard drinks were poured accurately if you were at a friend's house?

## DISCUSS

Group Discussion (whole class or small groups)

Think about and discuss some of the Government advertisements on TV that aim to reduce the incidence of drink driving. (Eg the TV ads that have the slogan: "If you drink than drive, you're a bloody idiot").

You may wish to look these ads up on the internet or *Youtube* to refresh your memory.

- Briefly discuss what happens in the advertisement.
- What messages do you think the ad is trying to get across?
- Do you think the advertisement is effective at reducing drink driving? Why/why not?

## CREATE

In small groups, design your own television advertisement aimed at reducing drink driving.

- What would happen in your ad?
- What style is your ad? (Would it inform people of the risks? scare or deter them? give them ideas/strategies to get home safely without driving? etc.)
- What would be the key messages that you would want to get across in your ad?
- How would your ad help reduce drink driving?

## PERFORM

Spend some time practicing acting out your advertisement and perform it to the group!

Ask the group if they can work out the intended style and key messages of your ad, then get them to rate it's effectiveness in reducing drink driving.

Audience must explain their rationale for rating each advertisement.



For each of the scenarios listed below, pretend you are giving advice to a friend on what you would do if you were in this situation. For each scenario:

1. Consider how you would avoid or prevent the situation in the first place,
2. Discuss how you would manage the situation if it did happen.

Discuss your answers in groups and write a few notes in the space under each scenario, so you can report back to the class.



### Scenario 1:

You and a friend are at a party. Your friend has offered to be the designated driver for the night, and does not drink alcohol, but you saw him smoke a joint at the party earlier in the night. Now it's time for him to drive you home.

1. How you would avoid or prevent this situation:
2. How you would manage this situation if it did happen:

### Scenario 2:

Every time you go to a party, you end up looking after friends who have drunk too much or who are stoned and you end up "babysitting" them instead of having a goodtime.

1. How you would avoid or prevent this situation:
2. How you would manage this situation if it did happen:

### Scenario 3:

You smoked a joint with some friends at a party, and you begin to feel sick. Your heart is racing and you are really frightened.

1. How you would avoid or prevent this situation:
2. How you would manage this situation if it did happen:

**Scenario 4:**

You are hanging out with a few friends at someone's house and they start passing around a bong. Your other friends are joining in but you don't really want to. The bong gets passed to you.

1. How you would avoid or prevent this situation:
  
  
  
  
  
  
  
  
  
  
2. How you would manage this situation if it did happen:

**Scenario 5:**

You are the passenger in your friend's car. You get pulled over by a booze bus and your friend is breathalysed. The alcohol test comes back negative, but the driver gets asked to do a drug test. You and your friend shared a joint an hour earlier. The test comes back positive.

1. How you would avoid or prevent this situation:
  
  
  
  
  
  
  
  
  
  
2. How you would manage this situation if it did happen:

**Scenario 6:**

You are at a party and you want to avoid drinking alcohol because you have to drive to basketball training at 8am tomorrow. When the other guests arrive, your friend starts making everyone cocktails and makes you one of your favourites. Everyone is having a good time, and you feel like you're missing out on the fun.

1. How you would avoid or prevent this situation:
  
  
  
  
  
  
  
  
  
  
2. How you would manage this situation if it did happen:



## Notes for the facilitator

This task is designed to explore how difficult it can be to do two things at the same time.

1. Create a situation where students are required to undertake an activity that requires concentration. You could set up an obstacle course in your classroom or outside, ask students to complete a maze (such as the one on the following page), read a paragraph from a book out loud, or any other activity you can think of.
2. Once you have decided on your activity, time how long it takes for each participant to complete the chosen activity. Students should attempt to complete the activity as quickly as possible, whilst ensuring they do it correctly. Record the results.
3. Next, choose a second activity, (eg: untying and re-tying shoelaces, composing a text message on a mobile phone) and ask students to complete the first activity and second activity at the same time. The aim is for students to complete each activity as quickly as they can. Record how long it takes the students to finish the activities.
4. When the whole group has completed the activities, compare the results of the time taken for the each attempt.
5. Use the following discussion questions as a guide for debriefing the participants about the task, and finding out what the participants learnt.

## Discussion Questions

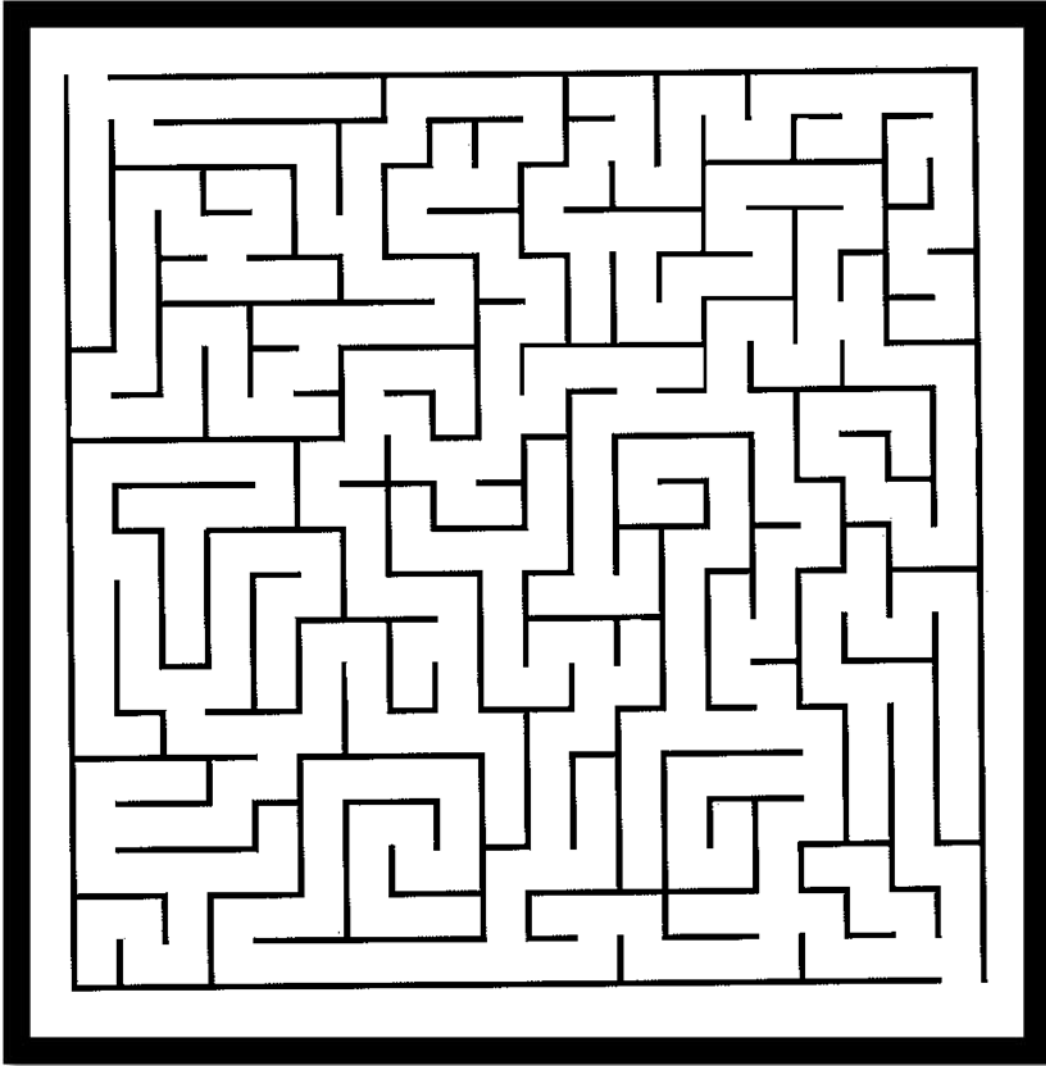
1. What happened when you tried to complete the two activities same time? Was it harder? Did you make mistakes? Did it take longer to complete each task?
2. When you try to divide your attention between two tasks, both tasks become more difficult. How can you relate this task to driving after taking drugs?
3. What are some other things people try to do whilst driving that may cause them to have to divide their attention? You should be able to think of at least 8-10 things. What impact could these activities have on their driving?
4. What have you learnt from this activity?



**Participant Handout: CRAZY MAZE CHALLENGE!!**

Complete this maze while you are completing the other activity AT THE SAME TIME! (Eg: reading a paragraph from a book, composing a text message on a mobile phone, doing up your shoelaces etc.)

**START HERE**



**FINISH HERE**

You are a professional party planner employed by your school to plan the end of year party for the class. The students all want to have a good time, and you want to ensure that they enjoy themselves and stay safe at the same time. You have many years experience in planning parties, and you have seen some of the things that can go wrong at parties. You don't want anything to go wrong at this party: after all, the reputation of your company is at stake! A few days before the party, you decide to go and speak to the students about some of the things that can go wrong at parties, and how together, you and they can avoid these problems, and ensure the evening is a success.

Create a PowerPoint presentation about what you would say to the students to help keep them safe at the party, and reduce harms from alcohol or drug use. Present your presentation to the class.

Your presentation should incorporate:

1. Informing the students of some things that commonly go wrong at parties (eg: guests drinking too much alcohol and getting drunk)
2. How students can plan ahead to avoid these things from going wrong (eg: counting standard drinks, having non alcoholic drinks available)
3. How you intent to deal with these situations if they do occur. (Provide a safe place to sober up, have water available.)

Make sure you provide practical advice, information and tips people can follow.

You may want to do some further research on the internet to inform your work.

#### THINGS YOU MAY NEED TO CONSIDER:

- Parental or teacher supervision?
- Food and Drinks
- Is the party Indoors or outdoors?
- Can students sleep over?
- Alcohol consumption – how students can avoid getting drunk
- What if students use or bring drugs to the party?
- Transport to and from the party
- Fights or arguments and how they will be dealt with
- Gatecrashers
- Emergency situations (sickness, overdose, accidents)
- How long should people wait after using alcohol or drugs before driving a vehicle?
- Anything else you can think of...

Amphetamines are stimulant drugs. This means they stimulate the central nervous system and make the user feel more alert, energetic, and confident. They also increase body temperature, heart rate, breathing and blood pressure, and some people can become more anxious, aggressive, irritable, restless, or over excited. In the animation, Davo was not clearly showing any of these signs of amphetamine intoxication, but the drug was still detectable in his saliva test the following day.

In groups of 3-4, discuss your answers to the following questions before writing your answers down in the table below.

1. Think of as many skills as you can that are required to be a good, safe driver.
2. Now that you know what effects amphetamines can have on the body (described above) how might Davo's driving have been affected if he had just taken the drug an hour ago and the effects of the drug were more obvious? List at least five ways that amphetamines can impact on driving ability, in the second column of your table.
- 3 In the third column, write down what could potentially go wrong when driving as a result of these changes in driving ability. Think of some common driving scenarios and discuss if you think the risks of an accident are increased or not.

<b>What skills are required to be a good, safe driver?</b>	<b>How can the effects of amphetamines impact on these driving skills?</b>	<b>What could potentially go wrong if driving skills are impaired in the ways you listed?</b>

You will be given 15 minutes to complete this activity and then you will be asked to share your answers with other groups.





**Choose one of the following topics and conduct a debate.**

1. A zero tolerance approach to drug use is the most effective way to reduce drug use among young people.
2. The legal age for drinking alcohol in Australia should be raised from 18 to 21 years.
3. Just as there is a .05 BAC limit for driving after consuming alcohol, there should be a limit where people can use a small amount of cannabis, ecstasy or speed and be able to drive.

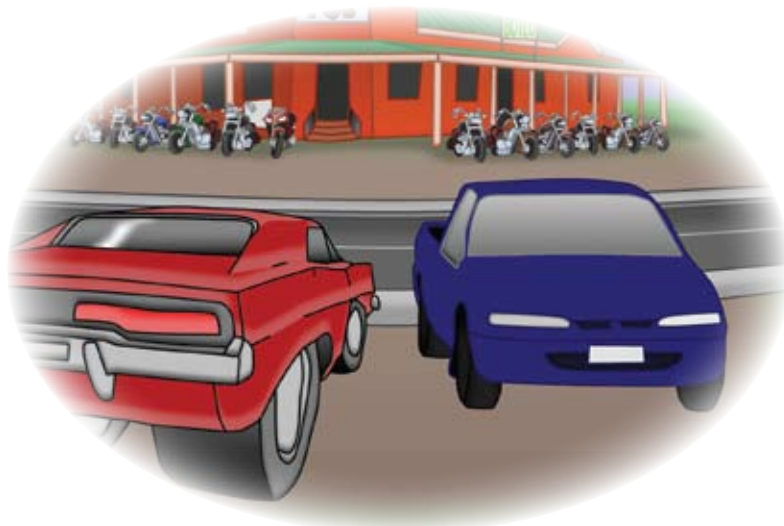
**In groups of 6, you will need to break into two teams with 3 people in each team. One team will argue in favour of the topic (the affirmative team), and the other group will argue against the topic (the negative team.)**

**Whether you are arguing for or against, your team should:**

- Research! Collect a range of resources/articles to find out information and examples to strengthen your argument.
- Brainstorm ideas to support your argument.
- Work out who will be the first, second and third speaker and which points each person will cover.
- Brainstorm possible arguments the other team will may come up with and think of ways to rebut them.

**When conducting your debate, remember:**

- Each speaker must stick to a time limit – your teacher will decide how long each speaker must speak for (usually 3-5 minutes).
- The affirmative team must start before the negative team
- The first speaker for each team must introduce the argument and summarise what each speaker will be talking about.
- The second and third speakers for each team must rebut the arguments of the opposite team.
- The third speaker for each team must summarise and conclude their team's argument.



## Designing an informative brochure or poster

Design an informative brochure, poster or visual presentation for teenagers informing them about drug driving laws, the drug testing process, and penalties for drug driving.

You may have to do some research to find out the current laws and penalties.

These websites are a good starting point:

[www.vicroads.vic.gov.au](http://www.vicroads.vic.gov.au)

[www.tacsafety.com.au](http://www.tacsafety.com.au)

[www.police.vic.gov.au](http://www.police.vic.gov.au)

[www.drugsdriving.adf.org.au](http://www.drugsdriving.adf.org.au)

[www.drugaware.com.au](http://www.drugaware.com.au)

[www.druginfo.adf.org.au](http://www.druginfo.adf.org.au)

Make sure you include:

- What drugs the swab test can detect
- An explanation and diagram of all the steps involved in the testing process.
- What happens if the test is negative, indicating no drugs detected?
- What happens if the test is positive?
- What are the penalties for a positive reading?
- How long should you avoid driving for if you have taken any of these drugs?
- Can you refuse to do a drug test?
- Any other information of interest, such as how drugs can affect driving skills.

Make sure your brochure, poster or presentation is bright, colourful and visually appealing (include diagrams or pictures where possible).

