

ACKNOWLEDGMENT

The original manual content was developed by Jeff R. Maston and was first printed in 1986. The revised and updated version of the manual was completed by Sgt. Tammy Ward (RCMP) in 2007.

“Keep your dreams alive –
Don’t drink and drive.”



INTRODUCTION

Dear Teen:

Teens Against Drinking and Driving (TADD) New Brunswick consists of your peers who share a goal in making our roadways safer by reducing the number of impaired drivers. Remember that the victim is not always the impaired driver; commonly it is the other driver, a pedestrian, or passenger who is injured or dies. By taking a stand against impaired driving, by promoting awareness of the immense problem and by educating your peers, you could save a life – maybe your best friend's, maybe your own. You can make a difference.

This is not an easy task to change the attitudes of your peers when it comes to impaired driving but it certainly is a worthwhile one. You can lead by example and help spread the message through TADD about the importance of not driving under the influence of alcohol. There are many choices, you merely need to plan ahead to ensure a safe way home.

This much needed change in behaviour will only occur through our commitment and involvement. I thank you all for your efforts and devotion to this cause.

Sgt. Tammy Ward, RCMP
Chairperson– TADD Board of Directors

TABLE OF CONTENTS

Introduction

Impaired Driving – What Can Teens Do?

TADD – Its History

The TADD Program

Joining TADD

Some Tips for TADD

Program Outline

Educational Objectives

Attitudinal Objectives

Behavioural Objectives

How to Organize Your TADD Program

Promoting TADD

The TADD Contract

Alcohol Knowledge Inventory Test

Active TADD school groups

Impaired Driving – What Can Teens Do?

It has been reiterated on numerous occasions that North America is an impaired driving society. Driving while impaired (DWI) statistics offer support to substantiate this claim. According to coroner data collected by the Traffic Injury Research Foundation in 2004 Alcohol was a contributing factor in 30% of fatalities nationwide. Alcohol was also cited as a contributing factor for an estimated 17% of drivers involved in serious injury crashes. **FACT:** The leading cause of criminal death in Canada is impaired driving.

Another scary fact is that once a young person between the ages of 16 and 19 years gets behind the wheel of a car after drinking the relative risk of being involved in a fatal collision increase more than any other age group. With a Blood Alcohol Concentration (BAC) of .08 the risk rises and at .15 BAC they are 250 times as likely to be involved in a fatal crash.

The problem of impaired driving involves not only the impaired driver but their passengers, family, friends, other drivers, pedestrians – in short, everyone. Eliminating the impaired driver is a community wide concern. Teenagers are part of this community and need to do something about this epidemic. [Here is how you can help:](#)

- ◆ Do not drive impaired or let anyone else drive after consuming alcohol.
- ◆ Do not ride with a driver who has been drinking.
- ◆ Always buckle-up!
- ◆ Observe the speed limit.
- ◆ Know your limitations and be aware of environmental conditions
- ◆ REMEMBER – you, the driver, are responsible for the safety of yourself and your passengers.
- ◆◆ Join your local TADD group

TADD stands for TEENS AGAINST DRINKING and DRIVING and is committed to the following three goals:

- ☆ To assist in the elimination of impaired drivers on our highways,
- ☆ To raise the level of awareness among high school students as well as the community of the inherent dangers of impaired driving.
- ☆ To promote alcohol awareness through education and peer education programs.

TADD – Its History

During a six-month period in the summer and fall of 1985, three Fredericton area teenagers needlessly died in alcohol-related motor vehicle collisions. The problem of alcohol and drug abuse is not confined to New Brunswick or teenagers in general. However, driving while impaired is one of the most significant causes of death among young people aged 16 to 24 years. Stunned by the deaths of their friends and fellow classmates, and the stark reality of these shocking statistics, a group of students at Fredericton High School decided to take a stand against drinking and driving.

After obtaining information from the Alcohol and Drug Dependency Commission of New Brunswick (ADDC) the students began holding meetings after school where they would discuss the issue of drinking and driving. Due to the recent tragic deaths of their friends they decided the time was right to introduce their program to the school at large.

First they chose a faculty advisor to guide and assist them. Realizing the time commitment and dedication required for such a role, the students felt very grateful and fortunate when Mrs. P. MacKenzie accepted the capacity of faculty advisor. The group then held a general meeting where they presented their program to the nearly 70 students in attendance. Afterwards they elected an executive committee consisting of two co-chairpersons, a vice-chairperson, a treasurer, a secretary, and a publicity director.

The students decided to adopt the TADD acronym for their group, as it was founded in Canada and respected Canadian laws. To keep the energy level of the assembly on a high, the TADD group decided to sponsor the upcoming graduation ceremony in June. In February the group had cards printed up for the Grad Dinner. Attached to each was a quarter for a telephone call. The inscription went as follows:

*A Touch of Class '86
This quarter we share because we care
If you need it, use it, but don't abuse it
Friends don't let friends drive drunk*

The TADD group lent its support to the concept of Safe Grad, a drug and alcohol-free graduation party held after the graduation ceremony.

Following the successful launch of their program at Fredericton High School, representatives of TADD traveled the province encouraging other students to join in their stand against drinking and driving. Through their own efforts and by participation in related activities TADD hopes to realize their ultimate goal—no alcohol related, teenage deaths on our highways. Remember teens: To keep your dreams alive, don't drink and drive!

THE TADD PROGRAM

The act of impaired driving may be broken down into its three behavioural components: the predisposition to act or “attitude”; the act itself; and the consequences. The TADD program is based on the assumption that if teenagers possess knowledge about each of these components they will command a greater variety of skills enabling them to be more successful in coping with or avoiding potential driving while impaired situations. Thus, they may be able to diminish their chance of becoming involved in an impaired driving situation.

The TADD program offers a brief but comprehensive education package that provides teens with:

- an opportunity to explore their own feelings and attitudes with respect to impaired driving, as well as share and discuss these concerns with others.
- knowledge of alcohol and their effects, both physical and psychological;
- knowledge of the potentially dangerous and far reaching consequences of impaired driving, including both legal and social issues;
- knowledge of how alcohol affects driving skills
- alternatives to impaired driving including a variety of life skills to cope with potential impaired driving situations and ways to avoid them.

The TADD program outline is provided in the chart below. Each TADD group is encouraged to design their own program following this outline. This way they can tailor the package to suit their present needs. These may change from year to year and the TADD group may find it beneficial to emphasize certain components more than others.

The program you design should contain information to satisfy each of the educational, attitudinal, and behavioural objectives.

JOINING TADD

There are two ways a teenager can join TADD. If you already have a TADD Chapter in your school, feel free to contact any member or the faculty advisor for information. TADD is open to all students at your school and is actively seeking new members all the time.

If there is not a TADD group at your school you may want to start one. To accomplish this just follow these few steps:

1. Get together with interested students and discuss TADD and the possibility of bringing it to your school. Get a commitment from some students to start up the group.
2. Inform your school principal of your intentions. Check to see if anyone in the school’s administration or faculty is interested in being your faculty advisor.

3. Contact TADD's Executive Director, Tania LeBlanc by phone at (506) 851-9884 or by email at contact@taddnb.ca.

4. Select officers for your group— president, vice-president, secretary, treasurer, public relations officer. You may find that additional officers may facilitate your group's functioning, depending on the size of your membership. Remember, these officers are your executive and are responsible for planning your group meetings and events. It is necessary that they be well organized in order for your group to function effectively. It is also suggested that the executive meet before any group meeting to plan the agenda and other particulars. This will help keep your meetings short and on topic.

5. Conduct a TADD day to launch your new group. Have a school assembly with guest speakers, an audio-visual presentation, etc. Invite the media and parents to attend. Be sure to have available literature about TADD and its goals, and circulate a sign-up sheet. Remember, TADD is open to all students in your school and is actively seeking new members.

People like to be asked. Your best advertising is word of mouth. Talk it up!!

6. The First Meeting should be informal and used as an ice breaker and brainstorming session. Have name tags and allow time for everyone to meet. Thank everyone for attending and explain the objective is to raise awareness among students as to the dangers of impaired driving.

7. Organize TADD meetings to conduct the group's business and activities. Ask the group for their ideas. Some of the group may have connections to someone who can help the group. For example, doctors, lawyers, police officers, EMTs, etc. These people can make great guest speakers. Use whatever resources are available to you to further the cause.

Just like your school body, your TADD membership will be made up of different people with individual needs. Not everyone wants to be a member of the executive and maybe everyone will not want to be involved in all your activities. There will probably be some members who would prefer to just attend meetings and say little or nothing. Do not worry about this or about having small numbers of teens attending meetings. The important thing to remember is to offer involvement to everyone. Some people just want to be asked to do something. When planning an event be sure to delegate the responsibilities. The president or the executive cannot do everything by themselves. Involve your group members whenever possible and ask for their input and ideas.

If you find that you are short of helping hands feel free to ask non-members to participate. They may join after the event. If they do not join, at least they may have received the TADD message. They may remember this and tell their friends. Eliminating the impaired driver is not just the role of the police or TADD—it is everyone's responsibility.

SOME TIPS FOR TADD

The rallying point for any TADD chapter is the group meeting. A concise, well-organized meeting is often a successful meeting. Since your meetings will generally be held after school or during noon hours you may not have a lot of time to waste. If a member of the executive misses an executive meeting, make sure they hear of any decisions before the membership. Try to keep your membership informed as well. It is essential that everyone feels they are an important part of the group. Here are some tips on conducting better TADD meetings.

- ⇒ Always start and end on time. Do not wait for latecomers. If you always start on time this will help encourage members to be punctual. Always end on time. Do not drag out a meeting. Organize the agenda beforehand. It is essential that you have a planned program and agenda.
- ⇒ Conduct the meeting properly; maintain discipline and order. Jot down all ideas.
- ⇒ Try to involve everybody. Make each member of TADD feel they are an important member of the group. Express your ideas, even if they seem odd.
- ⇒ Create a friendly working atmosphere. Do not be critical or make fun of anyone's ideas.
- ⇒ Try to share work and responsibility among members. The word is 'delegate'.
- ⇒ Have open meetings every month or so and announce that TADD is actively seeking new members. Anyone is welcome and can join at anytime.
- ⇒ Have joint activities with other TADD chapters or school groups. Try to keep your membership informed and interested.
- ⇒ Hold your meetings in a suitable place—make sure the room has adequate light, air, space, heat, and seating.
- ⇒ If you conduct your meetings properly and keep them short you will probably get more teens out to your meetings. It may be better to hold meetings more frequently to discuss current business rather than just monthly or every six weeks and be faced with a staggering agenda. This may help keep your membership interested and informed.

PROGRAM OUTLINE

The following outline will be helpful in designing your program. The program is divided into four blocks. Each block may contain one or more sessions.

A. THE ATTITUDE- Attitudes about alcohol and drug use/abuse

1. The Role of Drugs and Alcohol in Society.
2. Motivations/Reasons for Drinking
3. Alcohol facts:

B. THE ACT - impaired driving

1. Drinking - the effects of alcohol on the body
2. Driving-the effects of alcohol on driving skills
 - a. effects on teen drivers
 - b. legal/medical definitions of impairment
 - c. effects on coordination
 - d. graduated licenses

C. THE CONSEQUENCES- Social and legal consequences of impaired driving

1. Social
 - a. collisions/fatalities
 - b. alcohol abuse affects us all
 - c. social costs -government programs facilities
2. Legal
 - a. the law
 - b. insurance rates and the ability to get insurance

D. THE ALTERNATIVES- Countermeasures and alternatives to impaired driving

1. Community
 - a. social action groups
 - b. self-help groups
2. Personal Alternatives and Life skills
 - a. decision making and alcohol
 - b. stress and coping

1. EDUCATIONAL OBJECTIVES

Teens who participate in the program will gather knowledge of:

- a) The effects of alcohol with respect to the body (physiological) and mind (psychological)
- b) The effects of alcohol on driving skills
- c) The effects of alcohol on the individual, how it affects everyone differently
- d) BAC (Blood Alcohol Concentration) and how it can be determined
- e) The effects of combining alcohol with drugs
- f) The alcoholic content of various common beverages
- g) The facts behind various myths about alcohol
- h) The medical and legal definitions of impairment
- i) The potentially hazardous consequence of impaired driving
- j) How to cope with peer pressure
- k) The involvement of alcohol in traffic fatalities
- l) The role of alcohol and drugs in our society
- m) Acceptable and unacceptable drinking patterns
- n) The motivations behind teenage alcohol and drug use
- o) How to plan ahead to avoid driving under the influence and why

2. ATTITUDINAL OBJECTIVES

Teens should hold the following attitudes:

- a) Not driving after drinking is the safest and simplest way to stay alive
- b) Impaired driving is everybody's concern
- c) People have a right not to drink and that right should be respected

3. BEHAVIOURAL OBJECTIVES

Teens will commit themselves to:

- a) Not driving while impaired
- b) Not riding with a driver who is impaired, even a parent
- c) Attempting to stop others from driving impaired
- d) Attempting to stop others from riding with a driver who is impaired

The TADD program is to be used to educate group members and peers at large. After successfully completing the program, TADD members may want to take the program to other senior and junior high schools in an effort to educate fellow teens and enlist their help in attaining the TADD objectives.

The program is designed to cover a wide variety of topics over a short period of time. The TADD group may want to enlist the help of community professionals. Having doctors, lawyers, chemical dependency counselors, or police officers speak to your group will add to the depth and scope of your knowledge.

HOW TO ORGANIZE YOUR TADD PROGRAM

- 1.** Establish a committee to work on the program design. It is your responsibility to design and create a credible and useful TADD program for your school. It has often been said, "No one plans to fail- they just fail to plan." Planning your program is just as important as presenting it.
- 2.** Review the objectives carefully. Discuss the importance of each one and probe possible methods of meeting the objectives. Which resources might best satisfy the requirement of which objectives? How accessible are the resources? For example, if there is a university near your school, you may wish to utilize their resources as well.

One of the most important aspects of the TADD program is the "discussion component". Encourage group members to ask questions and discuss the material. Breaking up into discussion groups or conducting a question period after the session's presentation is an excellent way to get teens involved. Encourage them to explore their own feelings and discuss them with others. You may want to plan a field trip for one of your sessions.

- 3.** As you review each objective it may be helpful to make file cards. Divide each card into four columns or list the following four headings down the side of the card:
 - OBJECTIVE:** For example: The involvement of alcohol in traffic fatalities.
 - CONSEQUENCES:** List everything you can think of
 - DESCRIPTION:** What percentage of collisions involving alcohol; fatality risks of impaired vs. non-impaired drivers.
 - POSSIBLE RESOURCES:** Department of Transportation, N.B. Safety Council; Local Police; RCMP; DVDs on Impaired Driving.
- 4.** Organize the cards into appropriate blocks. If you decide to divide a block into more than one session, organize the cards into sessions. When you have done this it may be useful to set up a sheet of paper similar to the file cards, with the above headings pertaining to the particular session, for example.
- 5.** Contact resource persons for materials and DVDs. Communicate to them exactly what it is that you need. Be sure to confirm these arrangements after they have been made.
- 6.** Conduct the session. Do not forget to leave ample time for discussion and questions following the presentation.
- 7.** When the entire program is completed, have the teens in attendance evaluate it. Does the program provide enough information or too much information? What would you add, delete, or change? Why? Questions such as these will help you to be better able to assess your needs and construct a better program.

PROMOTING TADD

In order to spread the TADD message or goals it will be necessary to keep a high profile. Here are a few ideas that may help launch a TADD group successfully:

- 1.** Select an honorary chairperson for your TADD group. Your local mayor, town council, MP, or a concerned, well-respected community leader are all good choices. It is essential that TADD has a strong voice in your community. *Offer this person a certificate honouring them as your Honorary Chairperson. Have the media attend this formal presentation.
- 2.** Make announcements at school about the group's activities. Post notices on the bulletin board, make posters, make announcements over the public address system, place information in the guidance office and school newspaper. Invite other students and schools to join in your efforts.
- 3.** In your community you can spread your message by newspaper announcements, local radio spots, posters, the Christmas card campaign and word of mouth. Encourage members to talk about TADD and its activities with others.
- 4.** Conduct awareness programs in your school. Bring in guest speakers. You may even try "peer educating" other students in other high schools or even in junior high (grade nine). You could take a condensed version of the TADD program to these schools.
- 5.** Initiate a TADD newsletter for your school or region.
- 6.** Keep a TADD scrapbook. One of the best ways to carry this out is to get media coverage for all your events. This will provide you with clippings.
- 7.** Other activities you may want to try are information booths in malls and at school, sponsoring school events such as a graduate banquet or prom and SAFE GRAD Program; you may want to sponsor a road sign to welcome people driving through your town, urging them not to drive while impaired; you may even want to stage a mock trial.
- 8.** Some of your promotions may cost money. For example, if you want to hand out buttons or T-Shirts with the TADD logo emblazoned on them, you may be faced with some printing and production costs. In some cases businesses will donate their services but other times you may have to raise money on your own. Some examples of fundraisers include car washes, canteens and gift wrapping services. Be creative. Do not forget to ask your membership about ways to raise funds. Sometimes groups lose sight of their objectives and original goals. The activities of the group become an end in themselves rather than a means to an end. Try to bear in mind the three objectives of TADD in whatever your group undertakes:
 - ◆ To assist in the elimination of impaired drivers on our highways.

- ◆ To raise the level of awareness among high school students of the inherent dangers of impaired driving.
- ◆ To promote alcohol awareness through education and peer education programs.

THE TADD CONTRACT

One tool you may find useful for generating discussion is the TADD contract. The contract is intended to promote dialogue between parent and teenager and to keep both parties from risking their lives needlessly. The contract is not meant to condone underage drinking nor is it intended as a "free-will" doctrine for the teenager. Please read the contract carefully. Even if you do not plan to use the contract it may be helpful in reaching a greater level of awareness and understanding between parent and teenager if the concept alone is discussed.

The problem of impaired driving concerns teens and adults alike. This contract is designed to protect the teenager-to keep him or her from driving while impaired. The second part of the contract intends to do the same for the adult.



TEENS AGAINST DRINKING AND DRIVING
CONTRACT

A LIFETIME AGREEMENT BETWEEN PARENT AND
TEENAGER

I _____ YOUR _____
(Relationship, Son / Daughter)

do hereby agree to call you for advice and/or transportation at any hour from any place if I am ever in a position where I think the person responsible for my transportation is impaired.

I _____ YOUR _____
(Relationship, Father/ Mother)

do hereby agree to respond to your call and see that you are brought home safely from any place, at any hour, without asking questions. I would expect that we discuss this issue at a later time. I also agree to seek safe, sober transportation if I am ever in a position where I think the person responsible for my transportation is impaired.

SIGNATURES _____
(TEEN)

(PARENT)

ALCOHOL KNOWLEDGE INVENTORY TEST

1. True or False Alcohol acts as a stimulant on the body.
2. True or False Alcohol increases mental and physical abilities.
3. True or False In given amounts, alcohol affects the same individual differently at different times.
4. True or False There are ways to sober up quickly.
5. True or False A full stomach slows the absorption of alcohol into the blood.
6. True or False Blood alcohol levels can continue to rise even after a person stops drinking.
7. True or False Combining alcohol with other prescription drugs may produce an effect on the body that is twice as powerful.
8. True or False An experienced drinker has learned how to appear to do tasks like driving as if he were sober.
9. True or False The legal limit for drivers is .01% blood alcohol level.
10. True or False Compulsive drinking is drinking because of an urge to drink even when you sincerely don't want to drink.
11. True or False A person's view of his performance may be altered by drinking.

ANSWERS TO KNOWLEDGE INVENTORY:

1. **FALSE.** Alcohol is a depressant. The feeling of stimulation experienced by the drinker is caused by an initial loss of inhibitions that result when the brain's higher learning centers are impaired. Like any other depressant drug, as the dosage increases the depressant action on the brain and the central nervous system increases. Heavy drinking reaches dangerous levels as the individual finds it increasingly difficult to assess the effects of the alcohol. Eventually, if the heavy drinking pattern is continued, the depressant action will induce sleep. In some cases, alcohol has depressed the central nervous system to the extreme point where vital life functions such as breathing and heart beat have been endangered resulting in coma and death.

2. **FALSE.** The depressant action of alcohol decreases the mental and physical functions of the brain and central nervous system. Therefore, an individual's ability to perform complex tasks, such as driving, is impaired as alcohol intake increases.

3. **TRUE.** Reactions to alcohol vary dramatically. An individual's reaction to alcohol depends on many complex factors, both physical (amount consumed over time, whether he has eaten, the type of beverage, his body weight, his metabolism) and psychological (mood, tolerance, experience, fatigue).

4. **FALSE.** Your body oxidizes alcohol at a steady rate and nothing can hasten this process. The average person's liver oxidizes about one drink per hour. Time is the only way to sober up.

5. **TRUE.** Unlike food, alcohol is rapidly absorbed into the blood without undergoing normal digestion. A small percentage of alcohol is absorbed through the stomach walls while greater amount is absorbed through the small intestine. A full stomach retards the alcohol's passage into the small intestine and the food also dilutes its concentration thus reducing its absorption rate. However, if enough alcohol is consumed an individual may still become intoxicated as some alcohol will enter the bloodstream through the stomach wall and some will reach the small intestine with the digested food.

6. **TRUE.** About 20 to 40 minutes are required for all the alcoholic content of a drink to be absorbed into the bloodstream. Since the body oxidizes the alcohol at a fixed rate the blood alcohol level or concentration may continue to rise even after drinking stops.

7. **TRUE.** When alcohol is combined with drugs there can be some undesirable and dangerous interactions and effects. The effects may vary from person to person depending on the amount of alcohol taken, the type of drug, and the person's history. The combined effect may be twice as powerful as either taken separately.

8. **TRUE.** The experienced drinker learns what to expect to some degree. They learn how to compensate for the effects of alcohol. Nevertheless, once the 50 mg% level of blood alcohol concentration is attained certain abilities become impaired. The ability to make critical decisions becomes more difficult. A driver may cover thousands of trouble free

miles without encountering a crisis situation. But if he is suddenly faced with one he is much more likely to get into trouble.

9. **FALSE.** In New Brunswick the legal limit is 80 mg % or .08. However, if your blood alcohol level is determined to be between .05 and .08 you may have your license automatically suspended for 7 days by a police officer. You may even be charged with impaired driving if your BAC is below .08 if the police officer judges you to be incapable of safe operation of your vehicle. Graduated licensing has a 0% tolerance.

10. **TRUE.** Some people limit their intake of alcoholic beverages to mealtimes or special occasions. Others drink occasionally, but limit themselves to one or two drinks in an evening. However, some people do not or cannot limit the amount of alcohol they consume once they have taken the first drink. These people are identified as problem drinkers .

11. **TRUE.** Alcohol affects the brain by depressing its functions. One of the first areas of the brain to be affected are the higher learning centers. They control a person's judgment, their ability to make decisions, and predict certain actions. As a result the person has difficulty in judging his own performance when he is drinking. He may think he is sober enough to drive while he may very well be incapable of safely operating a motor vehicle.

From Alcohol and Drug Education Program for Teens (ADEPT); Developed by J.A. DeCoursey, ADDCNB. September 1985.