



Pot and Driving Campaign Learning Activity Unit¹

Educator's Guide For Teachers/Community Youth Coordinators:

Geared towards youth aged 12 to 18

Learning Objectives

Students will engage in discussion on the issues of pot use combined with driving motor vehicles.

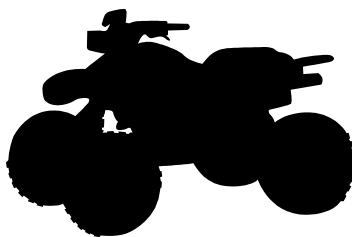
Students will demonstrate knowledge and understanding of the effects of marijuana on driving skills and the risk these effects pose for vehicle safety.

Please note: Although the guide is in English, many activities can be done and carried out in Inuktitut or French. It is important to involve ALL members of the community whenever possible, including the student counselor, the Inuktitut teacher, and elders, just to name a few.

Activities

Here are the suggested activities for the theme, or unit, in order.

1. Pre-questionnaire.
2. Discussion.
3. Web Quest or Pot and Driving FACTS - Questionnaire.
4. Role Play, Poster Contest, FM Radio, Survey (Choose one or two of the given activities).
5. Optional discussion.
6. Post-questionnaire.



¹ We gratefully acknowledge Barbara Müller for developing this Unit. Ms. Müller has had experience teaching high school students in Inuit communities.

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Detail of activities:

1. **Pre-questionnaire.** 15 minutes. The purpose of the questionnaire (Appendix I) is to get students thinking about the issue before you discuss it. It is also for the educator to see if there are differences in the knowledge gained or attitudes towards pot and driving before and after completing the unit or activities.
Answers are found in Appendix II.
2. **Discussion.** See Discussion Guide → The 10 Questions (go to <http://www.potanddriving.cpha.ca/> then click on "The campaign and its resources"; see Discussion Guide in the "Resources" list). This discussion can take 45 minutes, or more, depending on how many questions are asked and how the kids respond.
There are also resources with the questions for those who may not have access to internet ("10 Questions" handout and "Responses to the 10 Questions" handout).
3. **Web Quest or Pot and Driving FACTS - Questionnaire.** This should take one 45 minute period, but depending on the speed of the students, two periods may be needed. If the internet is available, students search for answers to the questions on the website: www.potanddriving.cpha.ca . If the internet is not accessible, present the "Pot and Driving FACTS" found in Appendix III. Then ask students to do the questionnaire "Pot and Driving FACTS - Questionnaire" found in this guide.
The purpose of this activity is to make sure youth have read the fact sheet, and to write answers in their own words.
4. **Role Play, Poster Contest, FM Radio, Survey.** These activities are all detailed in the following pages. Time allotted depends on detail of activity chosen.
5. **Optional discussion.** 45 minutes. Materials have not been provided. Some educators may see the value of discussing the subject again, once the students have done some research, have gained new knowledge about the topic, and have done some activities.

6. **Post-questionnaire.** 15 minutes. Use the same questionnaire that was used for "Pre-Questionnaire" in Appendix I. Answers are in Appendix II.

Optional extensions and activity ideas:

If you do not wish to do the pre and post questionnaire, a fun activity to get the students thinking about the topic is an activity called "graffiti". Using large paper, write a word or sentence to spark the students' interest or thoughts. (You may use questions from the questionnaire or from the "Pot and Driving FACTS - Questionnaire.") Students can then "graffiti" their thoughts about the topic, sentence, etc. on the paper. They have a minute or so per "station" (sheet of paper), until all students have been at all "stations" (sheets of paper).

Brainstorming: what are the potential dangers of mixing pot use and driving? Then verify with the fact sheet or website.

Discuss how you can extend this discussion beyond the classroom. Choose one (or more) idea and implement it (e.g. community, at home).

Have students prepare an activity sheet for another class or group. This can include a discussion guide; an activity sheet; or a questionnaire with true or false, fill in the blank, matching, multiple choice, etc.

Write about whether the website is relevant to the community. Explain why or why not.

Write a fictitious story based on the facts of the website/fact sheet.

Create your own scenarios and have other students role play the outcomes.

Discuss other outcomes.

Conduct interviews for the radio (FM) with various people on the issues and share your results, and comparing or stating the FACTS.

Collect people's reactions to the Pot and Driving campaign poster (pot-smoking pilots poster), graph them and draw conclusions about the information. (Graph and conclusion can be a class activity or small group activity).

Make a PowerPoint presentation of the discussion questions with pictures taken locally.

Discuss other impacts of marijuana and other drugs including doing a financial analysis - cost per week/month/year, etc.

Develop experiential education activities using the main points of why pot is dangerous to driving. The main points include: being too focused to be able to drive safely; "drifting" (reduced attention span); slower reaction time; and, changing the driver's sense of time and distance.

For example, examine the problem of being too focused. Students can try catching a ball (no problem). Then have the students do a task that requires focus, and have them try to catch the ball again. For example: looking through binoculars, a finger game (such as putting hands together and each finger touches each other one after the other), a partner activity where they focus on each other or arm wrestle or play rock, paper, scissors, etc. They should have more difficulty this time catching the ball because they were too focused on the task at hand.

As another variation, have students on the ground, trying to catch a ball (easy) and then put them on a beam, or a higher, not so easy to balance area (you can turn a bench upside down) (please make sure it is safe!!! SAFETY FIRST!). Now students can try to catch the ball. When you are high, literally and figuratively, it is harder to do things that you can easily do when you are not high.

You may similarly want to demonstrate the "burnout" effect, and have students do an easy activity (such as catching a ball), then tire them out by running up and down the stairs a few times, and then do it again. It is now more difficult.

Discussion



It is important to have a discussion with the youth about their thoughts and perceptions about pot and driving. The main goal is to raise awareness about an issue that is currently not discussed.

The discussion on the website "10 Questions, A Handout for Teenagers" found at http://www.potanddriving.cpha.ca/1_cam.html (under 'Resources') is highly recommended. If you have access to computers and internet and an LCD projector, you can simply go to www.potanddriving.cpha.ca, click on the third box titled, "10 Questions", and select each slide as you go. For the answer to "Why did we ask this question?", click this question on each slide.

Here are the questions, including others you may wish to bring up. You may choose which questions you think are more relevant to your community or situation.

Note: **What do we mean by 'pot'?** We use the word 'pot' in our materials to refer to any drug derived from the cannabis plant, including marijuana (which is made from the leaves and buds), as well as hashish and hashish oil (made from plant resin). We chose this word because it is short and easy to say; more importantly we chose it because focus group participants were unanimous in saying that along with the word 'weed', 'pot' is the most common word used to refer to cannabis in both English and French Canada.

Ten Questions (from website)

1. **into it** - If you were a passenger in a plane, would you be comfortable if your pilots smoked up so they could really get into flying the plane?
2. **play** - If driving high is like playing a video game, what happens when you make a wrong move?
3. **react** - If driving high slows down your reaction time, what will happen if a Honda or skidoo suddenly swerves into your lane?
4. **drift** - If your mind drifts when you drive high, will you be prepared for something that needs your full attention?
5. **compensate** - Will you always be able to compensate when you drive high?
6. **strength** - how strong is your pot this time?
7. **mixing** - If you mix pot and alcohol, what do you get?
8. **off-road** - Is it safe to drive high off road?
9. **freedom** - If you think your driver is high, can you choose not to go with him or her?
10. **friendship** - If your friends drive high, do you have to?



Web Quest—Student Copy



Introduction

This is an opportunity to learn about the effects of driving high by searching The Pot and Driving Campaign website.

Task

You will have questions to answer using the website: www.potanddriving.cpha.ca

Process

Go to www.potanddriving.cpha.ca

Each question will tell you where to go on the website to find the answer. Then you have to read the website and find the answers. You may wish to note down your own questions or information you didn't know before. You will be able to use this "new information" in later activities.

Evaluation: The teacher will let you know how you will be evaluated.

Web Quest Questions



A. Home page Questions

- Fill in the blank. Young Canadians have one of the _____
 _____ . Many choose to _____
 _____ . Driving ability can be

****What does "impaired" mean? Impairment? _____**

B. Click on FAQs.

Now you see the pages: Frequently Asked Questions about Pot and Driving. Read the questions, read the pages on the website, and answer the questions.



1. Why the Pot and Driving campaign? _____

2. Find the first orange box: What do we mean by 'pot'? In this section, does the definition of pot include 'hash'? _____
 Why? _____



3. Scroll down to the next orange box: What is meant by 'driving'? List all vehicles included in this term. _____

4. Scroll back up to question #1: Why a pot and driving focus?:

a. Canadians between the ages of 14 and 25 have _____
 _____ in the world.

b. Recent research shows that pot use can play an important role _____
 in _____



c. What other two factors, with pot use, increase the chance of having an
 accident? _____



d. Do more people drive stoned or drunk? (Note: surpasses = is greater than)

5. **Question 2: How does cannabis affect driving ability?:**



a. Some drivers try to compensate (make up, counter the effect) for driving high by _____

b. Does slowing down while driving high make it safe? YES NO

c. 2nd paragraph: Pot affects tracking ability. What does that mean? _____

d. When high, can a driver notice changes of speed of other vehicles as well as



when not high? YES NO

e. How about changing his or her own speed when he or she needs to? YES NO

6. **Question #6: How long after using pot are driving skills affected?:**

a. How long does the acute phase (or "when the effects are strongest") last?

b. How long is the residual phase? _____

7. **Question #7: What about burnout?:** Burnout from drugs is like a hangover

from alcohol. Why is driving during the burnout state dangerous?

8. **Question #8: Does the dose influence the risk?:** After reading the three

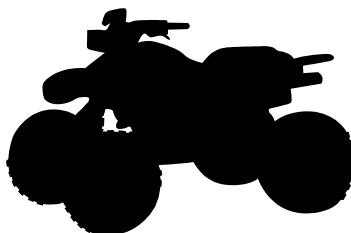
paragraphs, what is the conclusion to this question? _____



Vocabulary for the Web Quest

Note: The words are listed in the order that they appear on the web site with regards to the Web Quest questions.

1. launched - started
2. campaign - project
3. raise awareness - make people more aware, or know more about
4. range - great variety, many
5. issues - topics, subject, problem
6. relevant - related to, that has something to do with that topic
7. mainstream - common, popular
8. significant - important
9. consequences - effects, things that happen because of something else
10. tolerance - being able to "handle it"
11. impaired driving - driving is influenced by a drug or alcohol, and cannot be done properly
12. regard - see
13. combined - put together with
14. indicate - show
15. affected - changed, touched, influenced
16. consumed - taken in
17. eliminate - get rid of
18. acute - strong, severe
19. severe - harsh
20. typically - usually
21. residual - left over, remaining
22. impairment subsides rapidly - influence of drug or alcohol quickly goes down
23. roughly - about, approximately
24. equivalent - equal to
25. associated with - linked to, connected to
26. characterized - described
27. fatigue - being extremely tired
28. context - situation → different contexts = different situations
29. reduce - lower



Web Quest Answers

Evaluation

written answers (did the student answer correctly?)

presentation of information (written, oral, multi media, other).

Web Quest

A. Home page Questions

1. Fill in the blank. Young Canadians have one of the highest rates of pot use in the world. Many choose to drive a motor vehicle while or after using pot. Driving ability can be impaired by pot and this impairment can have real consequences.

****What does "impaired" mean? Impairment? From Webster's dictionary: to damage or make worse by or as if by diminishing in some material respect <his health was impaired by overwork> <the strike seriously impaired community services>**

B. Click on FAQs.

Now you see the pages: Frequently Asked Questions about Pot and Driving. Read the questions, read the pages on the website, and answer the questions.

1. **Why the Pot and Driving campaign? To raise awareness**
2. **Find the first orange box: What do we mean by 'pot'? In this section, does the definition of pot include 'hash'? Yes Why? Because any drug from the cannabis plant is included. Marijuana comes from the leaves and buds, and hash comes from the plant resin**
3. **Scroll down to the next orange box: What is meant by 'driving'? List all vehicles included in this term. Skidoo, Honda, truck, car, motorbike, boat... When we use the phrase 'driving a vehicle' we are referring to the use of any kind of motor vehicle, including cars, trucks, motorbikes, ATVs, planes, motorboats and snowmobiles. We generally use the word 'driving' to imply the use of both on and off-road vehicles. We do not wish to suggest that off-road driving is less of a concern when it comes to drug use**
4. **Scroll back up to question #1: Why a pot and driving focus?**
 - a. Canadians between the ages of 14 and 25 have one of the highest rates of pot use in the world.
 - b. Recent research shows that pot use can play an important role in road vehicle crashes.
 - c. What other two factors, with pot use, increase the chance of having an accident? 1. driver inexperience 2. road conditions

- d. Do more people drive stoned or drunk? (Note: surpasses = is greater than) Yes. From web site: " Drug-use surveys indicate that the rate of driving under the influence of pot surpasses that of alcohol."
5. **Question 2: How does cannabis affect driving ability?**
- Some drivers try to compensate (make up, counter the effect) for driving high by driving slower.
 - Does slowing down while driving high make it safe? No, it does not eliminate the risks of driving high.
 - 2nd paragraph: Pot affects tracking ability. What does that mean? Meaning that drivers who are under the influence of a certain dose of THC have been found to have a harder time following their lane.
 - When high, can a driver notice changes of speed of other vehicles as well as when sober? No
 - How about changing his or her own speed when he or she needs to? No. Pot reduces a driver's ability to perceive changes in the relative speed of other vehicles and to adjust his/her own speed accordingly.
6. **Question #6: How long after using pot are driving skills affected?**
- How long does the acute phase (or "when the effects are strongest") last? Usually up to 60 minutes.
 - How long is the residual phase? 150 minutes
7. **Question #7: What about burnout?** Burnout from drugs is like a hangover from alcohol. Why is driving during the burnout state dangerous? Because burnout is associated with fatigue. It is dangerous to drive when tired, but even more dangerous when extremely tired (fatigued). Drivers have even said that they feel safer driving high than driving during the burnout state.
8. **Question #8: Does the dose influence the risk?** After reading the three paragraphs, what is the conclusion to this question? Yes, dose influences the risk, but it is difficult to judge because there are no standards with pot and the THC concentration varies from batch to batch.



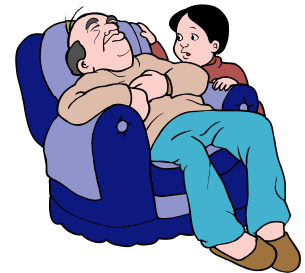
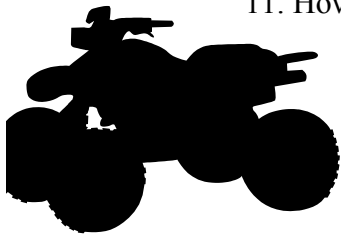
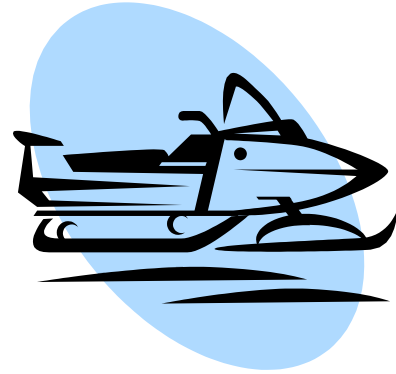
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Pot and Driving FACTS – Questionnaire

Have a copy of the Pot and Driving FACTS sheet (Appendix III of learning activity unit).

Write the answers on another sheet of paper. Please write full sentences.

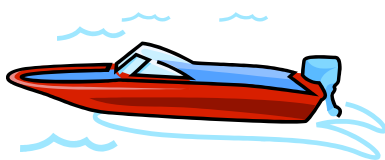
1. What are other words for pot?
2. Does smoking pot lower concentration?
3. Does smoking pot lower learning ability?
4. Does smoking pot increase memory?
5. Does smoking pot slow reaction?
6. How does pot affect driving if a snowmobile, Honda or child comes “out of nowhere”?
7. Pot can cause the user to really get focused on driving. Why would this be dangerous when driving?
8. Pot changes a driver’s sense of time and distance. Why is this dangerous?
9. Does driving high increase the risk of being in a crash?
10. How does the strength of the pot affect driving?
11. How long is the driver affected after they smoke pot?



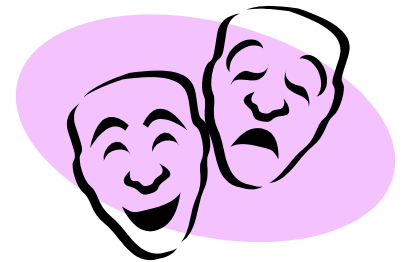
12. What is burnout?
13. How does burnout affect driving?
14. How do pot and alcohol together affect driving?

15. When it comes to driving, how does pot compare to alcohol?

16. If a drug is used as medicine, can it affect driving?



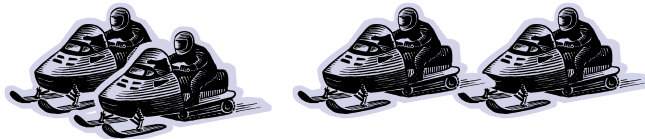
Role Play



Here are various scenarios with activity suggestions.



1. Students can identify which fact from the “Pot and Driving FACTS” (Appendix III) each scenario represents.
2. Students can read the scenarios and discuss the situation and other outcomes. What could have been done differently? What other possible outcomes are there?
3. Students can read the scenarios and act them out as they are. The actors or the audience can then “re-play” and make changes where they feel changes could have been made, or show different outcomes.
4. Students can read the situations and write about a similar situation they know about and how things could have been changed, or other possible outcomes.
5. Students can make a PowerPoint presentation using a digital camera (or website or imovie). They can take pictures of important “parts” of the story, then write up the story in PowerPoint (or website...see <http://kativik.net/ulluriaq/Nunavik/inuitlife/aday/index.html>) Students may choose to give different possible outcomes, and/or what could have been done differently, or make their own scenarios.



Scenario #1

Four youth are bored and decide to smoke up. Afterwards, they decide to have races around town.

They choose a loop, and follow each other as closely as possible, going as fast as they can. It is 1 am, so most people are sleeping, and the road is quiet and empty. They go around a few times, having a great time. On their fourth round, a kid runs out on the street, a bit ahead of the skidoos. The

driver of the skidoo who is heading right for the kid is so focused on the race and staying in front



of his friends, that he does not notice the kid, and hits her. The accident causes a three skidoo accident.

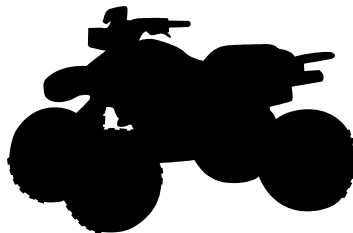
Only one skidoo escapes the accident.

Scenario #2

Students are going out on an excursion. It is winter, and there are 10 students, one teacher, and three elders. They have filled the qamutiks with all the gear, the skidoos have their tanks full, and off they go. They are going on a two-hour skidoo ride, over some big mountains, as well as through flat, vast snowy tundra with drifts caused by the winds. It is a beautiful sunny day, and they only have a bit of sunlight for their trip. When they get to their campsite, the sun is setting, the moon and stars are coming out. Everyone participates in taking the necessary gear out, setting up the tents and stoves. As they are getting ready to cook supper, Pita realizes that he forgot his rifle at home. Although the guides (the elders) and everyone else try to persuade Pita to stay, Pita does not want to miss tomorrow's excellent hunting opportunities. He decides to head back. It is only 5 pm, he is 17 years old, and has been driving a skidoo for nearly 10 years, so he feels quite comfortable and confident about his abilities. To give himself more focus and make himself feel better, he smokes up before he heads out. It is a clear, crisp night. The stars, the moon and the northern lights are helping to guide his way. Without the qamutik, his new skidoo can go a lot faster. He has finished coming up from a steep hill, and is now coming down. By the time he notices a steep bump (a snow covered rock), he flips with his skidoo because of his slow reaction time. He misjudges the distance and speed at which he is riding, flies through the air and lands on the rock. He hits his head hard and is knocked out.

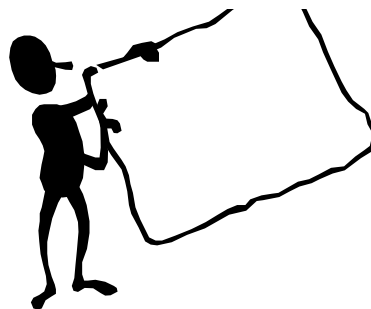
Scenario #3

Elisapee and her three friends decide to drive around town on her brother's Honda. It is fun for a while, but then they get bored. They decide to get high and continue their driving around. They are having a great time. Elisapee notices that when there is another Honda in front of them, and their lights go on when they are braking, she is able to react quite quickly. This gives her more confidence, and she drives faster around town. They get to an intersection and another Honda comes from around the corner, hidden from sight by a house, and Elisapee is simply unable to react quickly to this unexpected surprise. They crash with the other Honda.



Poster Contest

Having gone through the website, and using the pilot poster as an example, come up with a slogan, and a poster to go along with your slogan.



What is a slogan?

A slogan is a catchy phrase. They are short and usually one sentence. Many commercials have slogans, or catchy phrases, which you remember. Some examples of slogans include: "I'm lovin' it" from McDonald's, and "Just do it" from Nike.

Make sure:

1. Your slogan has no spelling mistakes! (Ask a teacher or counselor for help!)
2. Your slogan will get people thinking about this topic.
3. Your picture takes up most of the page.
4. The picture is relevant to the slogan.
5. The picture is coloured in.
6. Your name is on the back of the poster.



Extensions:

Students can make a 3-D scene from Play-Dough (or from dough) to go with the slogan.

A poster can be 2-D with play dough or dough. This is called a "relief", which is raised dough to show the picture as almost 3D rather than flat. Students can make a poster on the computer, using pictures they took with a digital camera.



FM Radio



It is very important for youth to share their new knowledge and discussion with the community. The best way to do this is through the radio. There are several things they can do for the radio:

1. A commercial
2. A play
3. An interview

1. A Commercial

Commercials are very short, but effective ways of getting people to listen to your topic. How do they get consumers (the people shopping) to buy their products? (Discuss with students). Some commercials use jingles, or catchy tunes, to have people remember their slogan (their selling line). Based on the facts you learned from the website, can you write up the most important points, and come up with a commercial for the FM?

NOTE: For main points:

* See “How does pot affect driving?” in the Pot and Driving FACTS in Appendix III.

2. A Play

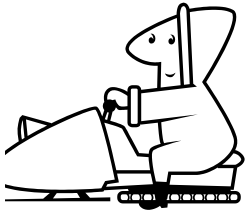
Using the scenarios from the role play activity, make a “play”, or dialogue, in English and/or Inuktitut. You may choose to make up your own scenarios. Make sure the facts of driving high are obvious in the scenario.



3. An Interview (English or Inuktitut, depending on who is interviewed!)

Using the information from the website (the Web Quest answers), come up with interview questions for the FM. You can choose to write up interview questions, or show the poster of the pilots and get people’s reactions. Interview different people, such as the mayor, police, nurse, social worker or other, but most importantly, **interview elders in the community**. Your questions to the elders may include comparing past and present, such as how did the elders get by without drugs?

You may also choose to write the interview and answers with a friend, and make a “mock interview”, or fake interview. This idea is used in many commercials, where you see someone dressed as a dentist or doctor, answering questions about the benefit of a product. Remember, those are all actors!



Survey

English objective: To come up with good questions for a survey.

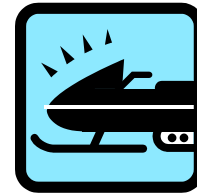


Math objective: To gather data and graph the results.

If there is no desire to combine English and Math, or if the students need help creating questions, brainstorm questions that can be asked to other youth around school and around the community, or use the sample below. Students can each have their own question(s), and will ask at least 10 people (teacher will have to decide how many people need to be asked). Students will then make a graph, on graph paper, with appropriate labels on the axis, a good title, and proper proportions. Once this graph has been checked and okayed by the teacher, the students can create a poster to show their results. The poster should be made with a slogan or FACT from the Fact sheet or the website (based on the Web Quest or Scavenger Hunt). They may choose to make graphs on the computer, using a program such as Microsoft Excel. A bar graph is appropriate for all of these questions. Are there types of graphs (line, pictogram, pie chart, etc.) that may show the results of your questions well?

Example of possible survey questions:

1. Do you think pot affects driving? FACT → Pot affects driving by slowing the reaction to sudden events and being too focused on one thing and missing other important things happening around you.
2. Do you think driving high increases the risk of being in a crash? FACT → If you drive high you have a greater chance of being injured or injuring someone else.
3. Have you ever driven a Honda stoned?
4. Have you ever driven a skidoo while high?
5. Do you know someone who has been in an accident because the driver was high? FACT → Driving high increases the chance of being in an accident.
6. Why do you think driving high is dangerous? FACT:
 - A. It takes longer to react to sudden events.
 - B. It is harder to concentrate when high, and driving needs concentration.
 - C. A driver focuses too much on some things and misses others.
 - D. Pot changes a driver's sense of time and distance.
7. Show the poster of the pilot and ask about people's reactions to it. You may have to come up with types of reactions if you want to graph them later, such as: agree/disagree, like/dislike, cool/weird, etc.





What do you know about pot and driving?

Student Questionnaire



Note: What do we mean by 'pot'?

We use the word 'pot' in our materials to refer to any drug derived from the cannabis plant, including marijuana (which is made from the leaves and buds), as well as hashish and hashish oil (made from plant resin). We chose this word because it is short and easy to say; more importantly we chose it because focus group participants were unanimous in saying that along with the word 'weed', 'pot' is the most common word used to refer to cannabis in both English and French Canada.

A. True or False

1. Smoking pot causes slower reaction (for example, reaction to a kid running across the road in front of your skidoo). _____
2. Driving high is dangerous. _____
3. Driving high does not affect judgment of speed and distance. _____
4. Driving high is not a problem. _____
5. Because alcohol is legal, it is not dangerous to drive drunk. _____
6. Pot is sometimes used as medicine, so it must be fine to drive stoned. _____
7. There is no danger for the passengers if they are with a good driver, even if the driver is high. _____
8. No one has been in an accident because of pot. _____
9. When driving high, it is safe because the driver usually slows down. _____
10. Driving drunk is dangerous. _____



B. Multiple Choice. Circle the letter with the right answer.

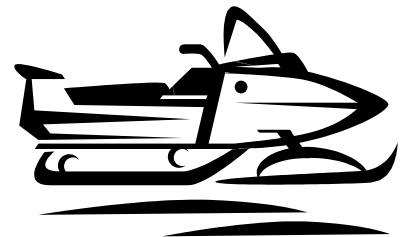
1. Which of the following are effects of pot?
 - a. Difficulty concentrating and learning.
 - b. Reduced memory.
 - c. Slower reaction.
 - d. All of the above.
2. How long is the driver affected after they smoke pot?
 - a. Not affected.
 - b. During the first 15 minutes after getting high.
 - c. During the first 30 minutes after getting high.
 - d. An hour or more after getting high.



3. Does the strength of pot affect driving?
 - a. Pot does not affect driving.
 - b. The strength and amount, just like alcohol, affects driving.
 - c. Pot always has the same affect on driving.



4. What is "burnout"?
 - a. Some people feel very tired a few hours after getting high. This is called burnout.
 - b. Burnout describes people who have done too many drugs and are not normal anymore.
 - c. Burnout is a method of smoking hash.
 - d. Burnout is the word we use for quitting drugs or smoking.
5. How do pot and alcohol together affect driving?
 - a. Pot cancels out the negative effects of alcohol when driving.
 - b. Pot and alcohol have no effect on driving, whether taken alone or together.
 - c. A lot of crashes occur because of alcohol, but not because of drugs.
 - d. The effect of drinking alcohol and smoking pot together is different than using them separately.



Answers to Student Questionnaire on Pot and Driving.

A. True or False

1. True
2. True
3. False
4. False
5. False
6. False
7. False
8. False
9. False
10. True

B. Multiple Choice

1. D
2. D
3. B
4. A
5. D

Pot and Driving FACTS

What are the effects of pot?

Smoking pot (also known as 'grass'; 'weed'; hash; marijuana; cannabis) has negative effects, including:

- Reduced ability to concentrate and learn
- Reduced memory
- Slower reaction

How does pot affect driving?

A driver who is high takes longer to react to sudden events, like a snowmobile or Honda coming around a corner at high speed.

Pot can cause a driver to have a reduced or 'drifting' attention span, making it harder to concentrate on driving.

Pot can also cause a driver to focus too much on certain aspects of driving and forget about others that are important.

Pot changes a driver's sense of time and distance, making it harder to judge distances while driving.

Does driving high increase the risk of being in a crash?

Your driving ability can be impaired by pot and this impairment can have real consequences for you and your passengers. If you drive high you have a greater chance of being injured or injuring someone else.

How does the strength of the pot affect driving?

Like alcohol, the effect of pot on driving depends on the amount and strength of the pot a person has smoked. This can make a big difference to a person's driving.

How long is a driver affected after they smoke pot?

The effects of pot on driving skills are strongest during the first hour after smoking. After that the effects decrease quite rapidly. The effects will increase if a person smokes up for a longer time, has more to smoke and smokes strong pot before driving.

Does 'burnout' affect driving?

Some people feel very tired a few hours after getting high. This is called 'burnout'. A driver who is tired is at greater risk of being involved in a crash.

If you mix pot and alcohol, what do you get?

When you drink alcohol and smoke pot together the effect is different than when you use them separately. Mixing pot and alcohol can have a big effect on your driving and it can put you and your passengers at serious risk.

When it comes to driving, how does pot compare to alcohol?

Alcohol is still the number one danger for drivers, their passengers or anyone else in the community. Studies show that alcohol impairs driving differently and usually more severely than pot, but that doesn't mean it's safe to drive high.

If a drug is used as a medicine, can it affect driving?

Pot is sometimes used as a medicine. That doesn't mean it's safe to smoke pot and drive. Pot isn't the only drug that affects driving. Many legal drugs come with warnings not to drive for a certain amount of time after taking them for this reason.

Do you need more information?

For more information about pot and its effects, visit the Pot and Driving Campaign website at www.potanddriving.cpha.ca. Also visit the Canadian Centre on Substance Abuse website at www.ccsa.ca. On the Welcome page, select language to enter the site. On the Home page, click on 'CCSA Publications'. From the publications list, select 'FAQ's' and then select 'Cannabis'.