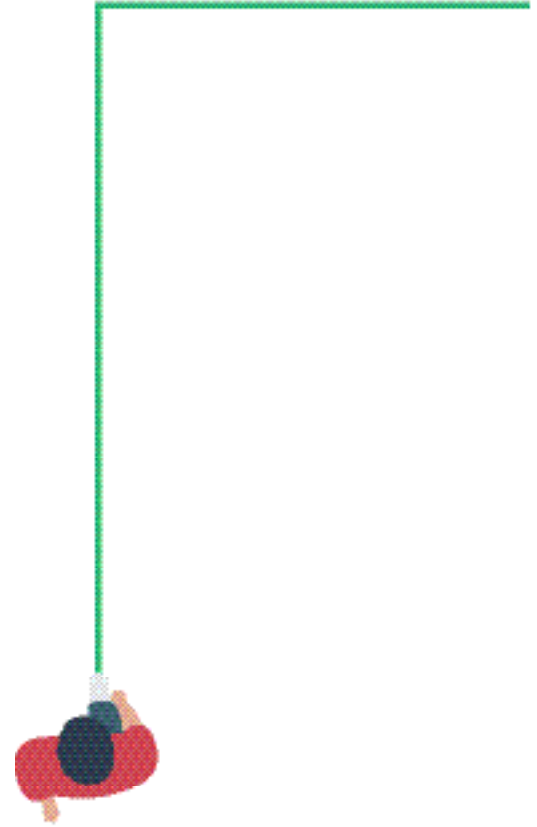


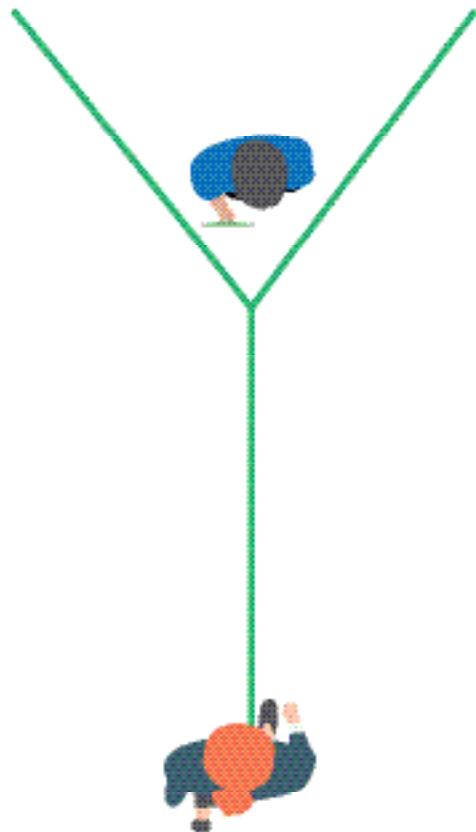
DRIVE IN YOUR LANE

1. Lay down a 14'x10' L-shaped line that makes a 90-degree turn.
 - a. Optional: Create a “driving lane” by using a set of parallel lines, rather than just a single line. You may also use small soccer cones on either side of the line. Each cone could represent pedestrians, other cars, animals, or traffic signs.
2. Describe the Mode you selected for this activity and how it impacts a driver’s performance. (See Modes for Drowsy & Distracted Driving)
3. Invite the group to observe each driver’s performance without (baseline) and with the goggles. They will be asked to compare the driver’s baseline with her impaired performance.
4. Ask for a volunteer to time each walk.
5. Ask for a driver to put on the goggles. The goggles are set to Open.
6. Give the steering wheel to the driver.
7. The participant walks heel-to-toe down the line, making the 90-degree turn at the end of the line.
8. Repeat the activity with the impairment.
 - a. What did the group observe? Compare the first walk to the second walk.
 - b. How can distracted or drowsy driving affect a driver’s ability to stay in her own lane?
 - c. What could be the potential consequences?



TAKE THE NEXT EXIT

1. Use the tape to lay down a 14' line that splits into a shape of a "Y" with two 10-foot lengths.
 - a. Optional: You may also use small soccer cones on either side of the line. Each cone could represent pedestrians, other cars, animals, or traffic signs.
2. Describe the Mode you selected for this activity and how it impacts a driver's performance. (See Modes for Drowsy & Distracted Driving)
3. Invite the group to observe each driver's performance without (baseline) and with the goggles. They will be asked to compare the driver's baseline with his impaired performance.
4. Ask for a volunteer to time each walk.
5. Ask for a driver to put on the goggles. The goggles are set to Open.
6. Give the steering wheel to the driver.
7. The driver must stay in his lane and take an upcoming exit, all within 10 seconds.
8. The instructor or trained volunteer holds the arrow paddle and stands where the line splits in two, only revealing the direction of the exit to take when the participant is halfway down the straight line.
9. The driver walks heel-to-toe at a constant speed, staying on the line, and takes the exit indicated by the instructor.
10. Repeat the activity with the impairment.
 - a. What did the group observe? Compare the first walk to the second walk. Did he make it in the 10-second time limit?
 - b. How can distracted or drowsy driving affect a driver who is on a highway and needs to take an exit?
 - c. What could be the potential consequences?



NAVIGATE A STREET TO GET HOME

1. Use the tape to create a 14' line that has at least three curves.
 - a. Optional: Use small soccer cones on either side of the line to represent pedestrians, other cars, animals or traffic signs.
2. Describe the Mode you selected for this activity and how it impacts a driver's performance. (See Modes for Drowsy & Distracted Driving)
3. Invite the group to observe each driver's performance without (baseline) and with the goggles. They will be asked to compare the driver's baseline with her impaired performance.
4. Ask for a volunteer to time each walk (there is a 10-second time limit).
5. Ask for a driver to put on the goggles. The goggles are set to Open.
6. Give the steering wheel to the driver.
7. The participant walks heel-to-toe, following the line to the end.
8. Repeat the activity with the impairment.
9.
 - a. What did the group observe? Compare the first walk to the second walk.
 - b. Did she make it in the 10-second time limit? How many errors did the group observe? Errors including stepping off the line, pausing, or missing turns.



WATCH OUT FOR BRAKE LIGHTS

1. Use tape to create a 14' line with soccer cones on each side of the line.
2. Describe the Mode you selected for this activity and how it impacts a driver's performance. (See Modes for Drowsy & Distracted Driving)
3. Invite the group to observe each driver's performance without (baseline) and with the goggles. They will be asked to compare the driver's baseline with his impaired performance.
4. Ask for a driver to put on the goggles. The goggles are set to Open.
5. Give the steering wheel to the driver.
6. The participant walks heel-to-toe, following the line to the end. While he is walking, the instructor or trained volunteer will show the stop sign two to three times.
7. Repeat the activity with the impairment.
8. What did the group observe?
 - a. How many times did the driver step off the line, pause for no reason, or fail to react properly to the stop sign?
 - b. How can distracted or drowsy driving affect a driver's skills when he is required to suddenly stop in traffic?
 - c. What could be the potential consequences?

