














BAC CHART (BLOOD ALCOHOL CONCENTRATION)	
BAC (Blood Alcohol Concentration) LEVEL FIND YOUR FATAL VISION® GOGGLE TYPE	BEHAVIOR CHANGES DUE TO ALCOHOL
LOW ZONE 0.02–0.03	 Slight Euphoria. Loss of shyness. Lightheaded.
0.04–0.05	 Moderate euphoria. Feeling of well-being. Lowered inhibitions. Exaggerated emotions—good feels better, bad feels worse.
MODERATE ZONE 0.06–0.09 .08 Legal Limit	 Depressant effects start. Overconfidence in abilities. Slight impairment affecting balance, speech, vision, reaction time, hearing, judgment, self-control, caution, reasoning, memory.
0.10–0.125	 Increased impairment affecting motor coordination, judgment, balance, vision, reaction time, hearing, speech.
0.13–0.15	 Significant impairment affecting judgment, perception, vision, balance. Lack of physical control—difficulty walking. Signs of aggressiveness.
0.16–0.19	 Nausea. “Sloppy drunk.” Belligerent aggressive behavior.
0.20–0.24	 Erratic emotions. Blackouts are likely—no memory of events. Dazed, confused, disoriented. Gross motor impairment—may need help to stand or walk. May not feel the pain of an injury. Nausea and vomiting—gag reflex is impaired.
HIGH ZONE 0.25–0.29	 Severe impairment of all mental, physical and sensory functions. Increased risk of asphyxiation from choking on vomit and of serious injury to self by falls or other accidents. Alcohol poisoning possible.
0.30–0.34	 STUPOR. Little comprehension of where you are. Loss of consciousness. May pass out suddenly and be difficult to awaken.
0.35–0.39	 Coma. Level of surgical anesthesia.
0.40+	 Death possible due to respiratory arrest.




USER GUIDE



 **Preparation:** Review and select task(s) from “Common Tasks” on next page or determine your own task for demonstration. Gather props you need for your session. Practice your demonstration.

 **Introduction:** Many people have a tendency to overestimate their ability to handle their alcohol and underestimate the potential consequences of impairment. Changing behavior begins with changing a person’s attitudes and beliefs about alcohol’s debilitating effects that can result from overindulgence.

 **Evidence-Based Approach:** Some people tend to believe that they can handle their alcohol and are not likely to face negative consequences if they happen to overindulge. This belief tendency is called *Optimistic Bias*. By providing a personal insight into impairment, people will experience for themselves the debilitating effect alcohol can have on their ability to function normally, including walking. This personal experience is intended to influence the individual’s attitude and beliefs about the effect of alcohol and dispel the optimistic bias that “I can handle my alcohol.” After the participant has completed the activity wearing the goggle, refer to the BAC Chart, back page, and relate the change in behavior to the goggles impairment level.

You can illustrate the progression of impairment by using White, Bronze, Red, and Silver Label Fatal Vision® Goggles in your program. Have the participant complete an activity with the White Label, repeat using the Bronze Label, then repeat using the Silver Label goggle. This is a good way to highlight that cognitive impairment begins with the first drink and can limit a person’s ability to recognize how impaired they may really be.

Have participants describe the difference in their ability to function based on increasing levels of BAC from low to high.

ACTIVITY

For Each Participant:

- Ask participant to perform task once without goggles.
- Ask participant to imagine a situation where they need to complete a task under the influence. Have the participant describe the scene with their eyes closed so as not to be distracted by the goggles. Encourage the participant to elaborate on the scene: who are they with? what they are doing? (e.g., at the bar, at a friend’s house), what is the mood? why they might need to complete the task? (e.g., go to the bathroom, getting pulled over).
- If time is limited, have select participants describe their scene to the group.

Note: do not allow participants to wear the goggles for an extended period of time; 10 minutes or more. They will begin to adjust and compensate for the effects of the goggles.

» COMMON TASKS

The following are suggested activities that participants may find familiar. Intended outcome: show how impairment makes performing common tasks difficult. CAUTION: Spot participants who are wearing the goggles to ensure they do not inadvertently injure themselves.



Have participant walk a line and take nine heel-to-toe steps, turn, and take nine heel-to-toe steps back. While walking, have them keep their arms at sides, watch feet at all times, and count steps out loud.



Have participant deal a hand of cards, find cards in a deck or build a house of cards.



Have participant stand up from sitting in a chair to turn down the stereo, get a drink, find the bathroom, or to get money out of their wallets.



Have participants maneuver a radio controlled car through a small course.



Have two participants stand about 12 feet apart and toss a soft ball, like a Nerf,[®] back and forth.



Have participant pour a beverage into a plastic container, carry it across the room, and hand it to someone.



Have participant sit in a chair, put on the goggles, then stand up, and walk to another chair and sit.



Use a Twister[®] mat and have the participants wearing Fatal Vision[®] put one foot on any color. They won't play the game, but have them step to different colors to demonstrate the impact impairment has on their ability to move, target a specific color, and maintain their balance.



Position the participant at the edge of the basketball court. Have them wear the goggles and walk up to the free throw line. Shoot free throws with and without the goggles. Keep score, note how many baskets the participant makes unimpaired as well as impaired. Use the same amount of time with and without the Fatal Vision[®] Goggles; 30 seconds each should be sufficient to make your point.



Draw a target on a dry erase board or easel. Have a participant sit in a chair facing the target, some distance away, 10–15 feet. Have participant wear the goggles, get up, walk to the board, and draw an X on the bull's-eye.



Place coins on the floor, have the participant wearing Fatal Vision[®] attempt to pick up the coins.

ACTIVITY GUIDE

Working with the Fatal Vision[®] Goggles

As a first step, it is important to know the impairment simulated by your goggles. Knowing the impairment level will help you choose appropriate activities to demonstrate the effect of the impairment. In most cases, you can effectively demonstrate the effect of impairment by having the participant do the activities twice; first without and then with Fatal Vision[®]. As always, it is imperative to spot the person wearing Fatal Vision.



The Fatal Vision[®] White Label: Low Impairment Est. BAC <.06

The White Label goggle simulates a low level of impairment, an estimated BAC of less than .06. Studies show that even one drink will affect a person's reaction time and their abilities. The effect of the White Label goggle will be subtle, as in the beginning stages of low impairment. An effective method of demonstrating the effects of impairment is to set up an activity course of multiple tasks and time the participant completing those tasks. Most tasks are short and routine in nature and the impairment may not be immediately obvious while performing just one task. When multiple tasks are required, the participant will likely slow down and may make more mistakes.



The Fatal Vision[®] Bronze Label: Low–Moderate Impairment Est. BAC .07 to .10+

The Bronze Label goggle simulates a low to moderate level of impairment, an estimated BAC of .07 to .10+. Impairment is more apparent and easily recognized. At this stage of impairment, timing the activities may not be required to see the effect of impairment.



The Fatal Vision[®] Red Label: Moderate–High Impairment Est. BAC .12 to .15+

The Red Label goggle simulates a moderate to high level of impairment, an estimated BAC of .12 to .15+. Impairment is more apparent and easily recognized.



The Fatal Vision[®] Silver Label: High Impairment Est. BAC .17 to .20+

The Silver Label goggle simulates a high level of impairment, an estimated BAC of .17 to .20+. Impairment is obvious at this stage. Even simple tasks will be difficult to complete. If you are in a school, use top athletes demonstrating their skills, first without and then with Fatal Vision[®] to show that no matter how skilled someone is, they cannot overcome the effects of impairment to complete a task.



The Fatal Vision[®] Black Label: Very High Impairment Est. BAC .25+

The Black Label goggle simulates a very high level of impairment, an estimated BAC of .25+. Use this goggle to educate people about the risks of “Binge Drinking” or High Risk drinking.

CAUTION: Watch participants closely when they attempt to do any activity while wearing the Fatal Vision[®] Goggles. The goggles distort vision, and participants wearing the goggles could inadvertently injure themselves. Be aware that some participants might experience a woozy “hangover” after they take off the goggles. While this reinforces the lesson, people may need to sit for a while to let the effects wear off. People susceptible to motion sickness may be particularly affected by the goggles. You may want to exclude these people from using the goggles.

To reinforce the concept of fun turning into dire consequences, you might allow the participants not wearing the goggles to enjoy the scene, to hoot and holler at the person wearing the goggles. Then, acknowledge the fun, and follow up immediately with the actual consequences of driving impaired including lessons learned.

Be thorough in discussing participant reactions to Fatal Vision[®]. The more educators can relate the Fatal Vision[®] activity to the danger of performing driving tasks under the influence of alcohol the more effective the lesson.

Additional Considerations: When using the low level impairment White Label goggle, it may not appear to the participant that their balance or vision is being affected, however, results of performing tasks should show otherwise. By timing the participant's performance, you will demonstrate that even low impairment affects performance of any task. Some participants may have an easy time with some of the activities. Having them focus on more than one activity will make it more difficult to perform all of them well. While someone who is impaired may be able to focus on and accomplish one task at a time, they will find it more difficult to perform multiple tasks. Toss them an extra ball during the sports activity or have them count out loud when they walk a line or try to maneuver a course. **CAUTION:** Spot participants who are wearing the goggles to ensure they do not inadvertently injure them selves.