

USER GUIDE



SCAN TO ACCESS YOUR
INSTRUCTOR MATERIALS

THC DRIVING COURSE

INTRODUCTION

Activity Purpose

This activity demonstrates how THC can impair a person's perception and impact their decision-making and reaction times while driving.

Objective

By the end of this session, participants will:

- Experience the simulated loss of perception from THC use and the impaired ability to make quick, accurate and confident decisions while driving.
- Understand the potential consequences that impairment can have on their driving skills.

Research-Based Approach

The THC Driving Experience program using the Fatal Vision THC Goggle gives participants an experience of cognitive impairment associated with THC use. It helps them understand the consequences that follow. THC impairment includes slowed decision-making, short-term memory loss, distorted visual information processing, slight alteration of visual perception, disruption of useful field of view, divided attention failure, and slowed reaction time. People may believe that using THC while driving is safe and without consequence (*optimistic bias*). By showing they are susceptible to modeled impairments caused by the THC Goggles, we undermine this assumption. The *severity* of crashes caused by driving under the influence of THC can also be highlighted as participants discuss the potential consequences of errors made during the simulation.

INTRODUCTION

Understanding THC Impairment with Fatal Vision® Goggles

The Fatal Vision® THC Goggles simulate several impairments associated with THC use, including diminished visual perception, short-term memory loss, and slowed reaction time.

- **Important Note:** THC does not cause color blindness. The goggles alter a person's visual perception of color to model how THC can alter cognitive perception and reduce the ability to accurately discern selected environmental cues.
- **Diminished Visual Perception:** The goggles change a person's ability to accurately discern selected colors. This feature models how THC can impair cognitive perception by altering how certain colors appear, demonstrating the challenge of accurately processing environmental cues, like what can occur when impaired by THC.
- **Short-Term Memory Loss:** The goggles filter out selected colors that participants may typically rely on for visual cues, requiring them to use short-term memory to complete tasks. This increased reliance on memory without visual support mirrors the difficulty in remembering sequences or steps often associated with THC impairment. This could mean failing to react correctly to changing traffic signals or pedestrian crossings in a driving scenario.
- **Divided Attention Failure:** The goggles show how hard it can be to focus on more than one thing at a time when someone is under the influence of THC. They help people experience how being high can make it tough to switch between tasks or react quickly to changes in their environment.

SET-UP

Materials List

- 1 Fatal Vision® THC Goggle
- Fatal Vision® Roadster Pedal Kart (recommended 2)
- 16 Cones
- 18 THC Course Signs
- 8 Cone Toppers
- 2 Dry Erase Scoreboards
- 2 Helmets
- 2 Safety Glasses
- 1 Measuring Wheel
- 1 Horn
- 1 Painter's Tape
- 1 Sidewalk Chalk

Course Layout

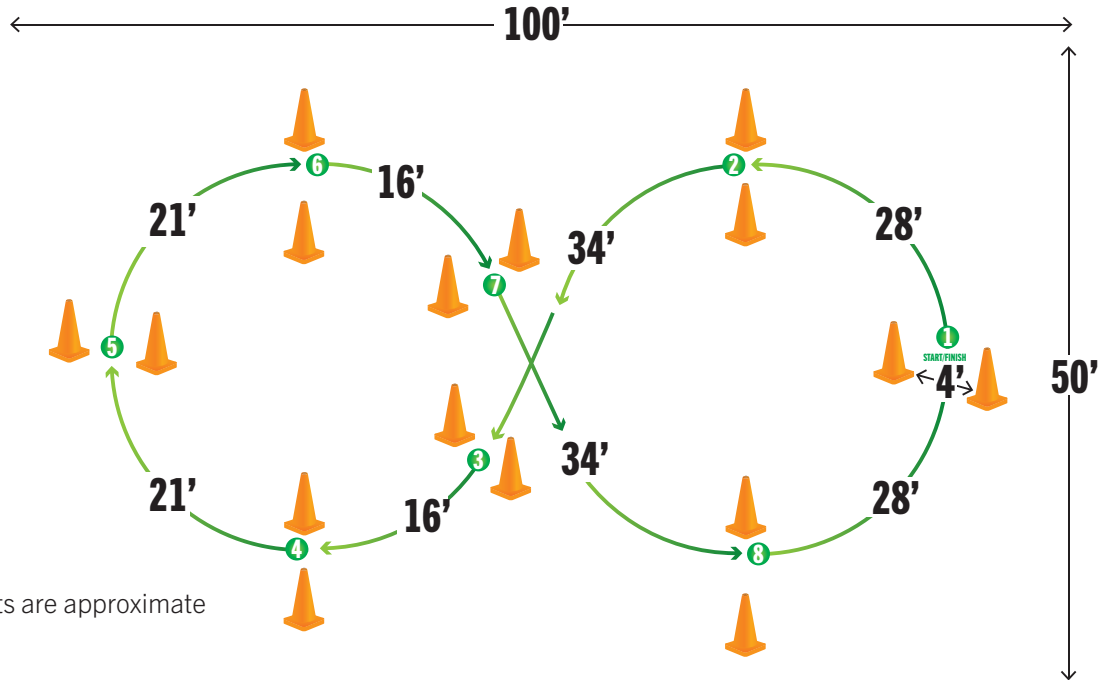
- Create a figure-eight course in a space approximately the size of a basketball court:
 - For the Single-Seater Roadster: 100' x 50'
 - For Two-Seater Roadster or SIDNE®: 110' x 55'
- Set up the course with pairs of cones, as shown on next page.
- The left cone in each pair will have a cone topper and sign, totaling eight signs as shown.
- Insert a sign in each of the toppers.

Team Requirement

You will need three monitors to run the presentation. Assign one person to each responsibility:

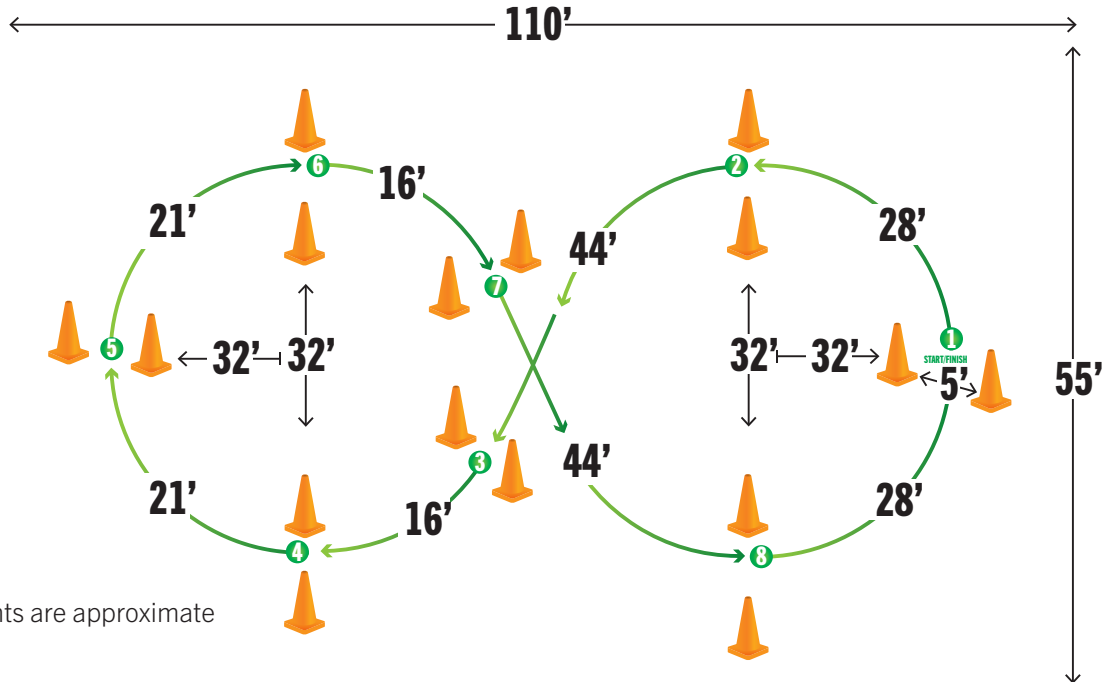
- **Instructor:** Leads discussion on the effects of THC and answers participant questions.
- **Safety Monitor:** Prepares next drivers and oversees safety.
- **Sign Monitor:** Adjust signs when needed and trigger sound effects if desired. Mark off mistakes on Dry-Erase Scoreboards.

SINGLE-SEATER LAYOUT

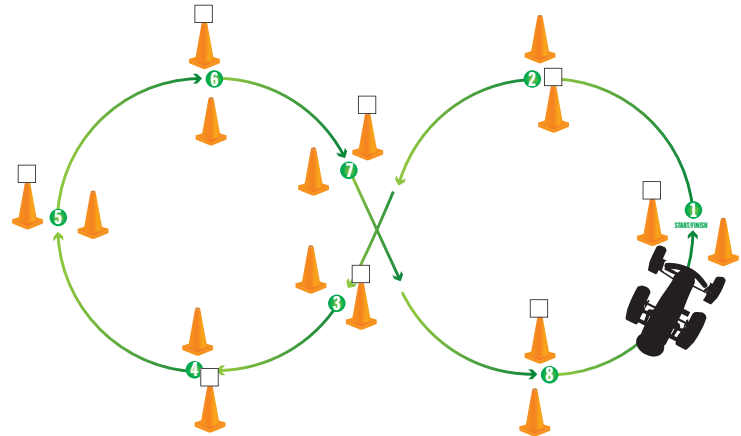


Measurements are approximate

TWO-SEATER OR SIDNE LAYOUT



COURSE OF ACTIONS



ACTIVITY OVERVIEW

Activity Steps

1. Assign Drivers

- Select a lead and chase driver. Have each driver put on a helmet and safety glasses.

2. Baseline Attempt

- Lead Driver navigates the course, responding to each sign, with the Chase Driver following to simulate traffic.
- Chase Driver reacts to the lead driver as if they were in typical traffic – honking whenever the lead driver makes a mistake.

3. Impaired Attempt

- After the first run, the Lead Driver puts on THC Goggles.
- The Sign Monitor changes 3-4 random signs around.
- Lead Driver navigates the course again and attempts to follow the signs while impaired.

4. Feedback During Activity

- **Audience:** React to missed signs by shouting, using sound effects, and jeering poor driving.
- **Chase Driver:** Follows Lead Driver and responds to their errors by honking or reacting as unimpaired traffic would.
- **Observer:** Tracks Lead Driver's errors on the erase board, noting missed signs and incorrect responses.

TALKING POINTS

Before Impaired Attempt

- What strategies did the lead driver use to follow the signs correctly in the unimpaired run?
- How did the chase driver react when a mistake was made?

During Impaired Attempt

- What did you notice about the lead driver's ability to navigate the course when impaired?
- How did the chase driver's reactions differ compared to the unimpaired run?

General Observations

- What was the most noticeable change in the lead driver's performance when impaired?
- Did the lead driver recognize when they made a mistake? Why or why not?
- How did it feel to have your reactions slowed or your perception altered?

Chase Driver Observations

- How did being the chase driver feel compared to the lead driver?
- How did your reactions change when the lead driver made a mistake during the impaired run?

TALKING POINTS

Discussion Questions

- What impairments did you experience while trying to follow cues when wearing the goggles?
- Which cues or signs were the most difficult to respond to, and why?
- How might these impairments impact real-life driving safety?
- How can we use this experience to educate others about safe driving practices?
- What might help drivers be more aware of their impairments before getting behind the wheel?

Debrief

- How does this activity change the way you think about impaired driving?
- What do you think is the most important takeaway from today's activity?
- How will you apply what you learned to real-life situations?

PRESENTATION TIPS

Common Reactions to Cognitive Overload

Some common reactions drivers may experience are:

- Driving slower
- Hesitation
- Frustration
- Confusion
- Lack of confidence or nervousness
- Giving up
- Forgetting previously known instructions or cues

Key Takeaways from the Demonstration

- Emphasize the impact of THC on driving abilities, particularly in relation to reaction time, attention shifting, and decision-making.
- Discuss how the exercise mirrors real-world impairments and how it helps raise awareness about the dangers of impaired driving.

