

# Indiana SADD

## Fatal Vision® Goggles - Guidelines

Fatal Vision® Goggles simulate the visual effects of alcohol consumption, allowing students to experience—while sober—the challenges of impaired balance, vision, reaction time, and judgment. However, it is essential to stress that the goggles do not replicate the mental impairment caused by alcohol. This distinction must be clearly communicated in every presentation or program.



Indiana SADD has Fatal Vision® Goggles available to schools and community organizations for use in comprehensive underage drinking, and traffic safety programs.

### Pre-Activity Messages

- According to Centers for Disease Control and Prevention (CDC), alcohol is the most commonly used and abused drug among young people in the United States, claiming more than 4,000 young lives (under 21).
- The effects of alcohol are not immediate; students and adults alike come under the influence of alcohol over time, which is why so many do not comprehend their level of impairment.
- It is important to understand the dangers of alcohol use and alcohol poisoning, as well as avoiding driving under the influence of any amount of alcohol or riding with an impaired driver.
- Today's activities will provide a glimpse of the risks of alcohol use, as you experience a simulation of visual impairment while under the influence of alcohol.
- The Fatal Vision® Goggles we will be using do not simulate any cognitive impairment.

### Usage Guidelines

- Fatal Vision® Goggles are only to be used in an educational setting; consider partnering with local law enforcement to conduct these activities.
- Safety is always the first priority; all activities using Fatal Vision® Goggles are to be conducted under adult supervision with spotters protecting each person using the goggles.
- At no time should Fatal Vision® Goggles be given to students not participating in a structured, facilitated activity. *Sample activities are provided on the next page to help you plan your educational demonstrations.*
- Students should be asked to complete activities twice – first without Fatal Vision® Goggles, then with the goggles.
- Conducting activities with small groups is preferable and more effective than selecting a few volunteers to perform tasks in front of large audiences.
- As you talk with students, explain the Blood Alcohol Concentration (BAC) for each set of goggles. Highlight how even small increases in BAC can lead to greater levels of impairment.



### Indiana SADD

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### Returning Goggles

The goggles may be returned to the address above. Please do so as soon as possible, but no later than one week after the conclusion of your program.

### Care of Goggles

Clean with a microfiber cloth and store them in the drawstring bag when not in use. Disposable germicidal wipes may be used to clean the frames of the goggles between uses.

# Fatal Vision® Goggles—Activity Ideas

## Activity Suggestions

- **Give a High Five:** Have the participant give you a high five.
- **Shoot Baskets:** If you are in a gym, have the participant shoot baskets.
- **Dribbling Drills:** Have the participant dribble a basketball from one end of a room to the other. Have them throw the ball back to you when they are finished.
- **Throw It:** Have the participant throw a crunched piece of paper into a trash container.
- **Walk the Line:** Ask the participant to take nine steps in a straight line, walking heel to toe with their hands at their sides, turn, and walk nine steps back, counting the steps out loud as they walk (*similar to a standard Field Sobriety Test*).
- **Balance a Ruler:** Balance a ruler or yardstick on one finger.
- **Walk and Balance:** Walk a Straight line heel to toe and balance a yardstick on one finger.
- **Routine Tasks:** In the classroom, have the participant attempt to do routine tasks such as turn on the light switch, answer the telephone, pick up a pen, write on their address in address format or attempt to use a computer keyboard.
- **Stay in the Lines:** Have participant draw a line through a maze and stay between the lines.
- **Play Catch:** Have two people play catch with a rubber ball or sponge football.
- **Catch the Balls:** Have the participant put one hand behind their back, and then throw them five small “super balls” one at a time, asking the participant to catch them one handed without using any other parts of the body to do so.
- **Pick Me Up:** Ask the participant to pick up car keys, coins, dice, paper clips, or pens from the floor as quickly as possible.
- **Build a Tower:** Using dominoes, ask the participant to quickly build a tower two dominoes at a time.
- **Pour Water:** Pour water from a plastic pitcher into a small plastic cup.
- **Putting:** Putt a golf ball into a golf cup.

## Additional Notes

- **IMPORTANT** - Have spotters protect the person doing the activities.
- Have fun, **but emphasize the serious consequences of impairment to counteract the occasional silliness or laughter** by students when using the goggles.
- These activities present a great opportunity to work in messages about how impairment affects us in everything we do and to constantly stress the potentially deadly consequences of impairment.
- To effectively demonstrate the dramatic effect of impairment, have the participants do the activities twice; first without and then with goggles.
- For the most effective program, participants should have the opportunity to perform several of the above tasks while “unimpaired” and then repeat the same tasks “impaired” (wearing the goggles).
- The more time you spend with each participant, the more effective your program. **Stress to participants that the goggles only simulate visual impairment, and that when one is actually impaired from alcohol and drugs, that there are many other impairments and consequences.**

# Fatal Vision® Goggles—Notes

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## The Limits of Impairment Goggles – and How to Use Them Effectively in Prevention

Fatal Vision® Goggles are a familiar tool in prevention programs, often used to simulate what it feels like to be visually impaired by alcohol. However, recent prevention research shows that when not used thoughtfully, goggles can sometimes fall into the category of “what does not work.” Students may laugh at the activities, treat the goggles as a game, or walk away thinking impairment is only about stumbling or poor vision. In reality, alcohol and other drugs impair far more than balance and eyesight—they also affect judgment, decision-making, memory, and risk perception. These are the factors most responsible for unsafe choices like driving under the influence.

### Tips to Improve Effectiveness for SADD Chapters:

- Set the stage with context. Before using goggles, explain what they simulate—and, **more importantly, what they do not**. Clarify that the goggles do not reproduce the mental and emotional effects of impairment.
- Debrief after the activity. Ask students what they noticed, then connect their observations to real-life risks such as slowed reaction time, impaired judgment, and life-altering consequences.
- Pair goggles with broader education. Use them as part of a comprehensive program that addresses refusal skills, peer pressure, alcohol poisoning, and safe alternatives to risky behaviors.
- Keep it small and interactive. **Activities work best in small groups where everyone participates**, rather than as a large assembly “show.”
- Balance fun with seriousness. Acknowledge that students may laugh during activities, but always bring the conversation back to the life-and-death consequences of impairment.

When used on their own, goggles may not produce lasting prevention outcomes. When used as one tool among many—framed with discussion, reflection, and real-world context—they can help students understand that impairment has consequences and that safe choices save lives.