FATAL VISION® GOGGLES

Guidelines for safe, effective use in schools and community programs

Fatal Vision® Goggles simulate the **visual** effects of alcohol, letting students experience, while sober, how impairment affects balance, vision and reaction time.

SAY THIS EVERY TIME

The goggles do **not** simulate the mental effects of alcohol: impaired judgment, decision-making, memory and risk perception. Those are what lead to choices like driving impaired. Make this clear in every presentation.

USAGE GUIDELINES

- Use the goggles **only in an educational setting**. Consider partnering with local law enforcement.
- Safety first: an adult supervises every activity, with **spotters** protecting each person wearing goggles.
- Never hand goggles to students outside a structured, facilitated activity (sample activities on page 2).
- Have students do each activity **twice**: first without goggles, then with them.
- Work in **small groups** where everyone takes part, not a few volunteers in front of a crowd.
- Explain the Blood Alcohol Concentration (BAC) each pair of goggles simulates, and how even small increases bring more impairment.

PRE-ACTIVITY MESSAGES

Share these before anyone puts on goggles:

- Alcohol is the most commonly used substance among young people in the U.S. Excessive drinking causes about **4,000 deaths a year** among people under 21 (CDC).
- Alcohol's effects build over time, which is why so many people don't realize how impaired they are.
- Know the dangers of alcohol poisoning. Never drive after drinking any amount, or ride with an impaired driver.
- Today's activities offer a glimpse of the risks by simulating visual impairment.
- These goggles do **not** simulate cognitive impairment.

BORROW GOGGLES

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

CARE OF GOGGLES

Clean lenses with a microfiber cloth and store goggles in their drawstring bag. Disposable germicidal wipes can be used on the frames between uses.

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LEARN MORE

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ACTIVITY IDEAS

Pick a few tasks, run them twice, and talk about what changed

RUN IT TWICE
Every task first without goggles, then with them.

SPOTTERS ALWAYS
A spotter stays beside every participant.

EVERYONE TAKES PART
Small groups beat a volunteer "show."

BALANCE & MOVEMENT

Walk the Line: Take nine heel-to-toe steps in a straight line, hands at sides, turn, and walk nine steps back, counting out loud (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 while balancing a yardstick on one finger.

Dribbling Drills: Dribble a basketball from one end of the room to the other, then throw it back to the leader.

HAND-EYE COORDINATION

Give a High Five: Have the participant give you a high five.

Shoot Baskets: In a gym, shoot a few baskets.

Catch the Balls: With one hand behind their back, the participant catches five small bouncy balls tossed one at a time.

Throw It: Toss a crumpled piece of paper into a trash can.

Play Catch: Two people play catch with a rubber ball or sponge football.

Putting: Putt a golf ball into a golf cup.

EVERYDAY TASKS

Pick Me Up: Quickly pick up car keys, coins, dice, paper clips or pens from the floor.

Pour Water: Pour water from a plastic pitcher into a small plastic cup.

Routine Tasks: Flip a light switch, answer a phone, pick up a pen, write a mailing address or type on a keyboard.

Build a Tower: Build a tower of dominoes, two at a time, as fast as possible.

Stay in the Lines: Draw a line through a maze without touching the walls.

MAKE IT COUNT

The limits of impairment goggles, and how to use them well

Fatal Vision® Goggles are a familiar prevention tool, but research shows that used carelessly they can fall into the category of "what does not work." Students may laugh, treat the goggles as a game, or leave thinking impairment is only about stumbling or blurry vision. In reality, alcohol and other drugs also impair **judgment, decision-making, memory and risk perception**, the factors most responsible for unsafe choices like driving under the influence.

FIVE WAYS TO MAKE GOGGLES WORK

1 **SET THE STAGE**

Before using goggles, explain what they simulate and, more importantly, **what they don't**: the mental and emotional effects of impairment.

2 **DEBRIEF EVERY ACTIVITY**

Ask what students noticed, then connect it to real-life risks: slowed reactions, impaired judgment and life-altering consequences.

3 **PAIR WITH BROADER EDUCATION**

Use goggles within a comprehensive program that covers refusal skills, peer pressure, alcohol poisoning and safe alternatives.

4 **KEEP IT SMALL**

Activities work best in **small groups where everyone participates**, rather than as an assembly "show." More time with each participant means more impact.

5 **BALANCE FUN AND SERIOUSNESS**

Students will laugh, and that's OK. Always bring the conversation back to the life-and-death consequences of impairment.

DEBRIEF QUESTIONS

- What was harder than you expected?
- The goggles only changed what you could see. What else would alcohol change about how you think and decide?
- How could these effects show up behind the wheel, or as a passenger?
- What could you say or do if a friend was about to drive after drinking?

On their own, goggles rarely produce lasting prevention outcomes. Used as one tool among many, framed with discussion, reflection and real-world context, they help students see that impairment has consequences and that safe choices save lives.