

Jessica Halverson

Title: Alcohol Impairment Simulation

1.) Basis Information

a) *Michigan Standards and Benchmarks*

2.1 Analyze how alcohol, tobacco, and other drug use and exposure, negatively impacts the user, as well as friends, family members, and community members.

b) *Health Literacy Content Area:* Alcohol Impairment

c) *Time Allotment:* 1 session 55 minute session

d) *Age/Grade:* High school

e) *Technology Used:* Computer

Materials Needed:

- 36" wooden dowel-one for each group
- Leather or cloth worker's gloves-one for each group
- Large marshmallows- 3 per person (Cheetos may be substituted)
- Small envelopes numbered one through six-one set per group
- Sayings written on paper and placed in numbered envelope (saying printed below)
- Sunglasses with Elmer's Glue (light coating of glue on front of both lenses, dries in 2 hours for use)
- 6" nut and bolt-one per group
- Computer

2.) Rationale

Alcohol impairment is a major problem for adolescents and adults. It has considerable influence on auto crashes, the use of pregnancy, and STD prevention devices, and relationships. Understanding the various impairments that may be caused by the use of alcohol and discussion in a classroom situation are important for students.

Lesson Objectives/Learning Goals

- Students will identify various impairments that can be caused by the use of alcohol.
- Students will demonstrate activities soberly and then with an impairment that can be caused by alcohol.
- To gain knowledge about alcohol impairment and the effects it plays on sexual behavior, relationships, and choices.

- Gain understanding how alcohol impairment can affect how well people communicate, make decisions, and perform tasks that otherwise might have been simple.

Lesson

Anticipatory Set: To set the tone of the lesson, start with this fun activity: **Myths and Facts** For this activity, students will be put in groups and each group will get a sign that says, “Fact or Myth” on it. A saying will go on the overhead and then the students discuss within their groups if they think it is a fact or myth and then hold up the side of what they think it is.

Myth: "Drinking coffee, getting some fresh air, or taking a cold shower will sober you up."

Fact: The only way to get sober is to wait for the body to metabolize (eliminate) the alcohol – it takes several hours. The body metabolizes about one drink each hour. Coffee or a shower may make you feel more awake, but you will still be impaired.

Myth: "I only drink beer. Beer won't affect my driving."

Fact: Beer will fill you up more than wine or hard liquor, but a glass of beer has the same alcohol content as a glass of wine or a mixed drink.

Myth: "Alcohol helps me socialize better."

Fact: The effect of alcohol may cause a person's attention to be less focused, allowing them to feel more comfortable around other people. However, this effect is very brief and does not last as one continues to consume more alcohol. The social effects that then result vary from person to person, but include being obnoxious, aggressive, withdrawn, and impulsive.

Myth: "Alcohol makes me perform better."

Fact: Heavy drinking has a negative effect on judgments, coordination and reaction time. Due to alcohol's relaxing effects, drinking alcohol can lead to a false sense of confidence that can have deadly consequences if unchecked.

Objectives/Purpose:

- To teach students that alcohol use can cause blurred vision and poor coordination
- Understand the various impairments that can be caused by the use of alcohol.

6.) Input

Description of Activity (Part 1):

1.) Divide the class into groups of 4-6. All groups must be equal in number or as in a relay, someone may have to do each skill twice.

2.) Activity:

Nut and Bolt (No Impairment)

- Each group gets a nut and bolt. It's placed on a desk. At the signal "go," one person threads the nut onto the bolt all the way to the top. When this is completed, the nut and bolt are handed to the next team member who removes the nut. This continues until every team member has completed one of the tasks. To signal the team has finished, everyone in the group stands.

Glasses (Visual Impairment)

- The next step is to repeat the nut and bolt task wearing the glasses with the glue smudge. When every team member has completed the task, the team stands.

Gloves (Dexterity)

- Each team member repeats the nut and bolt task wearing the glasses and the worker's gloves. The team stands to indicate they've all had a turn.

Description of Activity (Part 2):

1.) Divide the class into groups of 4-6. All groups must be equal in number or as in a relay, someone may have to do each skill twice.

2.) **Marshmallows and Saying (Verbal Impairment)**

- **MAKE SURE THAT STUDENTS DO NOT SHOW THEIR TABLE THE PRINTED QUOTE INSIDE. ALSO, THE ENVELOPE SHOULD NOT BE OPENED UNTIL IT IS THAT STUDENT'S TURN.**
- Each student is given three marshmallows and an envelope with a printed quote inside. A group member must put on the glasses, put on the gloves, place the marshmallows in his/her mouth and repeat the saying that's in their envelope until a fellow teammate can correctly identify the saying (Use different sayings so that other groups can't eavesdrop.) Once correctly identified pass the gloves and glasses on to the next person. The whole group stands when finished.

3.) The sayings will include the following:

- I really don't think we've known each other long enough.
 - I'm really uncomfortable with this.
 - No...I'm too drunk to have sex.
 - I never have sex without protection.
 - It's not that I don't love you. I just don't feel right about having sex with you.
 - Having sex without protection just isn't an option.
 - I'm really drunk. This isn't such a good idea.
 - When I say "no" that means no. Understand?
 - It's been a long night. I think someone should just take me home.
 - I think I'm going to be sick. Will you stop the car?
- a. **Modeling:** The teacher should show pictures of accidents where alcohol is the main cause. The teacher should be doing the activity with the students first (just an example of what you want them to do) and then let them practice.

- b. **Check for Understanding:** Before you start each activity, you will ask the students to repeat the directions back to you, so you know they understand. Also, it is good to ask students “What questions do you have?” instead of “Do you have any question?” because they are more likely to ask questions when asked the first way.

7.) Guided Practice: During the activity, the teacher should be making sure the students are performing the tasks right and assisting anyone that is having trouble with these activities. It is important to walk around the classroom and involve yourself in conversations with your students.

8.) Closure: The end of this lesson will consist of bringing it all together. There will be discussion questions at the end of these activities.

9.) Independent Practice: Write a letter to a fictitious friend about the importance of staying away from alcohol.

10.) Assessment: Evaluation: Questions at the end for discussion!

- How did each impairment affect your ability to perform the task?
- How was it different when there was no impairment?
- These exercises are fun, but how is it different when alcohol use/misuse is involved?
- What are some of the issues that impairment brings to a relationship?
- How does impairment affect the use of protection against STD/STI and pregnancy?
- How does impairment influence sexual choices?

11.) Adaption for Special Needs: For students that need more attention, You could also have students work in pairs/groups as needed to help students who may need help understanding the material (the teacher can pick groups).

12.) Back-up Activity/Extension: A fun way to assess learning is to have students respond to a “Dear Abby” type letter. Their responses must clearly indicate:

- A restatement of the problem
- Possible choices, including positive and negative consequences of each
- A rationale for the final choice
- A plan of action

Lesson Plan: Adapted from Su Nottingham

Myths and Facts

(Anticipatory Set)

Myth: "Drinking coffee, getting some fresh air, or taking a cold shower will sober you up."

Fact: The only way to get sober is to wait for the body to metabolize (eliminate) the alcohol – it takes several hours. The body metabolizes about one drink each hour. Coffee or a shower may make you feel more awake, but you will still be impaired.

Myth: "I only drink beer. Beer won't affect my driving."

Fact: Beer will fill you up more than wine or hard liquor, but a glass of beer has the same alcohol content as a glass of wine or a mixed drink.

Myth: "Alcohol helps me socialize better."

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Myth: "Alcohol makes me perform better."

Fact: Heavy drinking has a negative effect on judgments, coordination and reaction time. Due to alcohol's relaxing effects, drinking alcohol can lead to a false sense of confidence that can have deadly consequences if unchecked.

Name_____

Date_____

Class_____

“Dear Abby” Type letter. Backup Plan

Directions: The student must respond on the same page. Responses must clearly indicate the following:

- A restatement of the problem
- Possible choices, including positive and negative consequences of each
- A rationale for the final choice
- A plan of action

Help!

I have been having a problem that maybe you can help me with. I have a really good friend, Chris. He is really into drugs and alcohol. In fact, Chris threatened not to be my friend anymore if I keep making excuses not to drink and smoke marijuana with him. Chris is putting a lot of pressure on me. Chris and I have been friends since third grade and I would be devastated if our friendship ended. He will call me to come to parties where I am not comfortable attending; but I go for the sake of his friendship. This has really been bothering me. Help!!

Signed,

Stressed in ninth grade

Questions for Discussion

- 1.) How did each impairment affect your ability to perform the task?
- 2.) How was it different when there was no impairment?
- 3.) These exercises are fun, but how is it different when alcohol use/misuse is involved?
- 4.) What are some of the issues that impairment brings to a relationship?
- 5.) How does impairment affect the use of protection against STD/STI and pregnancy?
- 6.) How does impairment influence sexual choices?

The sayings will include the following:

(Activity 2: Marshmallow)

- I really don't think we've known each other long enough.
- I'm really uncomfortable with this.
- No...I'm too drunk to have sex.
- I never have sex without protection.
- It's not that I don't love you. I just don't feel right about having sex with you.
- Having sex without protection just isn't an option.
- I'm really drunk. This isn't such a good idea.
- When I say "no" that means no. Understand?
- It's been a long night. I think someone should just take me home.
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