

Alcohol Impairment Simulation

Michigan Merit - Sexuality

7.6 Explain how stereotypes, norms peer influence, alcohol and other drug use, media, and personal responsibility can impact sexual decision making and the consequences of such decisions.

USE:

- Discuss alcohol impairment a major problem for adolescents and adults.
- Discuss alcohol use and its influence on auto crashes, the use of pregnancy and STD prevention devices, and relationships.
- Discuss the various impairments that may be caused by the use of alcohol
- Address and facilitate discussion about alcohol use and abuse, and its relationship to prevention and communication.

PREPARATION:

- Prepare bags with each of the following for each group of 4-6 in class:
- Supplies needed for lesson:
 - 36" wooden dowel – one for each group
 - Leather or cloth worker's gloves – one pair per group
 - Large marshmallows – 3 per person (Cheetos may be substituted)
 - Small envelopes numbered one through six – one set for each 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)
 - 4" – 6" disk that lays flat on the floor (rubber, cardboard) one per group. (Poly-spots obtained thorough a physical education work well for this activity.)
 - 6" nut and bolt – one per group
 - Optional: One wooden penis model and condom per group



IMPLEMENTATION:

- 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.
- Explain the various ways that alcohol can impair a person's performance, dexterity, vision, speech and balance. The lesson's activities will demonstrate how alcohol impairment can affect how well people communicate, make decisions and perform tasks that otherwise might have been simple.

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- Each round will be done as a competition as in a relay race. When the group (team) is done with the round the group should stand up and shout a designated saying. Examples:
 - Abstain, Postpone, Protect
 - Practice Safer Sex
- Scoring procedure:
 - The first team that stands wins three points
 - The second team that stands wins two points
 - The third team that stand wins one point.
 - All other teams earn zero points
 - Scores are totaled at the end of the lesson.

ACTIVITIES:

Nut and Bolt (No impairment)

Each group gets a nut and bolt. It's placed on a desk or on the floor. 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 placed on the floor or desk in front of the next team member who removes the nut. This continues until every team member has completed one of the tasks. (nut on the bolt or nut off the bolt) To signal the team has finished, everyone stands and shouts the designated words.

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.

Marshmallows and Saying (Verbal Impairment)

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 saying so that other groups can't eavesdrop.) The whole groups stands when finished.

Sayings:

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.

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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 protections 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?

Balance:

Stick: 24"-36" wooden dowel – one per group

“Spot” or marker for holding one foot on (keeps them in one general area = safer)

First team member places the disk (spot) on the floor and puts one foot on the disk. The wooden dowel is then balanced on a fingertip while the team counts “one safer sex, two safer sex, three safer sex” or “one abstinence, two abstinence....” If the stick falls during the count, the counting begins again. The group stands when everyone has completed the exercise. May be done first without impairment, then with glasses and gloves for impairment.

Optional Final Round-Optional:

Each group select one person who comes to the front of the room to represent the group. The contestant start together, put the glasses and gloves, then place the penis model on the disk and place the condom on the model, but the marshmallows in their mouth and state “Always practice safer sex.” Points can be given to each team in descend order as they finish.

Questions at the end:

- 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 and inhibitions?
- How does alcohol affect people of various weights, ages, and gender?
- What are the laws regarding consent? Is alcohol impairment a factor in these laws? How are they upheld? Do the laws reflect what is really acceptable and ethical?

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