**Alcohol: Short-Term Effects**

**Classroom Activities**

Part 1

Have each student partner with one other student. Have one of the students in each group close their eyes or wear a blindfold. The other student should assist to make sure the blindfolded student does not fall or get hurt, and to guide them through the exercise. The blind folded student should try three different activities: stand on one leg, then touch their finger to their nose, and end with walking a straight line. This is similar to the tests that are administered by the police when you get pulled over. The blind folding will typically create a similar feeling and sensation of imbalance that one experiences when intoxicated. Switch and allow the each student to experience both roles.

Part 2

This activity will help students realize the effect peer pressure has on making decisions. First, have each student pick a partner. One student asking the other to attend a party and drink. The student should respond, “No”. It should be made clear that saying “No” is a position strength and that they do not need to explain their reason. The other student should acknowledge and respect their choice.

The second role play scenario is pretending that a student drove to a party and started drinking. He/she is clearly too drunk to drive home. It is the job of another student to convincingly talking the person to hand over their keys, so they don’t drive home. Again, it should be emphasized that it is a sign of strength and character to not allow someone who is drinking get behind the wheel of a car.

After they complete the first two activities, write two columns on the board. One titled “Designated Driver” and the other column title would be “Give into Peer Pressure.” Have them write five to ten emotions/words that describe each one and discuss. Give them the first word in each column.

**Designated Driver Give into Peer Pressure**

Leader Follower

Responsible Irresponsible

Team Player Insecure