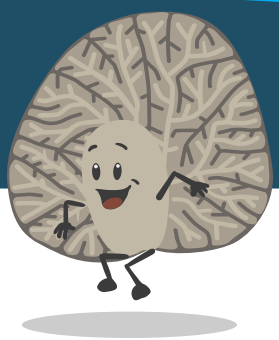
ALCOHOL AND YOUR DEVELOPING CEREBELLUM

Cerebellum



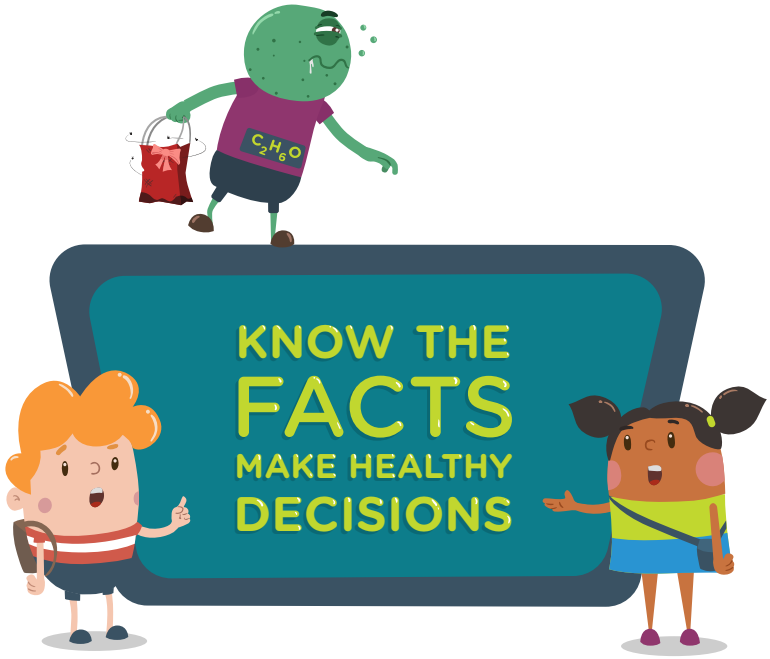
Length: 30-40 minutes | Designed for 5th and 6th grade

Summary

This lesson is intended to teach students how alcohol impacts physical and verbal coordination, while simultaneously emphasizing the crucial role of communication skills in living a healthy lifestyle and saying “no” to underage drinking.

Objectives

- Identify the functions of the cerebellum
- Communicate the impact of alcohol on the cerebellum
- Recognize the physical effects alcohol can have on coordination and motor skills, both physical and verbal
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks



Vocabulary

- Cerebellum
- Coordination
- Motor skills

What you'll need:

- Cerebellum Comprehension Questions Sheet
- Cerebellum Vocabulary Cards
- Index cards (10-15 for every group of 3-4)
- Practice Saying “No” Worksheet

Comprehension Questions

- Where is the cerebellum in your brain?
- What functions does the cerebellum control?
- What do you think verbal coordination means?
- Why do people slur their words and fall down from drinking too much?

For your next class...

How Alcohol Affects Your Cerebral Cortex

To learn more about teaching units on the impacts of underage drinking and peer pressure, see additional lessons from *Ask, Listen, Learn*

See all lessons

ask listen learn

Kids and alcohol don’t mix.

For more info head to **AskListenLearn.org**

TEACHER INSTRUCTIONS

Cerebellum

1. Introduce the unit by playing the video, **"How Alcohol Affects Your Cerebellum"**. Have the "class neurotransmitter" (one student chosen at random) pass out the comprehension questions to all students (neurons).
   2 minutes
2. When the video is over, have the students get into groups to discuss the questions.
   5 minutes
3. Lead a discussion on motor skills and the value in being able to communicate clearly. Why is it important that your motor skills function properly? Why is it important that your verbal coordination functions correctly?
   3 minutes
4. Activity: *Verbal Coordination*
   10 minutes
5. Ask you students if they felt able to clearly communicate their answer, and explain how this is similar to what happens when the cerebellum is impaired by alcohol. Explain that communicating clearly is especially important when facing peer pressure.
6. Write peer pressure on the board and ask the class to write down their own definition of peer pressure.
   2 minutes
7. Lead a discussion on different influences kids may face, like friends, parents, the media, teammates and more.
   5 minutes
   See our lesson on peer pressure for more info!
   http://asklistenlearn.org/lesson-plans/the-impact-of-peer-pressure/
8. Activity: *Practice Saying No*
   Teach your students that there are many ways to communicate, verbal and nonverbal.
   5 minutes
9. Have new "class neurotransmitter" pass out the vocabulary cards. For homework, ask the students to rewrite definitions for the vocabulary in their own words, and draw a picture to help them remember.
10. Pass out index cards and ask students to write down two things they learned and one thing they would like to learn more about.

ACTIVITY IDEAS

Verbal Coordination Activity

In groups of 3, have students answer a question, such as, "What is your favorite Disney movie and why?" Each group will write their answers using 10-15 words ONLY. Each group will write each word in their answer on a separate index card and stack them in order. Next, the teacher will take away 4 word cards from each stack and change the spelling on another 4 words in each. Now have the groups read their answers by only using the index cards.

Practice Saying "No"

1. Have your students get into groups of 3-5 and discuss the following questions, filling in answers on their worksheets.
   - Is saying no ever difficult? Why?
   - Has there ever been a time you wanted to say no, but you said yes?
2. Regroup and take answers from volunteers.
3. Explain that there are many ways to say no:
   - Offering an alternative solution.
   - Using a clear and strong voice (verbal).
   - Being confident in your posture, shaking your head (nonverbal).

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