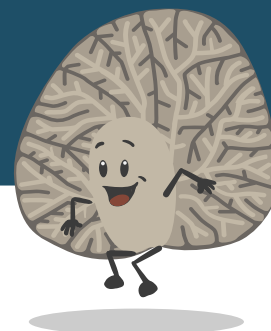


ALCOHOL AND YOUR DEVELOPING CEREBELLUM

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](#)



For more info head to AskListenLearn.org

- 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).

For your next class...

How Alcohol Affects Your Cerebral Cortex

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[See all lessons](#)



Kids and alcohol don't mix.

For more info head to AskListenLearn.org

ALCOHOL AND YOUR DEVELOPING CEREBELLUM

Cerebellum

Vocabulary Words

Cerebellum

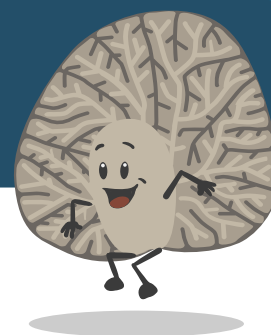
The part of the brain that sits at the back of the skull, right above the brainstem. It controls balance and movement, and even the way you speak!

Coordination

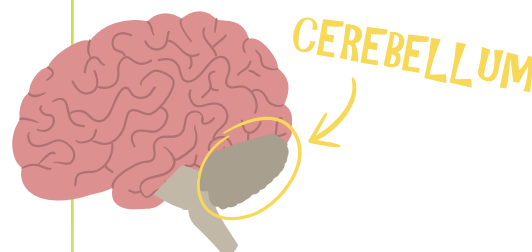
The ability to move different parts of your body in a smooth and easy manner.

Motor skills

Our abilities to control our movements, both physical and verbal.



MOTOR SKILLS



COORDINATION



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VOCABULARY WITH PHONETICS

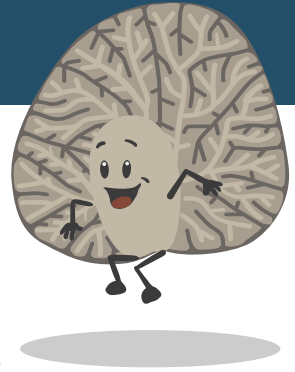
Cerebellum

Cerebellum

cer•e•bel•lum



CUT
OUT



Coordination

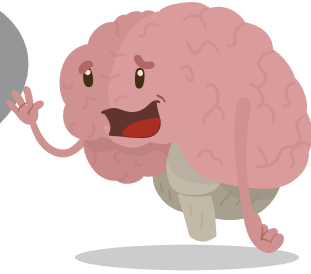
co•or•di•na•tion

Motor skills

mo•tor skills

VOCABULARY WITH PHONETICS

Use these
Flashcards For
extra practice!



The part of the brain that sits at the back of the skull, right above the brainstem. It controls balance and movement, and even the way you speak!

Our abilities to control our movements, both physical and verbal.

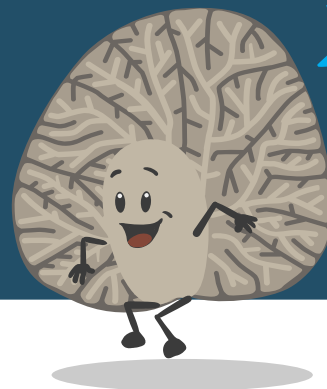
The ability to move different parts of your body in a smooth and easy manner.

ALCOHOL AND YOUR DEVELOPING CEREBELLUM

Cerebellum

Comprehension Questions

Be sure to write your answers in full sentences and cite evidence from the video.



SAY "NO"

There are many ways to say "no"! Using your verbal communication skills to say no clearly, strongly and confidently is one way, but you can also use nonverbal communication skills. Standing up straight and holding your head high can be great ways to communicate.

If someone is trying to get you to do something you don't want to do, offering an alternative option may be a good solution. For example, if a friend is asking you to go hang out with her older brother, and you know there may be alcohol there, you could say, "What if we went to the movies instead?"

There are many ways to communicate your feelings and opinions with others, but if you ever feel as if you're in a situation you can't handle alone, always confide in a trusted adult.

Is saying "no" ever difficult? Why?

Has there ever been a time you wanted to say "no", but you said yes?



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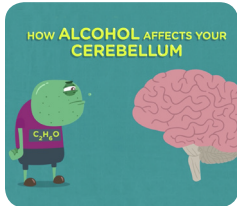
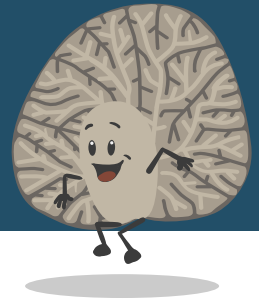
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ALCOHOL AND YOUR DEVELOPING CEREBELLUM

Cerebellum

Comprehension Questions

Be sure to write your answers in full sentences and cite evidence from the video.



1 Where is the cerebellum in your brain?



2 What functions does the cerebellum control?



3 What do you think verbal coordination means?



4 Why do people slur their words and fall down from drinking too much?



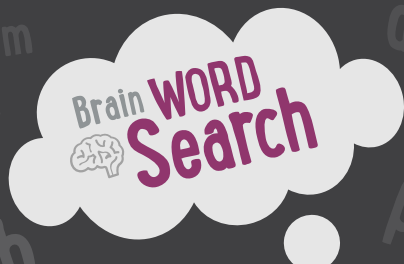
5 Summarize the overall message of this video.

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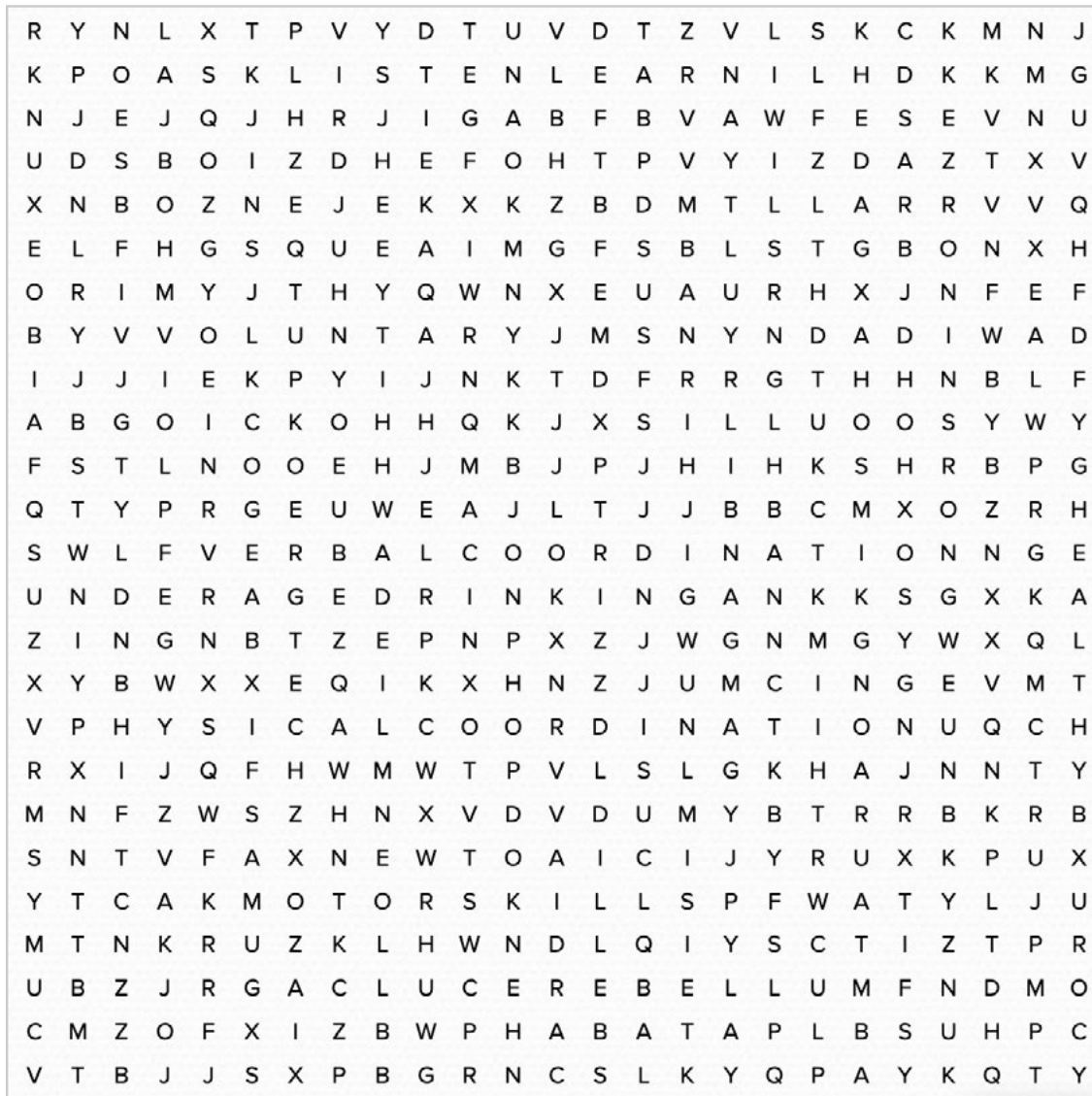
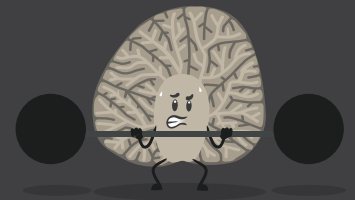
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Cerebellum

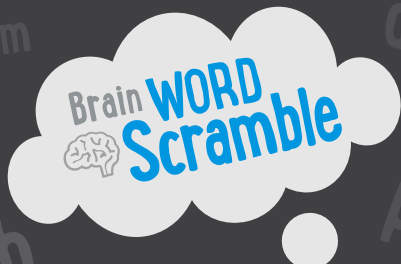


physical coordination
verbal coordination
motor skills
voluntary

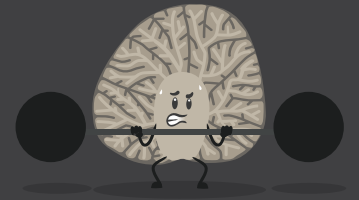
learned
cerebellum
brain
underage drinking

healthy
ask listen learn

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



Cerebellum



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1. physical coordination 2. verbal coordination 3. motor skills 4. voluntary 5. learned 6. cerebellum 7. brain 8. underage drinking 9. healthy 10. ask listen learn

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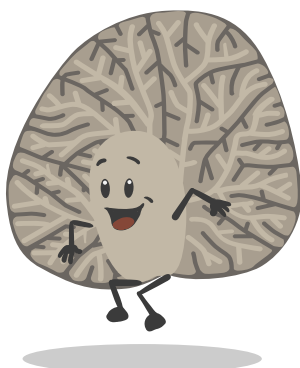
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STANDARDS ALIGNMENT

LESSON 3

Alcohol and Your Developing Cerebellum

Content	Student Objectives	Classroom Activities	Assessment
<ul style="list-style-type: none"> Cerebellum functionality How alcohol affects coordination and motor skills 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> 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 the health risks 	<ul style="list-style-type: none"> Video and class discussion Clear communication discussion Verbal Coordination Activity Peer pressure discussion Practice Saying No group activity 	<p><i>Formative:</i></p> <ul style="list-style-type: none"> Written discussion questions Classroom discussion Vocabulary homework <p><i>Formative/Summative:</i></p> <ul style="list-style-type: none"> Practice Saying No worksheet



Standards

CCSS:

- RI.5-7.1
- RI.5-7.2
- RI.5-7.4
- RST.6-8.1
- RST.6-8.2
- RST.6-8.4
- W.5-7.10
- WHST.6-8.10
- L.5-7.4
- SL.5-7.1
- SL.5-7.2

NHEA:

- 1
- 2
- 4
- 5

NGSS

- MS.LS1.3
- MS.LS1.8

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