

Post-Unit Assessment

Either at the end of this lesson, or following this lesson, administer the post-assessment to each student. This can be done in hard copy format, or in a digital format on a tablet.

How will each of the following be collected?

Process Data

- Count the number of students that attend this lesson.

Perception Data

- Calculate the percentage of students (in small groups) who, when given a peer pressure scenario, can successfully 1) define the problem, 2) identify possible solutions/consequences, and 3) decide on a reasonable choice.
- ** At the end of the unit, score the pre and post assessments, and measure any change in student knowledge and/or attitude.

Outcome Data

- Compare behavioral data before the delivery of the lesson to behavioral data after the delivery of the lesson.

Follow-Up

Extension Activities

- Collaborate with the physical education teacher and/or classroom teacher to have students play Cerebral Cortex Ball in the gym or on an outdoor play area.

STEP 1: Have students watch the “How Alcohol Affects Your Cerebral Cortex” [video](#) an additional time.

STEP 2: Following the video, have students play the game with normal 4-square rules.

STEP 3: Each square is designated one of the lobes.

STEP 4: Each time a player hits a ball they need to say either the name of their lobe, or the function of their lobe. They must alternate between the two every time they hit the ball.

- Collaborate with the classroom teacher to have students complete the How Do You Say No to Alcohol worksheet.
- Collaborate with the computer lab specialist of library/media specialist to have students play the *Ask, Listen, Learn* games.

Play the Game



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



Kids and alcohol don't mix.

For more info head to AskListenLearn.org