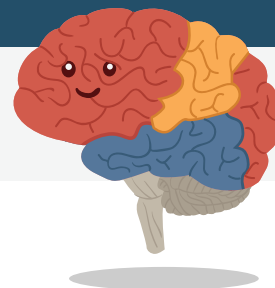


An exploration of how alcohol affects the developing cerebral cortex | Grade(s) 4th-7th

School Counselor: _____

Date: _____



Learning Objectives

- Students will communicate the impact of alcohol on the cerebral cortex.
- Students will conceptualize the danger of driving drunk.
- Students will demonstrate the ability to use decision making skills to enhance health.

Materials

- Presentation board (Smart Board, Promethean Board)
- Index cards
- Post-Assessment (for each student)
- *Alcohol and Your Developing Cerebral Cortex: Decision Making worksheet* (one per small group of students)
- (Optional) *Alcohol and Your Developing Cerebral Cortex comprehension questions worksheet* (for each student)
- (Optional) *How Do You Say No to Alcohol worksheet* (for each student)
- (Optional) electronic tablets, such as iPads, Kindle Fires, etc., headphones
- Corresponding [lesson PowerPoint deck](#)

Standards

ASCA Mindsets & Behaviors (Domain/Standard):

- M 1. (social-emotional): Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being
- B-SMS 1. (social-emotional): Demonstrate ability to assume responsibility.
- B-SMS 7. (social-emotional): Demonstrate effective coping skills when faced with a problem.
- B-SMS 9. (social-emotional): Demonstrate personal safety skills.
- B-SS 5. (social-emotional): Demonstrate ethical decision-making and social responsibility.
- B-SS 9 (social-emotional): Demonstrate social maturity and behaviors appropriate to the situation and environment.

Review		Procedure	Follow-Up
<ul style="list-style-type: none"> • Ask students to recall what they learned in the last lesson. • Ask, "What is an excitatory neurotransmitter? What is an inhibitory neurotransmitter?" 	<ul style="list-style-type: none"> • Ask, "How does alcohol affect the developing brain?" • ** If students completed extension activities, review those at this time. 	<ul style="list-style-type: none"> • Use the corresponding PowerPoint deck to guide the lesson. • Acquisition of Learning • Culminating Activity • Evaluation 	<ul style="list-style-type: none"> • Extension Activities

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 Have the students watch the [video](#), “How Alcohol Affects Your Cerebral Cortex.” Pass out the comprehension work sheet to any students to all students, or just to students that would like to take notes during the video.
- 2 When the video is over, have the students get into groups to discuss the questions. Have volunteers share their answers with the rest of the class.
- 3 Ask students, “How does alcohol affect your reflexes and decision-making? How does it affect an activity like driving?”



Watch the Video “How Alcohol Affects Your Cerebral Cortex”



Watch

CULMINATING ACTIVITY

- 1 Distribute index cards and ask students to write down what they believe to be the most difficult decision they’ve ever made.
- 2 Ask volunteers to share what they’ve written. Follow up by asking them what made the decision difficult.
- 3 Organize students into small groups. Pass out one decision making worksheet to each small group.
- 4 Give an example scenario to students prior to small group activity. You are at a friend’s house on Saturday night, and his older sister has some friends over. They begin drinking alcohol, and offer you and your friend each a beer. Your friend takes the beer and begins to sip. How do you decide what to do?
- 5 Tell students that they can use the decision-making process to help them solve this problem.

STEP 1: Define the problem.

STEP 2: Brainstorm for possible solutions.

STEP 3: What are the consequences of each solution?

STEP 4: Choose the best solution.

- 6 Ask students to use this process in the small group activity.



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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



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