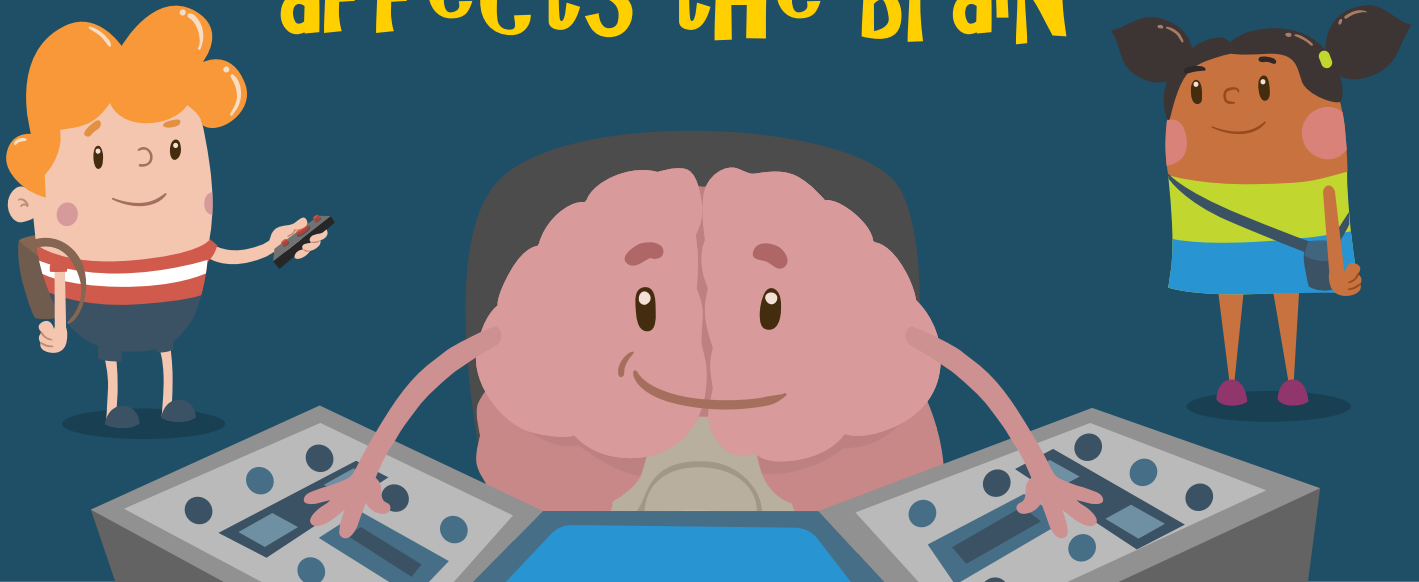




HOW ALCOHOL affects the brain



FACILITATOR GUIDE

About *Ask, Listen, Learn* Classroom Resources

Teachers play a crucial role in guiding kids in both their academic and social growth. The new “How Alcohol Affects the Brain” videos and corresponding classroom lessons have been designed to teach kids about the physical impact underage drinking has on the developing brain and body.

Ask, Listen, Learn provides you with versatile classroom resources to facilitate conversations about underage drinking with your students, while teaching them about the scientific effects of what they put in their bodies.

FREE!

All lessons and resources are
free and available online at

[AskListenLearn.org](https://www.AskListenLearn.org)

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](https://www.AskListenLearn.org)

IMPLEMENT IN YOUR CLASSROOM

Before You Start

- **Assess Prior Knowledge:** You may want to create a baseline by having students complete a small writing assignment on the brain prior to the start of the lesson. This will help you to understand what they already know about concepts of the brain and body.
 - **Example:** Have students write 5-10 sentences on what they know about the brain, what it does, and how it can help them every day.
- **Preview the Topic:** Start the conversation early by allowing students to come ready with questions or ideas. Hand out a set of vocabulary cards a week before the lesson or discuss the objectives students will learn.
- **Let Parents Know:** Send our parent take home letter before starting this unit, to keep parents in the loop on what may be a sensitive issue for some.
- **Coordinate with your Counselor:** This can be a sensitive topic for some students, so it may be a good idea to get your school counselor involved in the lessons.

Fitting Lessons into Your Classroom

- **Curriculum Standards:** Classroom lessons can supplement units in health and science. All lessons support the Common Core State Standards, National Health Education Standards and Next Generation Science Standards. [Click here](#) to see alignment details.
- **Incorporate Ask, Listen, Learn Resources** into other units: Reference back to *Ask, Listen, Learn* topics in your other units; these lessons are interdisciplinary in their design. Refer back to the effects of alcohol on the brain and nervous system in a science unit. Refer back to the value of positive decision-making and resisting peer pressure when talking about healthy lifestyles or preventative health in a health unit.

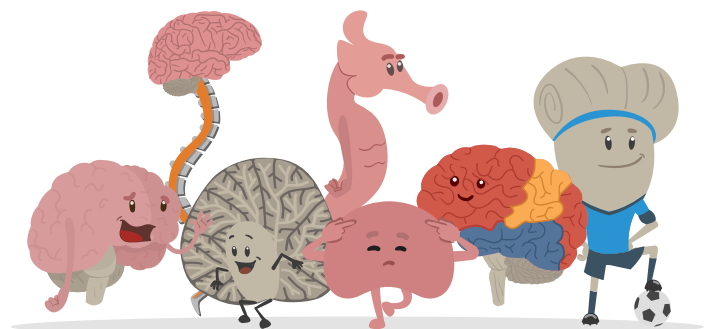
After You Finish Lessons

- **Continue the Conversation:** Revisit the index cards students turned in with each lesson. Talk about whether their questions have now been answered, or if there are still topics they would like to learn more about. You may be able to fold their identified interests into other units.
- **Engage Parents:** Conversations about student growth can be difficult, but you don't have to do it alone. Parents are the leading influence on a kid's decision to drink or not to drink. Talk about the lessons and *Ask, Listen, Learn* resources with parents. All lessons are intended to present students with scientific information about the impact of underage drinking on their bodies in an engaging manner to help create conversations outside the classroom with parents and their peers.
- **Tell us about your lesson!** We're excited to hear from you about how our lessons were received in your classroom. Email us at AskListenLearn@Responsibility.org and share your experience with us on social media:

 [@AskListenLearn](https://twitter.com/AskListenLearn)

 [@Ask_Listen_Learn](https://www.instagram.com/Ask_Listen_Learn)

 [/AskListenLearn](https://www.facebook.com/AskListenLearn)



LEARN MORE

[Check out our list of additional resources to learn more about underage drinking, neuroscience, neurotransmission, hormones, and more!](#)

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](https://www.AskListenLearn.org)

DEAR PARENTS,

As a school counselor and health and wellness teacher in a K-8 school, I often field questions about the appropriateness of teaching preteens about cannabis. I understand parents' instinct to delay the discussion until their child is older, but that's not protective. It's a missed opportunity, and it may even backfire.

If that seems counterintuitive, consider the developmental phase. Young adolescents are years away from having a fully formed prefrontal cortex and as a result they're more likely to take unhealthy risks--and less likely to predict the consequences of their actions. They need their parents and teachers to arm them with good information, help them identify safe risks, and preview pressure-filled or tempting scenarios.

Tweens are getting bombarded daily with data -- both accurate and inaccurate -- from friends, the 24-7 news cycle and social media. That means they're also getting subjected to a lot of bad information. Tweens hate to be manipulated, and adults can use that to their advantage by pointing out when others try to mislead them into believing that cannabis can't harm their still-developing brain.

Cannabis *can* harm kids, but scare tactics are ineffective. The best way to reach a young adolescent is to honor their intellect, treat them as the expert in their own life, avoid lecturing, focus on developing their critical-thinking skills, and give them age-appropriate, factual information.

The *Ask, Listen, Learn* unit on cannabis is designed to do just that. It covers everything from the risks associated with youth use, to how cannabis affects a tween's developing brain, body and behavior, to the basics of the endocannabinoid system. It gives kids the tools they need to draw their own conclusions and make smart, healthy decisions both now and down the road. That's a real gift.

The data underscores the need to tackle the topic directly with tweens. According to the Food and Drug Administration, e-cigarette use by middle schoolers spiked 48% from 2017 to 2018. *The New England Journal of Medicine* recently reported that 9% of eighth graders used e-cigarettes in the past 30 days -- more than double what it was just two years ago. This is significant because researchers from the University of Pennsylvania and the University of Southern California reported in the journal *Pediatrics* that 14-year-olds who tried e-cigarettes were three times more likely to try marijuana than students who hadn't tried them.

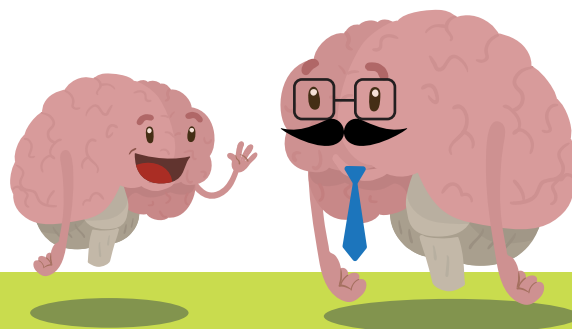
Prevention takes a village. *Ask, Listen, Learn's* lesson is interactive and comprehensive, but kids need their parents to talk to them about substance use as well. At home, approach your child from a stance of calm curiosity. You can ask, "What have you heard about cannabis?" or "Do you think you know more or less than what I think you know?" or "Do you think most kids think it's dangerous to use marijuana?" Practice your poker face and stay nonreactive if they say something shocking. You want to make it safe for them to be honest and open.

I recognize that this entire topic may feel overwhelming--much like raising a tween!--but half the battle is being willing to have the conversation. The *Ask, Listen, Learn* lesson can provide your child with solid, developmentally appropriate information, but they still need you to impart your values, beliefs and expectations.



Sincerely,

Phyllis L. Fagell, LCPC
School Counselor
Author of "Middle School Matters"



DEAR PARENTS,

We are beginning a series of lessons about how alcohol affects the developing brain. We will be using lessons and videos that are part of the *Ask, Listen, Learn: Kids and Alcohol Don't Mix* program (www.AskListenLearn.org). Since the program began in 2004, underage drinking rates are down because conversations among parents and teachers with kids are up. Conversations we have in the classroom and the talks you have at home matter. This long standing program is intended to get kids talking with their parents and educators, ultimately teaching them to say “yes” to a healthy lifestyle and “no” to underage drinking.

Because you are my partner in education and the leading influence on your child's decision to drink or not to drink, I wanted to share the materials that we will be using in the classroom and provide [conversations starters](#) to help ensure you have all the resources to continue the conversation about the dangers of underage drinking at home.

Throughout this unit, we will be watching seven videos about various parts of the brain and how each are affected by alcohol. Each of the seven brain videos has corresponding lesson plans with classroom activities that feature traditional and interactive components and questions for discussion. All of the videos and classroom materials that we will be using can be found at AskListenLearn.org.

Knowing what is being learned in the classroom is a great way to start a discussion at home. Conversations about alcohol responsibility should begin early and last a lifetime but sometimes it can be tricky to get kids talking. Besides asking your child what they learned at school, look for real world examples that will get them talking.

Newspaper articles or current events about alcohol serve as ways to raise the issue and have them share what they're learning. Share your reaction to these examples and ask your child for theirs. Provide factual information about how alcohol affects their growing brain and body to reinforce what is being learned at school.

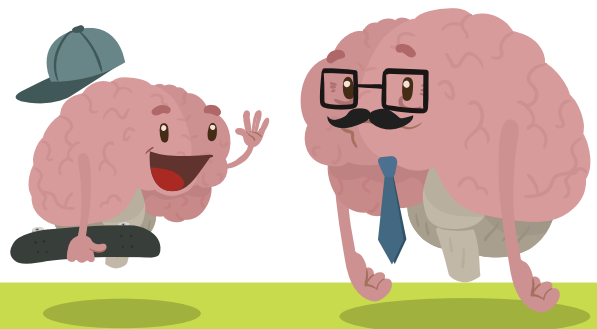
Other ways you can get kids talking include asking them questions like:

- You know most kids your age don't drink, right?
- You know you can call me if you're ever in a situation that makes you uncomfortable, right?

**Besides reviewing the Ask, Listen, Learn materials we are using in our classroom,
I also recommend these free resources from Responsibility.org:**

- How to Talk to your Adolescent About Alcohol
<http://img.responsibility.org/wp-content/uploads/2015/02/ALL-Parents-Brochure.pdf>
- Talking with Kids About Alcohol (español)
<http://img.responsibility.org/wp-content/uploads/2015/02/ALL-Spanish-Brochure.pdf>

Thank you for being my partner in education.



DEAR TEACHERS,

Welcome to *Ask, Listen, Learn: Kids and Alcohol Don't Mix*. Teaching your students the facts about underage drinking is crucial. At the same time, it is important for you to know that this could be a sensitive topic for some students, especially if they have family members or friends engaging in risky behaviors with alcohol, or with any history of alcohol abuse. Below are tips developed by a school counselor that can be helpful for you in the classroom if students start asking questions you may not know the answers to:

- 1. Make a plan:** Review the information in the lessons prior to teaching and inform a school counselor on your upcoming unit. Determine the best way you will contact a counselor or administrator if an issue arises at the time of the lesson.
- 2. Communicate:** We know that parents are the greatest influence on their kids' decisions to drink or not to drink, so when you are getting ready to teach this in class, be sure to send home our [Parent Letter](#).
- 3. Create the space:** Create an atmosphere that is safe for students to share their feelings, to know when they can take breaks and to know there is support beyond the classroom. You can have students create "Rules of Respect" or class guidelines for the classroom that everyone follows when difficult topics are taught. Examples of rules can be: There are no dumb questions, everyone needs to respect one another's' points of view, and treat others how you want to be treated.
- 4. Write it down:** If there is ever a moment that the information seems to be difficult for students, take a break. Have them journal about it, have them draw a picture of how they are feeling, or have them write questions on index cards that are concerning them.
- 5. If things get uncomfortable:** Scenarios that can arise will vary, but here are a few examples: A student shares a personal story in class that may be more mature than their peer's experiences; a student becomes visibly uncomfortable with the subject matter; a student becomes disengaged.

- 6. Know when to get assistance:** Contact a counselor (or administrator if counselor is not present) if you find a student needs immediate assistance. If you have a general concern for a student and do not feel immediate assistance is warranted, be sure to communicate your observations of the student with the counselor as soon as possible.
- 7. Know if/when to involve parents:** This is always a difficult area to navigate, especially if a student, whether it is known to you or not, has a parent or close family member who potentially abuses alcohol or other substances. It is always best to involve the counselor if you feel a call home is important. But again, if there are concerns about what is happening at a student's home, turning to the counselor is your best bet. You are a mandated reporter, so this may come in to play if a student reveals any abuse by a caregiver to a student.
- 8. Share:** After you teach the unit, we would love to hear about your experience. Feel free to email AskListenLearn@responsibility.org with tips and tactics you implemented during the lesson, how your kids reacted, anything you found helpful, and feedback in general. You can also engage with us on social media:



Twitter: @AskListenLearn



Instagram: @Ask_Listen_Learn



Facebook: /AskListenLearn



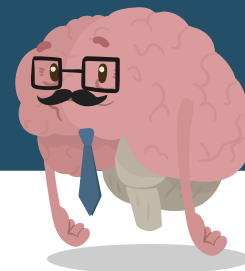
YouTube: /AskListenLearn

Erin O'Malley is the Dean of Student Services and Director of Counseling at Bishop O'Connell High School in Arlington, Virginia. Erin has over 20 years of teaching and counseling experience at the high school and college level, and has special interests in mental health awareness and healthy relationships. She currently sits on Responsibility.org's Educational Advisory Board.



For more info head to [AskListenLearn.org](https://www.AskListenLearn.org)

TIPS FOR PARENTS ON UNDERAGE DRINKING



STEP 1 Get the Facts

If your child or teen has a question about alcohol and you don't have the answer - that's OK. Why? Because [AskListenLearn.org](https://www.asklistenlearn.org) has developed proven strategies and resources for you to learn the facts, [start conversations](#), and answer tough questions. However, some information is nice to have before you get started. Check out some of these facts before you chat with your kids.

TipS!

- Age matters: drinking underage negatively affects brain development.
- Women and girls are affected even faster by alcohol because of the amount of water in their bodies.
- The smaller your build, the faster alcohol will affect you, and at lower amounts.
- Certain types of drinks contain a higher percentage of alcohol than others. While a standard glass of beer is taller than a standard glass of wine, they contain the same amount of alcohol.
- Drinking fast is extremely dangerous, because the body gets overwhelmed quickly, just as it does with other substances.

STEP 2 Grab the Moment

How in the world do you talk to your kids about alcohol? It's not as hard as you think. You're rarely going to need say "let's sit down for a serious talk." The world will hand you chance after chance for these short conversations. Here are some situations that may arise:

TipS!

- Seeing someone engaging in risky behavior
- Watching a commercial
- Hearing something on the news
- Having a holiday meal
- Planning a night out
- Enjoying a drink yourself

Grab the moment to start asking questions. That's right, asking, not talking first. Ask what they think, what they've heard, and what they've noticed. This will allow you to learn what your kids already know - and what they don't. Listen to their answers, and then add your own opinion. Sometimes the exchange will be that short. Sometimes it will go a little deeper. But start early - at the beginning of elementary school - and don't stop until they're grown. Remember, research shows that parents are the leading influence on their kids' decisions regarding alcohol. They're listening - even if you don't think they are.



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](https://www.asklistenlearn.org)

TIPS FOR PARENTS ON UNDERAGE DRINKING

STEP 3 Get the Facts

Kids ask questions, and sometimes it's hard to know what to say, especially when they ask about drinking alcohol. Here are some tips for answering those questions, and guiding those conversations.

Preschoolers need short answers to their questions about why they can't try your adult beverage: "Alcohol is bad for kids. It would be very dangerous."

Elementary schoolers are ready for more information about why you drink in moderation: "Any amount of alcohol is dangerous for a person under 21 because their brains are still developing. Adults should only drink within their limits, similar to how we should only eat unhealthy snacks within our limits."

Parenting & Youth Development Expert



Respected parenting and youth development expert, Deborah Gilboa, MD, is the founder of AskDoctorG.com. Popularly known as Dr. G, her passion for raising kids with character makes her a favorite family physician, parenting expert, author, speaker and social influencer. A mom of four boys, she inspires audiences easy tools to develop crucial life skills in children ages 2-22. Doc G is a member of the Foundation for Advancing Alcohol Responsibility's National Advisory Board.

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[See all lessons](#)

DANGEROUS DRINKING BEHAVIOR



Middle schoolers can learn with you about why even the littlest bit of alcohol increases their risks of dangerous drinking behavior later on. Adults who had taken their first drink before the age of 15 were 7x more likely to experience alcohol problems than those who didn't start drinking before the age of 21 (SAMHSA, 2013).

High schoolers need help developing strategies to use in social situations when they don't want to drink but may feel self-conscious if they abstain. They will benefit from frank conversations about why they do or don't want to try drinking and what the risks are. Your teen needs boundaries and rules, as well as respectful conversations about their decision-making. Get more tips for high schoolers [here!](#)



Kids and alcohol don't mix.

For more info head to AskListenLearn.org

STANDARDS ALIGNMENT

Summary

The seven lesson plans and videos that comprise *Ask, Listen, Learn: Kids and Alcohol Don't Mix* were designed to be comprehensive. Our intention is for these lessons to supplement what may be taught in a health or science class, and also utilized by counselors, school nurses, and other administrators as prevention and readiness tools.

This content is focused on the physical effects alcohol can have on the body, and is intended to send a positive message to kids and encourage

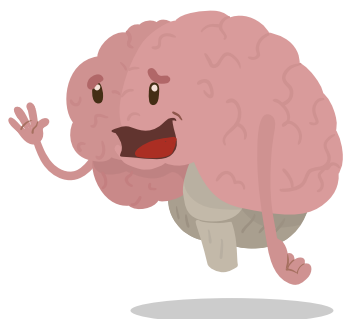
them to make healthy decisions. Our content is not designed to replace, but rather to amplify existing health and science curriculum in an engaging and positive manner.

Our lesson plan and video content supports Common Core State Standards, National Health Education Standards, and Next Generation Science Standards (Life Science). Please see the below matrix to learn how each lesson supports the standards.

LESSON 1

Alcohol and Your Brain

Content	Student Objectives	Classroom Activities	Assessment
<ul style="list-style-type: none"> The job of neurotransmitters in the brain How alcohol affects neurotransmitters 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Conceptualize neurotransmission using physical movement Communicate the way in which alcohol slows brain function through discussion questions and comparing information Identify alcohol's impact on neurotransmission 	<ul style="list-style-type: none"> Pre-lesson neurotransmitter activity Video and class discussion Read "Brain Drain" text and use a Venn diagram to compare to the video Neuron Bobsled game 	<p><i>Formative:</i></p> <ul style="list-style-type: none"> Written discussion questions Venn diagram Vocabulary homework



Standards

CCSS:

RI.5-7.1
RI.5-7.2
RI.5-7.4
RI.5-7.7
RI.5-7.10
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

NHEA:

1
3

NGSS

MS.LS1.2
MS.LS1.3
MS.LS1.8
MS.LS1.5

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](#)



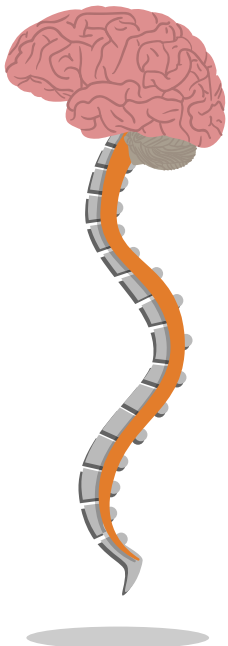
For more info head to AskListenLearn.org

STANDARDS ALIGNMENT

LESSON 2

Alcohol and Your Developing Central Nervous System

Content	Student Objectives	Classroom Activities	Assessment
<ul style="list-style-type: none"> Further understanding of neurotransmitters How alcohol affects the central nervous system 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Conceptualize the functions of the central nervous system Describe the functions of neurotransmitters Communicate the way in which alcohol slows the central nervous system and identify specific affects it has on the body by writing and performing a skit Understand that different factors, like weight and gender, contribute to the impact of alcohol on the body 	<ul style="list-style-type: none"> Video and class discussion Central Nervous System Metaphor Skit Website text reading and discussion 	<p><i>Formative:</i></p> <ul style="list-style-type: none"> Written discussion questions Vocabulary homework <p><i>Formative/Summative:</i></p> <ul style="list-style-type: none"> Performed skits



Standards

CCSS:

- RI.5-7.1
- RI.5-7.2
- RI.5-7.4
- RI.5-7.7
- RI.5-7.10
- RST.6-8.1
- RST.6-8.2
- RST.6-8.4
- W.5-7.10
- WHST.6-8.10
- L.5-7.4
- L.5-7.5
- SL.5-7.1
- SL.5-7.2
- SL.5-7.4

NHEA:

- 1
- 3
- 4

NGSS

- MS.LS1.3
- MS.LS1.5

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[See all lessons](#)



Kids and alcohol don't mix.

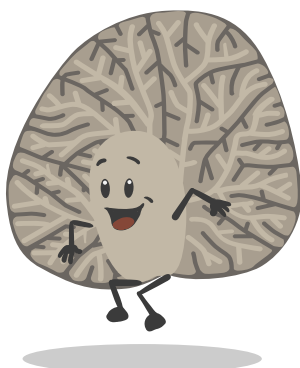
For more info head to AskListenLearn.org

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

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](#)



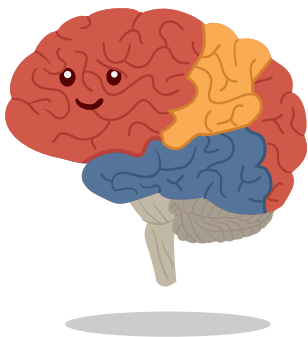
For more info head to AskListenLearn.org

STANDARDS ALIGNMENT

LESSON 4

Alcohol and Your Developing Cerebral Cortex

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 WHST.6-8.10
 RI.5-7.2 L.5-7.1
 RI.5-7.4 L.5-7.2
 RI.5-7.10 L.5-7.4
 RST.6-8.1 L.5-7.6
 RST.6-8.2 SL.5-7.1
 RST.6-8.4
 RST.5-7.10
 W.5-7.10

NHEA:

1
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4
5
7
8

NGSS

MS.LS1.2
 MS.LS1.3
 MS.LS1.8

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](#)



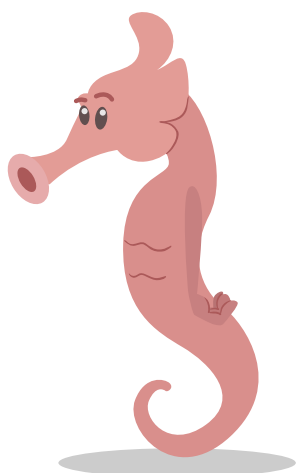
For more info head to AskListenLearn.org

STANDARDS ALIGNMENT

LESSON 5

Alcohol and Your Developing Hippocampus

Content	Student Objectives	Classroom Activities	Assessment
<ul style="list-style-type: none"> The hippocampus and its functions How alcohol affects the hippocampus 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Identify the functions of the hippocampus Identify certain parts of the brain and their various functions Communicate the effect of alcohol on the hippocampus through group work and physical movement Comprehend concepts related to health promotion and prevention to enhance health 	<ul style="list-style-type: none"> Video and class discussion Memory Storage activity Explore Kids' Health website Brain diagram and review Brain Scramble activity "Focus: How the Brain Works" text reading and discussion questions 	<p><i>Formative:</i></p> <ul style="list-style-type: none"> Written discussion questions Vocabulary homework Brain diagram <p><i>Formative/Summative:</i></p> <ul style="list-style-type: none"> "Focus: How the Brain Works" discussion questions



Standards

CCSS:

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

NHEA:

- 1
- 3
- 4

NGSS

- MS.LS1.3
- MS.LS1.8
- MS.LS1.5

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](#)



Kids and alcohol don't mix.

For more info head to AskListenLearn.org

STANDARDS ALIGNMENT

LESSON 6

Alcohol and Your Developing Hypothalamus

Content	Student Objectives	Classroom Activities	Assessment
<ul style="list-style-type: none"> Hypothalamus functionality How the endocrine and nervous systems work together and impact hormone production How alcohol affects hormones 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Identify the functions of the hypothalamus Conceptualize the relationship between the endocrine and nervous systems, as well as hormone production by drafting an infographic that highlights this information Recognize the effects of alcohol on hormones and write to persuade others about the dangers of drinking Demonstrate the ability to use goal-setting skills to enhance health 	<ul style="list-style-type: none"> Video and class discussion Kids' Health website reading and discussion "Protect Your Body" text read-aloud How alcohol affects the brain activity Design Your Own Infographic activity and writing assignment Goal-setting video and discussion Goal-setting activity 	<p><i>Formative:</i></p> <ul style="list-style-type: none"> Written discussion questions Vocabulary homework How alcohol affects the brain activity <p><i>Formative/Summative:</i></p> <ul style="list-style-type: none"> Goal-setting activity <p><i>Summative:</i></p> <ul style="list-style-type: none"> Infographic and writing assignment



Standards

CCSS:

- RI.5-7.1
- RI.5-7.2
- RI.5-7.4
- RI.5-7.10
- RST.6-8.1
- RST.6-8.2
- RST.6-8.4
- RST.5-7.10
- W.5-7.1
- W.5-7.4
- W.5-7.8
- W.5-7.10
- WHST.6-8.1
- WHST.6-8.4
- WHST.6-8.8
- WHST.6-8.10
- L.5-7.1
- L.5-7.2
- L.5-7.3
- L.5-7.4
- SL.5-7.1
- SL.5-7.2
- SL.5-7.4
- SL.5-7.5

NHEA:

- 1
- 3
- 4
- 6
- 8

NGSS

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

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

STANDARDS ALIGNMENT

LESSON 7

Alcohol and Your Developing Medulla

Content	Student Objectives	Classroom Activities	Assessment
<ul style="list-style-type: none"> Medulla functionality How alcohol affects the medulla Alcohol poisoning Determining credible and reliable sources 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Identify the life-sustaining functions of the medulla Recognize the effects of alcohol on the medulla Conceptualize the severity of alcohol poisoning Demonstrate the ability to access valid resources and services to enhance health 	<ul style="list-style-type: none"> Video and class discussion Alcohol poisoning review Too Much activity Alcohol facts vs. myths Appropriate Resources activity and summary 	<p><i>Formative:</i></p> <ul style="list-style-type: none"> Written discussion questions Vocabulary homework Appropriate Resources summary <p><i>Summative:</i></p> <ul style="list-style-type: none"> Argumentative essay about why drinking alcohol is harmful for kids and adolescents



Standards

CCSS:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • RI.5-7.1 • RI.5-7.2 • RI.5-7.4 • RI.5-7.6 • RI.5-7.7 • RI.5-7.8 • RI.5-7.9 • RI.5-7.10 • RST.6-8.1 • RST.6-8.2 • RST.6-8.4 • RST.6-8.6 • RST.6-8.7 • RST.6-8.8 • RST.6-8.9 • RST.5-7.10 • W.5-7.1 | <ul style="list-style-type: none"> • W.5-7.4 • W.5-7.7 • W.5-7.8 • W.5-7.9 • W.5-7.10 • WHST.6-8.1 • WHST.6-8.4 • WHST.6-8.7 • WHST.6-8.8 • WHST.6-8.9 • WHST.6-8.10 • L.5-7.1 | <ul style="list-style-type: none"> • L.5-7.2 • L.5-7.3 • L.5-7.4 • SL.5-7.1 |
|---|--|---|

NHEA:

- 1
- 3
- 4
- 8
- 8

NGSS

- MS.LS1.3
- MS.LS1.8
- MS.LS1.5

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Kids and alcohol don't mix.

For more info head to AskListenLearn.org

LESSON 8

Marijuana and Your Developing Brain

Content	Student Objectives	Classroom Activities	Assessment
<ul style="list-style-type: none"> The function of the endocannabinoid system within the developing brain How marijuana affects the endocannabinoid system How marijuana use can affect health How to practice healthy decision making 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Identify the three parts of the endocannabinoid system and understand its function Communicate the way in which marijuana affects the endocannabinoid system Understand the risks associated with youth marijuana use including addiction and mental health issues Demonstrate the ability to make healthy decision 	<ul style="list-style-type: none"> Video and class discussion Health discussion Endocannabinoid Key-Coding Activity Decision Making 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"> Decision Making worksheet Key Coding Activity



Standards

CCSS:

- RI.5-7.1
- RI.5-7.2
- RI.5-7.4
- RI.5-7.10
- RST.6-8.1
- RST.6-8.2
- RST.6-8.4
- RST.5-7.10
- W.5-7.10
- WHST.6-8.10
- L.5-7.1
- L.5-7.2
- L.5-7.4
- L.5-7.6
- SL.5-7.1

NHES:

- 1
- 5

NGSS

- MS.LS1.2
- MS.LS1.3
- MS.LS1.8
- MS.LS1.5

For your next class...

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