

## ZeroProof Lesson Plan | Health Education

# WHAT WOULD YOUR BRAIN SAY?

### Time:

Day 1 – Option 1: Review brain functions from [ZeroProof.me/the-facts/#the-whole-truth](https://zeroproof.me/the-facts/#the-whole-truth) or see separate handout of The Brain. 10-15 min.

Day 1 – Option 2: Have students research brain functions in computer lab and summarize information learned on paper. 35-45 min.

Day 2 – Group role-play brain functions. 35-45 min. Longer if choose.

Day 3 – Optional to role-play more scenarios. Time as needed.

### Objectives:

Students will learn to apply brain function of **Cerebral Cortex, Frontal Lobe, Hypothalamus, Hippocampus, Cerebellum, or Medulla** through role-play scenario of either a sober and/or impaired brain.

### Materials:

- Student generated (websites predetermined for computer lab) definitions of brain functions.

or

- Brain functions handout from [ZeroProofnm.com](https://zeroproofnm.com) website.
- Poster or picture of brain with parts (Cerebral Cortex, Frontal Lobe, Hypothalamus, Hippocampus, Cerebellum, & Medulla) listed.

Teacher will pick one scenario at a time and have the scenario ready for students to view on whiteboard or a promethean board.

**Scenario:** You hear about a party at a house where you know their parents are out of town for the weekend. Many of your friends are going and have invited you.

**Scenario:** You are getting ready to leave a friend's house to go home. His /Her parents say they will drive you home and as you are walking toward the car you realize the parent is quite drunk.

**Scenario:** You are at a great party and most people are drinking and having a great time. The party host says; "Come on, have a beer".

**Scenario:** The first time alone together with "totally hot" date and he/she throws up on your parents couch from drinking too much.

**Scenario:** Your closest friend tells you; "You need to stop drinking so much, I think you are becoming an alcoholic!"

**Scenario:** Your parents are not home and your 6 year-old sister asks you if she can have a taste of beer she saw in the fridge.

**Scenario:** You're at your parent's house alone with your friend and he/she has been drinking heavily and passes out on the couch. Your parents will be home in an hour.

**Scenario:** You are invited to your friend's house and their parents are obviously drunk. You feel uncomfortable about being there.

**Scenario:** You're in the car with your drunk friend and he/she gets pulled over by the police. The police tell you to call your parents.



**Procedure:**

1. Break up the class into groups of 4-5 (adjust accordingly given class size)
2. Assign each group a different part of the brain: Cerebral Cortex, Frontal Lobe, Hypothalamus, Hippocampus, Cerebellum, & Medulla
3. Review brain functions with groups in class (from handout or from student generated list) and make sure each group knows their part of the brain.
4. Explain role-play activity: Teacher will display a scenario on screen in front of class. Give students 8-10 minutes to make up what the brain would say to this scenario and be ready to role-play what the brain would say.
5. Have students write what the (one per group) Cerebral Cortex, Frontal Lobe, Hypothalamus, Hippocampus, Cerebellum, or Medulla part of the brain would say to itself when thinking (based on each brain part function when sober and/or impaired) and make a decision about an alcohol situation/scenario. Each student in the group will write at least one "saying" and be ready to present that "saying" to the class.
6. Teacher will inform groups to choose what a sober brain part would say and/or what a drunk/impaired brain would say. Remind students that an impaired brain will say some very stupid things!
7. During role-play each brain part group will tell class their brain part and point to chart of brain on brain chart. The entire group will stand in front of class and each student in the group will read, "what the brain would say" in reference to the scenario. (These sayings can be serious, funny, sarcastic, what ever works best – accuracy is important!).
8. Each of these "what would your brain say" should sound real. Please – NO CUSS WORDS – other than that, use "real" comments a 13-15 year old brain would say!
9. Teacher may choose to continue these role-plays longer than allotted time above.
10. Option: Teacher can ask group to predict outcome/consequences for each of these things the brain would "say".

**Homework:**

None – unless teacher chooses to have students research brain functions.

**Resources:**

Brain functions handout or from website: [ZeroProof.me/the-facts/#the-whole-truth](https://zeroproof.me/the-facts/#the-whole-truth)

Brain function websites (appropriate sites TBD by teacher)

**Special Notes or Instructions:**

Teacher can add scenarios by asking students to come up with other realistic ones.

**Grade 7-8 NM Benchmarks & Performance Standards Met:**

Content Standard 1 Benchmark 1 Performance Standards 1, 2, 3

Content Standard 1 Benchmark 6 Performance Standards 1, 2

Content Standard 2 Benchmark 1 Performance Standard 3 (if students conduct additional research)

Content Standard 3 Benchmark 2 Performance Standard 1

Content Standard 3 Benchmark 5 Performance Standards 1, 2, 3

Content Standard 6 Benchmark 3 Performance Standards 1, 2

**Grade 9-12 NM Benchmarks & Performance Standards Met:**

Content Standard 1 Benchmark 1 Performance standard 1

Content Standard 1 Benchmark 2 Performance standard 3

Content Standard 1 Benchmark 6 Performance standard 1

Content Standard 2 Benchmark 3 Performance standard 4

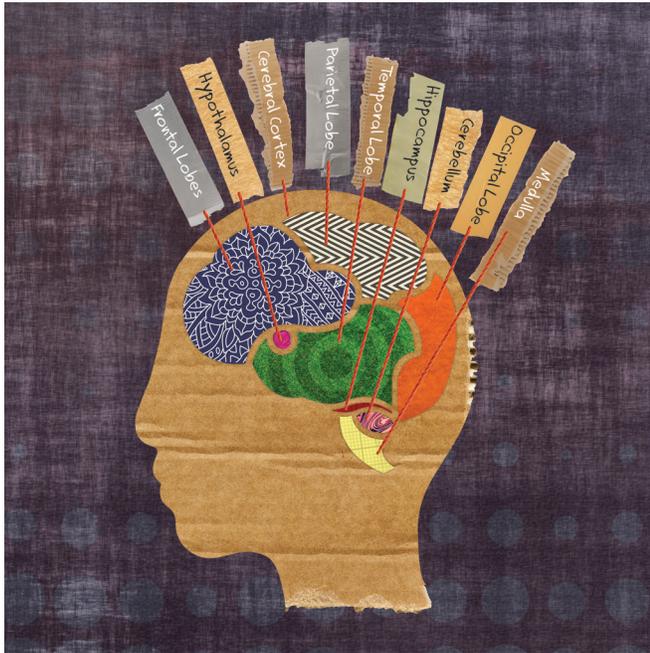
Content Standard 5 Benchmark 6 Performance standard 1

Content Standard 6 Benchmark 3 Performance standard 1, 2, 3

Content Standard 7 Benchmark 4 Performance standard 1



# BRAIN FACTS HANDOUT



The **CEREBRAL CORTEX** is the outer layer of the cerebrum. It's responsible for your memory, attention, perception, awareness, thought, language, and consciousness. You don't want to mess with this. But by consuming alcohol, these functions can slow down.

The **FRONTAL LOBE** is one of the major lobes of the cerebral cortex. It's responsible for your motor skills. It also gives you your conscience which informs you on what's good and bad, right and wrong. Think of it as your BFF for all good life decisions! The consumption of alcohol makes it harder to control urges and emotions. Habitual drinking can damage this area permanently.

The **HYPOTHALAMUS** is the part of the brain that controls the nervous system and regulates sleep and emotional activity. Drinking affects this functioning. Drinking, hunger and thirst may increase while the heart rate decreases.

The **HIPPOCAMPUS** is responsible for your memory. Drinking disrupts short- and long-term memory. It can make it harder to learn in school and remember important things. Sometimes people can't remember what they did while drinking, like sending text messages or posting things on Snapchat. Yikes!

The **CEREBELLUM** controls your coordination, speech, balance and movements. Drinking can make it harder to control these things. This is why people who have consumed alcohol slur their speech and stumble. Those problems, which we all associate with being drunk, show that alcohol has literally and fairly immediately, disrupted the drinker's brain functions. It's not a pretty sight.

The **MEDULLA** controls respiration and circulation as well as the body's temperature. Drinking alcohol lowers the body's temperature which can be dangerous and result in hypothermia. It can also result in respiratory failure meaning people overcome by alcohol can just stop breathing.

All these brain functions make you you.

Drinking at a young age can have a long-lasting, negative impact. You probably don't realize that your first experience with alcohol consumption can have a negative effect that can last for years. In fact, because your body is still developing well into your teenage years, alcohol can actually create permanent damage that could seriously compromise your abilities as an adult.

Here are some facts to consider:

- Alcohol is the most commonly used and abused drug by youth in the US.
- 51% of youth say that a friend got the alcohol for them or bought it for them.
- 86% of youth say they drink in their own or someone else's home.
- Alcohol use is strongly associated with suicide ideation.
- Alcohol related costs in New Mexico total more than \$243 million per year.

How drinking alcohol can mess you up:

- School suspensions/expulsions
- Missed learning opportunities
- Impaired social/mental development
- Academic failure
- Psychological/emotional problems
- Victimization
- Drinking & driving