

# LESSON 1

## Brain Communication



**OBJECTIVE:** Students understand how alcohol can harm their brain development.

**GRADE LEVEL:** 6-12

**TOPIC:** The Brain

**TIME:** 30-45 minutes

**VOCABULARY:** SADD, Alcohol

**MATERIALS NEEDED:** Sheets of paper

### STARTER:

- Discuss that SADD is an acronym for Students Against Destructive Decisions.
- Discuss what an acronym is and what this means. We want them to make safe/healthy decisions to keep everyone around us safe.
- We will mostly talk about the dangers of underage alcohol use.
- Alcohol is dangerous. It is a chemical substance that can alter the way your mind and body function.
- This means it can change the way we think, talk, act, etc.
- Ask the students how old they think they are when their brains are fully developed. Wait for answers.
- The correct answer is 25. Explain that this does not mean they are done learning, but that their brain is done growing.
- Hold up a cell phone. Ask what a cell phone is used for. Wait for responses.
- Communication is the correct answer.
- Just like we communicate with others all day long through talk, text, social media, etc., our brain is communicating with our body all day long.
- It operates while we are sleeping, sitting in class, watching tv, 365 days a year.
- Our brain is telling our body what to do. It's telling our lungs to breathe, our heart to beat, and so much more!

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## Brain Communication



### ACTIVITY:

- You will have three separate pieces of paper. Write a simple message. Ex: The sky is blue.
- Choose a student to throw the piece of paper to and make sure you tell them not to open it yet.
- Ask the class, "What am I? Sender, receiver, or message? Answer: **Sender**
- Now ask the class, "What is he/she?" Answer: **Receiver**
- And what is in the person's hand? Answer: **Message**
- Ask the class if there was communication. Answer: **NO!**
- The receiver has to understand the message for there to be communication.
- Ask the receiver to open the message and read it out loud.
- Ask the student if they understood the message. The answer should be **yes**. Once they say yes, explain to the class that communication has now happened.
- Now write another message. Ex: Summer likes pizza.
- You can either throw it again or have a student do it.
- Follow the same steps as above.
- Ask who each person is in the equation. Do not let the receiver open the message yet.
- Ask if communication has happened. The answer should be no.
- Ask the student to read the message out loud. If the student understands the message, THEN communication has happened.
- Now, the last message will be a little different.
- Write NKD JSKI on a piece of paper.
- Follow all of the same steps as before.

### WRAP UP:

- Explain that communication can only happen if the receiver understands the message that was sent.
- Alcohol is a drug that can interrupt this brain communication.
- Alcohol is a chemical that can alter the way our mind and body functions.
- If we put this drug into our body, it can cause our brain not to function correctly. Our brain can't tell our feet to walk or our mouths to talk, and that can be very scary.
- Your brain is not growing until it is 25, so alcohol can damage your brain even more! Which can be very bad.
- We want you to keep your brain safe by not drinking alcohol or using other drugs because now we know how important brain communication is, and we do not want alcohol to mess it up.