

Say “YES” to a Healthy Lifestyle



Discovery
EDUCATION



GRADE
RANGE
5–7

KEEPING KIDS SUBSTANCE-FREE | CLASSROOM ACTIVITY

ASK, LISTEN, LEARN: MY FUTURE ME

Learning Objectives

Students will:

- **Develop** personal goals for the future.
- **Research** the functions of different brain parts.
- **Research** and **analyze** the effects of alcohol and cannabis use on the developing brain and body.
- **Evaluate** how the use of these substances could impact their future plans.

Overview

Ask, Listen, Learn in partnership with Discovery Education teaches kids what the brain does, what alcohol does to it, and what that does to THEM! But underage drinking is not the only risky behavior that presents itself to kids; they may come across peer pressure in terms of cannabis use as well. It's important to address the risks of underage cannabis use with kids, especially as it becomes legal in some states across the country. In this activity, students will set several long-term goals. They will then research the effects of marijuana and alcohol on the brain and body, and they will play a game that challenges them to apply what they have learned. They will ultimately consider how these substances could affect their ambitions, and they will caution their future selves about their effects.

Target Audience

Grades 5–7

Activity Duration

60–75 minutes

Materials

- Device with the ability to play/project video, one for the educator
- Handout 1: If I Think About the Future (2 pages), one per student
- Handout 2: Effects of Substance Use, one per student
- Devices with Internet access, enough for half the class
- Handout 3: Game Pieces, enough for one-quarter of the class (cut out in advance)
- Handout 4: Exit Ticket, one half-sheet per student

Procedure

1. Warm-Up Activity

- Begin by distributing one copy of *Handout 1: If I Think About the Future* to each student.
 - Review the directions provided and be sure students understand that they can aim as high as they want when they develop their goals!
 - Then give students time to complete the handout individually.
 - Wrap up by inviting students to share one of their goals and the steps it may take to accomplish it.
2. Explain that while we are not in control of everything that happens in our future, we'll encounter some choices that may make it more or less difficult to achieve our long-term goals.
3. Divide students into groups of four, distribute one *Handout 2: Effects of Substance Use* to each student, and review the directions provided. Encourage groups to divide the research responsibilities (e.g., pairs within the group can each watch half of the videos). Group members can then share their findings with each other and fill in the rest of their research charts.
4. Give groups about 20 minutes to complete their research and share what they learned.
5. Then bring the groups back together and distribute one set of game pieces from *Handout 3: Game Pieces* to each group.
6. Tell students that they are now going to play a game that will put their research to the test! Explain that:
- You will be sharing different ways that substances can affect the developing brain and body. The statements you share will have one or more fill-in-the-blanks.
 - Each question will require groups to decide between the possible answers of “alcohol,” “marijuana,” or “both.”
 - If prompted, groups may also have to include one or more brain parts or body systems to complete the statement.
 - Once you read a statement, groups should work together to decide how to fill in the blanks.
Tip: It may be helpful to write the statement on the board or project it as you share it verbally.
 - When you say “Respond,” each group should hold up the strip(s) with their answer(s).
 - Groups will receive one point for each blank that they fill in correctly. Points will *not* be deducted for incorrect answers.

7. Wrap-Up

- Bring students' attention back to *Handout 1: If I Think About the Future* and encourage them to review the goals they set for themselves at the beginning of the class session.
- Then pass out one *Handout 4: Exit Ticket* to each student. Review the directions, and be sure students understand how they should record (or write) their response.

Tip: If students will be using their cell phones to create an audio file, they can easily record their voices using the Voice Memo app on iPhones or a voice recording app on Android devices. Laptops and tablets should have a similar “Sound Recorder” application.

- Challenge each student to spend the final portion of the class session cautioning their future self against allowing underage drinking and/or underage marijuana use to impact their goals and ambitions.

Standards

Next Generation Science Standards

Molecules to Organisms: Structures and Processes

- Disciplinary Core Ideas:
 - In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. (MS-LS1-3)

National Health Standards

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.8.8: Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health

- 6.8.2: Develop a goal to adopt, maintain, or improve a personal health practice.

Common Core English Language Arts Standards

Reading

- CCSS.ELA-LITERACY.CCRA.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Writing

- CCSS.ELA-LITERACY.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Speaking and Listening

- CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

If I Think about the Future...

Directions: Close your eyes and envision where you want to be in 20 years. What job would you like to have? What would you like to have already accomplished? What would you be doing to make sure you're happy?

Part 1: Develop at least three goals that you would like to meet in the next 20 years and jot them below. While they should be realistic, aim high...With hard work and perseverance, the sky's the limit!

Goal #1: _____

Goal #2: _____

Goal #3: _____

Part 2: Brainstorm the smaller steps you may have to accomplish to meet these goals, starting from where you are today. For instance: Would you have to graduate high school? Go to college? Move away from home? Jot a list of these steps on the lines below.

• _____

• _____

• _____

• _____

• _____

• _____

• _____

Effects of Substances on the Developing Brain

Directions: Use the videos [available at asklistenlearn.org/kids/](https://asklistenlearn.org/kids/) to fill out the chart below. Divide your research among your group members!

| Brain Part or Body System | What is the job of this brain part or body system? | What happens when this brain part or body system is impacted by underage drinking or underage marijuana use? |
|---|--|--|
| Cerebellum | | Effects of alcohol: |
| Cerebral Cortex | | Effects of alcohol: |
| Hippocampus | | Effects of alcohol: |
| Hypothalamus | | Effects of alcohol: |
| Medulla | | Effects of alcohol: |
| Central Nervous System | | Effects of alcohol: |
| Endocannabinoid system (Hint! Watch the How Marijuana Affects the Developing Brain video available at youtu.be/1Luw2tiMuLk) | | Effects of marijuana: |

Game Pieces (to cut out in advance)

Alcohol

Marijuana

Both

Cerebellum

Cerebral Cortex



Hippocampus

Hypothalamus

Medulla

Central Nervous System

Endocannabinoid System

Exit Ticket

Now that you have learned more about the effects of underage drinking and underage marijuana use on the developing brain, consider how this could impact your future goals. Then record a quick audio file or write a note in which you talk to your future self and:

- Remind the future-you of your plans;
- Caution the future-you about the risks of marijuana and/or alcohol use;
- Include at least three specific ways in which substance use could negatively affect your future goals.



Exit Ticket

Now that you have learned more about the effects of underage drinking and underage marijuana use on the developing brain, consider how this could impact your future goals. Then record a quick audio file or write a note in which you talk to your future self and:

- Remind the future-you of your plans;
- Caution the future-you about the risks of marijuana and/or alcohol use;
- Include at least three specific ways in which substance use could negatively affect your future goals.