

Brain Health Skill-Based Lesson

Teach the Skill of Communication

Review the components of the communication skill with your students

Skill Cues from Rubric:

- *demonstrates interactions among individuals
- *message tactics and strategies
 - *clear, organized ideas or beliefs
 - *use of “I” message
 - *tone-respectful vs. aggressive and confrontational
 - *body language

The goal of the skill is to demonstrate the use of appropriate communication techniques to exchange information effectively.

After presenting the key content in the lead up mini lesson about what is normal aging and Alzheimer’s and going through the skill cues the students are going to determine what types of message strategies did not help in having the student understand the changes he/she is seeing and developing an appropriate set of strategies to help and be helped in the family.

Watch the video ‘My Name is Lisa’

Here are the two questions you can use to have the students reflect and decide what they would say:

1. What do you know about Alzheimer’s that lends impact to this part of the narrative? What is occurring?
2. What do you say to comfort and help the person with Alzheimer’s?

What were the communication strategies Lisa used that could have hurt the relationship with her mother?

Yelling at her mom when she didn’t know how to pay for the pizza.

Telling her mom that she couldn’t do anything right.

Teach the Skill of Self-Management

Review the skill cues related to self-management

The skill cues include

- Identifies healthy behaviors
- Coping strategies are reviewed
- Demonstrates healthful behaviors, habits, and/or techniques.
- Identifies strategies to avoid/manage unhealthy or dangerous situations as it relates to Alzheimer’s.

This is the Self-Management question to the ‘My Name is Lisa’ video.

What self-management techniques did you see Lisa using when talking to her mother?

1. *She did not get upset when her mother didn’t understand her question, and changed the subject.*
2. *She recognized her mom needed help, not blame, for the way she was behaving.*
3. *She began to take on some of the smaller tasks her mother didn’t do anymore, like make lunch for herself and her mom.*