

Brain Health Mini-Unit Guidance Document July, 2015

Grade Band

7-12

Note: Slides on Concussions are specific to grade band (7-8 or 9-12)

Instructional Days

The instructional days will vary with a minimum of one and will be based on age of students, length of class time, enrichment activities, and depth of coverage.

Acknowledgments

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Mini-Unit Lessons and Resources

The main lessons are in PowerPoint format and includes the following:

- Classroom lessons with links to teaching videos
- Teacher notes

[Brain Health PowerPoint](#)

Additional lesson and resources

- [Brain Health Skill-Based Lesson](#)
- [Brain Health-Know 10 signs](#)
- [Brain Health Resource List](#)
- [Summary of Clark Street Community School Pilot](#)
- [Brain Health Student Project Story Writing Project Example](#)

Guiding Principles

This mini-unit is aligned with the Wisconsin Standards for Health Education and the guiding principles for teaching and learning. These principles recognize that every student has the right to learn and build upon essential elements: high quality instruction, balanced assessment, and collaboration. They are meant to align with academic excellence, rigorous instruction, and college and career readiness for every Wisconsin student. The guiding principles include:

- Every student has the right to learn
- Instruction must be rigorous and relevant
- Purposeful assessment drives instruction and affects learning
- Students bring strengths and experiences to learning
- Responsive environments engage learners

Resource Overview

The mini-unit was designed to provide health educators with a short unit of instruction to supplement existing health curriculum and to aid in the understanding of the brain health. Additional enrichment and community engagement activities are included.

Learner Outcomes

Students will demonstrate an understanding of concepts related to Dementia.

Students will demonstrate effective communication strategies to avoid risk behaviors that could lead to dementia.

Students will demonstrate effective communication skills to aid family discussions and decisions.

Essential Questions

What should students leave able to do, on their own?

What understandings about key ideas should they leave with?

What evidence must be collected and assessed?

Skills Emphasized In the Unit

Interpersonal Communication

Self-Management

Advocacy

Clark Street Community Pilot

For more information please contact the Wisconsin Department of Health Services Dementia Care Specialist Office on Aging at 608-266-2536 or DHSDLTCaging@dhs.wisconsin.gov

Wisconsin Standards for Health Education referenced in grades 6-8

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

1:3:A1 Identify specific behaviors that can reduce or prevent injuries and communicable or chronic diseases

1:3:A2 Describe the negative consequences of engaging in unhealthy behaviors

1:3:A4 Describe how physical and social environments can affect personal health

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2:3:A3 Examine how one's family, culture, and peers influence one's own personal health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

3:3:A2 Locate sources of valid health information from home, school, and community

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4:4:A1 Examine appropriate communication strategies.
- 4:3:B1 Demonstrate refusal and limit setting skills that avoid health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- 5:3:A1 Determine when individual or collaborative decision making is appropriate.
- 5:3:B3 Analyze the outcome of a health-related decision.

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

- 6:3:A3 Identify strategies that might be utilized to overcome barriers or setbacks.

Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

- 7:4A1 Evaluate behaviors that maintain or improve the health of self and others.

Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

- 8:3:A2 Plan ways to advocate for healthy individuals, family and schools.

Wisconsin Standards for Health Education referenced in grades 9-12

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

- 1:4:A1 Analyze how genetics and family history can affect personal health
- 1:4:A4 Predict how personal behaviors and access to appropriate health care can affect health.

Standard 2: Students comprehend concepts related to health promotion and disease prevention to enhance health

- 2:4:1 Analyze how external influences, individually and in combination with others, can influence individuals' health behaviors and that of certain populations.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

- 4:4:A1 Analyze communication strategies for effective interaction among family, peers, and others to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4:4:A2 Reflect on the impact of communication on enhancing health.
- 4:4:A3: Demonstrate how to ask for and offer assistance to enhance the health of self and others.
- 4:4:B1 Demonstrate refusal, negotiation, and collaboration skills to enhance the health of self and others.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- 5:4:A1 Identify situations in which using a thoughtful decision-making process would be health enhancing.

5:4:B1 Demonstrate effective decision-making processes related to various complex and relevant health-related situations. These may include but are not limited to: decisions about personal behaviors, decisions related to social behaviors, and use of the health care system.

5:4:B3 Examine barriers that can hinder healthy decision making.

5:4:B4 Predict the potential short-term and long-term impacts of each alternative on self and others.

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

6:4:A1 Assess personal health practices and their impact on overall health status.

Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

7:4:A1 Determine behaviors that will protect and promote health in high risk situations. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco and other drug use; engaging in various forms of physical activity appropriate to current and future life stages; making complex food choices in various food environments to support health eating; applying social behaviors to prevent and reduce violence in settings relevant to one's culture; practicing safety-related behaviors in high risk situations; and appropriately accessing health care services for routine preventive care and for illnesses and injuries.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

8:4:B1 Develop a plan to advocate for personal, family or community health issue.