

BRAINTRUST CANADA



LESSON SEQUENCE

Grades 6, 7, 8 & 9



Bringing the issue of brain injury to the forefront, maximizing the potential of those that have been affected, and reducing preventable brain injury, especially among youth.

LESSON 1/3: CONCUSSION AWARENESS

Big Idea: UNDERSTAND

- ☞ Healthy choices influence our physical, emotional, and mental well-being

Core Competency:

- ☞ Social & personal responsibility for health and safety

Curricular Competencies: DO

- ☞ Develop and demonstrate safety, fair play, and leadership in physical activities
- ☞ Identify factors that influence healthy choices and explain their potential health effects
- ☞ Identify and describe strategies for avoiding and/or responding to potentially unsafe situations

Concepts and Content: KNOW

- ☞ Definition of a concussion
- ☞ Prevalence in youth
- ☞ Relationship between G-force and concussion

I Can Statements

- ☞ I can develop and demonstrate safety in physical activities through awareness of brain injuries.

Lesson Inquiry

- ☞ What are concussions and how do they occur?

Materials & Technologies

- ☞ Students are invited to bring phones to lesson; download Accelerometer & Kahoot! Apps
- ☞ Survey: <https://play.kahoot.it/#/?quizId=f29e06bf-4142-479d-a84d-033ec5b9410c>

Teacher Pre-Class Preparation

- ☞ Download Accelerometer app
- ☞ Print Student Portfolios
- ☞ Load video on slide 16



LESSON 1 – Concussion Awareness

CONNECTING

How can we tap into our students' interests?

Teacher

1. Welcome and introduce the lesson sequence with the **Skullwise PowerPoint**
2. Engage the students in the **Image Pair and Guess Sequence (Slide 2-14)**
 - Pair up students, one A and one B
 - Student A gives clues to help Student B guess the image
 - Student A faces screen, Student B has back to screen; teacher shows first close up image
 - Student A gives clues to help student B guess the image
 - Switch and repeat for each image
3. Introduce Skullwise program (**Slide 15**)
4. Have the students complete the optional Kahoot! survey

Student

- Participate in Image Pair and Guess Sequence
- Complete Kahoot! survey
- Complete **page 1 of Student Portfolio**

PROCESSING

How will we help students interact with ideas they encounter?

Teacher

Follow powerpoint notes for guidance throughout presentation

1. Go through **Slides 16-20**
 - In groups of 2-3 ask students to move around the room and measure G-forces that they will record on **page 2 of Student Portfolio**
2. Facilitate discussion of what students discovered then move on to **Slide 21**
3. **Slide 22:** Think-Pair-Share (TPS) and/or class share out to brainstorm a list of possible situations in the student's lives where they could sustain a concussion. Write list/web on the board. Students complete remainder of **page 2 in Student Portfolio**

Students

- Record G-force measurements on **page 2 of Student Portfolio**
- Complete **page 2** and respond to prompts on **page 3 of Student Portfolio**
 - Note to teacher: The third question asks students what they still wonder about concussions. Teacher should review these and if possible ensure that all wonders are answered by the end of the lesson sequence.

Approx. Duration:

20-25 min.

Supplies:

- Projector
- CPU Hook Ups
- Student Portfolios
- Writing materials

Approx. Duration:

30-40 min.

Supplies:

- Student Portfolios
- Writing materials
- Device (Phone or iPad) with accelerometer app.



LESSON 2/3: RECOGNIZE & REMOVE

Big Idea: UNDERSTAND

- ☞ Healthy choices influence our physical, emotional, and mental well-being

Core Competency:

- ☞ Social & personal responsibility for health and safety

Curricular Competencies: DO

- ☞ Develop and demonstrate safety, fair play, and leadership in physical activities
- ☞ Identify factors that influence healthy choices and explain their potential health effects
- ☞ Identify and describe strategies for avoiding and/or responding to potentially unsafe situations

Concepts and Content: KNOW

- ☞ Signs and symptoms of a concussion
- ☞ Recognizing a concussion has been sustained
- ☞ Recovering from a concussion

I Can Statements

- ☞ I can identify the signs and symptoms of a concussion
- ☞ I can describe strategies for recovering from a suspected concussion

Lesson Inquiry

- ☞ How can youth recognize when a suspected concussion has occurred?
- ☞ How can an individual help themselves and others recover from a suspected/diagnosed concussion?

Teacher Pre-Class Preparation

- ☞ If completing brain helmet activity, print one per student
- ☞ Load video on slide 28
- ☞ If completing Return-to-learn sort activity (see **Activity Handbook**), print one copy per two students



LESSON 2 – Recognize & Remove

CONNECTING

How can we tap into our students' interests?

Teacher

1. Start on **Slide 23**
2. Hook: Optional brain helmet activity or proceed to **Slide 24**

Student

- Completing brain helmet activity if required

PROCESSING

How will we help students interact with ideas they encounter?

Teacher

1. Go over **Slide 25**
2. Situation activity
 - Teacher reads situation #1 aloud, students work individually or in pairs to **complete questions in Student Portfolio**, facilitate brief discussion after
 - Teacher read situation #2 aloud, students work individually or in pairs to **complete questions in Student Portfolio**, facilitate brief discussion after
3. Go over **Slides 26-28**: Watch and discuss Zackery Lystedt video
4. Go over **Slides 29-31**
 - **Optional Return-to-learn sort activity**: In pairs have the students order the steps of Return-to-learn protocol following a concussion. **Extension**: Compare with another group, justify the decisions you made

Student

- Respond to situation questions on **pages 4 and 5 of Student Portfolio**
- Complete Return-to-learn sort if required

TRANSFORM & PERSONALIZE

How can my learners apply their knowledge and reflect on their thinking?

Teacher

1. Go over **Slides 32-33**

Student

- Complete **pages 6 and 7 of Student Portfolio**

Approx. Duration:

With activity: 15-20 min.

Without activity: 5 min.

Supplies:

- Projector
- CPU Hook Ups
- Student Portfolio
- Writing materials
- Brain helmet printout (optional)
- Scissors & tape

Approx. Duration:

35-40 min.

Supplies:

- Projector
- CPU Hook Ups
- Student Portfolio
- Writing materials

Approx. Duration:

10-15 min.

Supplies:

- Projector
- CPU Hook Ups
- Student Portfolio
- Writing materials
- Return-to-learn sorting printout (optional)



LESSON 3/3: LIFE AFTER CONCUSSION OR BRAIN INJURY

Big Idea: UNDERSTAND

- ☞ Healthy choices influence our physical, emotional, and mental well-being

Core Competency:

- ☞ Social & personal responsibility for health and safety

Curricular Competencies: DO

- ☞ Develop and demonstrate safety, fair play, and leadership in physical activities
- ☞ Identify factors that influence healthy choices and explain their potential health effects
- ☞ Identify and describe strategies for avoiding and/or responding to potentially unsafe situations

Concepts and Content: KNOW

- ☞ How concussion awareness has recently changed
- ☞ Ways that life could change after a serious brain injury
- ☞ Strategies to prevent brain injuries

I Can Statements

- ☞ I can identify factors that influence healthy choices and explain their potential health effects

Lesson Inquiry

- ☞ How could life change after sustaining a serious brain injury?
- ☞ How can we prevent brain injuries in ourselves and others?

Materials & Technologies

- ☞ Will depend on chosen stations/activities (see **Activity Handbook**)

Teacher Pre-Class Preparation

- ☞ Prepare chosen stations/activities
- ☞ Load video on slide 41



LESSON 3 – Life After Concussion or Brain Injury

PROCESSING

How will we help students interact with ideas they encounter?

Teacher

- Go over **Slides 34-36**
 - Slide 36:** Students fill out chart on **page 8 of Student Portfolio** as teacher explains the points one at a time
- Go over **Slides 37-40**
- Activity Time!
 - Teacher chooses suitable activities for the class to participate in. See **Activity Handbook**.
- Debrief by discussing at least one question related to the activity(s)

Students

- Fill out **page 8 of Student Portfolio**

TRANSFORM & PERSONALIZE

How can my learners apply their knowledge and reflect on their thinking?

Teacher

- Go over **Slide 41**
- If time permits show “**No brain, No game**” video
<https://www.youtube.com/watch?v=Sjf26VOIKSI&t=4s>
- Collect Student Portfolios at the end of lesson

Students

- Complete reflection on **page 9 of Student Portfolio**

Approx. Duration:

55-60 min.

Supplies:

- Projector
- CPU Hook Ups
- Student Portfolios
- Writing materials
- Station activity supplies

Approx. Duration:

10-15 min.

Supplies:

- Projector
- CPU Hook Ups
- Student Portfolios
- Writing materials



TEACHER ASSESSMENT RUBRIC OF PORTFOLIO

STRETCHES	CRITERIA	STRENGTHS
	<p>Student has developed an understanding of:</p> <p>What a concussion is.</p> <p>How concussions occur.</p>	
	<p>Student has developed an understanding of:</p> <p>The signs and symptoms of a concussion.</p> <p>The importance of recognize and remove.</p> <p>The proper protocols to recover from a concussion.</p>	
	<p>Student has demonstrated an understanding of:</p> <p>How a brain injury could change an individual's life.</p> <p>How to prevent brain injuries in themselves and others.</p>	



BRAINTRUST CANADA

skullwise

NO BRAIN. NO GAME.

Thank you for educating youth about
concussion and brain injury – up to 90% of
injuries are preventable.

This lesson sequence was developed by Brain
Trust Canada in collaboration with Tyler
Tronnes, Whitney Verigin, and Sara Vicaretti of
the UBCO Teacher Education program.



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