

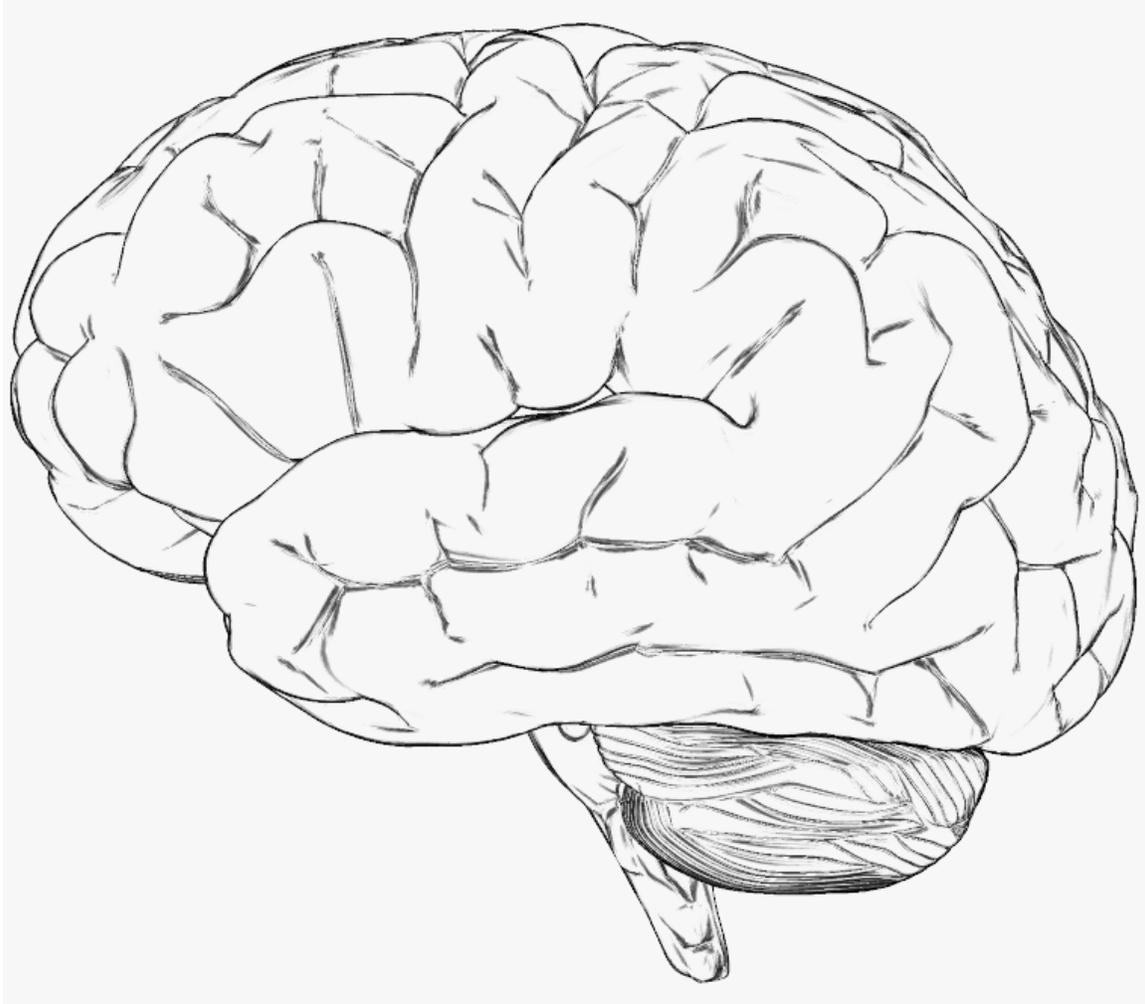
Lesson 1:
What is Trauma? What is resiliency?

Lesson Objective(s)	<ol style="list-style-type: none"> 1. Students will define trauma and analyze its impact on the human brain. 2. Students will examine situations of resiliency in order to assess its influence during adverse situations.
Essential Question (s)	<ol style="list-style-type: none"> 1. How does trauma impact the human brain, with specific emphasis on childhood trauma? 2. What does it mean to be resilient person, and is it important to learn how to be resilient?
Time/Age	<p>45-minute class period. Grades 9-10</p>
Materials Needed	<p>Teacher: Laptop/PowerPoint Internet/Youtube Colored pencils Sticky Notes</p> <p>Students: Paper Writing Utensils</p>
Activities	<ol style="list-style-type: none"> 1. Anticipatory Set: Teacher passes out copies of the brain picture. Explain that our brains consist of a complicated web of emotional responses that allow us to think, feel, and function day to day. 2. Instruct students to color the part of the brain that process the following emotions in the following colors: <ul style="list-style-type: none"> *Happiness/Joy: Yellow * Fear: Red * Survival instinct: Blue * Common sense: Green

	<ol style="list-style-type: none"> 3. Show students the key to explain that each area of the brain has a specific job that is in charge of dealing with. Most students will have different answers- discuss how the brain is an intricate web of complicated pieces that control our feelings and actions. 4. Introduce that when a person experiences a traumatic event, the brain releases chemicals in ways different from reactions to normal or non-traumatic stimuli. 5. Students take notes over how traumatic events impact the human brain. 6. Discussion: Why is it important to learn how traumatic events impact the brain? How do we in our society deal with traumatic events? 7. Sticky Note Activity: Have students break into groups of 3-4. Provide each group with 5 sticky notes. 8. Provide students with definition of resiliency. 9. Tell students to list how a person can show resiliency in their daily life. 10. Have students stick their notes on the board. After all sticky notes are on the board, group like words together. 11. Closing: Discuss the different areas that we experience opportunities to be resilient. Discuss the connection between trauma and resiliency.
<p style="text-align: center;">Assessment</p>	<p>Formative Assessment: Exit ticket: Do you believe resiliency is a learned behavior, or one that we are born with? Explain your reasoning using the evidence and discussion from class today.</p>
<p>Common Core Standards</p>	<p>CCSS.ELA-LITERACY.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CCSS.ELA-LITERACY.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance</p>

	understanding of findings, reasoning, and evidence and to add interest.
Anticipated Student Pre-conceptions/Misconceptions	<p>Students may not understand the full direction of where this lesson is taking them. They may not understand the significance to it, but prefacing the lesson with the fact that the brain is one of the least understood parts to the human body, and we are learning about how it impacts our lives on a daily basis.</p> <p>Students also may struggle with the idea of what a traumatic event is. The lesson prefaces certain types of trauma, but it is important to be explicit that although some of the types of trauma can be considered adverse, it is in our resiliency that helps overcome some of those struggles.</p>
Instructional Tips/Strategies/Suggestions for teacher	Prior to teaching this lesson, be sure to consider your student dynamic in this activity. I would start out the lesson by grouping or using your seating chart to ensure that groups will work well together and have positive discussions. I would suggest not having students work in pairs of their choice. I also informed our counselors about this lesson in case there were further discussion needs, but we did not have this occur in our classroom.
Resources for Lesson Extension	<p>Have students view the following TED talk and have students write a reactionary essay of what they learned, how this information is beneficial in every day life, and what more they want to know about the subject.</p> <p style="text-align: center;"><i>How Childhood Trauma Affects Health Across a Lifetime</i> by Nadine Burke Harris</p> <p style="text-align: center;">*Video can be found on TED website or on Youtube</p>

Worksheet: Enlarge when printing or find like copy.



Key

