**Lesson Four: Brainstorm Solutions**

**Problem statement:** Which health services will address Sarah’s health needs most effectively?

In this lesson, students will find solutions to address Sarah’s health needs and the needs of other at-risk groups in their community. This involves resources to address social determinants not directly tied to health services providers, such as access to nutrition, low-cost food or transportation. It also includes more direct services directed at treating injuries and illness typically incurred by at-risk groups. Students then will begin developing a plan of who will be needed to deliver services and how best to provide these services within the given environment.

**Learning objective(s):**

Students will create a list of resources and health services to address needs identified in Lesson 3.

Students will identify jobs involved in the delivery of such services.

Students will research possible delivery options for chosen resources and services.

**Language Objective:**

Students will discuss resources and services needed to address health needs.

Students will create a list of jobs needed to address needs.

Students will discuss possible options on how to deliver services

**Lesson standards (NGSS, CCSS, SMP, CTE):**

**Family and Consumer Sciences National Standards**

1.2.7Analyze factors that contribute to maintaining a safe and healthy school, work and community environments.

1.3.4 Analyze community resources and systems of formal and informal support available to individuals and families.

[CCSS.ELA-LITERACY.RL.7.2](http://www.corestandards.org/ELA-Literacy/RL/7/2/) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

[CCSS.ELA-LITERACY.RL.7.4](http://www.corestandards.org/ELA-Literacy/RL/7/4/) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.

[CCSS.ELA-LITERACY.RST.11-12.7](http://www.corestandards.org/ELA-Literacy/RST/11-12/7/) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

ELP standards (English Language Proficiency for ELLs)

ELP Standard 2:

…participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions…

**Soft skills:**

21st Century Leadership Skills:

1.A.1 Use a wide range of idea creation techniques such as brainstorming

1.B.1 Develop, implement and communicate new ideas to others effectively

2.C.4 Interpret information and draw conclusions based on the best analysis

2.D. 2 Identify and ask significant questions that clarify various points of view and lead to better solutions

12.D.5 Understand national and international public health and safety issues

4.B.2 Manage the flow of information from a wide variety of sources

2.C.5 Reflect critically on learning experiences and processes

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

2.C.4 Interpret information and draw conclusions based on the best analysis

**Math skills:**

SMP-Standards of Mathematical Practices

* Make sense of problems and persevere in solving them. ...
* Reason abstractly and quantitatively. ...
* Construct viable arguments and critique the reasoning of others. ...

**Locally and/or personally relevant for students:**

Students will create a list of resources for health needs in their community to provide solutions to real-life health problems.

**Connections to career and educational pathways:**

While researching social determinants of health students will begin to explore careers within the healthcare field.

**Materials:**

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| --- | --- | --- |
| Student Materials | Teacher Materials | Media Files |
| -Resources and Health Services Worksheet Lesson 4  -CRAP checklist  -Computers | -Lesson 4 Brainstorm Solutions  -CRAP slides pdf | Slide Decks:  PBL Health Cohort North - Lesson Plan 4 HS  PBL Health Cohort North - Lesson Plan 4 MS |

**Lesson preparation:** Print copies of student Worksheet. Reserve computers. Prepare digital student copy for resources. Teachers will need to establish contact with a selection of community health providers to function as resources for students.

**Time required:** 120 min + extension (optional)

**Grouping of students for instruction:**

Groups will continue in the same configuration as previous lessons with new role assignments for each student.

**What is the instruction? Consider the PBL Procedure that is being addressed here:**

Students cooperatively will work to solve the question of what community resources are available to meet the needs of the community based on the social determinants of health.

|  |  |
| --- | --- |
| **Teacher** | **Student** |
| Hand out group role cards to assign new roles. - 5 min | Agree on new roles for lesson 3.  Review role expectations and sentence starters.  Group reviews norms. |
| Review Lesson 3: Case study and have groups share 1 examples of social determinants of health from the case study - 10 minutes | Each group will share an example they identified in the case study. |
| Show video of BBC source example- 3 minutes |  |
| Pass CRAP checklist and the study notes worksheet  Explain worksheet as a means to find and search for reliable information. 15 minutes | Use the worksheet to analyze the video. |
| Day 1 research: Review what students are to be researching and guide group research. 30 minutes | Students list identified needs and research solutions to address these needs with resources, services, and jobs.  Students use criteria on the worksheet to select 3 sources. |
| Day 2 complete research;  Check with groups individually during work time that sources and results provide effective solutions. 60 minutes | Students use template to organize results by needs, determinants, and solutions. |
| Extension:  Teacher will have to reach out to community health providers to create connections with community resources to help students identify resources and services. Time varies | Students communicate with community members and health professionals to find solutions and brainstorm delivery options. |

**Accommodations:** modification for ELL: provide sentence starters for worksheet; use language line to help students communicate with community;

**Assessment: Formative:**

* Individual Table Worksheet
* CRAP worksheet

**References/Resources:**

Based on student research

Ongoing:

Artiga, S., & Hinton, E. (2019, July 9). Beyond Health Care: The Role of Social Determinants in Promoting Health and Health Equity. Retrieved from <https://www.kff.org/disparities-policy/issue-brief/beyond-health-care-the-role-of-social-determinants-in-promoting-health-and-health-equity/>.

Social Determinants of Health. (n.d.). Retrieved from <https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health>.