

**2009 Intermountain Conference on Education of the Gifted
Mini-Strand Proposal Template**

Presenter: Leah Welte

Presentation Title: For Better or Worse: Gifted Adolescent Minds Can Train their Brains

Overview: In a series of three sessions, participants will learn the basics of brain structure and function that particularly impact the adolescent brain. They will learn how neuroscientists have unlocked this “black box” through advanced technology as well as how today’s technology impacts adolescents’ brains. Participants will learn strategies to empower each of their students to assess his or her own brain and to train it to focus attention and to learn more effectively, whatever the subject matter. Participants will leave the final session with a unit of study to help their students learn about their own brains.

Audience Guidance

Primary Grades (K-2)	4	Key	<ol style="list-style-type: none"> This mini-strand will be directly applicable to these grade levels. Teachers at these grade levels will benefit most by attending this mini-strand. This mini-strand will be suitable for these grade levels. Teachers at these grade levels will benefit some by attending this mini-strand because instructors will suggest extensions or adaptations. This mini-strand could be suitable for these grade levels. However, to benefit, teachers at these grade levels will be individually responsible for determining implications for their own particular teaching assignments. This mini-strand is likely not appropriate for these grade levels. 	Time Slot
Elementary Grades (3-5)	3			AM
Middle School (6-8)	1			PM
High School (9-12)	1			Room #

Daily Outlines

Monday	Tuesday	Wednesday
Curriculum/Content	Instruction/Process	Assessment/Product
<ul style="list-style-type: none"> Introduce basic brain structure and function together with circumstances that are unique to the adolescent brain (overproduction of frontal lobe connections and the opportunity for creation/alteration of advanced body maps (the amount and location of neural tissue in the brain devoted to a function)) Explore sensitivity to addiction and brain diseases Discuss biological clock changes Review lessons within unit. 	<ul style="list-style-type: none"> Introduce the technology that has been developed to enable neuroscientists to learn about the brain as well as how today’s technology (e.g., iPods, cell phones, video games, computers) affects the brains of today’s adolescent virtual natives Review lessons within unit 	<ul style="list-style-type: none"> Focus upon the adolescent’s opportunity to assess his/her own brain and to create and/or alter existing body maps due to brain plasticity (i.e., the brain’s ability to change itself) Introduce strategies to increase focused attention, motivation, and effective self-learning and empowering teaching practices Review lessons within unit