



Early Years Foundation Stage

3–5 yrs

Welcome to your awareness, prevention and fundraising pack from the Child Brain Injury Trust. The purpose of this pack is to provide you with an introduction to the charity and the work we are doing supporting children and young people with acquired brain injury, and to offer some guidance and resources on how you can help prevent children in your school from putting themselves at risk.

What you'll find in this pack...

- Pages 1-3: Introduction – Who are we**
- Page 4: Awareness – What is brain injury**
- Page 5: Case Study – Megan's Story**
- Page 6: Prevention – How to keep safe**
- Pages 7-9: Fundraising – How you can help**
- Pages 10-21: Resources – What's available**

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Dear Friends,

We hope you find this pack informative and helpful. You'll find information about our services and how we support families and children, useful resources to use in school, and information on prevention and safety.

There is also lots of information about how your school can get involved in fundraising activities to support the charity. Fundraising can be a fun activity for children and adults, and it's a great way to teach children the importance of supporting charities and people in need in their own community. We can help you with practical advice and support to ensure your fundraising activities are fun and successful.

Who are we?

Established in 1991, we are a charity who helps children and their families to come to terms with what has happened and how to deal with the uncertainty that the future holds.

Brain injury has a devastating and life-long impact on the child and their whole family. Bones can mend and scars can heal but a brain injury stays with you for life and impacts on everything you think, feel and do.

What do we do?

The Child Brain Injury Trust helps children and their families to get the most out of life when a brain injury strikes. We offer:

- A network of dedicated support workers across the UK who support a child from the hospital stage, through their return home and into the future.
- A dedicated Helpline which provides expert advice when a parent needs it most
- The latest information to support children and their families is available via our website www.childbraininjurytrust.org.uk and also through an extensive range of publications that we have available.
- Events for children, families and professionals to attend, from conferences to family days out.
- Networking opportunities for parents through popular social media sites.
- Training for teachers and other professionals who are supporting a child in their return to the school setting.
- We raise awareness of the issues that children will face after suffering a brain injury.



Parents often say that the difficulties facing their child tend to get worse rather than better as the young person enters adolescence. This is largely due to the fact that the teenage years are when most people begin to fine-tune skills such as independence and the ability to plan their life. For a child with a brain injury, this can be incredibly difficult.

Why focus on children?

In adults, the greatest improvements after a brain injury generally occur within the first two years, but the story for children is very different as their brain takes roughly 20 years to fully develop. This means that depending on the age of the child it can take months and quite possibly years for the injury to become apparent as it is only when the injured part of the brain develops that the extent of the brain injury can be known.

How we are funded?

The charity currently spends around £1 million per year on delivering services to families and professionals. The majority of our funding comes from the hard work of our fundraising and training teams, staff, volunteers and supporters.

Get involved

Did you know we can provide specialised training to teachers and education staff when a pupil has acquired a brain injury? It helps them to make sure that they are ready to provide the child with the support they need to help them return to school after their injury.

If you would like someone to come to your school and talk to children, or staff, about childhood brain injury, or you would like to get involved in fundraising activities or choose us as your charity of the year, please get in touch.

Kind regards,

Claire Murray
Community Fundraiser



Brain injury in children

The brain is the most complex organ in the human body. It controls movement, thoughts, feelings, behaviour, memory, speech, sight, hearing and other senses.

A child's brain can get injured as a result of an accident (car accidents are a common cause) or illnesses such as meningitis or encephalitis, or from poisoning, a stroke or a brain tumour.

In adults the effects of brain injury generally show soon after the event, but for children it can be very different - it can take months or years for the injury to become obvious. There are two reasons why it may take longer for the effects to show in children:

It is only when the injured part of the brain develops fully that the extent of a brain injury can be known – brain development continues throughout childhood and adolescence.

Teenage years are when most young people use experiences to begin to fine-tune skills such as independence and the ability to plan their life. For young people with an acquired brain injury, difficulties in these areas can become obvious during this time.

A brain injury affects every individual differently, but common effects include:

Physical

Tiredness and fatigue
Doing things at a slower pace

Thinking

Taking longer to process information
Difficulties concentrating, being easily distracted
Forgetfulness, particularly in relation to new information and recent events
Following verbal instructions
Organising and planning

Emotions

Depression
Anxiety
Fear
Obsessiveness

Behaviours

Acting on impulse, without thinking through the consequences
Immaturity
Aggression
Sexually inappropriate behaviour



Each individual with a brain injury may have a different combination of symptoms from the list above. These difficulties are likely to have a significant effect on daily life and education. It is important that everyone who works with a child with a brain injury understands these effects and recognises that the issues are linked, and can develop or lessen over time.



Megan's Story

A few years ago Megan acquired a brain injury following being hit by a car travelling at 41 mph. Megan's mum Katie found about the Child Brain Injury Trust when she was struggling with Megan at home and decided to get in touch with the charity. *"Before Megan's accident I had never actually heard of an Acquired Brain Injury."*

As a charity we can help parents understand what has happened to their child and what this might mean for the future.

"When the Regional Child and Family Support Coordinator was sent out to us we were given lots of information and I found things that I could never really understand before a lot clearer. It is good to be able to just pick up the phone and ask for advice or just have someone with an understanding to talk to."



Taking Action

Since becoming involved in the charity Megan's mum has held various fundraising events and has taken action to raise awareness of acquired brain injury and to fundraise for the Child Brain Injury Trust.

She is an actively involved supporter who has held collections, an Easter Bonnet parade, bake sales and pub quiz nights raising around £350 from the last one that took place recently. She is also planning to organise more fundraising activities for her friends and family throughout the year.

'Hope for tomorrow — today'

"I would feel lost if the Child Brain Injury Trust did not exist, I have learned to deal with things in a more positive way and it is also nice to know I am not alone, there are other people out there with the same if not more problems than myself but it is also good to know there are people like the Child Brain Injury Trust out there to help us through the good and the bad times."

If you take one action today, help us spread the word to get people to understand about brain injury and know that the Child Brain Injury Trust is here to provide support.

Thank you to Megan and Katie for their fundraising and for sharing their story.





Preventing head injuries in children

Many head injuries are the result of accidents that are very difficult to predict or avoid. Although no child is injury proof, parents and carers can take some simple steps to keep children from getting head injuries. Follow these tips to reduce the risk of brain injury:

Safety in the home

- Use a safety gate at the top and the bottom of stairs and keep stairs free of any clutter
- Check windows are lockable and cannot be opened by a child, especially bedroom windows
- Use a nonslip mat in the bathtub or shower
- Make sure rugs are secure and clean up spillages to prevent someone slipping
- Don't let children play on fire escapes or balconies
- Do not leave a young infant alone on a high place such as a bed or sofa
- Do not let your children play on stairs or jump on or from furniture
- Do not let children jump on beds
- Keep the side rails on cots

Car Safety

Always wear a seat belt in a motor vehicle. Small children should always sit in the back seat of a car and be secured in child safety seats or booster seats that are appropriate for their size and weight. A seat that fits poorly can be dangerous. Your child should wear a seatbelt at all times when they are in a car or other motor vehicle.

Do not drive in a car with a child when you have been drinking alcohol or under the influence of alcohol or drugs, including prescription medications that can impair the ability to drive.

Safety helmets

Helmets help to prevent head injuries. Your child should wear a helmet that fits properly.

Always wear a helmet while riding a bicycle, skateboard, scooter or motorcycle. Also wear appropriate head protection when playing contact sports like rugby, or when skiing, skating, snowboarding or riding a horse.

Your local sports or bike shop will be able to help make certain the helmet fits properly.

Playground Safety

Make sure playground surfaces are safe. Use playgrounds that have shock-absorbing materials on the ground. They should be made of shock-absorbing material, such as wood mulch or sand. Always take care and supervise children when playing on trampolines, and make sure they have a safety net around them.

Sources:

<http://www.mayoclinic.com/health/traumatic-brain-injury/DS00552/DSECTION=prevention>

<http://www.nlm.nih.gov/medlineplus/ency/patientinstructions/000130.htm>

<http://www.nhs.uk/Conditions/Head-injury-severe-/Pages/Prevention.aspx>



Some inspiration and ideas for you and the little ones to get fundraising

We've come up with a selection of fun ideas for how you and the children can get involved with some fundraising. There's one suggestion for each of the school terms, each appropriate to the season. Don't be limited by these few ideas though, use your imagination and ask the children what they want to do. Fundraising activities can be a valuable learning opportunity for children, and of course great fun!

Term 1: Conker Hunt

Why not complete a sponsored conker hunt this Autumn? Children are asked to collect conkers with their carers, parents get sponsors for their children from family, friends, colleagues etc. Children bring conkers in talk about how they enjoyed collecting them with their carers. Count the money and the conkers if necessary, the child that collects the most could get a certificate? Great fundraising with little or no effort. Great fun too!!



Term 2: Road Safety Poster Competition

As winter nights draw in and the clocks go back, why not challenge the children to think about road safety and design a safety poster. Get them thinking about key elements of keeping safe, such as lights, reflective clothing and cycle helmets. You could encourage children to come to school dressed as brightly as possible and have a safety quiz using the highway code.



Term 2: Christmas Crafts

Get the children into the Christmas spirit by having an arts and crafts session with a Christmas theme. Get all of the children making Christmas decorations and sell them to the mums and Dads at the end of term. Tree decorations, Christmas cards and thank you cards are easy to make, and easy to sell!



Term 3: Create a Cook Book

Ask all parents to donate a favourite recipe, for children or adults and take it into to school. Ask one of the staff, or parents, to then type them up all and add a few pictures of the children doing various baking activities, clip them together into recipe book and sell them to parents for £2.50 each! They could be a HUGE hit with mums, dads, grandmas and aunties.

Term 4: Make a Money Box

Ask children to bring in small boxes or tubs from home (Hob Nob tubes are good!) Stick them shut and cut a slit in the top. Get them to decorate them, or send them home as an activity for them to do over half term and the parents to fill with change. Ask them all to return them to school by a specified date.





Term 5: Brain Injury Awareness Week



In May each year we spend a week promoting awareness of brain injury, talking about prevention, safety, and organising challenges to raise funds to support our projects across the country. Why not try to challenge your School to do a different event each day? You could start with a sponsored silence on Monday and work your way up to a fancy dress party day on Friday where all children pay £1 to take part. We can help you get involved with exciting events that we will be organising, so get in touch if you want to talk about how you can get involved with this exciting week of fundraising and fun.

Term 6: Teddy Bear's Picnic

Set a date, and ask all of the children to bring their favourite teddy into school, along with some sandwiches and cake. Have a teddy bear's picnic at lunchtime with all of the children and their bears. Ask the parent to donate £1 per child and £1 per bear!



Here's a few more ideas you might like to try:

1. **Paint your face - everyone pays to get their face painted.**
2. **Run a race - hold a mini-sports day where parents pay to join in the fun with piggy-back and egg and spoon races.**
3. **Talent Show - write a song, or perform a dance. Put on at a talent show and ask family and friends to donate to watch.**
4. **Make a model - draw, paint or sculpt your own characters, then sell them to proud parents.**
5. **Bake a cake - get everyone baking in the classroom and then hold a tea party.**
6. **Make a face - draw a picture of your favourite character, stick coins on it and then cash it in.**
7. **Name the Bear - Take part in a name the teddy competition**
8. **Balloon Release – charge £2 per balloon and have a mass release to see whose balloon goes the furthest.**
9. **Messy Play - Organise a messy play day. Come into school in some old clothes and have fun playing with paint, clay, water and mess!**
10. **Breakfast party - all bring something to school and have a big breakfast party.**





Why not put together a selection of well known nursery rhymes & songs with actions and promote it as an activity to do for sponsorship? Here's one of our favourites to get you started!



Head, shoulders, knees and toes, knees and toes
Head, shoulders, knees and toes, knees and toes
And eyes and ears and mouth and nose
Head, shoulders, knees and toes, knees and toes

Instructions:

Touch each body part when sung. Repeat, cumulatively leaving off speaking each part in turn.

Sing it through once, then speed up, or do it backwards for fun!

Then sing it through, substituting one word each time by pointing to the body part.

By the final round, you are pointing to every part, and not singing one word!



Resources

The Child Brain Injury Trust has developed a series of Peer Awareness Resources to cover eight areas of the National Curriculum (English, Science, Art and Design, Music, ICT, Citizenship, PHSE, Modern Foreign Language) across all ages. The reference chart below outlines which activities are most suitable for each age group, and what part of the National Curriculum they relate to. It is up to you which activities you want to use.

Activity Reference Chart

Activity Reference	Activity Name	Curriculum Area	Activity Type	Age Range
BB03	Jelly Brain	Science	Practical	5-14 yrs
BB010	Brain Jigsaw	Art and Design	Practical	5-7 yrs
BB013	Brain Songs	Music	Singing	5-7 yrs
BB014	Design a Helmet	Art and Design	Practical	5-11 yrs
BB015	Head Protection	PHSE	Practical	5-11 yrs
BB017	Brain Car Sticker	Art and Design	Practical	5-14 yrs

The Information Standard quality mark

The Child Brain Injury Trust is a certified member of The Information Standard. As such, any information we produce has been assessed by our professional reference group and is subject to regular review.

The Child Brain Injury Trust shall hold responsibility for the accuracy of the information they publish and neither the scheme operator nor the scheme owner shall have any responsibility whatsoever for costs losses or direct or indirect damages or costs arising from inaccuracy of information or omissions in information published on behalf of Child Brain Injury Trust.



Curriculum Area	Science	Activity Type	Practical
Suitable for	5-14yrs	Activity Number	BB03
Activity Name	Jelly Brain		

Learning Outcome:

To understand what the brain looks and feels like, how delicate it is, and how easily it could get damaged.

Materials Required:

- 2 packs of blackcurrant jelly
- Tin of condensed milk
- ½ pack of part-cooked spaghetti (optional)
- Aluminum foil
- Large plastic bowl



Instructions:

This activity could be given to children to try at home then bring back to class. Alternatively, it would make an interesting demonstration or 'join in' activity in class/group.

Make the Mould

- Shape the tinfoil into a rough brain shape and put it into your mixing bowl
- Arrange some part-cooked spaghetti in the base and sides of the mould (this will give the jelly a wrinkly look, just like the appearance of the cerebral cortex, the outer part of the brain)

Make the Jelly

- Make the jelly according to the instructions on the packet, but replace four tablespoons of water with four tablespoons of condensed milk (this will hopefully give the jelly an opaque, grey brain colour)
- Put the jelly into the fridge to set.
- Once set remove from the mould and discard the spaghetti strands.

The finished jelly brain will roughly resemble the texture and colour of a human brain.

Additional discussion:

1. The brain is very squidgy – if it was knocked what do you think would happen?
What can we do to protect the brain from getting damaged? (Link to activity BB014 Design a Helmet and BB015 Head Protection)



Curriculum Area	Art & Design	Activity Type	Practical
Suitable for	5-7 yrs	Activity Number	BB010
Activity Name	Brain Jigsaw		

Activity courtesy of Dr Eric H. Chudler - University of Washington, USA

Learning Outcome:

Understand what the brain looks like

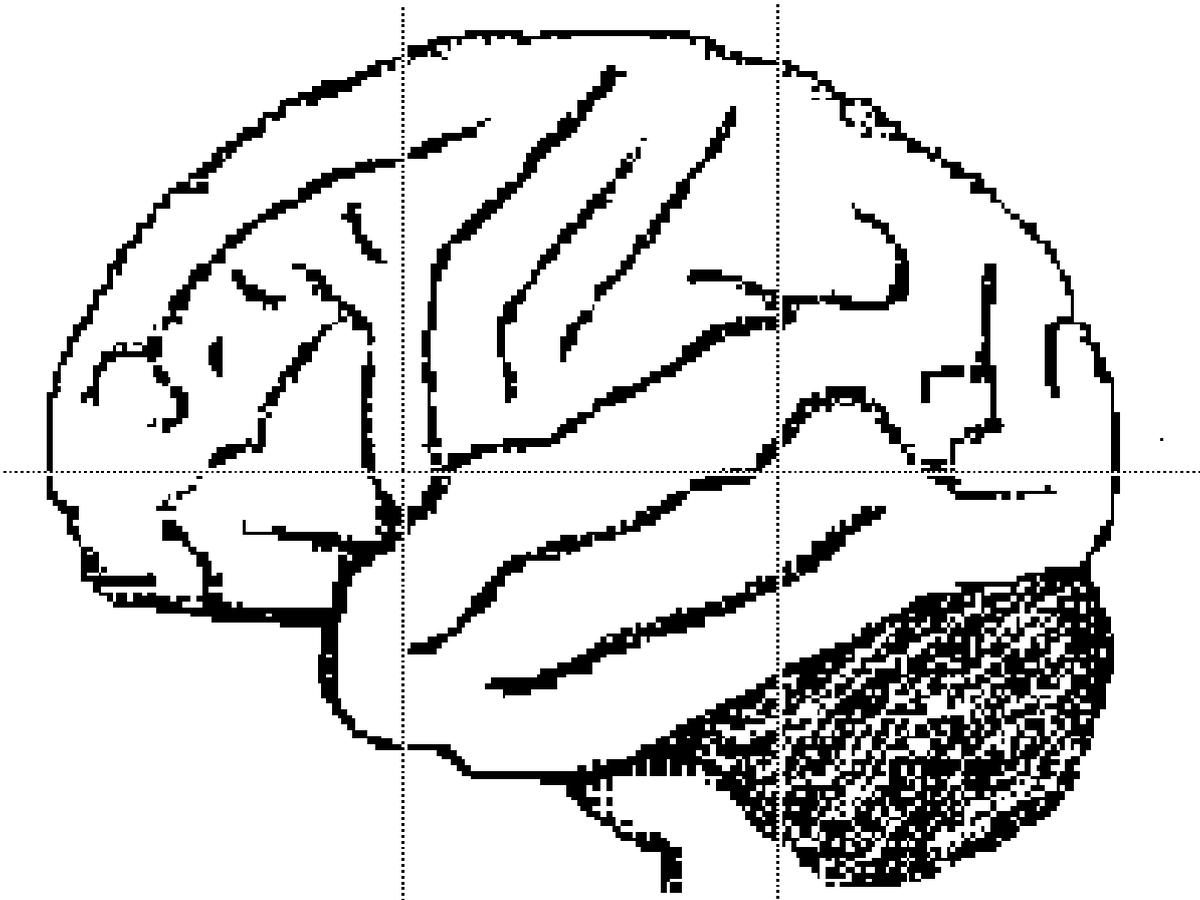
Materials Required:

Copies of the brain diagram below and cut along lines indicated

Instructions:

We suggest that this activity could run alongside BB03 Jelly Brain.

Having discussed what the brain looks like children could colour in the pieces and then complete their jigsaw.



Curriculum Area	Music	Activity Type	Interactive
Suitable for	5-11 yrs	Activity Number	BB013
Activity Name	Brain Songs		

Learning Outcome:

To reinforce the various issues relating to the brain and link to Music within the curriculum.

Materials Required:

Copies of Songs

Instructions:

Introduce the various functions of the brain. Explain that the brain is a fantastic thing and we can sing to celebrate this!

"Twinkle Twinkle brain of mine"

(Following are sung to the tune of "Twinkle, Twinkle Little Star")

Song # 1

Twinkle, twinkle brain of mine,
 How I think you're really fine.
 Up above in my head so high,
 Like a diamond in the sky.
 Twinkle, twinkle brain of mine,
 How I think you're really fine

Song # 2

Brainy Brainy you're so bright, you even think for me in the night.
 You've got one hundred billion workers, so you can keep me working all the time.
 Brainy, Brainy you're so bright, you even think for me in the night.
 Brainy Brainy you're so bright, you even think for me in the night.
 You help me do everything, help me now I've got to sing!
 Brainy, Brainy you're so bright, you even think for me in the night.
 Brainy Brainy you're so bright, you even think for me in the night.
 You've got a helmet called the skull that keeps me bright and not so dull.
 Brainy Brainy you're so bright, you even think for me in the night!



Curriculum Area	Music	Activity Type	Interactive
Suitable for	5-11 yrs	Activity Number	BB013
Activity Name	Brain Songs		

"Use, Use, Use Your Brain"

(sung to the tune of "Row, Row, Row Your Boat")

Use, use, use your brain,
Even in the rain,
Memory, memory, memory, memory,
You will see the gain.

"Because I have a Brain"

(Sung to the tune, "If I Only Had a Brain")

by Richard Lord, Biology teacher at Presque Isle High School, USA

I can flex a muscle tightly, or tap my finger lightly,
It's because I have a brain.
I can swim in the river, though it's cold and makes me shiver
Just because I have a brain.
I am really fascinated, to be coordinated,
It's because I have a brain.
I can see lots of faces, feel the pain of wearing braces,
Just because I have a brain.
Oh, I appreciate - the many things that I can do.
I can taste - a chicken stew, or smell perfume, or touch the dew.
I am heavy with emotion, and often have the notion,
That life is never plain.
I have lots of personality, a sense of true reality
Because I have a brain.

"Old McScientist Had a Brain"

(Sung to the tune of Old McDonald Had a Farm)

Old McScientist had a brain with many neurons in it.
And in that brain he had a cerebrum to help him make decisions.
Cerebrum here, Cerebrum there, Cerebrum Cerebrum everywhere.
Old McScientist had a brain with many neurons in it.
And in that brain he had a cerebellum to help him keep his balance.
Cerebellum here, Cerebellum there, Cerebellum, Cerebellum everywhere.
Old McScientist had a brain with many neurons in it.
And in that brain he had a Brain Stem to keep his heart a beatin'.
Brain Stem here, Brain Stem there, Brain Stem Brain Stem everywhere.
Old McScientist had a brain with many neurons in it!

Curriculum Area	Art & Design	Activity Type	Practical
Suitable for	5-11 yrs	Activity Number	BB14
Activity Name	Design a Helmet		

Learning Outcome:

Understand the need to protect your brain from injury when undertaking sports, hobbies or activities in which it could be possible to injure your head. Understand the need for a design concept that is both practical (contains all relevant safety features – i.e. hard material, will not fall off etc) and will appeal to users.

(Further information specifically relating to bicycle helmets can be found at <http://www.bhit.org/>)

Materials Required:

- Paper
- Coloured pens
- Art materials – card, fabric, pictures, ribbons etc

Instructions:

Best used in conjunction with BB015 Head Protection.

Introduce the activity - Cycle helmets protect the head by reducing the rate at which the skull and brain are accelerated or decelerated by an impact. The helmet acts like a shock absorber. As it is impacted, the expanded polystyrene liner dissipates the energy over a rapidly increasing area like a cone.

Ask children to draw a design for a helmet that :

- Has a hard outer surface
- A cushioning liner
- Head straps
- Is comfortable

The sample design can be shown using any materials such as fabric, tin foil, card, coloured paper, or simply drawn.



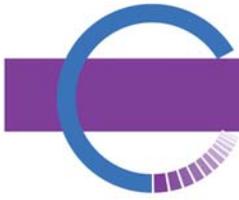
Curriculum Area	Art & Design	Activity Type	Practical
Suitable for	5-11 yrs	Activity Number	BB14
Activity Name	Design a Helmet		

Some examples to get the children thinking.



Some additional questions/consideration for the class:

1. Why is the helmet important for the brain?
2. Why does the helmet need to be hard outside and soft inside?
3. Does it really need a strap?
4. Why should it be comfortable?



Curriculum Area	PHSE	Activity Type	Practical
Suitable for	5-14 yrs	Activity Number	BB015
Activity Name	Head Protection		

Learning Outcome:

To understand that head protection is required for a number of activities – jobs, sports, and hobbies, and to know that different environments will require head protection.

Materials Required:

- Books, magazines, access to Internet
- Paper
- Scissors

Instructions:

Print off the list below and ask the children to create two collages of people at work and play who wear helmets, use pictures from magazines or from the internet (or even draw them!) – one for sport and hobbies, and one for jobs.

Sport and Hobbies	Jobs
Boxing	Building
Rugby	Crane Driver
Football	Road construction
Martial Arts	Firefighters
Cricket	Police
Cycling	Soldiers
Canoeing	Airport workers (plane signalers)
BMX	Miner
Skateboarding	Welder
Horse riding	Astronaut
Rock climbing	
Skiing	
Motorcycling	
Mountain biking	
Ice hockey	
Baseball	
Racing Drivers	
Parachuting/Paragliding	
Sky Diving	

Curriculum Area	Art & Design	Activity Type	Practical
Suitable for	7-14 yrs	Activity Number	BB017
Activity Name	Brain Car Sticker		

Learning Outcome:

This activity will make use of art and design skills, as well as reinforcing understanding relating to how brain injuries can occur.

Materials Required:

Paper
Pencils
Paints
Crayons

Instructions:

Ask the children to design a bumper sticker/window sticker for a car (like the “Baby on Board” ones) , that will explain to other drivers why they should drive carefully and avoid accidents that can cause a brain injury.

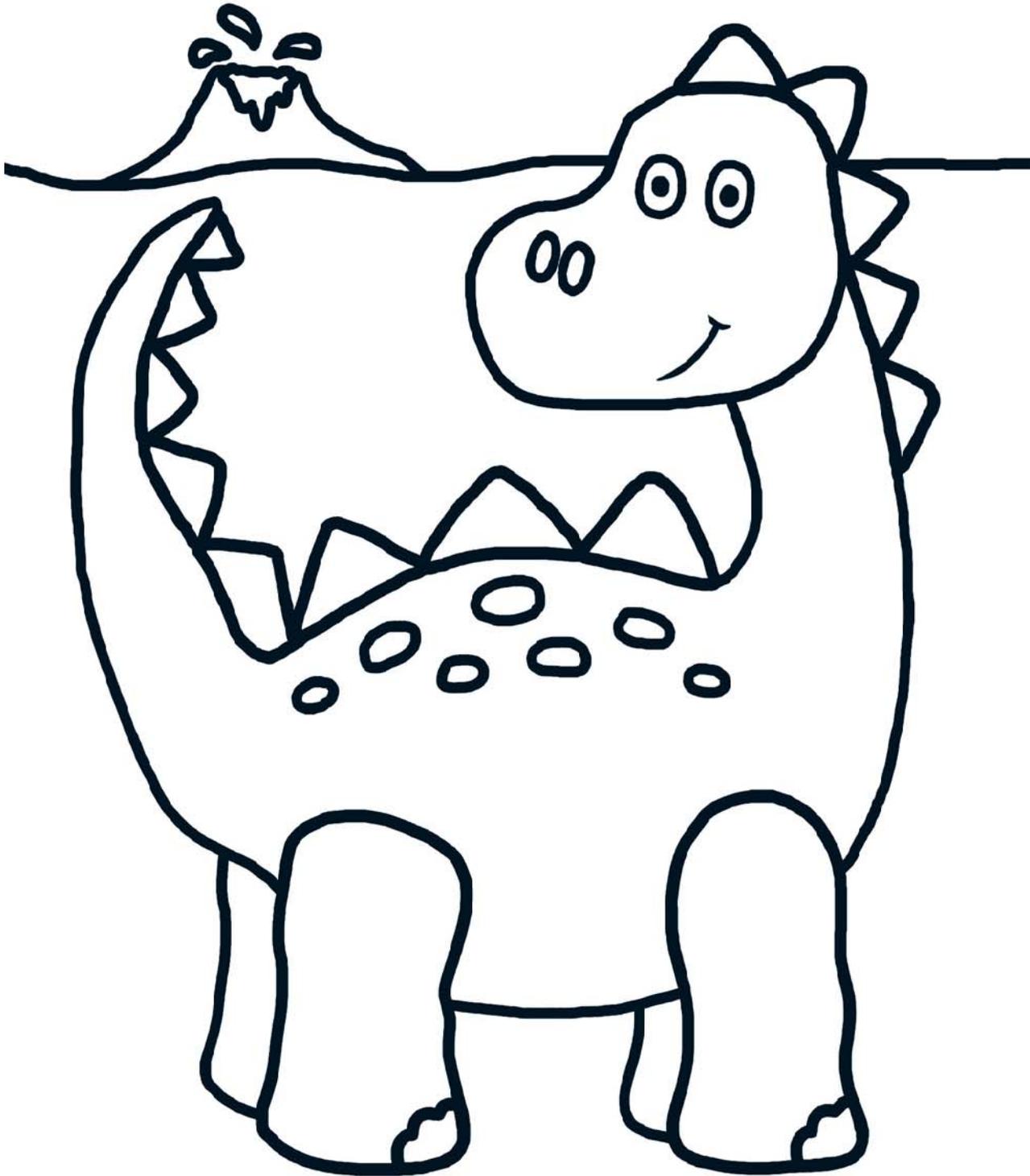
Additional optional discussion questions — dependant on age of group:

1. How important is it for grown ups to know about the brain as well when they are driving?
2. What are the key messages you wanted to get across with your sticker?
3. How else might your brain get damaged other than a road accident? (An brain injury can be acquired through accident, illness [meningitis, epilepsy, encephalitis, etc], poisoning, stroke or tumour)



Why not have a colouring competition and charge 50p per entry?

Use these funky pictures to get you started.



Fundraising Resources

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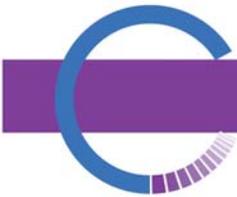
Why not have a colouring competition and charge 50p per entry?

Use these funky pictures to get you started.



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Fundraising Resources



Sponsorship Form



PLEASE SPONSOR

ME (name)

TO (event)

Note to participant: While anyone can sponsor you, Child Brain Injury Trust may not be able to claim Gift Aid from all your sponsors, for example family members (connected persons), if you have received a benefit by participating. Please check with the charity or the Institute of Fundraising for further details.

Gift Aid

Using Gift Aid means that for every pound you give, we can claim an extra 25 pence from HM Revenue & Customs, helping your donation go further.

giftaid it

If I have ticked the box headed 'Gift Aid? ✓', I confirm that I am a UK Income or Capital Gains taxpayer. I have read this statement and want the charity named above to reclaim tax on the donation detailed below, given on the date shown. I understand that I must pay an amount of Income Tax and/or Capital Gains Tax in the tax year at least equal to the amount of tax that all the charities and CASCs I donate to, will reclaim on my gifts for that tax year. I understand that other taxes such as VAT and Council Tax do not qualify.

Remember: Full name + Home address + Postcode + ✓ = Gift Aid

Tick the box below to Gift Aid your donation. It's that simple!

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TOTAL AMOUNT £

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