



5–11yrs

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 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 2: 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 10-34: Resources – What's available

Child Brain Injury Trust, Unit 1, The Great Barn,
Baynards Green Farm, Nr Bicester, OX27 7SG, 01869 341 075
www.cbituk.org info@cbituk.org

Registered Charity No. 1113326, A Charity Registered in Scotland No. SC 039703 Registered Company No. 5738517



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 children 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: Crazy Hat Day



Set a date, and ask all of the children to come to school wearing a crazy hat. It could be homemade, or it might be one of Dad's favourites! Have a school assembly to show off all the hats and hand out prizes for the best and most imaginative. Ask the parents to donate £1 per child.

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 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 the 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: Scoot to School

Why not encourage as many children as possible to scoot to school on a particular date? They can ask parents and families to sponsor them. If they don't have a scooter they could cycle or walk to school. Just make sure that all scooting and cycling are wearing safety helmets!



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

1. **Space hoppers** - organise a fun run with a twist – you have to complete the course on a space-hopper, on piggy-back or jumping in a sack.
2. **Dance off** - have a school disco – who throws the best moves on the dancefloor?
3. **Star makers** - put on a talent show and ask for donations. You might discover the next big star.
4. **Hula-hoops** - get sponsored for a hula-hooping session, and compete to see who can keep it spinning for the longest.
5. **Music makers** - have your school orchestra, choir or music clubs come together and attempt a sponsored music-athon.
6. **Games day** - host a kids vs. teachers sports event, and play wacky games like three-legged football.
7. **Sshh!** - have a sponsored silence day – for the whole class. Can you get through the whole day without speaking?
8. **Writing** - Each class could be sponsored to make up and write a poem, essay or mini book.
9. **Second hand uniform sale** - Ask parents to donate all their children's outgrown uniform and organise a regular sale time—this helps keep uniform costs down for parents as well as raising money.
10. **Obstacle course** - Create an exciting obstacle course in the playground or school field which children can be sponsored to take part in—maybe have a winner per class with a small prize.



Whole School Event Idea:

Penny Drive / Mile of Pennies

Why not try and get the whole school involved in one event for a day? Ask all children in the School to bring in coppers from home, get them looking down the back of sofa's and in their parents cars! It's always a great competition between classes to see who brings the most. You can give a small gift (sweets etc) to the winning class.



You could then line all the coppers up in the playground or sports hall at lunchtime and see how far they stretch? Can you make a mile of pennies?

This activity can be educational as well as fun. There's a whole range of maths activities you can explore around the event. Perhaps you can make it into an art event too? You could use all of the pennies and coppers to make a huge picture on the floor.





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 different ages. The reference chart below outlines which activities are most suitable for each age range, 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
BB01	Brain Model	Art and Design	Practical	7-14 yrs
BB02	Thinking Cap	Art and Design	Practical	7-14 yrs
BB03	Jelly Brain	Science	Practical	5-14 yrs
BB04	Brain Connections	Science	Practical	7-14 yrs
BB05	Shake Up Your Brain	Science	Practical	7-14 yrs
BB06	Emotions	PHSE/English/ Art and Design	Practical	7-14 yrs
BB07	Say What You See	Science	Practical	7-18 yrs



Activity Reference Chart

Activity Reference	Activity Name	Curriculum Area	Activity Type	Age Range
BB010	Brain Jigsaw	Art and Design	Practical	5-7 yrs
BB012	Brain Safety Brochure	Art and Design	Practical and Written	7-14 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
BB016	Brain Wordsearch	English	Practical	7-14 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	Art & Design	Activity Type	Practical
Suitable for	7-14 yrs	Activity Number	BB01
Activity Name	Brain Model		

Learning Outcome:

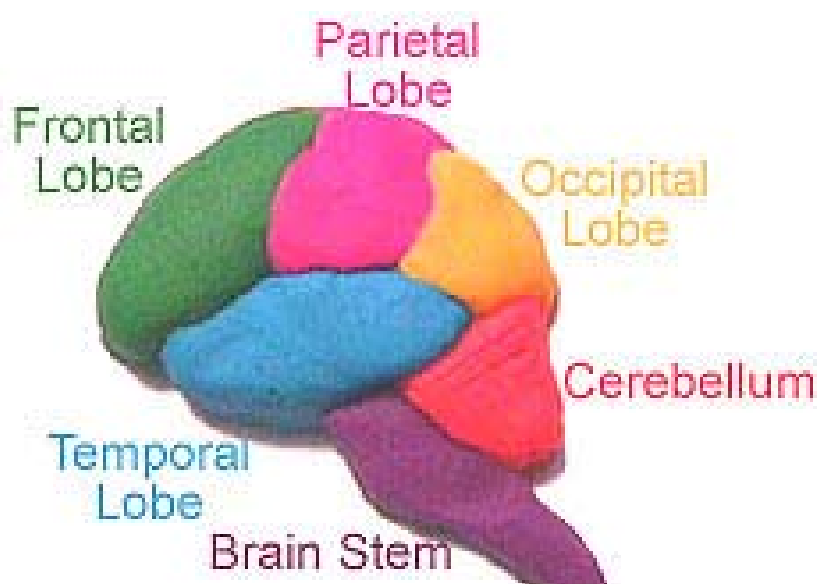
To understand that the brain consists of different areas that are used for different purposes, and to know what the brain structure looks like.

Materials Required:

Clay
Playdough

Instructions:

Create a whole brain or use a brain atlas and create cross-sections of the brain at different levels. Use different colors to indicate different structures.



Additional discussion:

1. Do all the parts do the same thing?
2. What do the different parts do?
3. What would happen if only one part was damaged? Would the other parts still work?
4. Which part of the brain is most likely to get damaged? Why?

What can we do to protect the brain from getting damaged? (Link to activity BB05 Shake up Your Brain, BB014 Design a Helmet, BB015 Head Protection)

Curriculum Area	Art & Design	Activity Type	Practical
Suitable for	7-14 yrs	Activity Number	BB02
Activity Name	Thinking Cap		



Diagram above and activity courtesy of Dr Eric H.Chudler - University of Washington, USA

Learning Outcome:

Understand that the brain consists of different areas that are used for different purposes, and what it looks like.

Materials Required:

- Balloons or chicken wire
- Paste
- Newspapers
- Paints

Instructions:

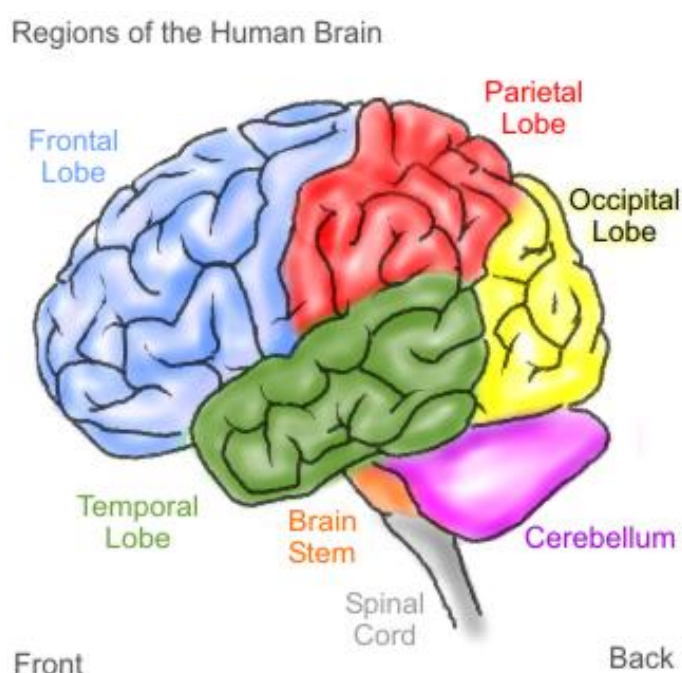
First, create the brain shape for the cap. You can create a shape from wire (e.g., chicken wire) or a balloon or use a bowl to build your cap around. You could even roll up some newspaper and cover it with masking tape. The form should have the approximate size and shape of your head so you can wear it.

Create the Structure:

Cut strips of newspaper and glue them to the form using papier-mâché paste. Coat the newspaper strips with the paste, and place them on the form. Let each newspaper layer dry before you add a new layer. Add enough layers to give you a strong structure. When the structure is dry, remove the underlying form. You may have to cut the edges of the structure and repair the sides for a good fit on your head.

Curriculum Area	Art & Design	Activity Type	Practical
Suitable for	7-14 yrs	Activity Number	BB02
Activity Name	Thinking Cap		

Paint the dried cap using the diagram on the previous page. Also refer to Information below for an explanation of the different areas of the brain.



Additional discussion:

1. Do all the parts do the same thing?
2. What do the different parts do?
3. What would happen if only one part was damaged? Would the other parts still work?
4. Which part of the brain is most likely to get damaged? Why?
5. What can we do to protect the brain from getting damaged?
(Link to activity BB05 Shake up Your Brain, BB014 Design a Helmet, BB015 Head Protection)

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

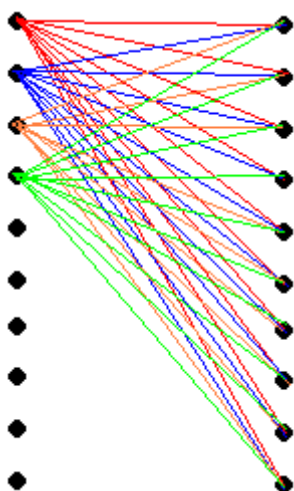
- Make the jelly according to the instructions on the packet, but replace four tablespoons of water with four tablespoons of condensed milk (this will hopefully give the jelly an opaque, grey brain colour)
- Put the jelly into the fridge to set.
- Once set remove from the mould and discard the spaghetti 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	Science	Activity Type	Practical
Suitable for	7-14 yrs	Activity Number	BB04
Activity Name	Brain Connections		



Learning Outcome:

To illustrate the complexity of the connections of the brain

Materials Required:

- Colored pencils or crayons
- Card with 10 dots on each side

Instructions:

Draw 10 dots on one side of a piece of paper and 10 dots on the opposite side of the paper as shown above.

Assume these dots represent neurons (brain cells), and assume that each neuron makes connections with the 10 dots on the other side of the paper. Then connect each dot on one side with the 10 dots on the other side. As you can see from the diagram above, it gets very complicated after a while. This example has only connected 4 of the "neurons".

Remember that this is quite a simplification. Each neuron (dot) may actually make *thousands* of connections with other neurons. If you tried this your paper would be really messy!!

Additional discussion:

1. What would happen if one of the dots was not there (the connections got damaged)?
2. How could this affect the way you think and feel and learn about new things?
3. How would it affect you trying to do ordinary things, like getting ready for school?
4. If you knew someone who had injured the connections in their brain, what ways could you help them?

Diagram above and activity courtesy of Dr Eric H .Chudler
University of Washington, USA

Curriculum Area	Science	Activity Type	Practical
Suitable for	7-16 yrs	Activity Number	BB05
Activity Name	Shake up your Brain		

Learning Outcome:

To understand how the brain is protected from sudden impact, and the way in which various situations can damaged a brain.

Materials Required:

- | | |
|-------------------------------|---|
| 1) Eggs (at least 2) | 2) Markers to draw on a face (waterproof) |
| 3) Plastic container with top | 4) Water (to fill the container) |

Instructions:

The cerebrospinal fluid (CSF) has several functions. One of these functions is to protect the brain from sudden impacts. To demonstrate how this works, we need to bring in "Mr. Egghead." Mr. Egghead is a **raw egg** in its shell with drawn-on face. The inside of the egg represents the brain and the egg shell represents the pia mater (the inner most layer of the meninges or coverings of the brain). Put Mr. Egghead in a container (Tupperware works fine) that is a bit larger than the egg.

The container represents the skull. Now put a tight top on the container and shake it. You should observe that shaking the "brain" (the egg) in this situation results in "damage" (a broken egg). Now repeat this experiment with a new Mr. Egghead, except this time, fill the container with water. The water represents the cerebrospinal fluid. Note that shaking the container does not cause the "brain damage" as before because the fluid has cushioned the brain from injury.

You could make this into a science experiment: test the hypothesis that "The cerebrospinal fluid and skull protect the brain from impact injury."

Drop Mr. Egghead from a standard height (or heights) in different conditions:

- | | |
|---|---|
| 1) With fluid in the container | 2) Without fluid in the container |
| 3) With different fluids or materials (sand, rocks) | 4) In different shaped containers, etc. |

Make sure pupils keep notes to record their observations using a chart.

Additional discussion:

1. How did the different containers etc affect the damage to the egg?
2. Does our brain wobble about in any liquid? (Link to BB03 Jelly Brain)
3. What do we have naturally to protect our own brains?
4. What can we do to stop our brains being damaged? *Being careful, helmets on bike, seat belts in cars etc* (Link to BB012 Brain Safety Brochure, BB014 Design a Helmet, BB015 Head Protection)

Curriculum Area	PHSE, English	Activity Type	Practical
Suitable for	7-16 yrs	Activity Number	BB06
Activity Name	Emotions		

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

Learning Outcome:

To understand that our brain is responsible for how we feel and the emotions we have.

Materials Required:

- Magazines with pictures of people
- Scissors
- Glue
- Paper or poster board

Instructions:

How many emotions do you have? Happy, sad, mad, surprised? Make an "Emotion Collage" by cutting out magazine pictures of people expressing different emotions. Glue the pictures on a piece of paper or make a poster to show the different emotions. You could make separate papers or posters of different emotions.

Additional discussion:

Refer to Resource Information pack:

Which part of the brain is responsible for our emotions?

What do you think would happen if we damaged this part of our brain?

How would we behave?

If someone you knew damaged this part of their brain, how could this affect your friendship?

What could you do to help your friend?



Curriculum Area	Science	Activity Type	Interactive
Suitable for	7-14 yrs	Activity Number	BB07
Activity Name	Say what you see—on the tip of my tongue		

Learning Outcome:

This activity will give pupils an understanding of the difficulties that a person with a brain injury may have in trying to say what they are thinking and the difficulties they may have in processing language. It is often referred to as the ‘Stroop Effect’. There are a number of theories behind it, but it demonstrates that even though you might know what you want to say, it can be difficult to find the right words!

The third part of this activity will also demonstrate to pupils how difficult it can be for some people with an acquired brain injury to write something.

For a full explanation of the “Stroop Effect” see http://en.wikipedia.org/wiki/Stroop_effect

Materials Required:

Colored copies of the two sets of words (BB07 Cards)

Instructions:

This activity has 3 parts. Steps 1 and 2 are part of an activity devised by J Ridley Stroop (1935).

STEP 1:

Ask pupils to read out the colour of the words written on Card A (shown below). Say the colours as fast as they can.

RED	GREEN	BLUE	YELLOW	PINK
ORANGE	BLUE	GREEN	BLUE	WHITE
GREEN	YELLOW	ORANGE	BLUE	WHITE
BROWN	RED	BLUE	YELLOW	GREEN
PINK	YELLOW	GREEN	BLUE	RED



Curriculum Area	Science	Activity Type	Interactive
Suitable for	7-16 yrs	Activity Number	BB07
Activity Name	Say what you see—on the tip of my tongue		

STEP 2:

Once again, pupils should read out the **colours** of the words on Card B (shown below). Say the colours as fast as they can..... it's not as easy this time around!

RED	GREEN	BLUE	YELLOW	PINK
ORANGE	BLUE	GREEN	BLUE	WHITE
GREEN	YELLOW	ORANGE	BLUE	WHITE
BROWN	RED	BLUE	YELLOW	GREEN
PINK	YELLOW	GREEN	BLUE	RED

STEP 3:

Writing our name is something we do in school a lot... But what if the task became one that was easier said than done?

- a) On a piece of scrap paper, sign or write your name.
- b) Now try signing your name whilst moving your left foot in an anti-clockwise direction.

Additional discussion:

1. How difficult was it to say the colours and not the word?
2. How difficult was it to write your name when you had to move your foot as well?
3. Why was it so difficult?
4. This is what it is like for people who have injured their brains – what other difficulties do you think they may have because they can not say or write what they are thinking?
If you knew someone who had difficulty like this , how could you help them?

Learning Resources

Say what you see

Card A

Read out the **COLOUR** of the words written below.

Say the colours as fast as you can.

RED

GREEN

BLUE

YELLOW

PINK

ORANGE

BLUE

GREEN

BLUE

WHITE

GREEN

YELLOW

ORANGE

BLUE

WHITE

BROWN

RED

BLUE

YELLOW

GREEN

PINK

YELLOW

GREEN

BLUE

RED

Learning Resources

Say what you see

Card B

Now read out the **COLOUR** of each of the words written below.
Say the colours as fast as you can. (It's not as easy this time!)

RED	GREEN	BLUE	YELLOW	PINK
ORANGE	BLUE	GREEN	BLUE	WHITE
GREEN	YELLOW	ORANGE	BLUE	WHITE
BROWN	RED	BLUE	YELLOW	GREEN
PINK	YELLOW	GREEN	BLUE	RED



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

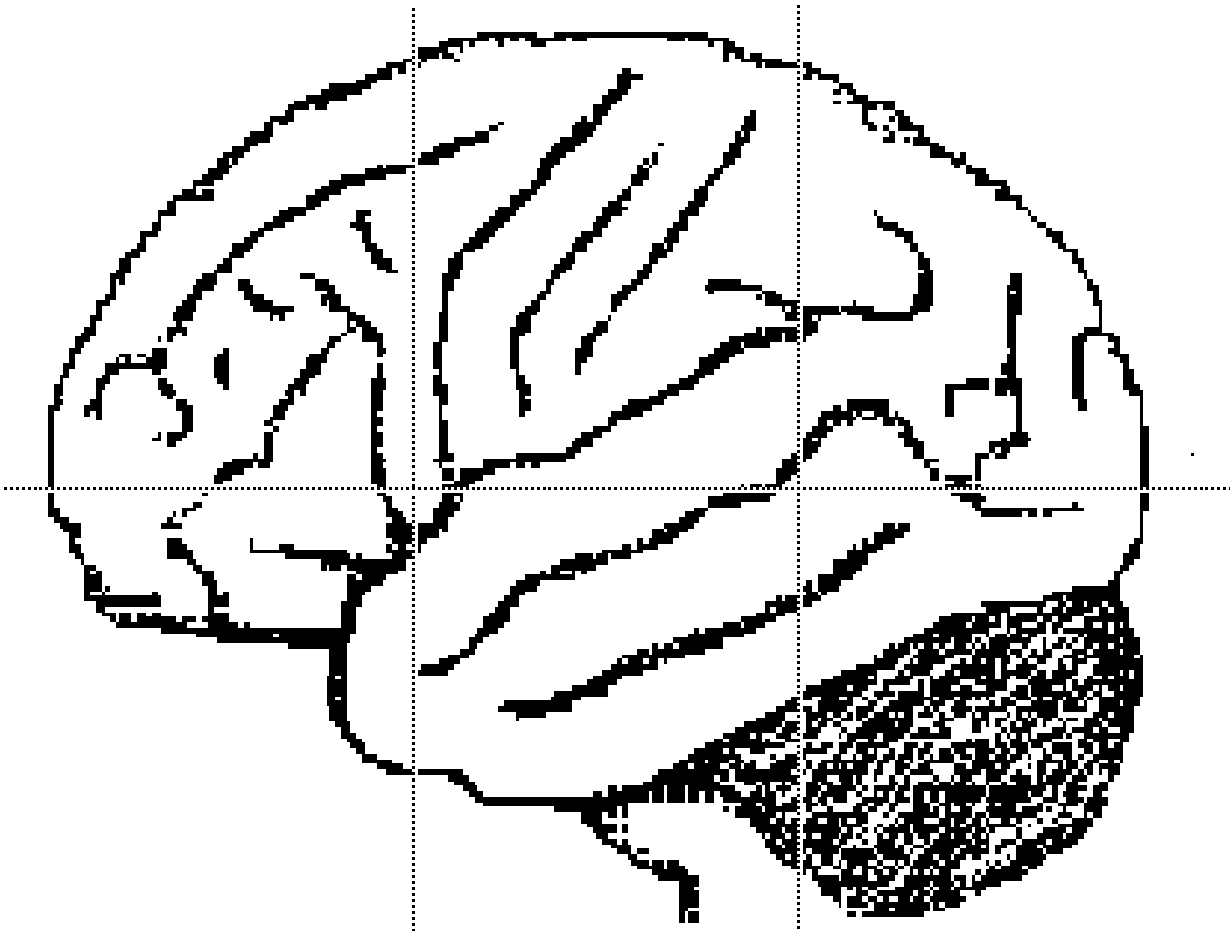
Materials Required:

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	Art & Design/English	Activity Type	Practical & Written
Suitable for	7-14 yrs	Activity Number	BB012
Activity Name	Brain Safety Brochure		

Learning Outcome:

To promote understanding of why and how you should protect your brain

Materials Required:

- Paper
- Coloured Pencils/Crayons

Instructions:

Create a "Brain Safety Brochure" that is filled with safety tips about how to protect your brain from harm. Use colored paper, pencils, crayons, markers and pens to illustrate your brochure.

Cut out pictures from magazines to show good (and bad) brain safety habits.

Here is a reminder of the key things that children should think about:

1. Wear your seat belt

In a car, bus or airplane, your seat belt will help protect your head and brain from injury. Car accidents are by far the greatest causes of brain injuries, accounting for 37-50% of all brain injuries.

(Statistic from Amer. J. of Diseases of Children, Vol. 144, pages 627-646, 1990 and Brain Injury Association USA)

2. Wear your helmet!

Whether you are cycling, skating or skateboarding, your helmet will protect your head if you fall. Make sure that your helmet meets or exceeds the standards for safety. Head injury is the most common cause of death in bicycle accidents.

3. Stay away from illegal drugs!

Drugs alter brain function - no question about that. Although damage done by some drugs can be reversed, some drugs may change brain function permanently. Why take the chance?



Curriculum Area	Art & Design/English	Activity Type	Practical & Written
Suitable for	7-14 yrs	Activity Number	BB012
Activity Name	Brain Safety Brochure		

4. Know the risks involved with sports!

This applies mainly to boxing, football and the martial arts. However, even climbing, horse riding, diving and skiing have risks. Always wear your safety equipment properly and be in good physical condition for your sport.

5. Look before you leap!

It may sound impossible, but people DO dive into swimming pools without water. Dive only in the deep end of the pool and make sure that the water in rivers, lakes and at the beach is deep enough to dive in head first. Also, be aware of any objects, such as large rocks, that may be hidden under the water.

6. Look both ways before crossing the road!

Children will hear this one many times before, but accidents do happen and you can't be wearing your helmet all the time.

7. Make sure you have a "good" surface around your playground equipment!

Just in case you fall off of play equipment, a soft impact-absorbing surface will cushion your drop. So please don't use trees as climbing frames, because there is no safety surface under them!

8. Eat right!

Your brain needs energy to work its best.

9. Treat chemicals properly!

Many chemicals, such as pesticides and cleaners, contain neurotoxins that can kill nerve cells and damage nerves. These dangerous chemicals can be found in your home or at places of work. Dispose of these materials properly!

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	BB014
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	BB014
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	English	Activity Type	Practical
Suitable for	7-14 yrs	Activity Number	BB016
Activity Name	Brain Wordsearch		

Learning Outcome:

To learn words and spellings related to the brain.

Materials Required:

Worksheet with Wordsearch on it

Instructions:

Copy the Worksheet and hand out to each child to complete

M	E	M	O	R	Y	N	F	K	S	E
W	G	B	H	M	O	N	A	B	K	F
N	E	U	R	O	N	S	T	H	U	E
R	T	D	B	A	Q	A	I	D	L	E
T	H	I	N	K	I	N	G	I	L	L
F	E	M	W	G	N	N	U	M	K	I
W	L	Y	E	A	J	I	E	R	I	N
R	M	B	E	H	A	V	I	O	R	G
T	E	R	T	G	U	W	E	I	O	B
B	T	Y	A	C	Q	U	I	R	E	D

Curriculum Area	English	Activity Type	Practical
Suitable for	7-14 yrs	Activity Number	BB016
Activity Name	Brain Wordsearch		

How many brain related words can you find?

ACQUIRED

BEHAVIOUR

BRAIN

FATIGUE

FEELING

HELMET

MEMORY

NEURONS

SKULL

THINKING

M	E	M	O	R	Y	J	F	T	S	O
S	P	B	D	E	Y	M	A	B	K	F
N	E	U	R	O	N	S	T	L	U	E
C	E	G	B	A	M	D	I	E	L	E
T	H	I	N	K	I	N	G	G	L	L
A	E	N	A	M	L	N	U	B	D	I
G	L	I	E	J	I	G	E	L	K	N
E	M	B	E	H	A	V	I	O	R	G
K	E	R	I	U	O	K	R	S	P	P
O	T	U	A	C	Q	U	I	R	E	D

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)



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!

Full name	Home Address (Please insert your full home address to enable us to claim Gift Aid)	Postcode	Amount	Gift Aid	Date Rec'd
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	

TOTAL AMOUNT £

Child Brain Injury Trust, Unit 1 The Great Barn, Baynards Green Farm, Nr Bicester, Oxfordshire. OX27 7SG.
Telephone: 01869 341075 www.childbraininjurytrust.org.uk

Registered Charity Number 1113326/ A Charity Registered in Scotland SC 039703
Registered Company Number 5738517 VAT Registration 125 7951 96