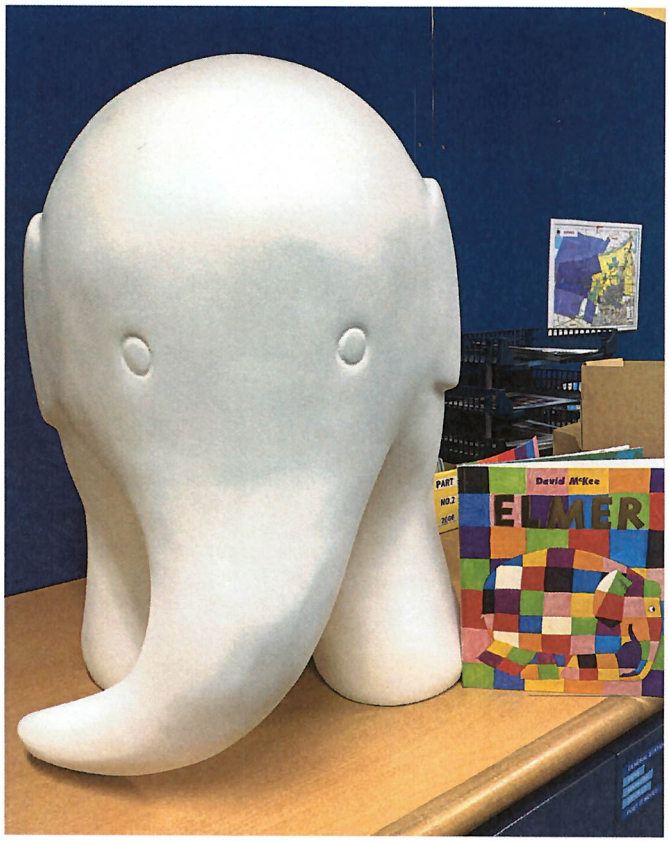
Laura Fergusson
Brain Injury Trust

DESIGN COMPETITION



Elmer Needs a New Coat.

From November 2023 to February 2024, St Joseph's Elmer will be part of the Ōtautahi Elephant Trail. Showcasing Christchurch's heritage and its rich diverse cultural offering.

Elmer's new design needs to be complete by the **end of Week 2 in Term 3.**

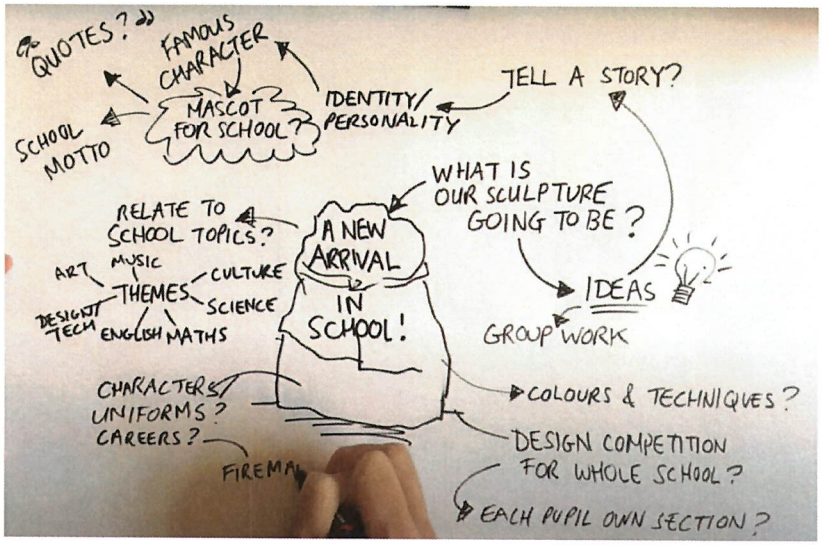
We will choose the winner/winners in **Week 3 of Term 3** and he will be painted ready to pick up at the end of term to go on display.

If you would like to enter you will need to collect the design templates from the office and work on them over the holidays. You may want to design an overall concept or just a patch for Elmer.

There are 3 questions that also need to be answered along with the design.

- What is the name/title for your sculpture?
- Our sculpture was inspired by...
- A brief description about the design process...

This information will go on the website, souvenir guide, app & plaque so think carefully. Remember: Elmer needs to represent St Joseph's School & what is special about us. He needs to tell our story and could become our school mascot.



Why not check out Wild in Art's helpful video, all about decorating your sculpture on YouTube

https://www.youtube.com/watch?v=B9g9dRMKKio

Some more links you may want to view for inspiration:

Our School Penguin & other designs: https://popuppenguins.co.nz/popup-waddles/

World Famous ArtistsInspire a new Collection of Elmers:
https://www.wildinart.co.uk/elmer-sculptures-inspired-by-famous-artists/

Other Wild In Art Sculptures: https://www.wildinart.co.uk/sculptures/

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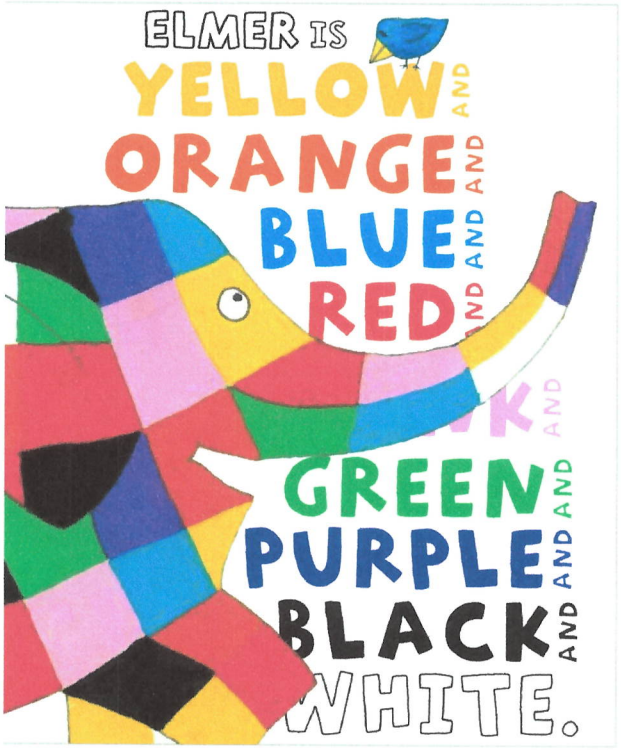
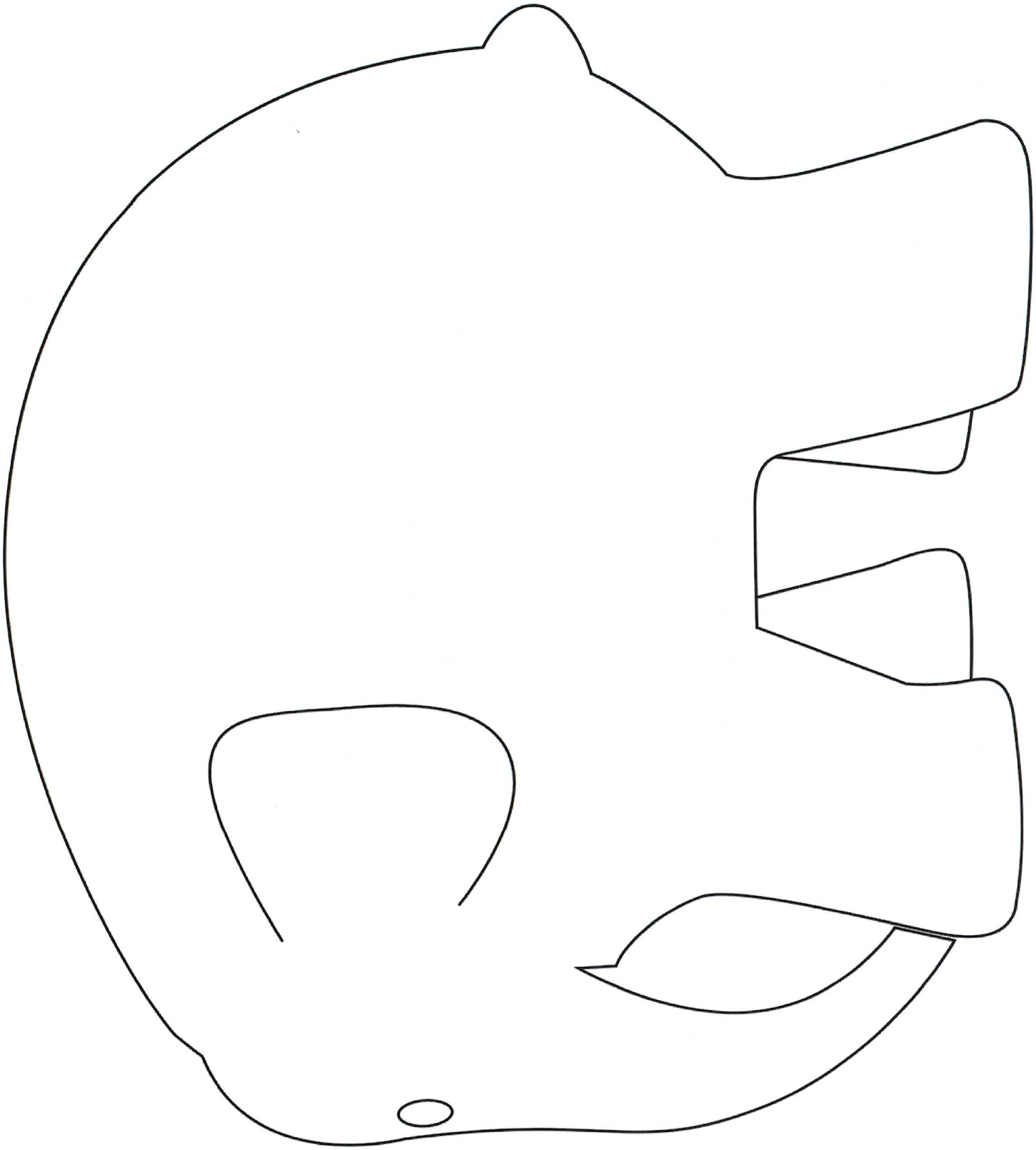
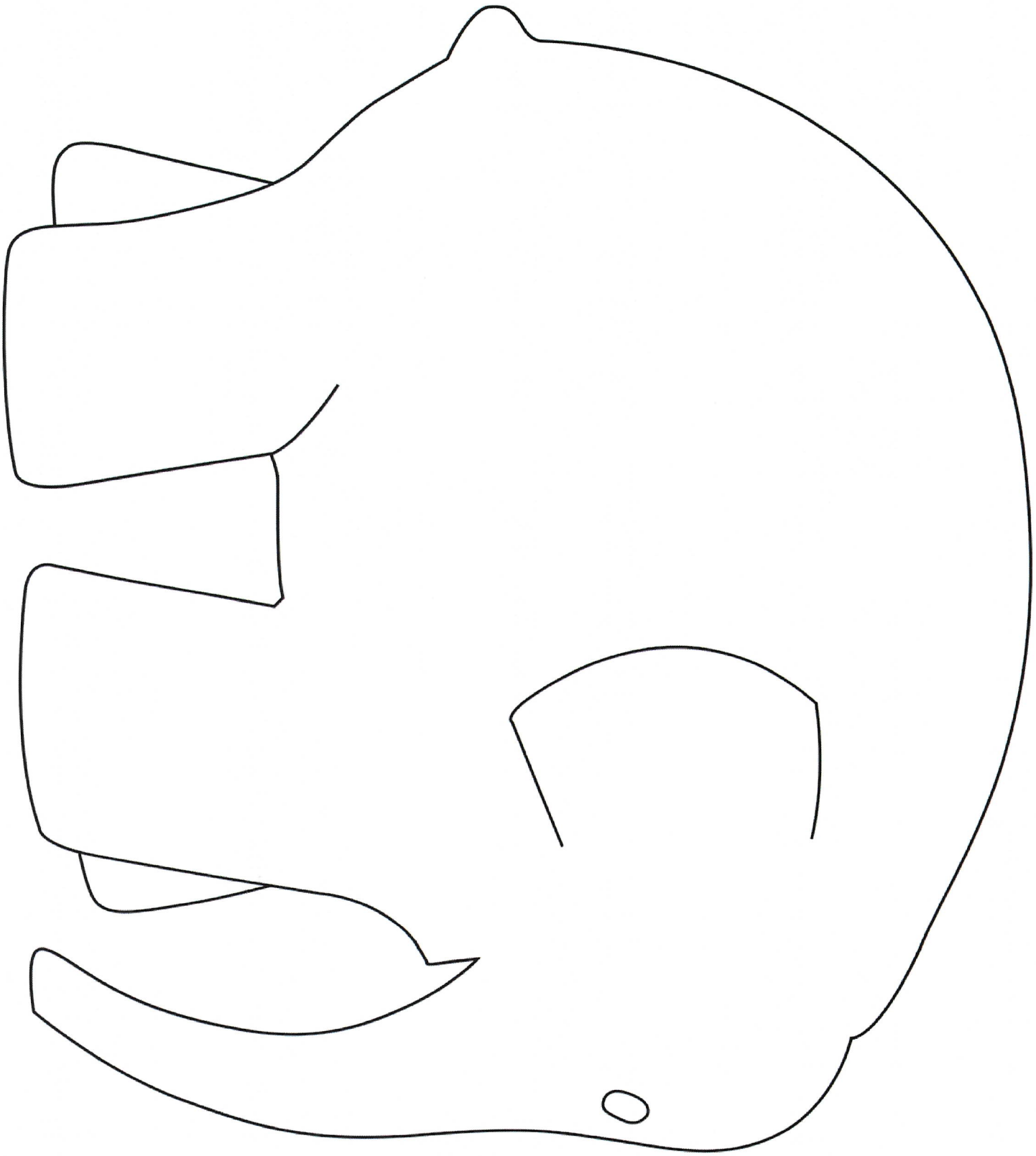
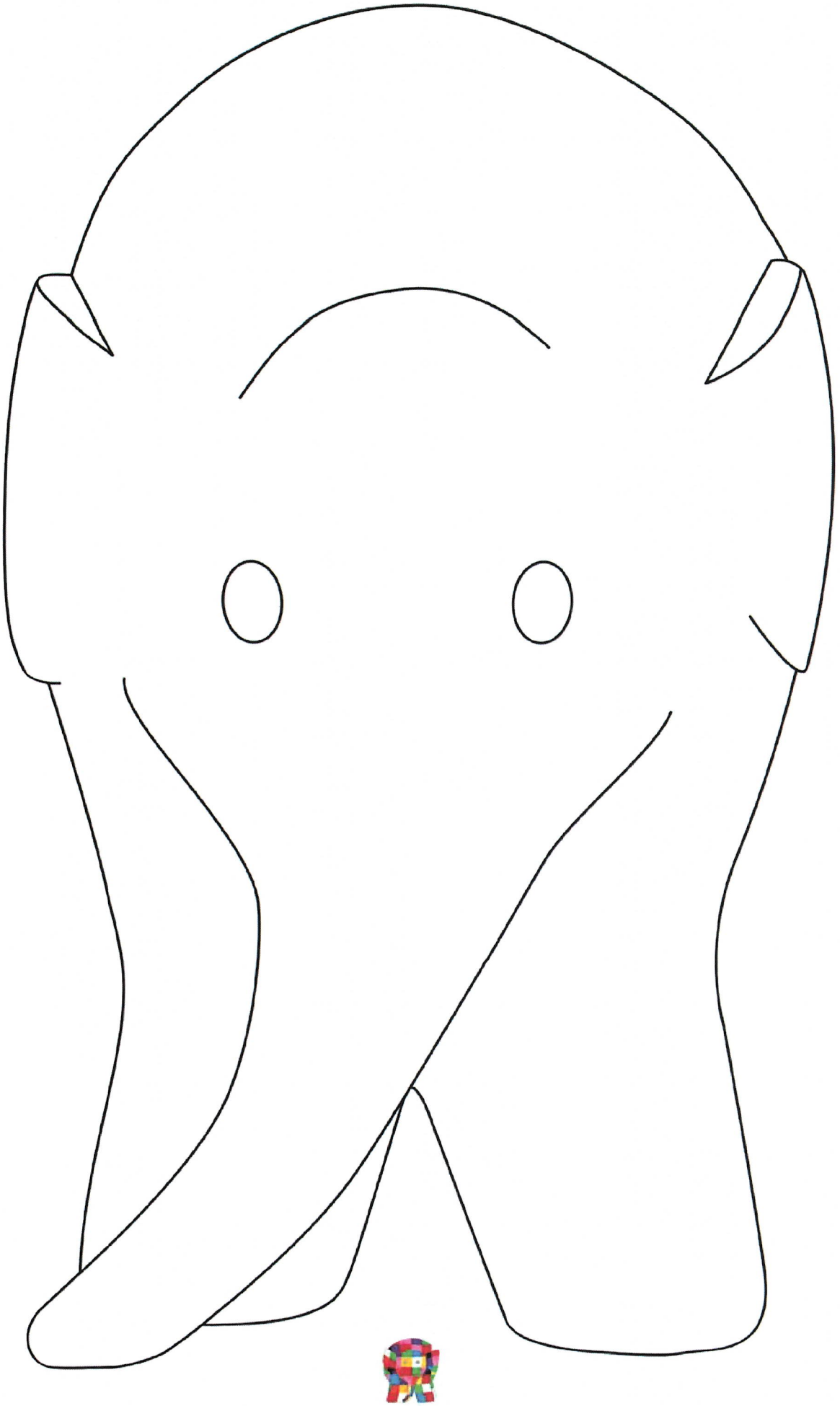
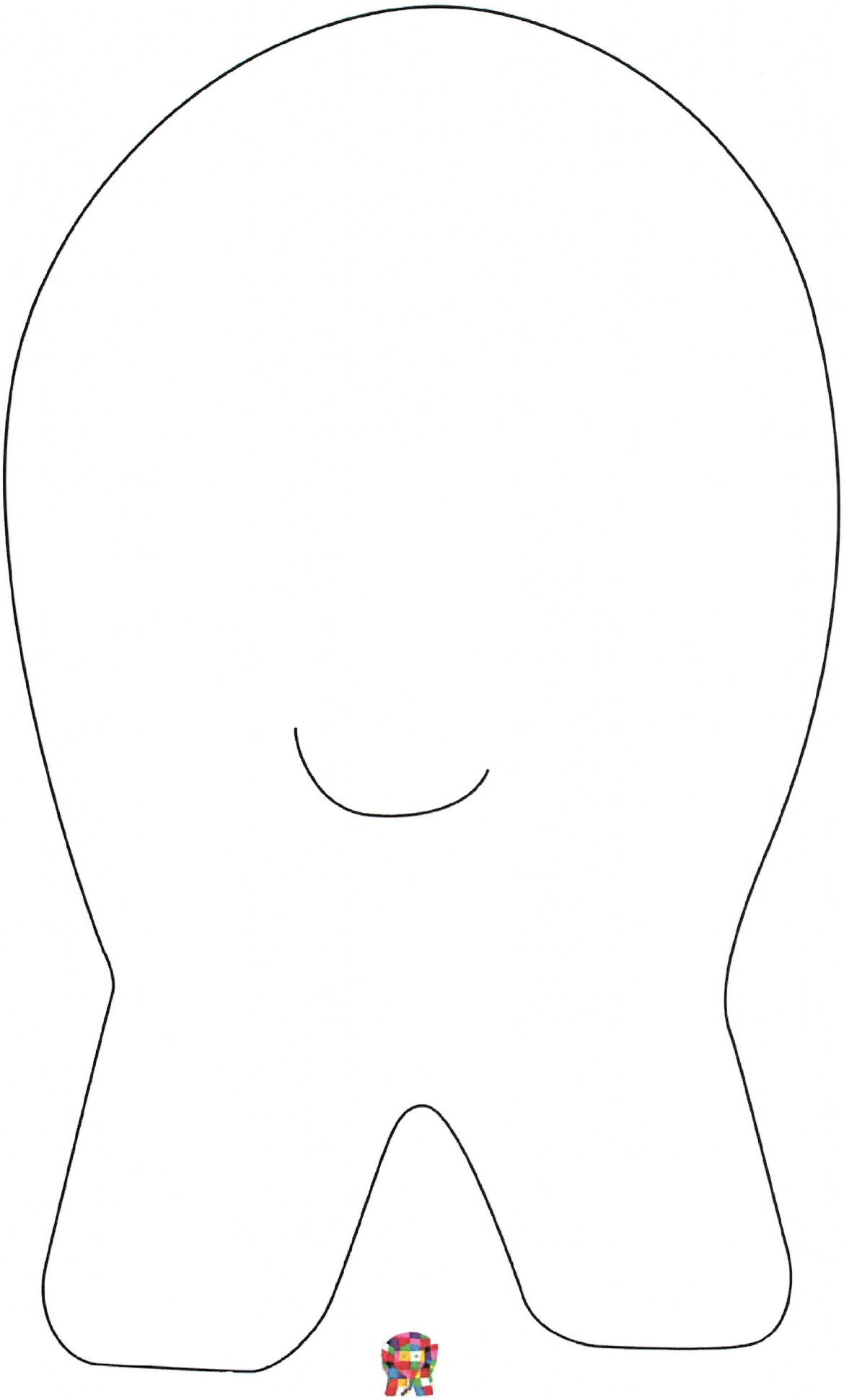


Elmer's Otautahi Elephant Trail will provide funding for a new Facility for the Laura Fergusson Brain Injury Trust. Read on for more information about your brain.







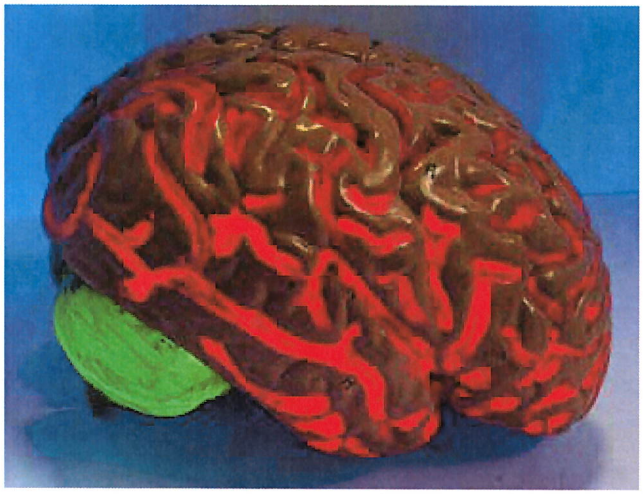


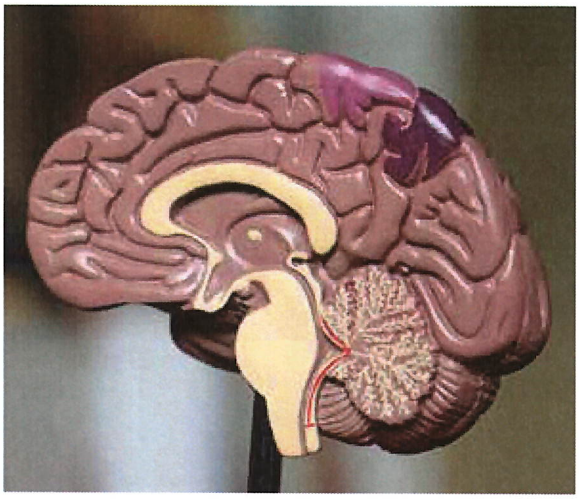
Laura Fergusson Brain Injury Trust is a local independent charity who work support and rehabilitate people (young and old) with brain, spine and other complex injuries. Members of their interdisciplinary team have contributed to the information below.

What is the brain?

The brain is the powerhouse of the body! It is in charge of everything we do from breathing to learning new things at school to playing on the football field at lunch. Our brains work faster than any computer in the world! They even work when we're sleeping, telling our heart to keep beating and our lungs to keep breathing. It's really important to remember that we only get one brain so we have to protect it as much as possible.

What does our brain look like and what does it do?





Our brain is in our head under a protective layer called the skull. We start developing our brains all the way back in our mummy's tummy, so we've had a lot of time to grow our brains to do all the things it needs to. Our brain function keeps developing until our mid 20's. Our brain is big and squishy, like tofu. It only weighs 1.4kgs but does so much for us.

The brain is spilt into two halves called hemispheres, these hemispheres are connected by the corpus callosum which allows the two hemispheres to talk to each other. The super cool thing about our hemispheres is that the right side of our brain is in charge of the left side of the body and the left side of the brain is in charge of the right side of the body! For most people the left hemisphere is dominant and is in charge of speech and language, reading and writing and logical aspects of thinking like maths. The right hemisphere is in charge of our thoughts like imagination, creativity, music skills and our emotions.

There are four main lobes in the brain which are in charge of different parts of our functioning: the frontal, temporal, parietal and occipital lobes.

The frontal lobe looks after our problem solving (decisions like should I ride my bike without a helmet), our personality, our creative thinking (making up stories for school), making plans, and our movement.

The temporal lobe helps us to remember things and learn at school and outside of school. It is important for understanding language as well as processing and remembering emotions. Our temporal lobe even helps us to enjoy music!

The parietal lobe lets us know about what is going on around us and gives meaning to the information our senses receive. It helps us to feel sensations like cold and hot. It helps us to know where our body is, like are we sitting or standing? We also need our parietal lobe to understand and learn maths and reading, so it helps us a lot at school!

The occipital lobe is in charge of what we see. It helps us to process visual information, allowing us to understand objects, shapes and colours for example.

Other very important parts of the brain are the cerebellum and the brain stem, which together are in charge of a lot of necessary functions. The cerebellum controls balance, movement and our co-ordination. The brainstem connects the brain to the spinal cord and helps keep us alive as it controls breathing, heart rate and digestion.

Neuroplasticity

What is this? Neuroplasticity is a long word meaning that our brains are flexible and can grow, rewire and physically adapt how we need them to. Did you know that we can continue to grow our brains throughout our lives and replace some lost neurons? Neurons are little structures in our brains that send signals around our brain to tell our bodies what to do. There are billions of these neurons in our brains that are closely connected but don't actually touch. It's a bit like when you air drop a photo to your friend; the phones are close but not actually touching and they can still get the message between each other.

Neuroplasticity allows us to change the way that these neurons interact with each other as we learn and experience new things. This is a helpful skill our brain uses after a brain injury (discussed later).

Brilliantly brainy facts

- Certain things in the brain are connected including smell and taste. If you plug your nose while you're eating something, you won't be able to taste as well as when you can also smell.
- Compared to other animals with the same size bodies, the human brain is three times larger.
- A newborn baby's brain is nearly the same size as an adult's brain.
- All the messages sent by all the phones in the world is less than the number sent by the brain.

- Our brain is made up of 73% water.
- A human attention span is less than a goldfish. Our attention span is about 20 minutes which has decreased about 12 minutes over the last 10 years.
- Our brains can produce enough electricity to power a lightbulb.
- There are as many neurons in the brain as there are stars in the Milky Way (about 100 billion).
- An elephant's brain is over 5kgs!
- Elephants are considered one of the most intelligent animals in the world.

Activities

- Colour – print the worksheet https://elmerchch.co.nz/wp-content/uploads/2023/06/Brain-Colouring.pdf and colour in the lobes of the brain. Write down what each part does.
- Sensory – Try eating a jellybean with your nose plugged so you can't smell. Then try eating a jellybean with your nose unplugged. What was the difference? Did the jellybean taste a lot stronger when your nose was unplugged and you could smell?
- Using the worksheet https://elmerchch.co.nz/wp-content/uploads/2023/06/how-to-assemble-a-brain.pdf - make a brain hat and label the parts you know.
- Video - https://youtu.be/c9HK59FaoMI (The Human Brain - advanced)
- Video – https://youtu.be/1aCYsYSM1MA (The Human Brain - beginner)

HOW DO YOU HURT YOUR BRAIN?

What is a brain injury?

There are many kinds of brain injuries, some more serious than others. The hard thing about brain injuries is we can't see them. With a broken leg everyone knows you're injured but when it's someone's brain we cannot see it, so it is important that we understand what a brain injury means. Most commonly in children, brain injuries will be mild, also known as a concussion. These normally get better within two to three weeks, but recovery can vary.

What is a concussion though? A concussion is like your brain has had a big shake and gets confused. It takes time to get better, but we can get there by taking care of ourselves and resting as needed. It's a bit like after an earthquake and the roads are a little messed up.

While the roads are being fixed, traffic has to go a different way which takes longer. This can be really frustrating for people, and it means they will take longer to get to work or school. Eventually the roads will go back to normal, but it will take time. This is like having a concussion. A person with a concussion may take a little longer to do something that would normally be easy for them. They may find school harder and get frustrated, but eventually their brain will get better, and it will get easier to do those things again.

How can you get a brain injury?

It can be scary to think of the ways we can get a brain injury, but it's okay because there are people that help us get better if we do, like the Laura Fergusson Brain Injury Trust. Ninety nine New Zealander's get a brain injury every day!

We could get a brain injury if we fall off our bike or if we hit our head really hard on the ground after a rugby tackle, or if we are in a car crash without our seat belt.

We can still do all the things we love like riding our bikes, playing rugby, and driving with Mum or Dad, but we just have to take care when doing them. Each brain injury is different, but there are some common things people may experience. The most important thing to remember is we only get one brain so we have to look after it.

Signs and Symptoms

There are many signs and symptoms of concussion, depending on how bad the concussion is and what part of the brain has been affected. Each person will show different combinations of symptoms, some may only show one or two, while others will experience most symptoms.

Most common symptoms of a concussion:

- Headaches
- Feeling tired and low in energy a lot of the time
- Difficulty concentrating, remembering or making decisions
- Light-headedness, dizziness or change in balance
- Nausea
- Blurred vision and other visual problems
- Mood changes, irritability and restlessness
- Changes in hearing, including sensitivity to noise (hyperacusis) and tinnitus
- Increased sensitivity to light
- Changes in sleep patterns

There are some that we should keep an eye on because we might need to go to a specialist for them. These include:

- **Vestibular dysfunction (dizziness):** This means that the body's balance system isn't working properly, which can lead to dizziness and headaches. Feeling dizzy means that people might stop moving their head and this can lead to more neck stiffness, headaches and nausea. It can be really hard to take part in normal daily activities.
- **Changes in vision:** This can occur in as many as 90% of people with concussion, but it may not be recognised or mentioned by people. Getting help with visual difficulties can be an important factor to support recovery and understanding of someone's concussion.
- **Mood changes:** People may notice changes in mood and emotions after a concussion, for example, feeling frustrated, irritable, tearful, anxious and stressed.

Recovery from a brain injury

There are many ways to recover from a brain injury based on how serious it is and what it has affected. We are going to look at some of the important factors for almost all brain injury recovery, as well as a few cool extras.

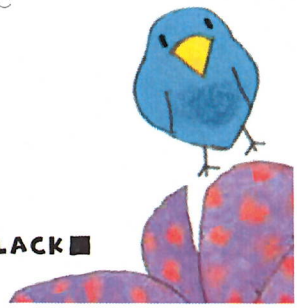
Therapy teams

There are many people involved in a person's recovery from a brain injury. As well as their family and friends there are a group of professionals that are there to help. A professional team may be made up of a few different people such as an Occupational Therapist, Physiotherapist, Clinical Psychologist/Neuropsychologist, and a Speech Language Therapist. Each person (therapist) has a different role in aiding someone through their recovery.

Occupational therapist: an Occupational Therapist (OT) supports people with concussion in their everyday activities at home, school or work, developing better ways to do things to help them cope with symptoms. They will help you plan and pace your days and manage your energy during the day. OTs also deal with changes in vision and noise sensitivity.

Physiotherapist: a Physiotherapist helps with the physical difficulties a person may have after a brain injury such as dizziness, balance and mobility issues and pain. They may help to develop an exercise plan that suits the person's new lifestyle with their brain injury and support a gradual return to exercise and sport.

Clinical Psychologist/Neuropsychologist: a Psychologist helps with aspects like connecting with friends and family, and how they feel about everything that has



changed after a brain injury. A Clinical Psychologist helps people to understand their brain injury and make sense of the emotions and worries that come with a brain injury. They also help to find people ways to balance their moods and help with keeping their confidence up. Neuropsychologist's work slightly differently and look at the big thinking issues. They assess a person's thinking skills and identify what might help them function best.

Speech Language Therapist: a Speech Language Therapist helps with a person's thinking skills and communication after a brain injury. This includes speaking, concentrating, taking in information, memory, reading, writing and understanding others. They can help people deal with social situations that may be tricky when you are tired.

Medical Specialist: a Medical Specialist will help with ongoing pain, headaches and any other medical issues that may continue after a concussion. This only happens when someone's recovery does not follow a normal course and may take longer than expected. If there is something specific that is wrong, they can refer the person to a specialist and talk to their family doctor.

All of these people work together using their expertise to make sure anyone with a brain injury is getting the best care and has the best recovery possible.

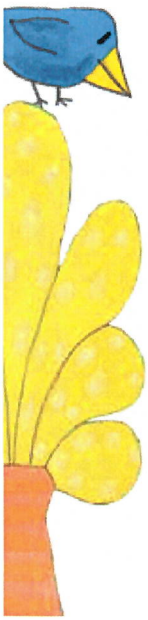
Activity

- Below are examples of symptoms people experience when they have a brain injury. Look at their symptoms and then work out which Therapy team member they may need to help them recover.

  Q - Dave is getting frustrated with his concussion because he can't ride his mountain bike.
  A - A Clinical psychologist would help Dave with his emotions and a physiotherapist would help come up with other physical activities that he could do.

  Q - Normally Maddie is the top speaker in the class but recently she has knocked her head at rugby and can't find the right words to use in a normal conversation.
  A - A Speech language therapist would help her with expressing herself, finding words and general communication.

  Q - Trevor finds it hard to concentrate because of the bright lights and noise in the classroom.
  A - An Occupational therapist would help him to deal with light sensitivity.



Q - Pip was hit really hard in the head with a ball in field hockey. She can't come into school as much and has to do work from home because she gets angry quickly, struggles to understand people, finds it hard to walk and a lot of noise hurts her head.

A - Pip needs a full team – an occupational therapist for the noise sensitivity, a physiotherapist for walking, a psychologist for her mood and brain activity, and speech language therapist for understanding and communicating.

Rest

Tiredness (fatigue) is the most common symptom of a brain injury. Sleeping helps our brain to heal. When we sleep the brain is only able to focus on life sustaining activities (like breathing) and healing from the injury. Normally we should be having 9 to 12 hours of sleep a night. When we have a concussion, it can be helpful to have more sleep, like a nap or just quiet time during the day with no stimulation, no TV or devices. This helps us to recharge our energy levels, remember our strategies and new ways of doings things as our brain heals itself (remember the earthquake damaged road).

Mimimise screen time

Using technology like TVs, iPads and phones doesn't help our brain get better as our brain is working hard while we use screens. It is a good idea to have a break from screen time when recovering from concussion. Some other activities that can be good for relaxing but aren't on a screen are doing a puzzle, going for a short walk or reading a book. Can you think of any others?

How to help my friend with a brain injury?

If someone in your class has a brain injury, you might find that they seem a little more fidgety, grumpy or sleepy. Your classmate may get tired easily because their brain is working hard to heal.

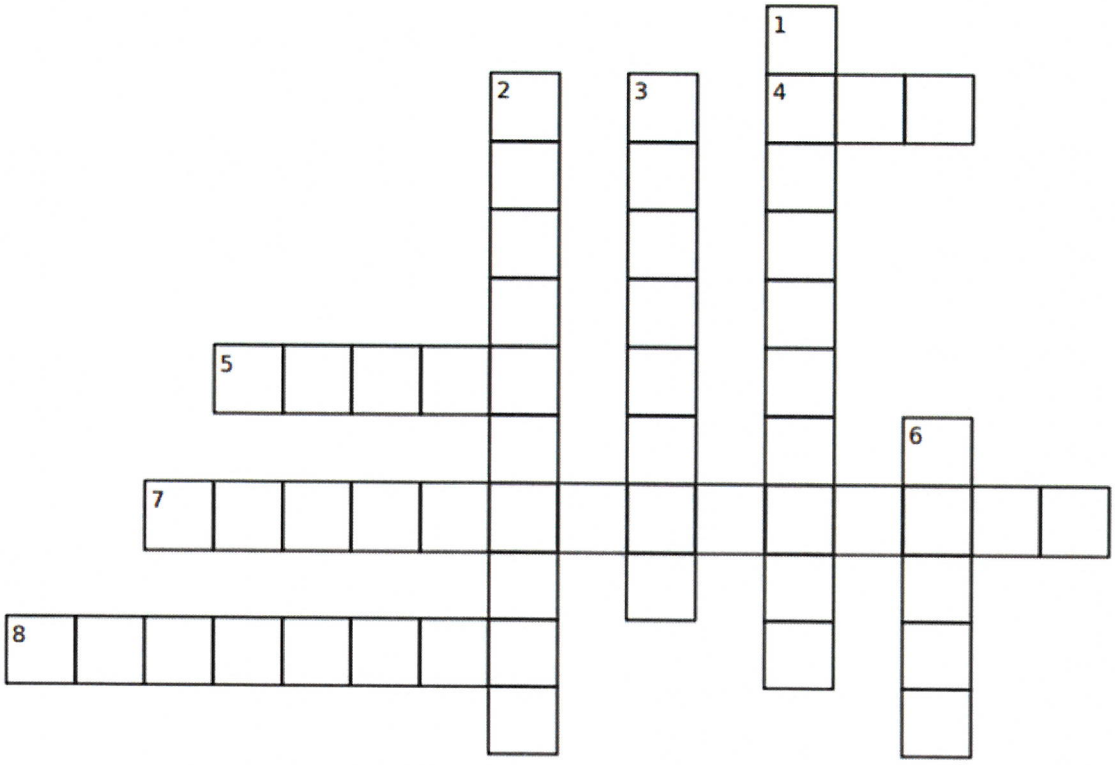
This means someone with a brain injury can have issues with thinking and communicating. You will need to have patience, give them more time to take in information and provide quiet spaces. Often when someone has a brain injury, they can get frustrated easily and can struggle concentrating and learning in class.

After a brain injury, people may get overwhelmed and overloaded. This means that they cannot take on any more instructions or information. If a classmate has their head down, back to you and doesn't look at you when you talk to them it is likely they need a break. Some things that you can do is give them space and let an adult or teacher know so they can keep an eye on them.

Having an understanding of the brain, and how it works, can help you to understand the difficulties your classmate may be experiencing after their injury.

Activities

- Brainstorm ideas for how we can help a classmate if they have a concussion.
- Write a story about a time that you helped a friend in need. What happened, how did it make you feel, how did your friend feel?
- Discuss what symptoms you may notice, or what your classmate may say if they have had a brain injury e.g. I feel dizzy.
- Finding the right words – Work as a class to complete the crossword. It may be a great example of what it feels like to have concussion and not be able to find the right word for what you are trying to express!



Down:
1. a big shake to the brain
2. mad
3. the temperature zone where classmates can take on more information
6. sleepy

Across:
4. how many brains we get
5. sad
7. high risk activity
8. sore head

Answer page 85

- Concentrating activity – your teacher will read out a list of numbers 1 - 10, clap every time the teacher reads out the number 2. Then they may change and give you another number to listen out for. The teacher could then put some music/noise on in the background and do the same again. See how hard your brain has to work when there is noise, while you are concentrating.

Looking after your brain: living a healthy lifestyle.

Many things can affect our brains which is why it is so important to keep our brains healthy.

Food and healthy eating

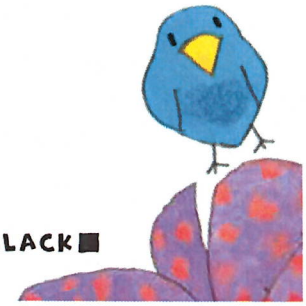
One way we can help our brains grow and stay strong is to have a healthy and balanced diet.

Eating "real" food is the key to a healthy brain and body. Look out for anything that is in a packet, processed, or has more than 3 ingredients. Everything we eat can change the way different chemicals react in our brains.

Our brains are like a car. A car needs gas, oil, brake fluid and other materials to run properly. Our brains also need special materials to run properly: glucose, vitamins, minerals, and other chemicals. For example, the fuel (energy) for your brain is glucose. You can get glucose by eating carbohydrates or other foods that can be converted to glucose.

Eating a wide variety of fruit and vegetables that contain lots of vitamins, minerals and antioxidants will help to nourish the brain. This means eating a diet rich in fruit, vegetables, wholegrains, nuts, seeds and healthy oils and fats.

But how do these actually help our brains?



Carbohydrates

Glucose forms the building blocks of carbohydrates and plays a role in the production of serotonin in the brain. Serotonin is a neurotransmitter that is responsible for balancing our mood and controlling emotions like anxiety. The greatest source of energy for our brain comes from carbohydrates such as wholegrains, vegetables, fruit, rice and potatoes. These are considered healthy sources of carbohydrates that are broken down by the body into glucose and then used by our brain to function.

Fruits and vegetables

Having a diet rich in vitamins and minerals from fruit and vegetables is associated with a lower risk of developing cognitive problems. Thiamine and vitamin E are important for cells that send messages from the nerves, whilst B6, B12 and vitamin C play an important role in how the nerves work and are formed. Magnesium, which is found in avocados, spinach, brown rice, and nuts, improves neuroplasticity, meaning the nerves can adapt as needed. This means healthy eating can improve our memory and help to fight stress and depression.

Sugar

Sugar is hard to resist and is everywhere, including in our juice and yoghurts. When we eat sugar we get a reward signal, this makes our brain say "Yes! Let's eat that again!".

It is easy to get hooked on sugar, but it can cause issues when we have too much. These issues include loss of control, cravings and an increased sugar tolerance. The problem with this is that we don't get the balance of nutrients we need from just eating sugar. Some scientists have even found that too much sugar can cause problems in behaviour like impulsiveness and issues with our sleep.

Natural sugars like those found in fruit are a much better way to satisfy your sweet tooth.

Water

Our brains are about 75% water. When our brain has enough water, we are able to think faster, be more focused, and be even more creative.

Water is also super important for delivering nutrients (the good stuff) to the brain and for

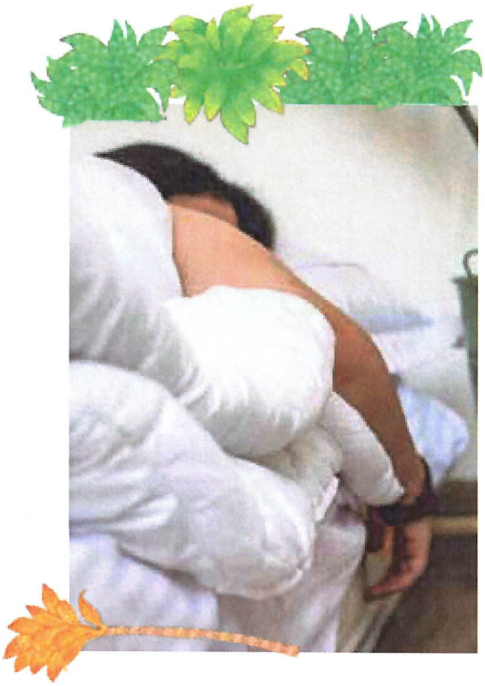
removing toxins (the bad stuff). When the brain is fully hydrated this process is much more efficient, meaning we can concentrate more on learning and understanding.

Since our brains are mostly water, drinking it helps us in many ways, including:

- Improving concentration and cognition
- Helping to balance our mood and emotions
- Helping improve memory
- Increasing blood flow and oxygen to the brain
- Preventing and relieving headaches
- Reducing stress

Sleep

Sleep is crucial for everything! Sleep takes up about a third of our lives. It's critical for our bodies to regulate and help growth and our immune response. More importantly though, when we start to sleep a whole fifth of our body's blood gets channelled to our brain.



Our brains work super hard when we sleep, restructuring and strengthening our memories. This is why it is so important to have a good night's sleep before a test. Scientists have shown that going to bed three hours after we have learnt facts, like maths formulas, but only one hour after learning a physical task, like piano scales, gives us the best chance of remembering them fully.

So how long should we sleep for? As we mentioned, kids should be sleeping for 9 to 12 hours a night. That's a lot! But it's so important because of how much we are learning and growing each day. Our brain needs time to process everything we have learnt in the day and to form stronger memories, so we don't have to relearn it all over again.

The of length of sleep required does change between each person, and the quality is more important, but as a general rule aiming for 9 to 12 hours is best.

What about naps? Most of the time we don't really need a nap, but some scientists have said it can be helpful in some children with memory and mood regulation difficulties.

Exercise

Physical exercise is very important to keep us fit and healthy and to make sure our brains are working at their best. Exercise can not only help us regulate our emotions but also increases blood supply to our brains allowing us to learn more. Regular exercise helps grow the blood vessels in our brains which leads to stronger and healthier connections in our brains.

Exercise can help you think, learn, problem solve and help you feel happy. Ideally, you will be involved in some regular physical exercise. Outside of playing sports there are other things we can do to get more movement into our lives. We can go on daily walks with our family and friends. Is there anywhere that you drive to that you and your parents could walk or bike to instead?

Brain activity

Exercising our brains includes more than just physical activity, we also need to have brain trainings. These are sometimes called cognitive exercises.

Doing quizzes actually help! Normally when we hear new information, we forget about 40% of it within the first 20 minutes. To stop this happening, we need to get that information to move into our long-term memory. When we do a quiz twice, we are 65% more likely to remember the facts.

Luckily, we don't have to just do quizzes to help our brains. Other activities we can do include fun things like crosswords, word finds and other brain teasing games to strengthen the pathways in our brains.

If we start protecting our brains when we are young, we can reduce our chances of getting some diseases, like Alzheimer's, when we're older. One way to do this is by learning more at school! When we keep learning we strengthen the connections in our brain, these help us to keep our brains stronger for more of our lives.

Wellbeing and emotions

Our brains and bodies are highly connected, including our emotions. It is important that sometimes we slow down in our busy days and focus. Sometimes we have too much going on at once which can tire our brains. When we get stressed or frustrated our brains can't function as well as normal or to their full capacity. This means it's important to know the best way to calm ourselves down. A good way to let our brains rest a little is practicing mindfulness.

There are a couple of easy strategies we can practice in class to help regulate our

emotions and stress such as: Breathing, Japanese hand holding, shaking to relax and the 'squeeze and release' strategy. These strategies all focus our minds back on our body and help us regulate our feelings.

Breathing: Taking 10 long slow breaths in and out can help to calm your mind and body.

Japanese hand holding technique: each finger represents a stress or 'attitude' that we want to focus on letting go of. The thumb represents worry, the index finger represents fear, the middle finger represents anger, the ring finger represents sadness, and the pinkie finger represents self-esteem. Identify the emotion you want to let go of and then hold that specific finger for two to three minutes. If you want to deal with all emotions at once, you can push your thumb into the centre of your palm for the same time.

Shaking to relax is a small way we can shake out our anxieties and stresses without getting up. By just lifting your heels when you're sitting down and jumping your legs up and down without taking your toes off the ground. Give it a try!

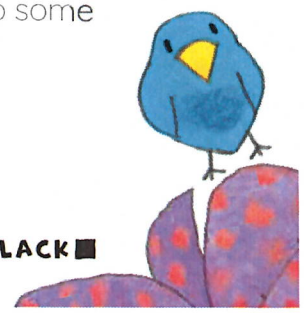
'Squeeze and release' is a relaxation technique where we put our hands on our lap and ball up our fists super tight and hold. Then we release, letting out the tension and stress when we do so.

Everyone will find a different technique more useful, but we can do them anywhere which is helpful. Another thing we can do anywhere is connect our bodies to our environment. To do this we need to find something that connects each of our senses to the place we are in. Find one thing you can smell, hear, look at, feel and taste. Our whole body is connected to our brains, so by stopping and grounding this connection, we can calm down and help our brains to work at full capacity again.

Reducing risk and how to protect our brain

Can you think of any activities that are higher risk for head injuries? These are often high intensity sports like rugby or mountain biking. That doesn't mean we should stop doing these activities, but we have to be aware of the risks and try to reduce them. One way to protect ourselves is by wearing protective gear like helmets.

If we do get a head injury, do you know what to do? It will mean taking a break from the sport or activity. How long this break needs to be will be different for each person and depend on how bad the injury is. This is the same as when you can see the injury! If you break your leg, you will have a longer recovery time than if you roll your ankle, the only thing about a concussion is we can't see it. Like any other injury, the return to your sport may be slow, and you won't be able to jump straight back into it at the same level. This can lead to some of the emotions like frustration we discussed earlier.



A small way that we have all learnt how to protect our brains is wearing a helmet when we ride our bikes - but what does your helmet actually do? All helmets have a hard plastic shell on the outside and foam on the inside. When you hit your head, the forces from the impact spread out over the helmet, reducing the force that is applied to your skull and therefore your brain. This is also why it is important to make sure that your helmet fits properly.

There are also other kinds of protective headwear being developed. Some field hockey clubs have started to use protective headbands which reduce the chance of a concussion. Have you seen these before? Can you think of any other sports where this could be used?

Activities

- **Mindfulness** – close your eyes and listen to an audio version of an Elmer book - try and picture the story in your mind. How cool is it that your brain can see the story when your eyes don't.
- **Go on a walk** then stop and take a moment to try and use all five senses. This is great practice for connecting our minds and bodies.
- **Quiz time** – complete our quiz about the brain. Do it twice so that it is more likely to move into our long term memory.

1. **What does our frontal lobe do?**
   Looks after our problem solving (decisions like should I ride my bike without a helmet), our personality, our creative thinking (making up stories for school), making plans, and our movement.
2. **What is one of the emotional regulation activities we can do in class?**
   Japanese hand holding, shake to relax or squeeze and release.
3. **How much sleep should you get?**
   9 to 12 hours.
4. **How much of our brain is water?**
   About 75%.
5. **Can you be addicted to sugar?**
   Yes.
6. **What does the pinkie finger represent in the Japanese hand holding technique?**
   Self-esteem.
7. **How much new information are we likely to forget in the first 20 mins?**
   About 40%.

Word search

Brain Training

R	E	M	O	V	E	M	E	N	T	L	N	E	N
L	U	M	P	H	E	Y	O	F	N	R	M	M	E
N	P	M	N	T	T	W	Y	I	A	U	Y	A	O
B	R	A	I	N	M	V	E	D	H	W	R	R	L
P	E	S	U	N	F	R	E	M	O	W	O	R	E
W	N	E	L	G	D	U	S	W	L	B	M	E	E
A	A	S	I	E	W	F	E	R	D	R	E	S	Y
T	P	E	A	N	E	B	U	M	S	T	M	B	U
E	S	O	M	S	I	P	F	L	T	E	R	E	O
R	R	S	I	B	P	T	H	R	N	I	B	R	N
M	B	U	L	U	E	E	D	M	U	E	M	O	T
Y	E	G	R	U	T	I	N	M	M	I	S	D	L
D	M	A	E	T	E	M	L	E	H	R	T	S	M
E	R	R	M	R	E	E	R	E	L	E	E	R	G

SLEEP
MOVEMENT
BRAIN
FRUIT
HELMET
MINDFULNESS
SUGAR
BODY
LOBES
NAP
WATER
MEMORY

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- **Exercise** – moving when we can is important. When we're restless in class we can all stand up and do the Sid shuffle https://www.youtube.com/watch?v=uMuJxd2Gpxo.
- **Can you be awake and asleep at the same time?**
  Check out this video for the answer (advanced) https://youtu.be/9-Ds0gA7pMs.
- **Use the strategies** we've learned to create a wellbeing plan. Discuss as a class the techniques that can be used to help regulate emotions, perhaps try out each one. Then each child can put in place a plan that they can use when they need help to calm down, relax or regulate their emotions.

STRATEGIES

- Breathing
- Japanese hand holding
- Shaking to relax
- Squeeze and release

1. When I'm feeling overwhelmed or need help with my emotions I will use the

_____

strategy. (pick one of the strategies above)

2. When I use this strategy it will help my body to feel

_____

3. I can use this when I am (location)

_____

4. When I need help I can ask for help from

_____

Other helpful resources

https://www.kidshealth.org.nz/brain-injury-overview

https://inclusive.tki.org.nz/guides/brain-injury/

https://www.kidshealth.org.nz/tags/brain-injury