



## Teachers' Notes

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### Key Stage 2

Children should be encouraged to be active and enjoy pursuits such as cycling. Like many activities there are risks involved with cycling and it is important for children to identify these risks from an early age so they can minimise the potential injury risk to themselves. Bicycle helmets are effective in reducing the risk of head/brain injury, a potential consequence associated with cycling. As teachers, you are only too aware that children and young people are impulsive and sometimes act without due care or thought. It is this that places them in a high risk category for cycle-related accidents with the associated threat of head injury.

Head injury is one of the most common causes of child cycle-related deaths and long term disability. Head injury that leads to traumatic brain injury is devastating and quite simply wrecks lives.

Cycle helmets are widely recommended by the Department for Transport, The British Medical Association, RoSPA, The Royal College of Paediatrics and Child Health, The Bicycle Helmet Initiative Trust and many other health-related organisations. Protecting the brain is simple common sense. However, nationally there is a resistance to helmets in the 10 – 15 years age group. The reasons given for not wearing a cycle helmet are often connected with image, peer pressure and the need to blend in.

It is important to help young people to continue to understand the importance of helmets in protecting the head/brain, thereby helping them to develop an overall understanding of why head protection is so important. There is a continued need for safeguarding their physical and personal well-being, as well as starting to empower them to resist peer pressure that they will face as they move towards teenage years.

The 'HeadStart' lesson pack follows on from the 'HeadFirst' lesson for Key Stage 1 which covered the brain's basic functions. This pack will lead your class through some of the more detailed aspects of the brain's functions and illustrate how a brain injury could damage these functions, thereby affecting an individual's everyday activities. The pack also raises the young person's awareness for the need for safer cycling behaviour. The format of the pack will involve whole class participation through group work and discussion, DVD and home activities.

In advance of the lesson there is some preparation and we would recommend the pack be used for years 5 and 6 with particular emphasis on year group 6.



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### Objectives and Preparation

#### Lesson Title:

Don't think you are cool by being the fool.

#### Objectives:

Like a computer, the brain has different working parts that control individual functions which in turn will allow the loaded programme to fully work. This analogy of the computer function aims to help the young people visualise the concept of potential damage in relationship to operational function.

Show how a helmet works and how the energy absorbing material used is also used in other formats to protect vulnerable or delicate objects.

To bring to light the young person's early concerns and fears on using helmets when cycling.

To work through a third person scenario on how to overcome potential negativities and pressures that they may face.

#### Preparation:

1. Prepare to develop a fictional boy named Kes. The class will construct his character and appearance (see activity sheet 2). This activity involves whole class participation. If the class is larger than 20 it may be better to divide the class into two groups.
2. Prepare the class for the DVD 'Joe's Story'. You should view the DVD prior to showing it to the children so you understand the key messages being given.
3. Make sure you have a SMALL size fresh egg available to use with the mini egg helmet demonstrator. The free polystyrene egg helmet demonstrator is available for use with the pack but needs to be requested by simply completing the return slip or by e-mailing the charity directly.
4. You will also require some packaging materials, for example bubble wrap, cardboard, cotton wool and egg boxes for activity 5.
5. Ensure that there are 10 minutes left at the end of the lesson for discussion.
6. Downloadable copies of the activity sheets can be found on our website [www.BHIT.org](http://www.BHIT.org)

#### The Lesson:

1. Introduction – 5 minutes.
2. Ask the class how many of them cycle and how many own a helmet. Then ask how many of them wear their helmet every time they are out on their bike. Do not make any comment or judgement. Then ask how many of them own an electronic games console, mobile phone or ipod. Ask what would happen if they dropped it?



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3. Engage the children to identify other situations or individuals where helmets are worn and ask them to complete activity sheet 1.
4. Play the DVD 'Joe's Story' then use it as a starting point for an open discussion on the issues of image and peer pressure.
5. Activity 2. Introduce Kes the fictional boy (change the name if there is a child of the same name in the class). Kes is 13 years old and is the older brother of Spike. The first activity involves the class developing Kes's character in relation to the scenario provided. The objective is to develop a character who is daunting and who makes fun of his younger brother and his friends for wearing a helmet when they ride their bikes. Once Kes takes on a visual character developed by the class, use him to engage the children to express what Kes may say to Spike about him wearing his helmet. How will Spike and his young friends feel when faced by Kes's teasing? How would they help Spike to overcome the teasing and how would they support Spike to wear his helmet?
6. Discuss damaging the brain and relate this back to a computer or a game console that does not load a game programme fully. Ask the class to complete BrainCom quiz activity sheet 3.
7. Egg helmet Demo  
Demonstrate helmet effectiveness using the mini egg helmet.  
Fit the helmet as per instructions.  
Drop from **no more than one metre high**.  
Remove egg.  
Show intact egg to class then drop onto a tray/plastic bag from same height without helmet.
8. Using activity sheet 4 – Power Up the Brain, ask the children to identify which section of the brain controls the different functions of daily life, for example hearing.
9. Activity 5 - ask the children to design something other than a helmet that would protect the egg from being broken from a height of less than 10cms.
10. To finish or as a follow-up session you might like to open a discussion on your pupils' own experiences which may include cycling mishaps.

### Answers to activity sheets:

Answers to activity sheet 1 (Matching helmets) 1=A, 2=E, 3=f, 4=B, 5=G, 6=H, 7=C, 8=D

Answers activity sheet 3 (BrainCom) A=1, B=4, C= 5, D=3, E= 8, F=9, G=7, H=2, I=6