



Teachers' Notes

1

Key Stage 1

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 as 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, 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 only around 15% of youngsters between 5-16 years wear a cycle helmet.

The reasons given for not wearing a cycle helmet are often connected with image, peer pressure and the need to blend in. To help safeguard them and in line with the policy document '**Every Child Matters**' it is important to help young people to understand the value of helmets in protecting the head/brain. This will help children, from an early age, to start to understand their importance and lead them towards safeguarding their own physical and personal well-being as well as starting to guide them through resistance factors they may face.

The 'HeadFirst' lesson for Key Stage 1 covers the basic points your class should know through interactive discussion, DVD and whole class activities.

In advance of the lesson there is some preparation and we would recommend using the pack with years 1 & 2 with particular emphasis on year group 2.

Objectives and Preparation

Lesson Title:

Why you need to wear a helmet when you are on your bike.

Objectives:





Teachers' Notes

2

Show the similarities between the brain and a computer. Like a computer, the brain has different working parts that control individual functions.

Show how a helmet is an everyday piece of safety equipment that is worn by many different people. Help to identify early concerns over helmet use and how to overcome these pressures/issues.

Preparation:

1. Prepare to introduce fictional Spike, a stick boy that the class will construct (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 'Jonnie Rocket and the Lobes'. You should view the DVD prior to showing 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 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. Ensure that there are 10 minutes left at the end of the lesson for discussion.
5. Downloadable copies of the activity sheets can be found on our website www.BHIT.org.

The Lesson:

1. Introduction – 5 minutes

Ask the class how many of them have a helmet at home?

Then ask how many of them wear their helmet when they ride their bike?

Explain that the lesson today is about protecting their head whilst they are on their bike.

Ask the class to put up their hands if they own a Nintendo DS, PSP, Playstation, Wii, computer or an X-Box. Then ask what would happen if they dropped it on the floor? Respond to "it will break" with "so damaging it makes it unable to work properly".

2. Play the DVD 'Jonnie Rocket and the Lobes' – 6 minutes
3. Discuss the risk of damaging the brain compared to that of the broken computer or DS. If it gets damaged it may not work properly.





Teachers' Notes

3

4. Egg Helmet Demo

Demonstrate helmet effectiveness using the mini egg helmet.

Fit the helmet as per instructions.

Drop **from no more than 1 metre high.**

Remove egg and show intact egg to class then drop the egg onto a tray/in a plastic bag from same height without helmet.

5. Using activity sheet 1, ask the children to identify which helmet is worn by each person.

6. Using the scenario set out on activity sheet 2, introduce Spike the stick boy. Ask the children, one at a time, to firstly construct his physical features, then his characteristics and what he is wearing.

Once Spike takes on a visual character, use him to engage the children to express why they feel Spike won't wear his helmet. Then talk through how they all could help Spike to wear his helmet and to be safer on his bike.

7. Using the activity sheet 3, ask the children to identify similar functions or senses that they have that are similar to the four Lobes on the planet Cranium. This can be set as an activity they do at home.

8. Using activity sheet 4 - if a computer is similar to the brain, which Lobe would represent each part of the computer to make it function. Do this as a class activity.

9. To finish or as a follow-up session you might engage the children in some discussion of their own experiences and mishaps whilst cycling.





Activity Sheet

1

Match the helmet with its wearer:

Imagine all these helmets have been found - can you return them to the right person by writing the letter next to the helmet in the box by the person you think owns it?



A



B



C



D



E



F



G



H



Fire Fighter



Soldier



Cricketer



Builder



Horserider



Motorcyclist



Police Officer



Cyclist





Activity Sheet

2

Spike the stick boy

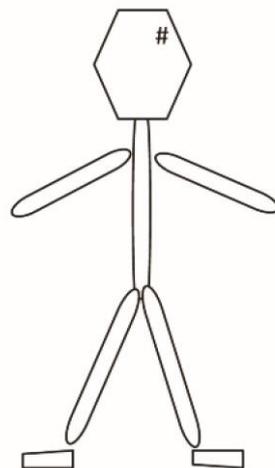
Scenario:

Spike, aged 7, wants to ride his bike over to his friend Sam's house to play a new game Sam has just got for his X-Box. Sam only lives three roads down from Spike's home. Spike's mother has said that he can ride his bike but must wear his helmet. When Spike leaves home he has his helmet on, but takes it off once he goes down the road. As Spike continues to cycle to Sam's house a twig gets caught in his wheel and he falls off and hurts his head. He gets back up, rubs his head and pushes his bike home.

Activity:

Develop Spike as a character using the imagination and thoughts of the whole class. Every child should have an input into forming Spike:

- A. What colour hair has Spike, what colour eyes, what colour skin, is he thin, average or heavy, has he small ears or large ears, is he smiling or sad? As the outline takes shape add to the line drawing.
- B. Dress Spike, what is he wearing?
- C. What is his personality?
- D. Once the children are happy with the character they have developed, ask them why Spike took off his helmet? Write down their responses.
- E. Why should Spike wear his helmet and how could they help him to keep wearing it when on his bike? Write down their responses.



Reflection: The responses given will reflect some of the children's own fears and anxieties. Use Spike to help take them through these uncertainties and concerns.





Activity Sheet

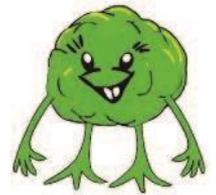
3

Use Your Lobes:

Every day the Lobes in your Cranium work together to help you play, work, sleep, eat and drink. See if you can spot 3 things that each of your lobes have helped you do today.

Using Temporal, the Lobe that helps you understand what you are hearing, write down 3 sounds you have heard today e.g. Did you hear the school bell ring?

- 1.
2. 3.



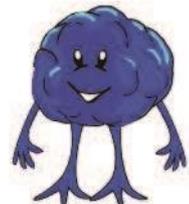
Using Frontal, the Lobe that helps you to think and choose what you do, write down 3 things you have thought about or chosen today e.g. what drink did you choose to have this morning?

- 1.
2. 3.



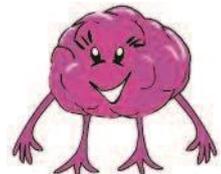
Using Occipital, the Lobe that helps you understand what you see, write down 3 things that you have seen today e.g. did you see a tree?

- 1.
2. 3.



Using Parietal, the Lobe that helps you move, touch and feel, write down 3 things you have touched today e.g. did you touch your hair today?

- 1.
- 2.
- 3.



Computer Head





Activity Sheet

4

Which lobe would work the computer?

