

Blackout for Brain Injury

Health and Physical Education:

Healthy Communities and Environments

Key Area of Learning: Healthy Communities and Environments

Unit: Look After your Brain

Level: 1

Achievement Objectives	Learning Outcomes	Processes/Activities/Strategies	Underlying Concepts	Assessment Opportunities
D2 Identify and discuss obvious hazards in their home, school and local environment and adopt simple safety practices. D3 Take individual and collective action to contribute to environments that can be enjoyed by all.	1. Students understand that they need to look after their brains. 2. Students know that falls are a very common cause of brain injury. 3. Students identify hazards that could cause a fall. 4. Students work out ways they can help prevent themselves and others from falling.	1. Discuss what a brain is and what it does. 2. Inquiry - Ask what happens if you fall over and bump your head. 3. Brainstorm falling over experiences – cause, result and what they can do to prevent another fall from a similar cause. 4. Talk about some of the school safety rules – not running in corridors, not leaving bags in the doorway. 5. Do an audit of the classroom, school, or home to identify things that could cause a fall. 6. Make a poster/game to help others keep the environment trip-free	The head is like an egg – what happens if you drop it – relate this to the brain. Your brain is important – you can see a cut, a bruise or a broken finger, but you can't see a hurt brain. What things cause trips and falls? Around 100 people sustain a brain injury every day in NZ Most falls can be prevented.	Observation – do they keep the classroom trip-free? Checklist – can they identify items that could cause a fall?

Resources

Brain Injury Association Resource Pack: leaflets 1 and 2

Student Activity Sheets – fun activities for Brain Week: - Colour In, Word Find, Maze.