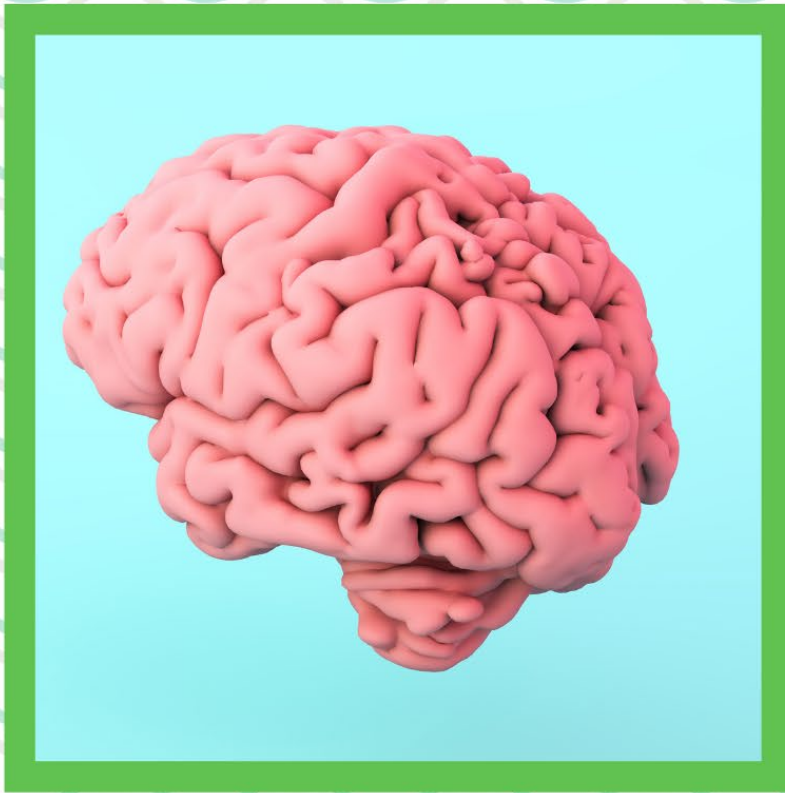


Save Your Brain

Leader's Guide



Brought to you by:



According to the Centers for Disease Control and Prevention, traumatic brain injury (TBI) causes 153 deaths every day in the United States. Additionally, those who survive traumatic brain injury face symptoms that could last the rest of their lives. Young people are especially vulnerable to traumatic brain injury. Understanding the causes of traumatic brain injury, the effects, and learning how to interact with TBI survivors is imperative to preventing TBI and ensuring inclusivity

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4-H Thriving Model

In Missouri 4-H, we envision a world in which youth and adults learn, grow, and work together for positive change. Our mission is to engage youth as valued, contributing members of their communities in partnership with caring adults. Our work is guided by the 4-H Thriving Model of Positive Youth Development, built upon the most current research. Through 4-H, youth explore their greatest interests, in settings where they know they belong, and with the support of developmental youth-adult relationships. Research suggests that greater levels of involvement in these quality 4-H programs help youth orient towards bright, successful futures!

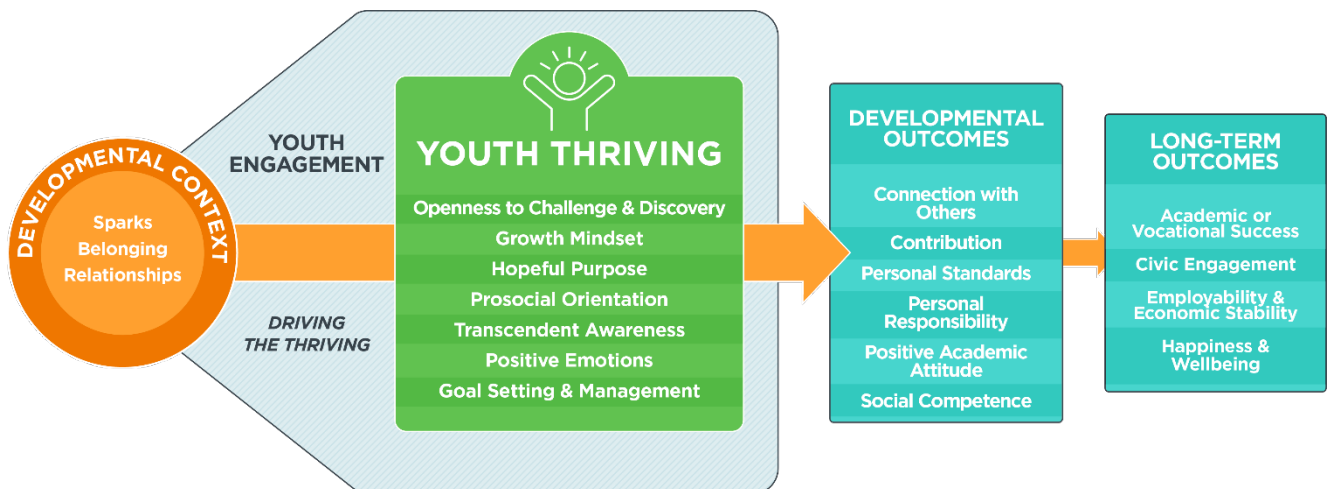
Emerging research that suggests thriving is central to a young person's long-term success, and 4-H offers unparalleled opportunities to achieve this. Through 4-H, youth explore their greatest interests, in settings where they know they belong, and with the support of developmental youth-adult relationships. Research suggests that greater levels of involvement in these quality 4-H programs help youth orient towards bright, successful futures!

4-H programs done well help youth thrive by...

Sparks: Providing opportunities for youth to explore their interests and passions—their spark!

Belonging: Creating environments where unique ideas and abilities of every young person are valued.

Developmental Relationships: 4-H relationships are about trust, mutual warmth, and respect. Youth and adults work together, and everyone grows from the experience.



Experiential Learning

Experiential Learning helps us get the most out of an activity. Reflecting the 4-H motto, “Learn by Doing,” it works by actively engaging the learner in the process of understanding what is learned.

It’s not enough to convey information. Experiential learning guides the learner to understand what is being taught, see its relevance, and to apply this new knowledge to their life.

Accomplishing this takes five steps.

1. **EXPERIENCE:** Note the model begins with ACTION, not long-winded instruction. Keep directions to a minimum. When the learner is encouraged to learn by doing, rather than being told or shown how, a wide variety of life skills can be practiced.

The facilitator’s challenge is to “sit on their hands” as much as possible during this step. Many times, you will hear “We figured this out all by ourselves!”

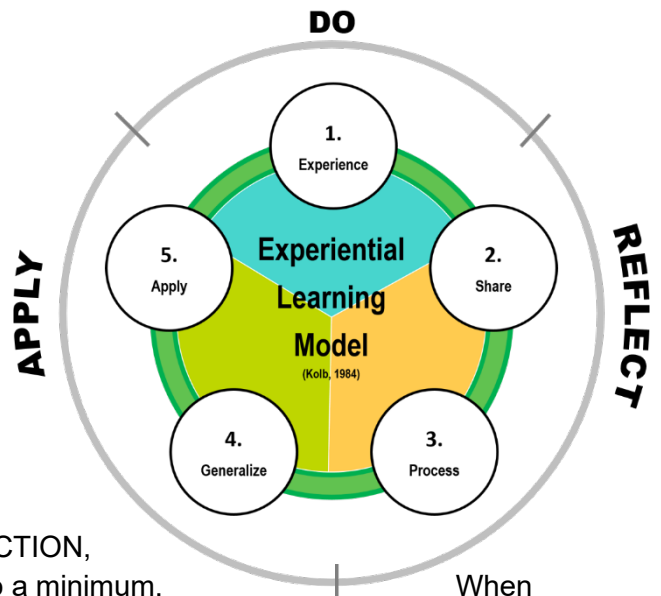
2. **SHARE:** Sharing is simply asking things like, “What did you do?” “What happened?” “What did you see?” “What did it feel like?” and “Was this fun?” It’s not the time for analysis. That comes next, so this part is short.
3. **PROCESS:** The questions and discussion now become more focused on analyzing the experience. What did you observe? Did you develop any strategies? What are some other approaches you could have tried? Explore common themes that emerge from this part of the discussion. Guide the conversation towards the key teaching points. Questions about teamwork, communication skills are often appropriate here.
4. **GENERALIZE:** In this step the learner starts to relate the new knowledge to their lives. When else might you find yourself in a similar situation? Does this ever happen in other parts of your life? Where do you notice this?

The point is to realize this activity is not the first time they have had this experience, and that what they just experienced has relevance to their lives.

5. **APPLY:** This is the key to everything, as the discussion turns to how the learner will use this knowledge next time.

How can you use this at school? The next time you’re in that kind of situation at work, what will you do differently? What new things will you consider the next time you have to make this kind of decision?

Open-ended questions are key, as the learner’s own insights create understanding that what was just learned was useful and how it was useful.



Outcomes

<p>Life Skills</p>	<ul style="list-style-type: none"> • Decision Making • Critical Thinking • Social Skills
<p>Learner Outcomes</p>	<p>Youth will be able to:</p> <ol style="list-style-type: none"> 1. Youth will be able to define traumatic brain injury 2. Youth will be able to identify common causes of traumatic brain injury 3. Youth will demonstrate safe practices in order to prevent traumatic brain injury 4. Youth will create a plan of action to prevent traumatic brain injury 5. Youth will practice skills for interacting with an individual with a traumatic brain injury
<p>Missouri Learning Standards</p>	<ul style="list-style-type: none"> • Health, 1.HM.4.A.: <ul style="list-style-type: none"> ○ Recognize that decisions have consequences. • Health, 4. RA.2.A.: <ul style="list-style-type: none"> ○ Assess personal environment and recognize the potential for danger in everyday situations. • Health, 4.RA.2.C.: <ul style="list-style-type: none"> ○ Predict the outcome when safety equipment is used/not used in physical activity. • Health, 2.HM.4.A.: <ul style="list-style-type: none"> ○ Identify positive ways to solve or prevent problems (e.g., verbal communication skills, non-verbal, and “I” messages). • Guidance and Counseling, 6.PS.3.B.a.: <ul style="list-style-type: none"> ○ Identify behaviors that compromise personal safety of self and others. • Guidance and Counseling, 4.PS.2.B.a. <ul style="list-style-type: none"> ○ Recognize and respect diverse groups within the school and community. • English Language Arts, 5.SL.4.A.b.: <ul style="list-style-type: none"> ○ Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: planning an appropriate presentation based on audience.

Meeting Outline

Meeting 1

Topic: Save Your Brain

- **Activity 1:** What Does a Concussion Feel Like? Word Search
- **Activity 2:** Raw Egg Shake Demonstration

Meeting 2

Topic: Save Your Brain on the Farm

- **Activity:** Peripheral Vision Charades

Meeting 3

Topic: Save Your Brain in Sports

- **Activity:** Don't Crack Your Melon Demonstration

Meeting 4

Topic: Save Your Brain Around the House

- **Activity:** Slip, Trip, or Fall Investigator

Meeting 5

Topic: Save Your Brain on the Go

- **Activity:** Safe Driving Crossword and Pledge

Meeting 6

Topic: Befriending TBI Survivors and Others with Disabilities

- **Activity:** Disability Escape Room

Six meetings/topics is based on the six-hour minimum for projects. This can be adapted to fit project needs.

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Save Your Brain

Introduction to Content

The first lesson in this curriculum provides youth with a general overview of traumatic brain injury, symptoms, and causes. This will provide a basis for the lessons regarding prevention that come later.

Brain injury impacts many people in the United States. Not only do survivors feel the effects of brain injury, but so do the families and friends of those who sustain a traumatic brain injury (TBI). Quite often, brain injuries can be prevented. The goal of this lesson is for youth to be more aware of what brain injury is and why it is important that measures be taken in order to prevent such injury.

Learner Outcomes

The youth will be able to:

1. Define traumatic brain injury.
2. Develop a lay understanding how traumatic brain injury occurs.
3. Identify conditions in which traumatic brain injury is likely to occur.

Life Skills

- Critical Thinking
- Decision Making

Missouri State Learning Standards

- Health, 1.HM.4.A

Getting Started

Opening Questions:

1. I am here to talk about the most important organ in your body and why we need to protect it. Does anyone know which organ I am talking about?
2. What is the job of the brain? Why is the brain the most important organ in your body?

Tips for Engagement:

Provide a timeframe in which the worksheet needs to be completed to keep youth focused. Instead of using 5 or 10 minutes when allotting time to youth, say, "I'm going to give you about 4 minutes to complete the worksheet."

Activities:

1. What Does a Concussion Feel Like?
2. Raw Egg Shake Demonstration

What Does a Concussion Feel Like?

Materials Needed

- Handouts: (Appendix A)
 - *What Does a Concussion Feel Like? Word Search*

Suggested Group Size

- 10 to 20 youth

Time Required

- 30-45 minutes



Purpose

Life Skills

- Critical Thinking
- Problem Solving

Learner Outcomes

The youth will...

1. Define traumatic brain injury
2. Describe two consequences of brain injury

Missouri State Learning Standards

- Health, 1.HM.4.A.:
 - Recognize that decisions have consequences.

Directions

1. Use the provided Power Point presentation to develop an understanding of brain injury.
2. Select a volunteer from the group to pass out the word searches.
3. Instruct youth to work individually or with a partner to complete the word search and questions at the end.
4. Discuss some of the answers to the questions at the end of the word search.

Talk It Over:

Share

- What did you like about this activity?

Process

- What was something new that you learned?

Generalize

- Why do you think it might be important to understand traumatic brain injury?

Apply

- Is there anything you might do differently knowing what you learned today?

Raw Egg Shake Demonstration

Materials Needed

- Two Raw Eggs
- Two Clear Cups

Suggested Group Size

- 10 to 20 youth

Time Required

- 15-20 minutes



Purpose

Life Skills

- Critical Thinking
- Problem Solving

Learner Outcomes

The youth will...

1. Develop a lay understanding how traumatic brain injury occurs.
2. Identify conditions in which traumatic brain injury is likely to occur.

Missouri State Learning Standards

- Health, 1.HM.4.A.:
 - Recognize that decisions have consequences.

Directions

1. Set two clear cups on a table in front of the group. Hold up an egg and encourage the youth to imagine that the yolk of the egg is the “brain.”
2. Crack the egg open into one of the cups and show the youth what it looks like. Have them write down a few observations about the way it looks.
3. Next, hold up the other egg. Explain that the egg is about to be in an automotive accident. Shake the egg hard, but do not break the egg yet.
4. Explain that during an automotive accident the head can be jarred around just like shaking the egg. Ask the youth to think about what the yolk of the egg looks like.
5. Have the youth write down a hypothesis of what the egg yolk will look like.
6. Crack the egg and discuss what happened with the youth.
7. Help youth make connections as to what happens to a brain during a car accident vs. what happens to the egg when shaken.

Talk It Over:

Share

- What did you like about this activity?

Process

- What happened to the egg?

Generalize

- How does what happened to the egg relate to what happens to a human brain during an accident?

Apply

- What are some ways we can keep our heads safe when in a car? The football field? At home?

Save Your Brain on the Farm

Introduction to Content

4-H members quite often live on farms, work on farms, or at very least, have been on a farm from time to time. There are many aspects to farm safety that pose risks to youth including working with ATVs/UTVs, tractors, grain bins, etc. However, this lesson will focus on safety related to livestock. Many 4-H members raise beef, dairy, swine, sheep, goats, or other livestock as part of their 4-H experience. 4-H members need to remain mindful of the dangers of working with livestock in order to prevent injury.

Learner Outcomes

Youth will....

1. Understand how spatial awareness can prevent injury on the farm.
2. Demonstrate comprehension of spatial awareness.

Life Skills

- Critical Thinking
- Problem Solving

Missouri State Learning Standards

- Health, 4. RA.2.A.

Getting Started

Opening Questions:

1. How many of you own livestock, work with livestock, or have a 4-H livestock project?
2. Hopefully no one has gotten hurt. Does anyone have a story about a time when they could have gotten hurt?

Activities:

1. Peripheral Vision Charades

Tip

Consider what types of livestock are most common in your area and tailor the lesson to be most relevant to the youth in your area.

Peripheral Vision Charades

Materials Needed

- Handouts: (Appendix A)
 - Charades List
- Mike Rowe's Safety Third Video

Suggested Group Size

- 10 to 20 youth

Time Required

- 45 to 65 minutes



Purpose

Life Skills

- Critical Thinking
- Problem Solving
- Safe Livestock Handling

Learner Outcomes

The youth will...

1. Understand how spatial awareness relates to safe livestock handling.
2. Demonstrate comprehension of spatial awareness.

Missouri State Learning Standards

- Health, 4. RA..2.A:
 - Assess personal environment and recognize the potential for danger in everyday situations.

Directions

1. Start the lesson by showing Mike Rowe's Safety Third video. [Mike Rowe - Safety Third - Whaaat?? - YouTube](#)
2. Explain that when working with animals, each individual is responsible for their own safety. That means being aware of what is going on in the space around us.
3. Select a volunteer to start charades. Provide them with a charades' topic from the list.
4. Instruct the other youth in the group to face looking to either the left, right, or opposite direction. They cannot be facing the volunteer. Youth must use their peripheral vision to guess the topic being acted out by the volunteer.
5. Repeat with others. During the game, step to a different side of the room than what the youth are looking and act out one of the next topics without saying anything.
6. Have the youth close their eyes. Ask them questions about the space they are in. Explain that as they were playing charades, they may or may not have noticed other things in the space around them. Ask if anyone noticed that you had acted out a topic?

Talk It Over:

Share

- What did you like about this activity?

Process

- As you were playing charades you may not have noticed other things happening around you. What were some things you did not notice during the game?

Generalize

- How can your other senses help you to notice things you can't see?

Apply

- Why is it important that we are aware of our surroundings? How might livestock safety be important in order to prevent traumatic brain injury?

Did You Know?

Brain injury can happen to anyone, anywhere, anytime – it does not discriminate. Military personnel, farmers, senior adults, young children, and teenagers are all high-risk populations for brain injury.

Save Your Brain in Sports

Introduction to Content

According to the CDC, approximately 2 million youth under the age of 18 were seen in emergency rooms in the United States over a 7-year period due to traumatic brain injuries sustained in sports and recreation activities. Nearly half of these were sustained during contact sports. Concussion and brain injuries pose the potential for life-long consequences.

Learner Outcomes

1. Youth will demonstrate understanding of the importance of helmets in sports and recreation activities.
2. Youth will commit to safer recreational practices and will demonstrate how to communicate concerns about a “win-at-all-cost” mentality to adults.

Life Skills

- Critical Thinking
- Problem Solving
- Communication

Missouri State Learning Standards

- Health, 4.RA.2.C.
- Health, 2.HM.4.A.
- Guidance and Counseling, 6.PS.3.B.a.
- English Language Arts, 5.SL.4.A.b.

Getting Started

Opening Questions:

1. How many athletes do we have in here?
2. Do you always give 100% in sports?
3. When do you think it is okay to stop?

Activities:

1. Don't Crack Your Melon

Tip

Have youth download the CDC's Rocket Blades App. While this is geared at Clover Kids aged youth, this is super fun and informative, even for the big kids.

Don't Crack Your Melon

Materials Needed

- Several Baby Watermelons
- Random household items for youth to construct a "helmet"

Suggested Group Size

- 10 to 20 youth

Time Required

- 45 to 65 minutes



Purpose

Life Skills

- Critical Thinking
- Problem Solving

Learner Outcomes

The youth will...

1. Youth will demonstrate understanding of the importance of helmets in sports and recreation activities.
2. Youth will commit to safer recreational practices and will demonstrate how to communicate concerns about a "win-at-all-cost" mentality to adults.

Missouri State Learning Standards

- Health, 4.RA.2.C.:
 - Predict the outcome when safety equipment is used/not used in physical activity.
- Health, 2.HM.4.A.:
 - Identify positive ways to solve or prevent problems (e.g., verbal communication skills, non-verbal, and "I" messages).
- Guidance and Counseling, 6.PS.3.B.a.:
 - Identify behaviors that compromise personal safety of self and others.
- English Language Arts, 5.SL.4.A.b.:
 - Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: planning an appropriate presentation based on audience.

Directions

1. Ask the youth what they think will happen when you drop the baby watermelon.
2. Drop one of the baby watermelons to the floor with some force.
3. Explain that in many sports and recreational activities our heads become subject to forceful blows. These blows can cause traumatic brain injury.
4. Ask the group if they have suggestions for how to prevent the watermelon from cracking.

5. Provide youth with several household items (i.e. blanket, box, rubber bands, tape, etc.).
6. Ask the youth to create a helmet they believe will prevent the watermelon from getting a “concussion.”
7. Test each groups helmet with a watermelon. Each watermelon should crack a little.
8. Explain to youth that while wearing a helmet is important because it does reduce the risk of traumatic brain injury, there is no concussion proof helmet. Therefore, it is important that youth take special care to follow rules, follow directions, and be aware of the space around them. Additionally, they should communicate any concerns to an adult.
9. Have youth work with a partner to practice talking to an adult about safety concerns. Have them discuss who they might tell such as a parent, coach, principal, etc.
10. Have youth watch Kevin’s Story (<https://youtu.be/moWCAUSuXzo>)

Talk It Over:

Share

- What did you like about this activity?

Process

- Should you give 100% in sports? (FYI—the answer we are looking for here is yes as long as you feel safe and healthy giving 100%)

Generalize

- What should you do if you don’t feel safe during a recreational activity?

Apply

- Think about what you learned from Kevin’s story. How can we prevent brain injuries from happening in sports? Who is responsible for preventing brain injuries in sports? (While youth should list themselves, it is important that we communicate that adults are responsible for supporting youth in making safe/healthy decisions. If someone is encouraging a youth to do something that is not safe, the youth should communicate their concern to a responsible adult.

Save Your Brain Around the House

Introduction to Content

Did You Know?

The most common cause of traumatic brain injury, according to the Centers for Disease Control, is falls. One out of five falls results in serious injury, such as traumatic brain injury. Home hazards such as broken steps, uneven flooring, or cluttered walkways increase the risk for falls. Individuals with vision impairments and older individuals are at high risk for falls.

Learner Outcomes

1. Youth will identify household hazards that increase risk for falls.
2. Youth will problem-solve to identify ways to mitigate risk of falls.

Life Skills

- Critical Thinking
- Problems Solving

Missouri State Learning Standards

- Guidance and Counseling, 6.PS.3.B.a.
- Health, 4. RA.2.A.

Getting Started

Opening Questions:

1. Who has a story they'd be willing to share about a time when they fell down? What happened that led to your fall?
2. How can we prevent falls?

Activities:

1. Slip, Trip, or Fall Investigator

Tip

Partner with your local Extension Nutrition Specialist to offer basics in Tai Chi to teach youth how to improve their balance in order to prevent falls.

Slip, Trip, or Fall Investigator

Materials Needed

- Handouts: *(Appendix A)*
 - *Slips, Trips, and Falls*

Suggested Group Size

- 10 to 20 youth

Time Required

- 45 to 65 minutes



Purpose

Life Skills

- *Critical Thinking*
- *Problem-Solving*

Learner Outcomes

The youth will...

1. Youth will identify house-hold hazards that increase risk for falls.
2. Youth will problem-solve to identify ways to mitigate risk of falls.

Missouri State Learning Standards

- Guidance and Counseling, 6.PS.3.B.a.:
 - Identify behaviors that compromise personal safety of self and others.
- Health, 4. RA.2.A.:
 - Assess personal environment and recognize the potential for danger in everyday situations.

Directions

1. Use the provided Power Point presentation to discuss hazards around the house.
2. Provide each youth with a copy of the Slips, Trips, and Falls worksheet.
3. Allow youth 12-15 minutes to write their answers.

Talk It Over:

Share

- What did you like about this activity?

Process

- Do you have any examples of unsafe hazards in our homes?

Generalize

- Do you have any stories of slips, trips, or falls that could have been prevented you'd be willing to share?

Apply

- Why is it important that we prevent slips, trips, and falls?
- What changes do you think you might make in order to prevent slips, trips, and falls?

Save Your Brain on the Go

Introduction to Content

Did You Know?

Motor vehicle accidents are the leading cause of death among teenagers according to the Centers for Disease Control. Many of these deaths are due to traumatic brain injury. Because the teen brain is still developing, teens who sustain traumatic brain injuries tend to have longer recovery times and may face life-long challenges including confusion, difficulty concentrating, anxiety, depression, headaches, and so much more. Because the human brain controls our whole body, the symptoms of brain injury are widespread and often linger for months, years, or even permanently. Distracted driving is the most common cause of motor vehicle accidents, and therefore, the likelihood of sustaining a traumatic brain injury can be reduced by reducing distractions, wearing a seatbelt, and practicing safe driving.

Learner Outcomes

1. Youth will be able to list common causes of motor vehicle accidents.
2. Youth will demonstrate a commitment to safe driving practices.

Life Skills

- Critical Thinking
- Problem Solving

Missouri State Learning Standards

- Guidance and Counseling, 6.PS.3.B.a.
- Health, 4.RA.2.A.

Getting Started

Opening Questions:

1. How many of you know someone who texts while driving?
2. Why might that be a bad idea?
3. Before we start talking about the things we should do, let's talk about some common things folks do that we should NOT do while driving? Please keep in mind as you answer that these are things some people might actually be doing that they shouldn't. Let's keep our answers appropriate.

Activities:

1. Safe Driving and You Word Search

Safe Driving Crossword and Pledge

Materials Needed

- Handouts: *(Appendix A)*
 - *Safe Driving and You Cross Word*
- Quality (cardstock-type) paper

Suggested Group Size

- 10 to 20 youth

Time Required

- 45 to 65 minutes



Purpose

Life Skills

- *Critical Thinking*
- *Problem-Solving*

Learner Outcomes

The youth will...

1. Youth will be able to list common causes of motor vehicle accidents.
2. Youth will demonstrate a commitment to safe driving practices.

Missouri State Learning Standards

- Guidance and Counseling, 6.PS.3.B.a.:
 - Identify behaviors that compromise personal safety of self and others.
- Health, 4. RA.2.A.:
 - Assess personal environment and recognize the potential for danger in everyday situations.

Directions

1. Discuss basics of safe driving (i.e. no cell phones, buckle up, speed limits, etc.)
2. Have youth brainstorm other safe driving practices and create a poster with the list on it.
3. Pass out the Safe Driving and You Word Search.
4. While youth are working on the word search, invite a few at a time to come add to the poster.
5. Once finished, discuss the ideas on the poster.
6. Pass out cardstock or another quality type paper and pens to each of the youth. Have each youth create a pledge to safe driving that resembles the format of the 4-H pledge. Have each youth sign the bottom of their pledge.

Talk It Over:

Share

- What did you like about this activity?

Process

- What is way you could remind yourself to wear your seatbelt?

Generalize

- How might you encourage a friend to practice safe driving if they weren't making safe decisions?

Apply

- What did you learn today that would help you to make safer decisions in the future?

Befriending TBI Survivors and Others with Disabilities

Introduction to Content

Individuals who sustain traumatic brain injuries often feel isolated and struggle socially in the aftermath of their injury. It is often difficult for the family and friends of survivors to cope with the changes that have happened. Yet, it is imperative that family members and friends of TBI survivors learn to interact with the survivor.

Learner Outcomes

1. Youth will understand the importance of befriending individuals with disabilities, including those with brain injuries.
2. Youth will demonstrate comprehension of ability awareness and how to best accommodate for individuals with brain injuries and other disabilities.

Life Skills

- Critical Thinking
- Problem Solving
- Social Skills

Missouri State Learning Standards

- Guidance and Counseling, 4.PS.2.B.a.

Getting Started

Opening Questions:

1. Has anyone ever broken an arm or leg? If so, was it difficult during your recovery?
2. Has anyone ever been sick? Of course! When you were sick, did you miss your friends?
3. Did a friend ever ask you to hang out or do something you didn't feel up to doing when you were sick?

Activities:

1. Disability Escape Room

Disability Escape Room

Materials Needed

- Handouts: *(Appendix A)*
 - *Escape Room*
- Materials to build a small pyramid such as toothpicks, playdough, etc.

Suggested Group Size

- 10 to 20 youth

Time Required

- 45 to 65 minutes



Purpose

Life Skills

- *Critical Thinking*
- *Problem Solving*
- *Social Skills*

Learner Outcomes

The youth will...

1. Youth will understand the importance of befriending individuals with disabilities, including those with brain injuries.
2. Youth will demonstrate comprehension of ability awareness and how to best accommodate for individuals with brain injuries and other disabilities.

Missouri State Learning Standards

- Guidance and Counseling, 4.PS.2.B.a.
 - Recognize and respect diverse groups within the school and community.

Directions

1. Show the video I'm Tyler.
2. Ask youth what they thought of the video.
3. Group youth into equal teams and provide an index card with a single symptom of traumatic brain injury to each youth. This may include light sensitivity, anxiety, mobility issues, difficulty speaking, etc. Make sure that each group member has a different symptom.
4. Provide youth with the escape room instructions.
5. Each student must exhibit the symptom on their index card through the duration of the escape room.
6. Once a group has completed the escape room (or once time has run out) discuss some of the things that were said during the escape room.

Talk It Over:

Share

- What did you like about this activity?

Process

- Did anyone say something to you during the escape room activity that wasn't nice?

Generalize

- Do you think people with traumatic brain injuries have people say things like that to them? How do you think that makes them feel? How would you feel if you were in their shoes?

Apply

- How can we better interact with individuals with disabilities based on what you learned/experienced today?

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Appendix A

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What does a concussion feel like?



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

- ANXIOUS
- BLURRY VISION
- DIZZY
- HEADACHE
- NAUSEA
- SADNESS
- SLEEPY
- TIRED
- VOMITING



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What is a traumatic brain injury? What are some effects of traumatic brain injury?

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Charades List

Rabbit

Ninja

Lotion

Pizza

Smile

Flag

Teacher

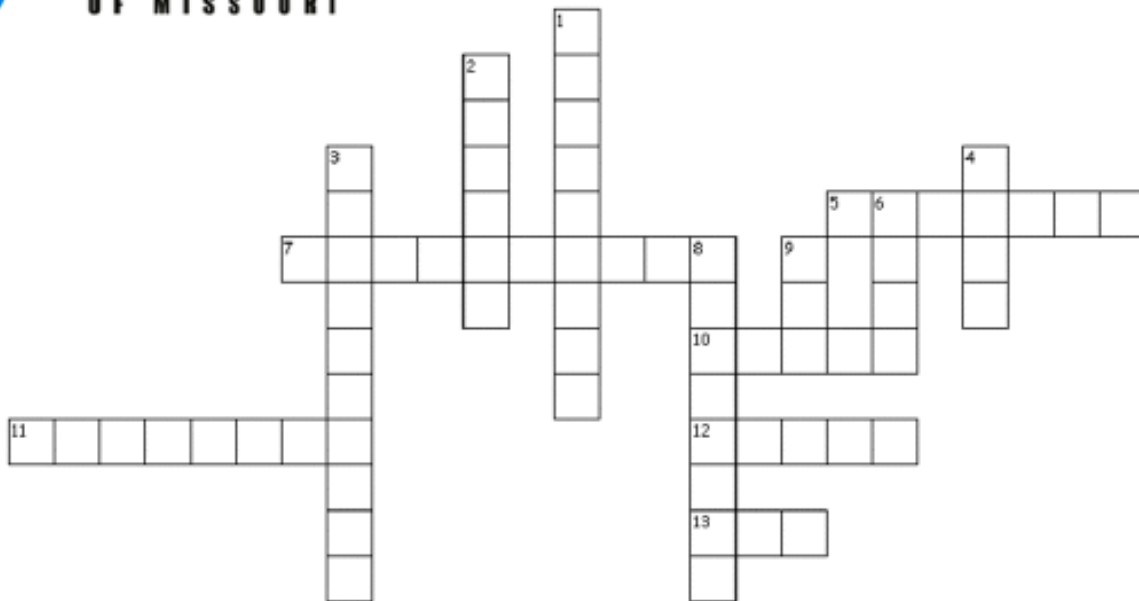
Patrick
Mahomes

Money

Tree

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Safe Driving and You!



Across

5. Texting and driving is _____
7. Turn on your _____ when driving at night
10. _____ distractions while on the road
11. 3,314 people were killed in car crashes related to drunk driving in the state of _____ in 2015.
12. _____ alcohol concentration level of 0.08% is considered illegal and impairs your ability to drive
13. Click it or Ticket is the _____

Down

1. Largest age group at risk to be involved in a traffic accident _____
2. For six months after you get your license, only your _____ can ride with you as the driver.
3. The fastest you are allowed to go on the road _____
4. _____ Tolerance law that prevents people under 21 from having any alcohol in their system
6. Avoid _____ music when driving
8. What safety feature should you wear when you are in the car? _____
9. Keep _____ hands on the wheel

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Slips, Trips, and Falls Investigators



It's movie night! You and your friend are just about to start the movie when the power goes out. Your mom and dad went out to a fancy dinner, and your little brother is really scared. The flashlight is downstairs in the basement. You start down the steps. Without a handrail, it is difficult to navigate the uneven steps. The next thing you know, you trip on a toy left on the stairs and tumble all the way to the bottom. You get up and dust off. You think you're okay, but ooff! That was quite the tumble. You wake up the next morning with a horrible headache. Your mom takes you to the doctor. You have a concussion.

1. What went wrong?

2. What could have been done differently?

Your mom has been after your dad for a month to finish out that honey-do list. He finally has a day off to work on those projects around the house. As an added bonus, no one else is home to bother him. The gutter is loose, so he grabs a ladder and a drill and climbs up to fix it. Just to be safe, he puts on a hard hat. He places the ladder and begins to climb up when the loose gravel on the incline next to the house slides underneath the ladder causing him to tumble to the ground. His hard hat flies off, and he hits his head on the landscaping stones at the base of the house. A neighbor sees him fall and runs over to help. The neighbor calls 9-1-1. At the hospital, he finds out he has a traumatic brain injury.



1. What went wrong?

2. What could have been done differently?

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Escape Room

1. You were walking home from school when you and your group were whisked away into an alternate universe. Teleportation sure has some whacky side effects. Each of you have been given an index card with your symptom(s). Now you must work together to get back home.
2. On the wall of the lab where you have found yourselves is some strange writing that states, "In order to survive this dreaded room, you must work together to build me. You only need one, but in Egypt there are three."
3. Everyone runs for the door to try to escape, but the iron bars drop quickly over the threshold and another message drops from the ceiling on a scroll that reads. "In a box under the table you will find all the tools you will need for construction, but you best hurry you only have 8 more minutes. Once construction has ended, you must sing a nursery rhyme that questions a dark ruminant about whether or not he has any product he produces for the master, dame, and little boy down the road. Then, you'll be safe. Otherwise, the room will crash in."
4. Everyone must take part in order to keep the room from crashing in.

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Appendix B

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Save Your Brain

Leader's Guide



I pledge

my **HEAD** to clearer thinking,

my **HEART** to greater loyalty,

my **HANDS** to larger service, and

my **HEALTH** to better living,

for my club, my community,
my country, and my world.

