



## **Healthy Habit All-Stars Helmets Course Outline**

This document is provided to the educator as a guide for the *Healthy Habit All-Stars* helmet module. Feel free to tailor the lesson plan to meet the needs of the audience and time limits.

**Note:** *This program was developed to focus on children ages 5-11.*

### **Introductions**

Describe your role and why you are interested in the health and well-being of the children, and prevention of injuries.

### **Introduction of the Healthy Habit All-Stars Characters**

**Lucy** – Lucy loves learning and building things such as the robot, Miss Roberta. Lucy loves making upgrades to Miss Roberta. Her goal in life is to help as many kids as she can stay healthy with good health habits.

**Miss Roberta 3000** – Miss Roberta knows everything there is to know about health-related topics. She's a robot, but also has some human characteristics, like being able to talk, etc.

**Glen** – Glen is an outside of the box thinker and is always ready for an adventure.

**D.O.G.** – Dimitri Orlando Gustavus, D.O.G. for short, is Glen's dog. Lucy and Glen made a special collar to allow him to talk. Any time a kid needs help, D.O.G.'s wheelchair antenna lights up and then he explains the problem to Glen and Lucy.

## **Brady's Noggin**

### **Description of video**

"Brady's Noggin" is a fun, kid-friendly animated short story designed to teach children the importance of using a helmet anytime they are riding bikes, scooters, trikes, etc. Through song and dance, our Healthy Habit All-Stars discuss how helmets should fit, and why they are important anytime someone is riding.

**Note:** *This episode is approximately 5 minutes long.*

### **Objectives of the program**

- Understand when to wear a helmet.
- Understand why to wear a helmet.
- Discuss how everyone should wear a helmet.
- Demonstrate how to properly wear a helmet.

### **Pre-education questions**

Ask children to raise hands in response to the following questions and note overall student responses (percent yes, no or uncertain):

1. Raise your hand if you ride a bike, scooter or trike.
2. Raise your hand if you have ever fallen off a bike, scooter or trike.

3. Who knows the best way to protect yourself from getting hurt if you fall off a bike, scooter or trike?

### **Educator Points**

- Wearing a helmet when using anything with wheels under your feet or seat is the best way to avoid getting hurt while having fun and getting exercise.
- Adults should wear helmets, too; not just kids.
- If you fall off your bike and damage your helmet, make sure to throw it away and get a new one: if you crash, throw your helmet in the trash.

### **Show the video Brady's Noggin**

The video is available online at [https://www.youtube.com/watch?v=5qklVsN7t\\_Q](https://www.youtube.com/watch?v=5qklVsN7t_Q).

### **Activity A**

**Helmet Fitting:** Many people use skates, or ride bikes, scooters or trikes in order to get from one place to another. One way to protect your brain from a head injury is to wear a helmet whenever riding. Remember, anytime you ride with wheels under your feet or seat, wear a helmet. Helmets need to fit properly to be effective and keep you safe. Let's practice how our helmets should fit us correctly with our fingers and mouth.

- **Eyes:** Take your index finger and middle finger and put them together. Place your fingers on your forehead, backwards, with your index finger touching your eyebrows. Now look up. You should see the bottom rim of your helmet, or the helmet should be touching the top of your middle finger.
- **Ears:** Take your index finger and middle finger and separate them, like making the letter V, number 2, or a peace sign. Place your fingers around your ear, showing where the helmet ear straps should be placed when buckled properly. The straps should be a little tight, but comfortable.
- **Mouth:** Open your mouth wide like a big yawn. The helmet should hug your head; if not, the straps need to be tightened. Also, you can take index finger and middle finger, place them together, and put them under your chin, with your fingers pointing towards your throat. If the top of your fingers touch the bottom of your chin, and the bottom of your fingers touch the top of the strap, it is tight enough; if they are not touching, the strap needs to be tightened.

### **Activity B**

#### **Class Game: Helmet Safety Tag**

The purpose of this game is to reinforce safety aspects of riding and helmet wearing. It is designed similarly to Freeze Tag, and should be played in a gym or open area to avoid injury; follow items in parenthesis.

- You all are going to pretend to ride a bicycle (*instead of running*), and you have to be wearing a helmet in our game in order to play (*children should pretend they are wearing helmets, if their helmets are not available*).

- One of you will be the Helmet Collector (*It*); and no one will know who that person is at first (*teachers can determine the best way of doing this, based on their individual classrooms and students*). The Helmet Collector wants all your helmets, so they will come around and tag you, which means he took your helmet. Once he tags you, you must get off of your pretend bike and sit down.
- There will also be a Safety Officer (*Unfreezer*), who wants everyone to be safe. No one will know who that person is at first, either (*teachers can determine the best way of doing this, based on their individual classrooms and students*). The Safety Officer can come around and give those students who are not on their bikes and sitting down a new helmet.
- Once a student is given a new helmet from the Safety Officer, that person can get back on their bike and continue pedaling.
- If the Safety Officer is tagged, they too have to get off their bike and sit down. The last person to not be tagged by the Helmet Collector is the winner

**Note:** Teachers may add variations to rules, such as allowing more than one Helmet Collector and Safety Officer, deciding when game ends, etc.

### **Post-education questions**

Ask children to raise hands in response to the following questions and note overall student responses (percent yes, no or uncertain) after watching the video and participating in the activities:

1. Raise your hand if you ride a bike, scooter or trike.
2. Raise your hand if you have ever fallen off a bike, scooter or trike.
3. Who knows the best way to protect yourself from getting hurt if you fall off a bike, scooter or trike?

### **Hand out available materials**

Activity sheets (download only), posters, coloring books and temporary tattoos are available for this module at no cost (shipping costs may apply). Visit <https://idph.iowa.gov/Healthy-Habit-All-Stars/Helmets> to download or request materials.

### **Ask if there are any additional questions**

## **Supplemental activities**

The Healthy Habit All-Star helmet module offers supplemental activities to encourage educators to use various methods of explaining helmet safety and other safe riding practices. These activities can be modified to meet the needs of educator's individual students' needs and abilities.

### **Additional discussion questions**

*Do you know what can happen to your head if it is not protected by a helmet? Do you know what a concussion feels like?*

Expected Responses:

- Head feels funny, or hurts like a headache
- Dizzy
- Stomachache or throwing up
- Cannot see right
- Confused

*What should you do if you, or someone you know, has a concussion?*

Expected Responses

- Tell an adult
- See a doctor
- Rest is best

*How can you avoid getting a head injury, or a concussion?*

Expected Responses

- Never play outside alone
- Be safe on jungle gym and playground equipment
- Wear a helmet when riding a bike

### **Safety Corners**

From Jacki Schares, Safe Routes to School Coordinator at INRCOG

Purpose: to use correct hand signals when riding bikes, scooters and trikes, in order to protect from injury.

This game is similar to 4 Corners.

Procedure:

1. Label the four corners of the room
  - Left Turn
  - Stop
  - Right Turn

- Look Both Ways
2. Select a child to be the guesser.
  3. The guesser will close their eyes, or has their back to the group, as the other players move around the room.
  4. The guesser counts to 10 out loud.
  5. While the guesser is counting, each player will move to a corner of their choosing to stand in.
  6. The guesser, without looking, will pick a corner. The children in that corner are out.
  7. Repeat until one child is the winner.

#### Optional

To make the game more challenging, and to teach the various bicycling hand signals, have the players demonstrate the signal of the corner they are standing in or move their head side to side as if looking both ways. If they are incorrect, they are out.

### **Melon Drop Activity**

From “Wear a Helmet and Save Your Melon” Lessons & Activity Manual  
<http://www.sbia.ca/pdf/activitymanual2013.pdf>

Objective: to develop an understanding of the different sections of the brain and to learn the importance of brain injury prevention.

#### Materials:

- Melons
- Garbage bags
- Paints or markers
- Spoons or other tools to examine the inside of the melon
- Yard stick or measuring tape
- Bubble wrap or foam

#### Procedure:

1. Use a melon to represent a person’s head. Examine how fragile it is, how it might break, what it looks like inside and what happens to it under certain conditions (as in a fall or under impact).
2. Have each student select a melon.
3. Ask the students to paint faces on the melons. Also, you may have the students map and label the different sections of the brain on the melon.
4. Instruct some of the students to drop their melons from various heights. Note when the melons break and have the students chart the distance.
5. Instruct the remaining students to drop their melons on soft surfaces and note what happens.

6. Instruct the students to design a protective covering for their melon to keep it from breaking and compare their solutions to the design of a helmet. Note similarities and differences.

Discussion:

- Discuss how the melon has layers, is hard on the outside and soft on the inside, and is similar to the skull and the brain.
- Discuss how soft the brain is and how it may be injured even if the skull is not hurt.