BRAIN BUILDERS

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BRAIN BUILDERS
INSTRUCTIONS

BRAINYCO.
CELEBRATING NEURODIVERSITY

INCLUDES:
2 x Brain Builder Activity Sheets

TO BE USED WITH:
The Brainy Box Card Deck

IDEAL FOR:
1 on 1 & small groups

SEL FRAMEWORK GOALS:
Designed to promote:
- Self and Social Awareness
- Self-Management
- Relationship Skills
- Responsible Decision Making

The Brain Builder Package is designed to support young people identify ways to 'grow' or 'build' the brain qualities they would like to strengthen. This process promotes self awareness, self management, reflection and responsible decision making. Depending on the Brainy choice, this may also promote social relationships.

For example, a young person may identify they'd like to 'get better at being a friend' or building a 'Social Butterfly Brain'. They may have previously shared that they get 'Worried Brain' in the school playground. The child would place their card in the construction or garden scene and be encouraged to add strategies or ideas of how they may support the growth of the Brain. In the example below, the child identified that they feel that 'listening to others and their interests' would be a good strategy. Another strategy may be to 'offer help' or 'ask if you can play'.



To help facilitate the generation of strategies to build the brain of choice the following may be helpful:

- Ask the child to think through some of their senses – what could they do with their eyes? What could they do with their ears? hands? thoughts? speech?
- Provide list of verbs to perhaps spark an idea eg write, draw, walk, listen, create, talk, share,
- Some children may wish to itemise actions 1., 2., 3., etc or draw a sequence of strategies.

ADAPTATIONS / EXTENSION ACTIVITIES:

Use a child's interests to 'build a brain'. For example, a child fascinated by dragons who had difficulty sleeping, drew a dragon egg with the 'sleepy brain' inside. They then wrote all the things they and the parent dragons needed to help the 'Sleepy Brain' / Dragon get to sleep.

Another child was very focussed on basketball and working as the team but needed to do their rehabilitation exercises following injury. They drew the court and placed the 'Determined Brain' on the score board. Each team member then was drawn providing another strategy to help motivate the child stay determined.

Another child was into cooking and drew a big bowl with 'Creative Brain' inside. They wanted to bake a cake for their friend. They then drew all of the 'ingredients' as things they could do to build a Creative cake.

VISIT BRAINYCO.COM.AU FOR ADDITIONAL RESOURCES

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BRAIN BUILDERS: UNDER CONSTRUCTION BRAIN

Which Brain would you like to build? And, what building blocks and tools do you need to make that brain extra strong and resilient?

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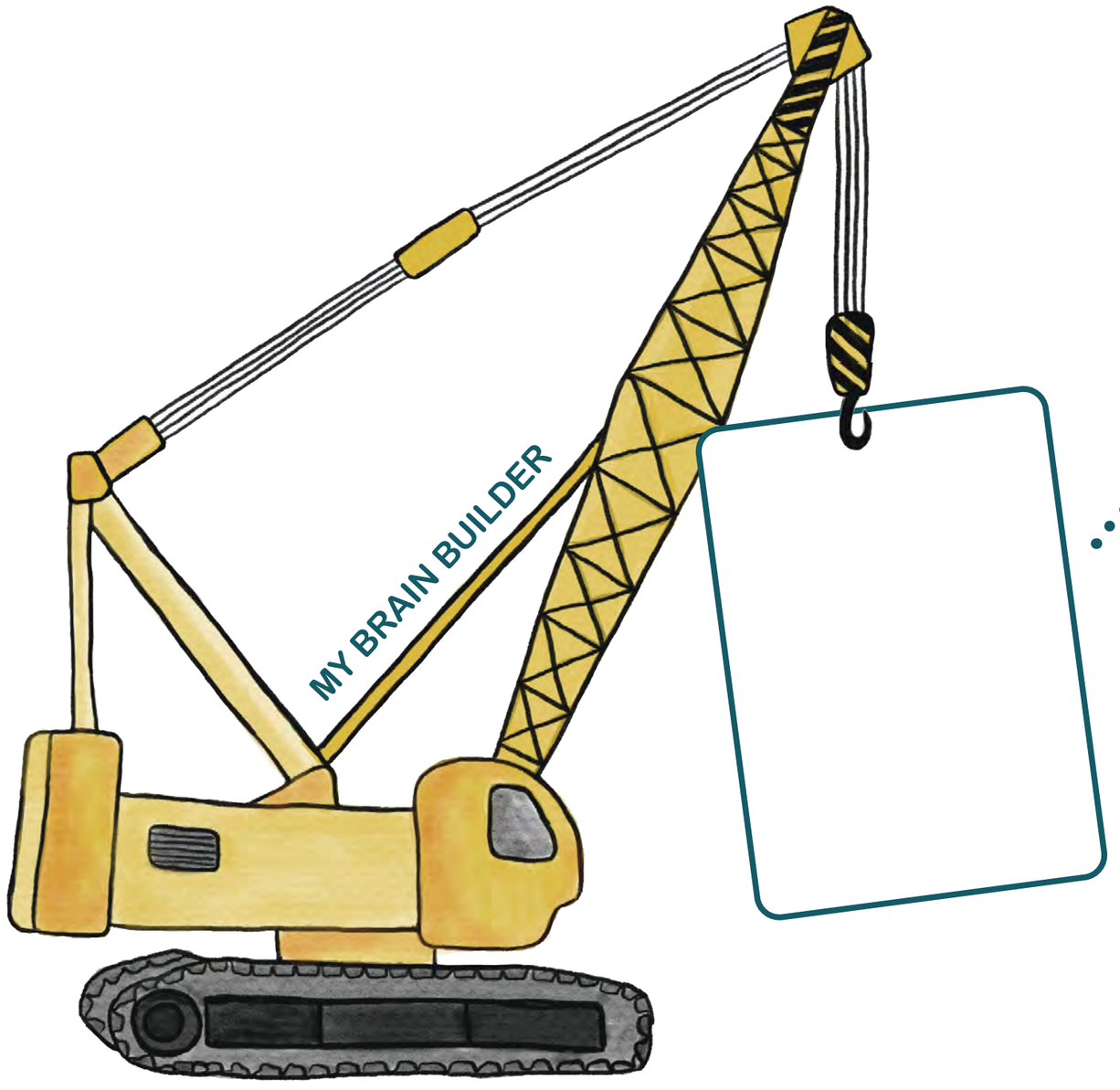

MY BRAINY TOOLS



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BRAIN BUILDERS: GROWING BRAIN

Which Brain would you like to grow and nuture?
And, what tools and resources can you use to help it thrive?

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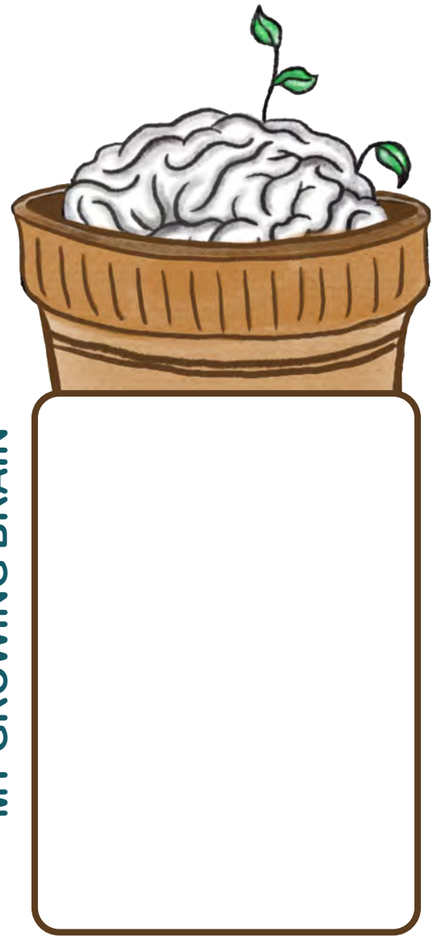

MY GROWING BRAIN



MY BRAINY TOOLS

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BRAINY BEHAVIOURS

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BRAINY BEHAVIOURS
INSTRUCTIONS

BRAINYCO.
CELEBRATING NEURODIVERSITY

INCLUDES:
5 different activity sheets including:
- My Brain, My Body
- My Body, My Brain
- My Brain, My Day
- My Brain, My Week
- My Brain Journey

TO BE USED WITH:
The Brainy Box Card Deck

IDEAL FOR:
1 on 1 & small groups

SEL FRAMEWORK GOALS:
Designed to promote:
- Self and Social Awareness
- Self-Management
- Relationship Skills
- Responsible Decision Making

VISIT BRAINYCO.COM.AU FOR ADDITIONAL RESOURCES

MY BRAIN, MY BODY / MY BODY, MY BRAIN
These are alternate versions of the same resource. One encourages the individual to think about how their brain type may impact their body systems.

For example, if Worried Brain is selected, the individual may identify ways their body feels this. Hands may feel clammy, heart may beat quickly, they may wish to hide, or their feet may wish to run away from real or perceived threat.

Conversely, the focus may be on helping the individual identify what their body reactions mean in the brain. For example, my fists are tight, my breath is fast, my teeth are clenched – are these signs of Angry Brain OR Worried Brain?

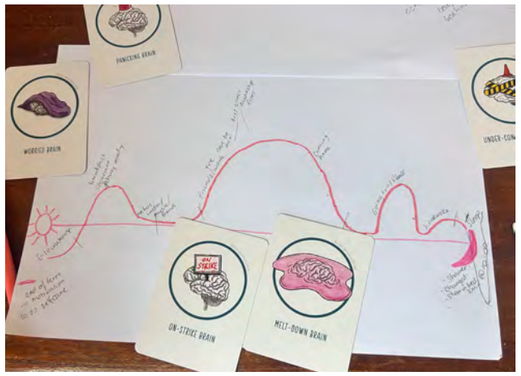
By building our understandings of how our bodies react to different brainy states, we are better able to communicate our feelings, seek assistance or support. This is a core component of emotional literacy and emotional regulation.

MY BRAIN JOURNEY
This resource may be used to think about how an individual participated in a particular activity or at a particular moment in time.

For example, a child may think about how they engaged in a bike ride. At the beginning of the ride, they were full of energy, feeling happy and optimistic about the adventure. After some time, perhaps as the sun became hot, there were more hills and their energy began to drop, they became Prickly Brain, Sleepy Brain, On-strike Brain. After a “power up” stop in the shade, a drink and a snack, perhaps energy was restored and they were better able to tackle the remainder of the journey.

This may be used for any activity from brushing teeth to playing a board game or engaging in learning tasks.







MY BRAIN, MY DAY / MY BRAIN, MY WEEK
These resources are designed to target how our brainy states may change through the course of the day or week depending on the environments or the activities we are exposed to. By reflecting on how we think, feel and act across the day or a week and how our energy changes as a result, can help us identify potential ‘hot spots’ where we may be able to introduce some additional supports or break times.

Additionally, the activity may highlight parts of the day/week that one has the most energy to tackle more challenging tasks.

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BRAINY BEHAVIOURS
MY BRAIN, MY BODY

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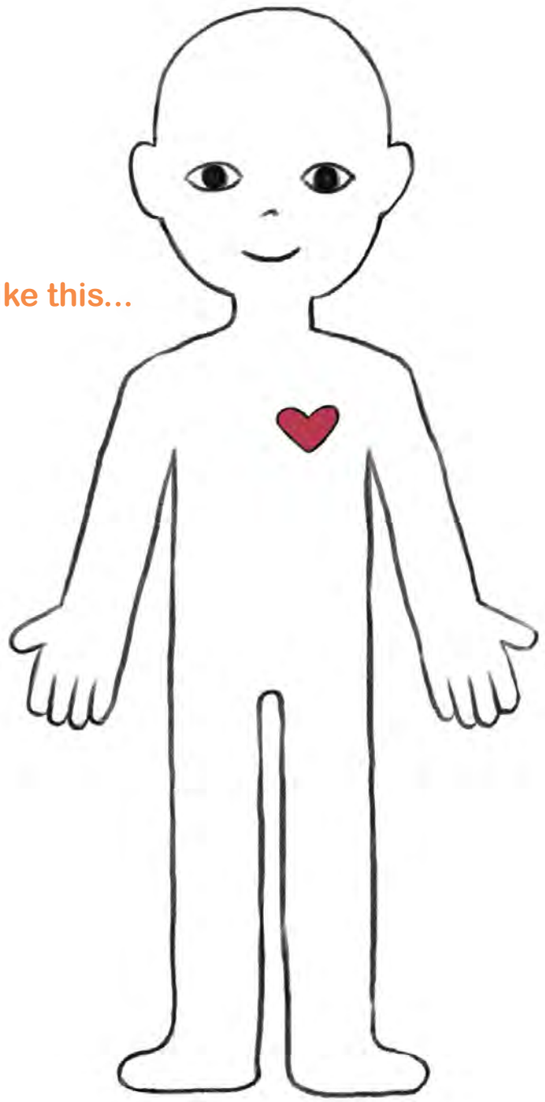
When my brain is:

My body is like this...



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BRAINY BEHAVIOURS
MY BODY, MY BRAIN

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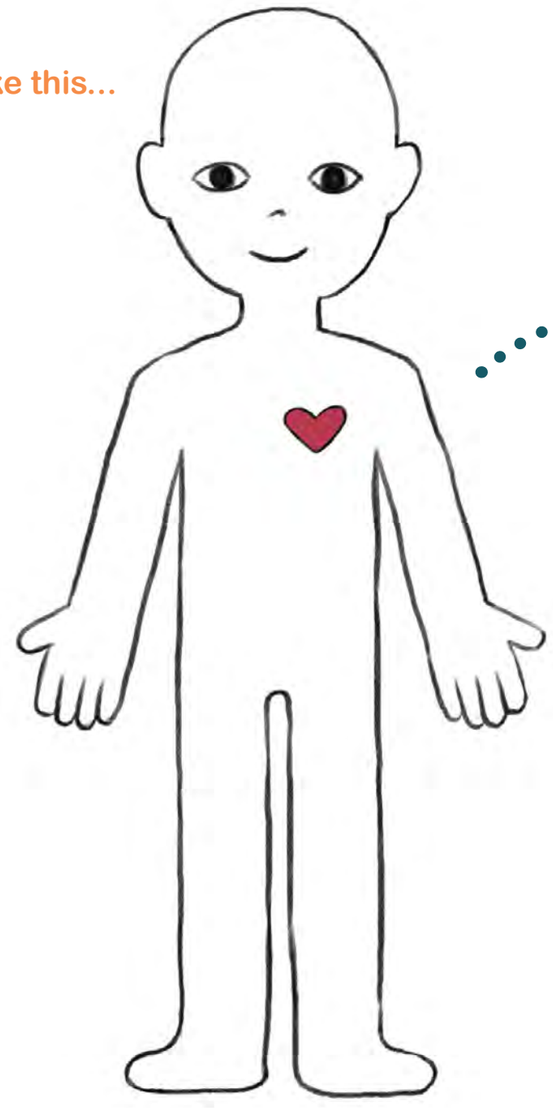
When my body is like this...



My brain is:

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BRAINY BEHAVIOURS
MY BRAINY JOURNEY

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WHERE TO NEXT?



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BRAINY BEHAVIOURS
MY BRAIN, MY DAY

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	MORNING	LUNCH	AFTERNOON	EVENING
+				
MY ENERGY				
0				

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BRAINY BEHAVIOURS

MY BRAIN, MY WEEK

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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND
+						
MY ENERGY						
-						

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BRAINY PERSPECTIVES

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BRAINY PERSPECTIVES
INSTRUCTIONS

BRAINYCO.
CELEBRATING NEURODIVERSITY

INCLUDES:
1 x Kaleidoscope of Brains activity
1 x My Brainy Community activity
2 x Brainy Perspectives activities

TO BE USED WITH:
The Brainy Box Card Deck

IDEAL FOR:
1 on 1 & small groups

SEL FRAMEWORK GOALS:
Designed to promote:
- Self and Social Awareness
- Self-Management
- Relationship Skills
- Responsible Decision Making

VISIT BRAINYCO.COM.AU FOR ADDITIONAL RESOURCES

Do you know your own Brainy traits? Do you know what you have in common with those around you? Are their more similarities or differences with your best mates? Your family? Your colleagues? Those in your class?

This set of resources is designed to build self-awareness and social awareness. Individuals can use the cards to describe their own unique Kaleidoscope of Brains. Share your own individual experience, your strengths and challenges with others.

MY KALEIDOSCOPE OF BRAINS
This resource is for individuals to identify Brains that generally represent their ways of thinking, feeling and doing. Place cards on the placemat, take a photo and share with others to build understandings.

MY BRAINY COMMUNITY
This template encourages reflection about the different brainy traits that may surround an individual. While we all have many different brains at any one time, individuals may be able to select one main trait to represent those in their social network. An individual may identify names of family, friends or community members and identify a Brainy Card that represents them. By completing this social web, individuals are encouraged to think about others' experiences and how traits impact relationships.

BRAINY PERSPECTIVES: How you see yourself and your brain? / How do others see you?
These placemats encourage individuals to think about and identify their own Brainy traits and how others may see the person. There are templates to demonstrate how to consider perspectives of others and how our ways of thinking, feeling and doing may impact others.

EXTENSION ACTIVITIES
- Brainy Community may be used for team building exercises. Identify traits for each team member and brainstorm ways to best capitalise on their strengths.
- With any of the above placemats, ask questions about how brainy traits can be observed by others and how this impacts others. For example, a person may see themselves as having a Speedy Brain and Active Brain. How does this behaviour impact the relationship with others? Is their company energising and motivating or do others find it difficult to keep up?
- Identify factors in the environment that may contribute to a person's feelings and how that may impact relationships. For example, perhaps an individual considers their parent as always being 'Angry brain'. Explore when, what, where questions to encourage exploration of this and how others may help support or reduce the stress for the parent.

Questions to ask:
- What does _____ brain look like with your ____?
- When does this happen?
- Where are you when you see this happening?
- How have you tried to assist? How may you help in future?

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BRAINY PERSPECTIVES: MY KALEIDOSCOPE OF BRAINS

What brainy patterns and colours do you experience?

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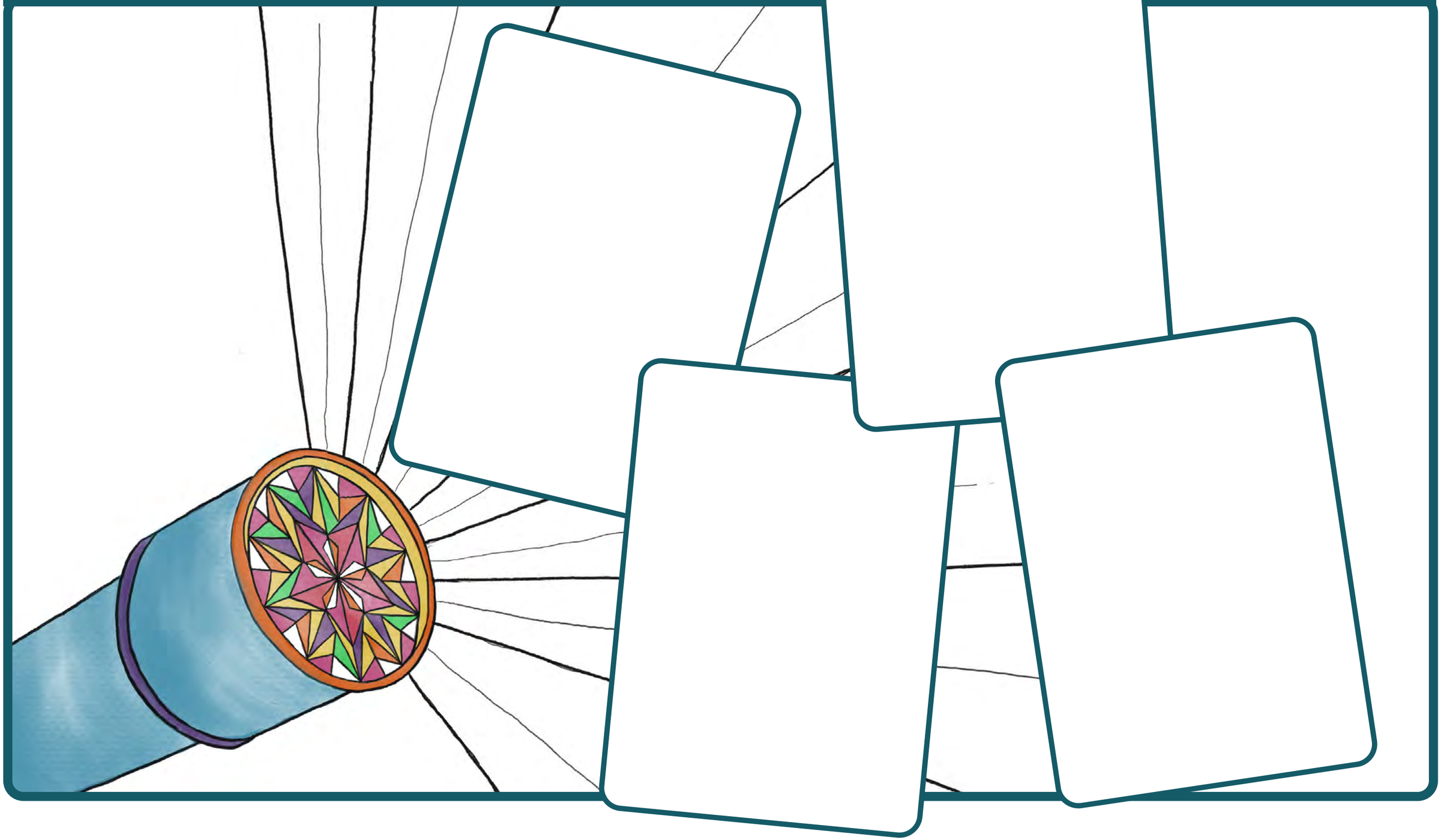

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BRAINY PERSPECTIVES:
MY BRAINY COMMUNITY

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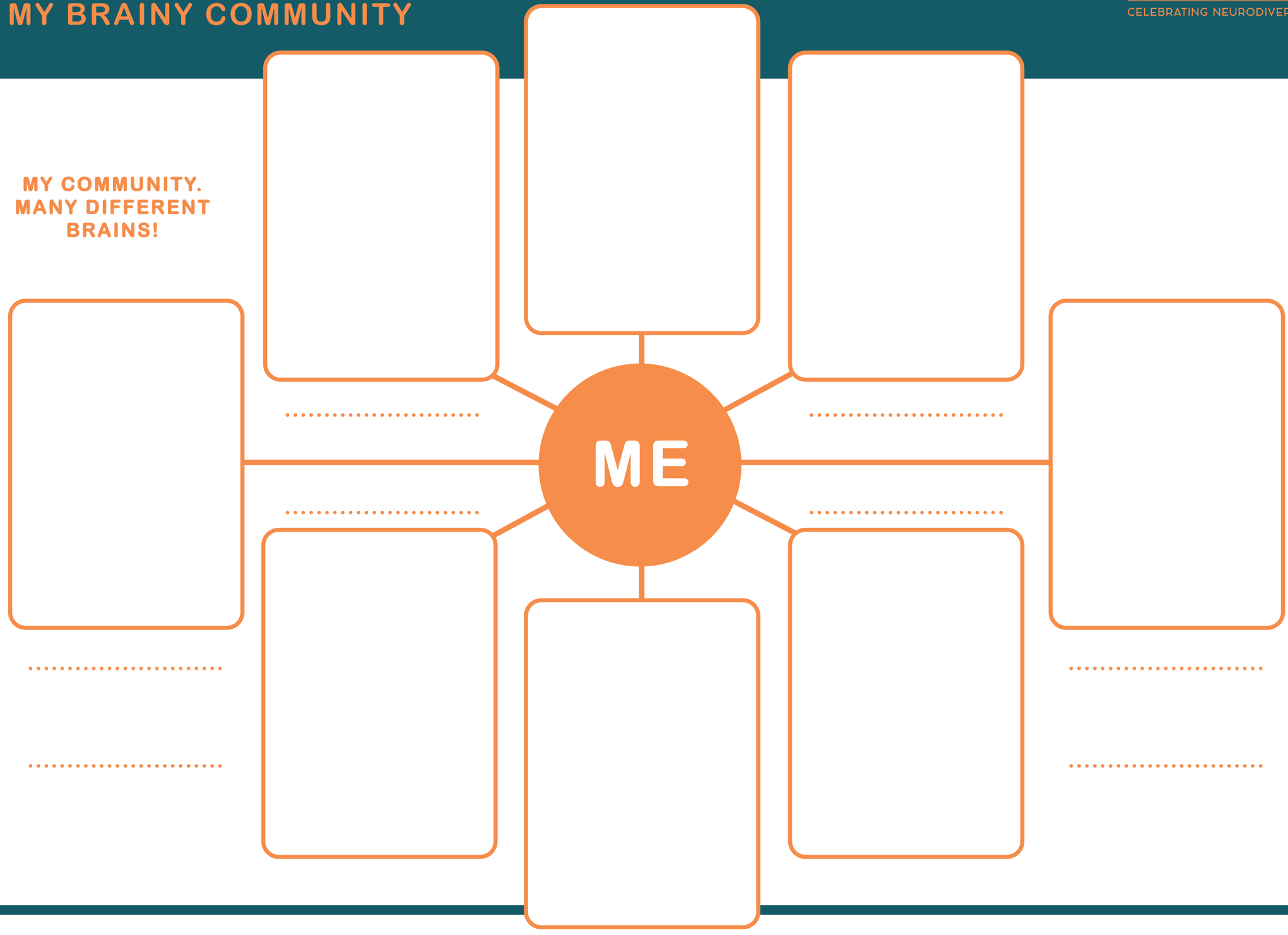
**MY COMMUNITY.
MANY DIFFERENT
BRAINS!**



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BRAINY PERSPECTIVES:
HOW DO YOU SEE YOURSELF & YOUR BRAIN?

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BRAINY PERSPECTIVES:
HOW DO YOU THINK OTHERS SEE YOU & YOUR BRAIN?

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BRAINY CONNECTIONS

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BRAIN CONNECTIONS
INSTRUCTIONS

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CELEBRATING NEURODIVERSITY

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1 x Brainy Connections Worksheet

TO BE USED WITH:
The Brainy Box Card Deck

IDEAL FOR:
1 on 1 & small groups

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Designed to promote:
- Self and Social Awareness
- Self-Management
- Relationship Skills
- Responsible Decision Making

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This placemat encourages individuals to think about the chain reaction of how our traits of thinking, feeling and doing impact each other.

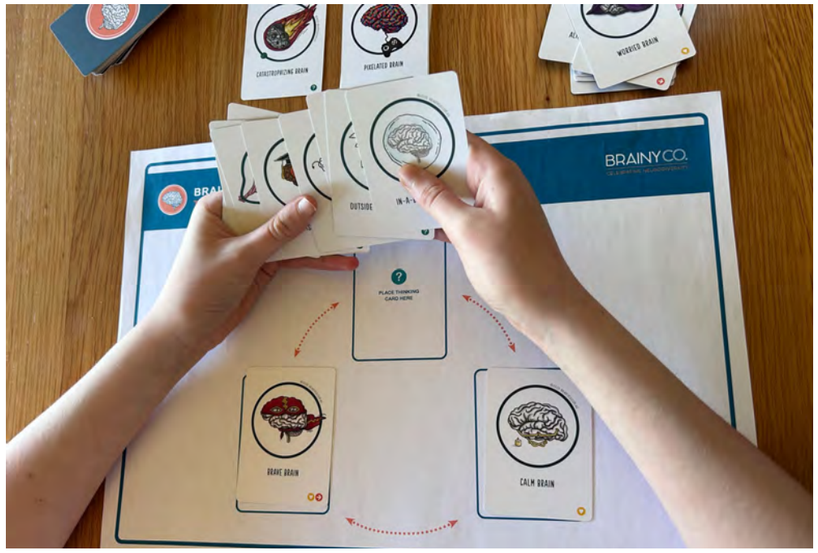
Separate the cards into their separate categories (THINKING, FEELING & DOING). Some will overlap but these can be kept to the side to be used at any time.

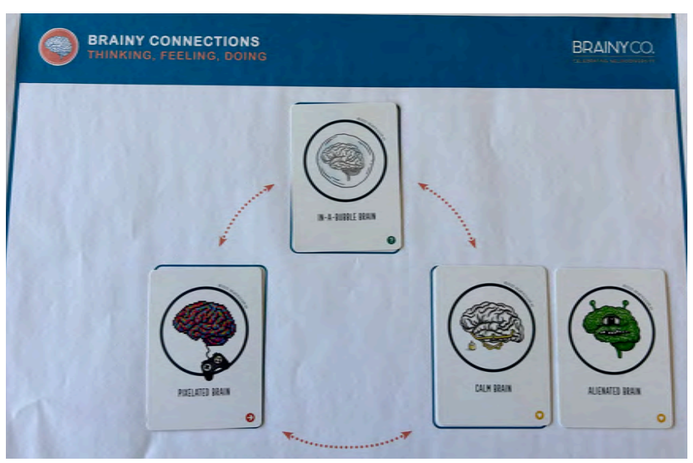
Choose a card to start the circuit. It can be ANY category.

For example, if a person was thinking ‘Catastrophising Brain’, they may feel ‘Worried Brain’ and have a ‘Meltdown Brain’ action.



Prompt questions to encourage individuals to think about the impact changing one factor may have on the circuit. For example, if ‘Catastrophising Brain’ was replaced with ‘Wise Brain’ by learning more about a situation, a person may feel more ‘Calm Brain’ and then as a result act ‘Brave Brain’.





In the above example, a child may identify that they are always ‘Pixelated Brain’ as they love gaming. This activity helps them feel ‘Calm Brain’ but their thinking becomes ‘In-a-Bubble Brain’ making it difficult to think about or focus on anything else. This may result in ‘Alienated Brain’ or ‘Lonley Brain’. This circuit could be challenged by asking what if....?

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BRAINY CONNECTIONS
THINKING, FEELING, DOING

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PLACE THINKING CARD HERE

THINKING

PLACE DOING CARD HERE

DOING

PLACE FEELING CARD HERE

FEELING

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