

MY BRAIN



What it does and how I feel

Written by Alison Hart

Brain explanation

Preaching to the converted – I hope.

In groups see if you can remember a simple explanation of how the brain works;

Hints:

- Reptilian
- Mammalian/Emotional (Limbic system)
- Rational brain (Cortex).

Pattern Matching

- Reptilian – 300 million years ago
- Mammalian/Emotional Brain – 200 million years ago. (Limbic System)
- Rational brain (Cortex). 85% of brain mass. 200,000 years ago.

A.P.E.T.

- A. Activating agent. Something happens.
- P. Pattern Match.
- E. Emotional response.
- T. Thought (sometimes)

Ideas behind “My Brain”

- Everyone feels better knowing how their brains work – normality – ability to change if you want to.
- Empowering professionals to pass this knowledge on to children and young people.
- Encourage the young person to write or draw their own thoughts in the booklet to personalise it.
- To gauge readiness for further “coaching”

The ultimate goal

- A trilogy – 2 down “Training Classes for Sponge Brain” is in process but artist out of action!
- To produce “My Brain” in a range of age related styles and formats. The resource at the moment is a very simplistic rhyme however depending how it is read and what is done along side it can be used with a wide age range
- Remember this is knowledge that the majority of the population doesn't have – we need to keep it simple.
- To use sales of the books to support the running of PROMISEworks.

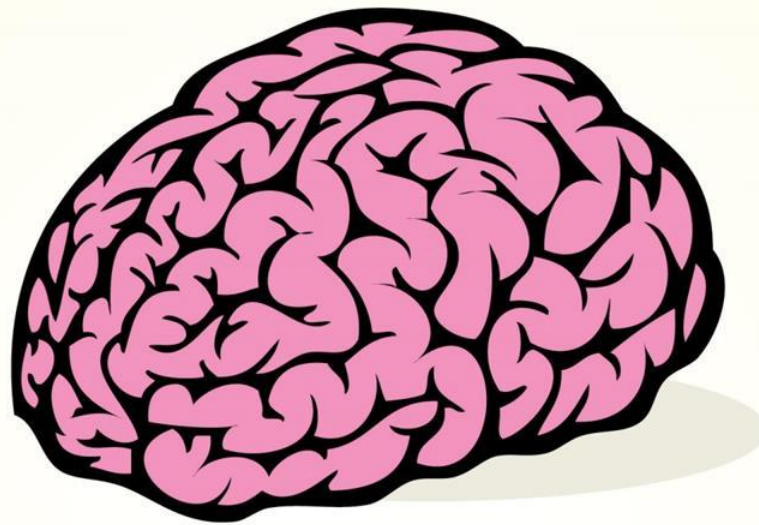
Are you sitting comfortably?

MY BRAIN

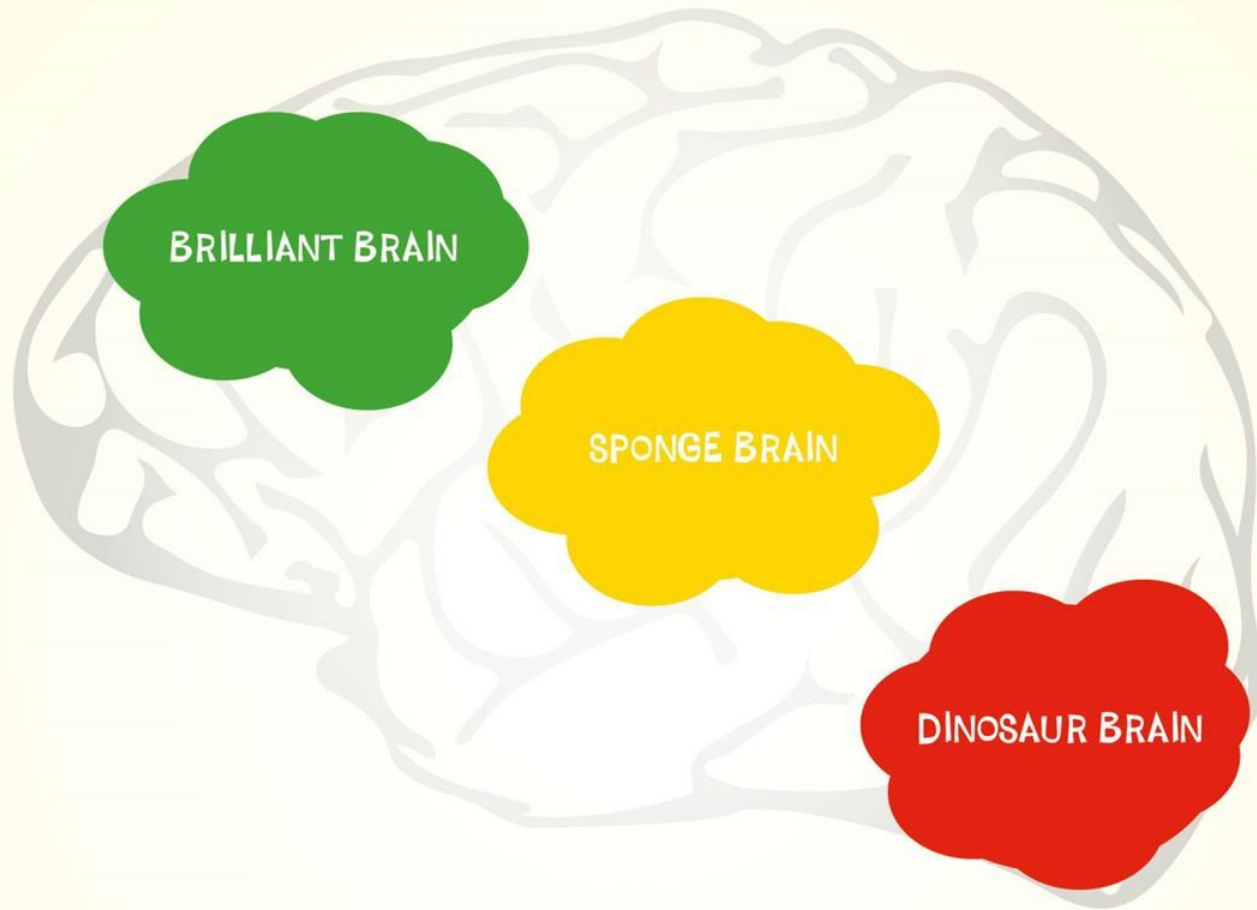


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Every one of us has a brain,
And our brains are much the same.

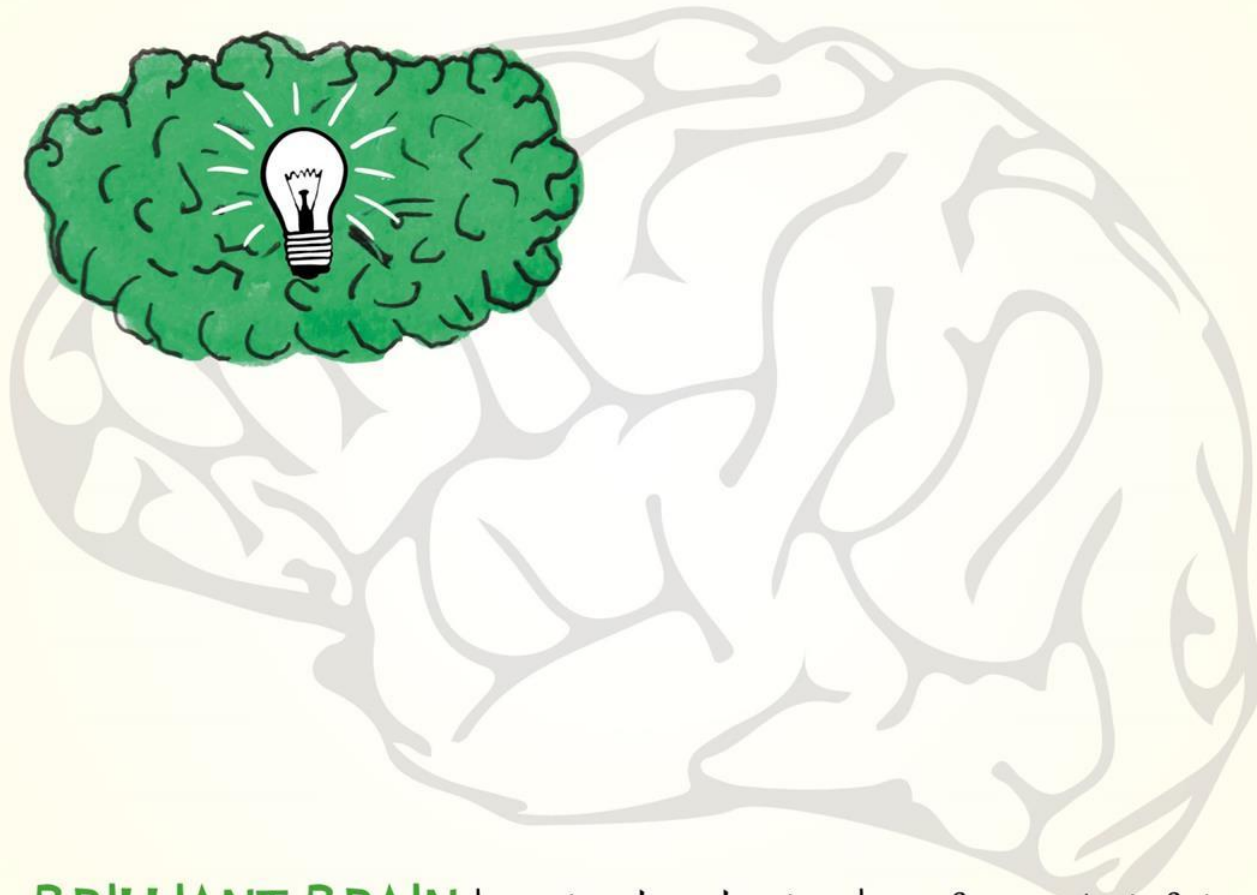


Your brain is made up of different blobs,
Each in charge of different jobs.



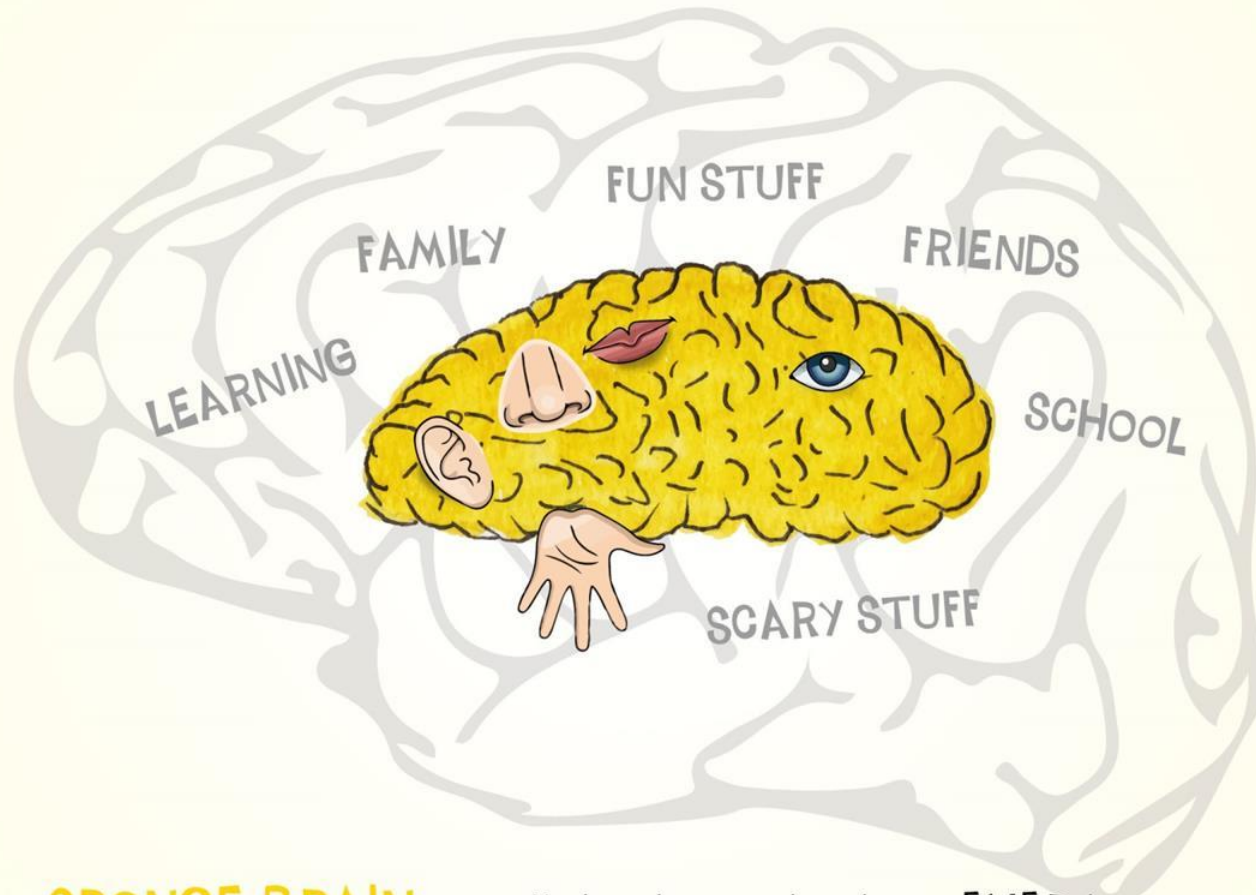
DINOSAUR BRAIN controls our lungs and hearts, our tummies and when we poo!
It helps us balance and move about – all of the basic things we do.

My **BRILLIANT BRAIN** is the best of me, it lets me be who I am.
It controls how I think, the choices I make, helps me listen, behave well and plan.

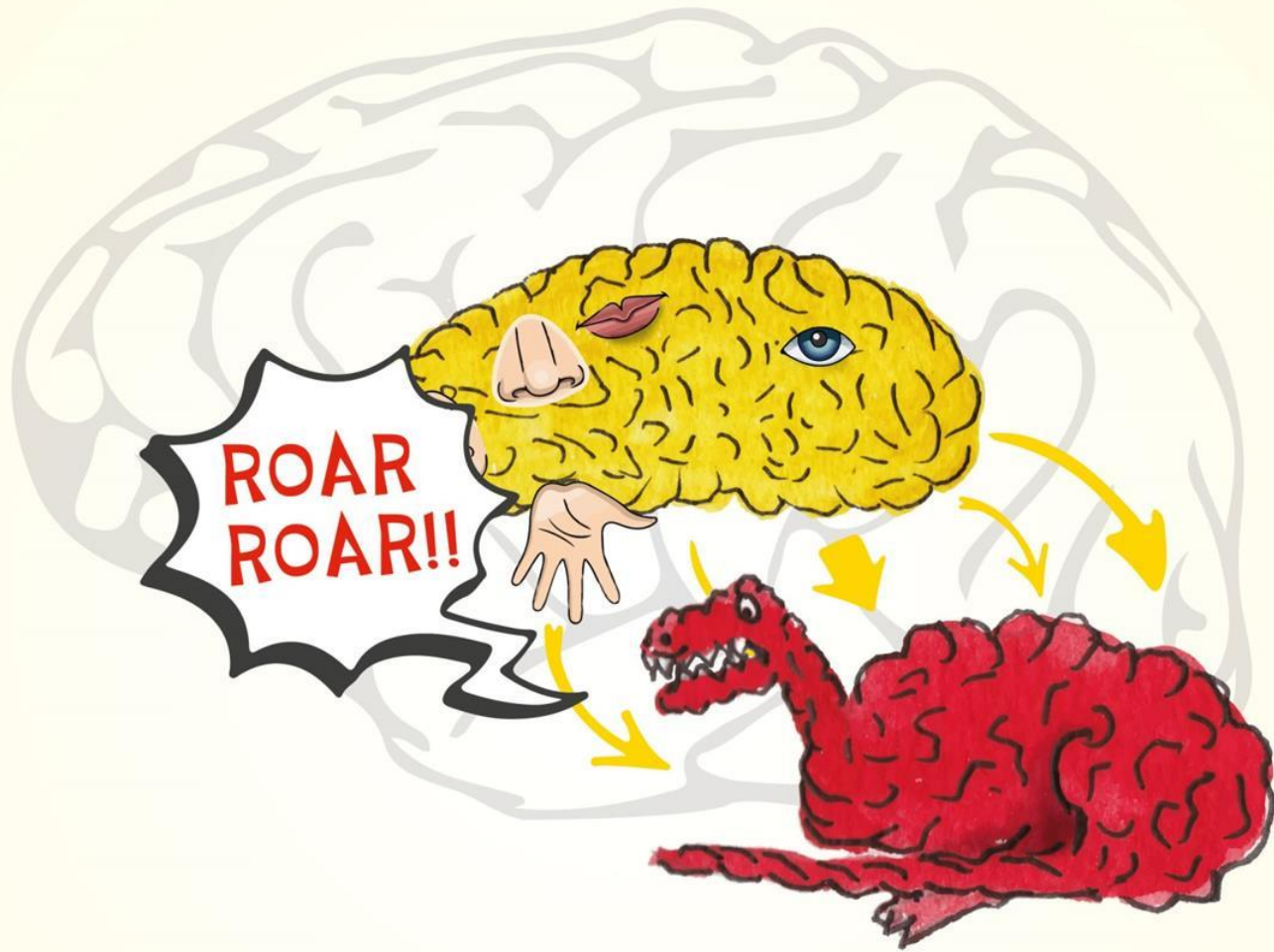


With my **BRILLIANT BRAIN** I am kind and calm, I am funny, helpful and cool.
I sleep well at night, don't get into fights, sometimes I even like school!

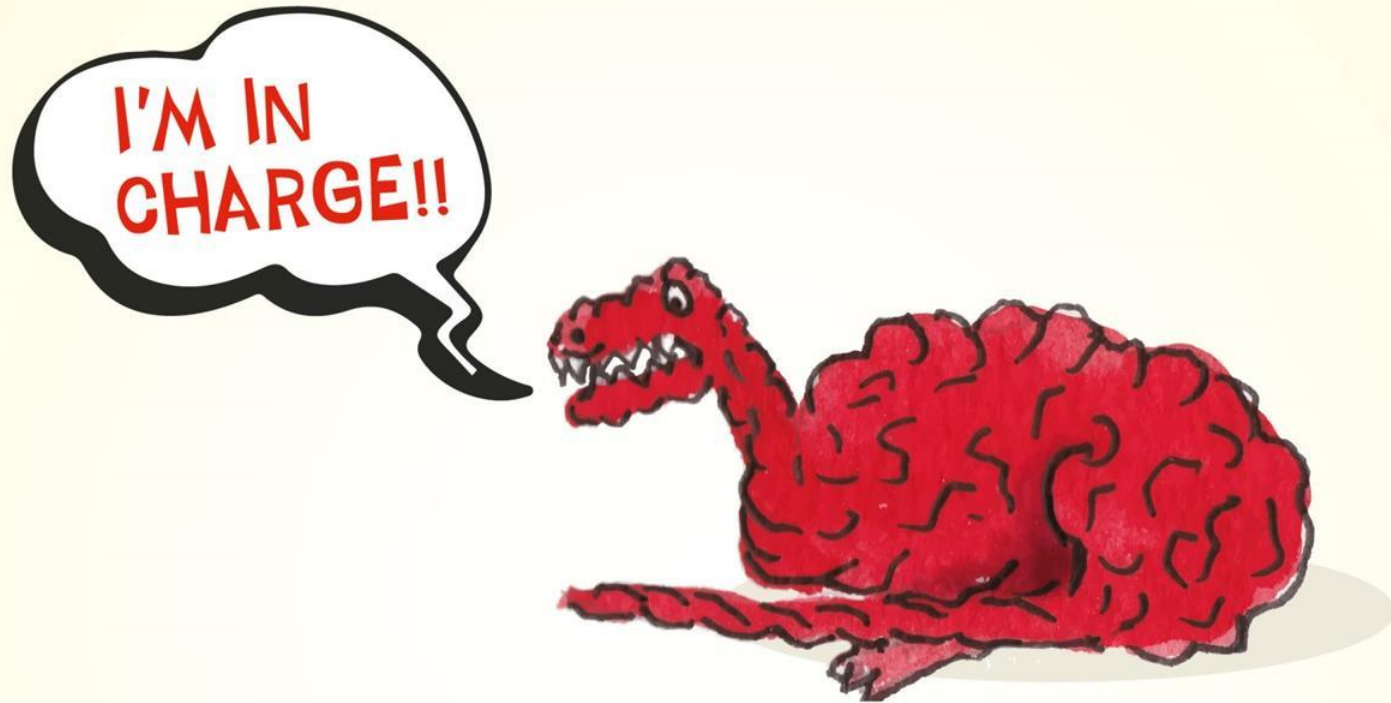
Everything you taste or see, touch or hear or smell,
Gets soaked up by your **SPONGE BRAIN** to check that all is well!



Stored in **SPONGE BRAIN** are all the things that have **EVER** happened to you.
Some you can remember and some you won't have a clue.



SPONGE BRAIN matches what comes in with everything it stores.
If it matches something bad – watch out **DINOSAUR BRAIN** roars!



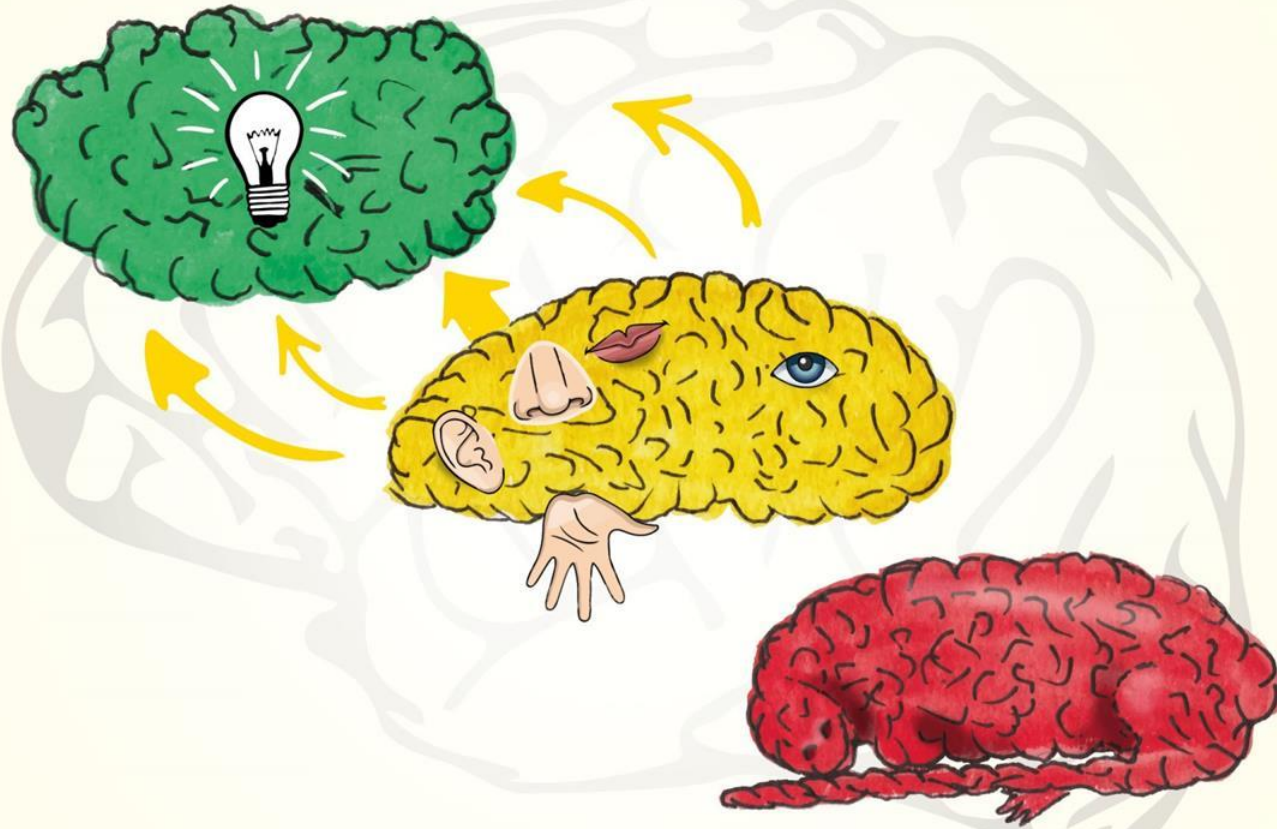
DINOSAUR BRAIN wants to keep you safe but he won't give you time to think,
Before you know you'll have run away or shouted or kicked up a stink.

Have you ever been asked why you did something wrong?
and you say "I don't know" and that's true?

The chances are **DINOSAUR BRAIN** was in charge.

He took over and didn't ask you!

Now if **SPONGE BRAIN** matches the stuff that comes in, with nice memories that made you feel good.

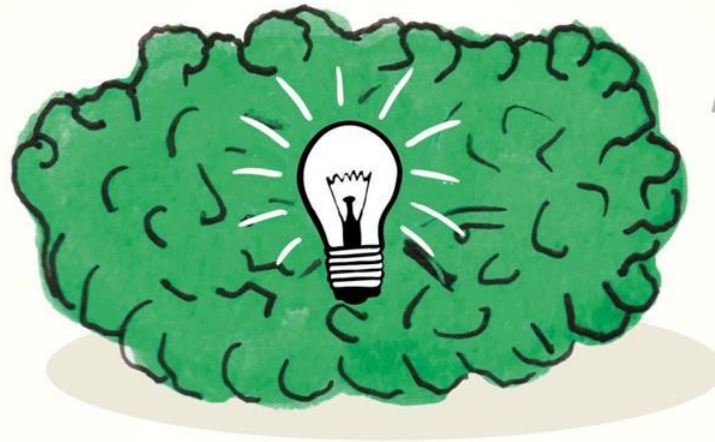


Then that all gets through to your **BRILLIANT BRAIN** and you decide things - as you should!

With your **BRILLIANT BRAIN** you will have time to think and
time to decide what to do.

It knows you are safe and can say how you feel and
that people are there to help you.

"HIP HIP
HOORAY!"



"HIP HIP HOORAY!"

"HIP HIP HOORAY!"

When your **BRILLIANT BRAIN** is the one who's in charge you relax,
it helps you be top.

So lets have 3 cheers for your **BRILLIANT BRAIN**
and learn how to make **DINOSAUR STOP!**

BOOK 2..... Why DINOSAUR BRAIN can be SOOOOOOO Bossy!

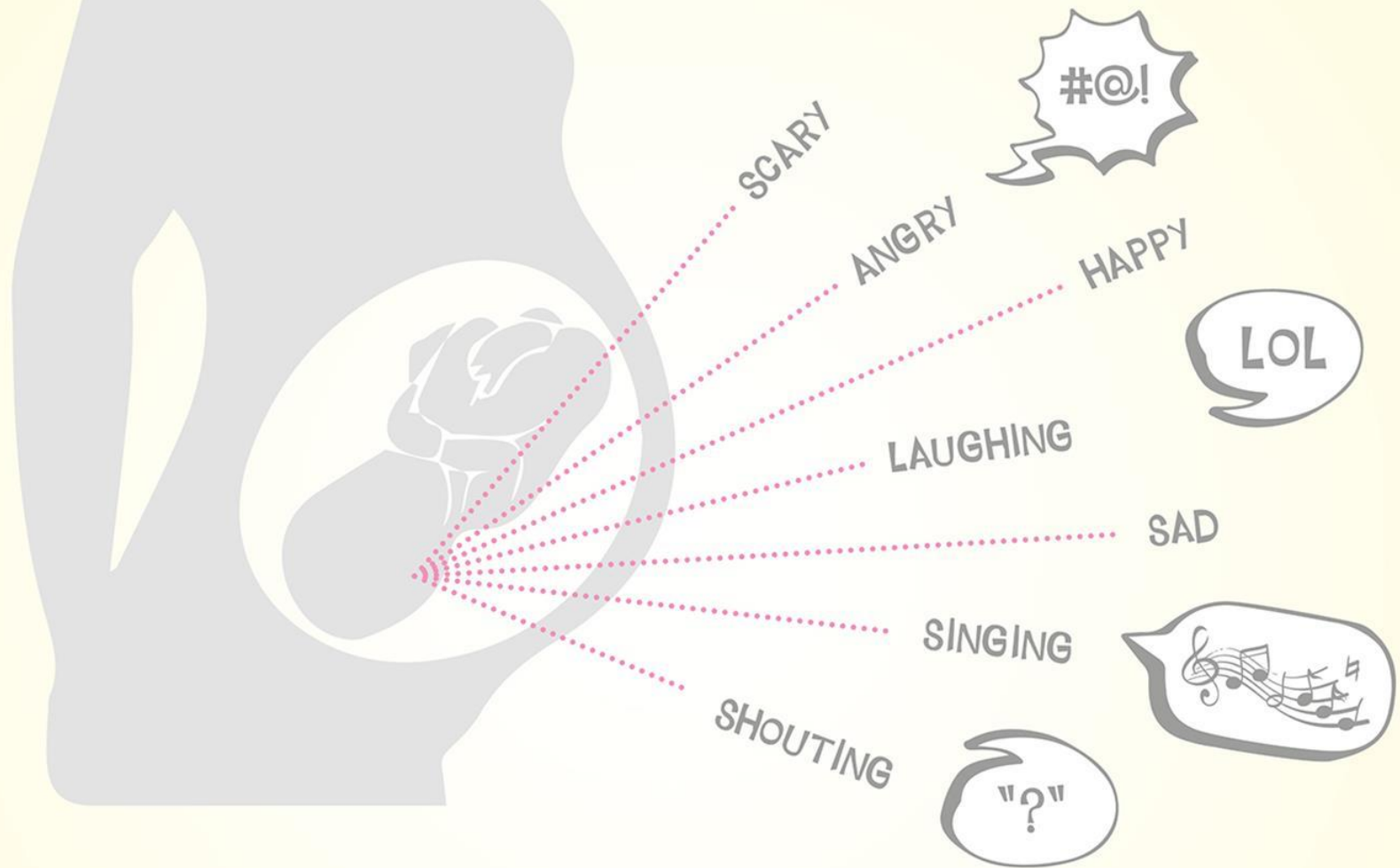
- Attachment theory explained using a continuation of the poem (rather cool huh!).

MY BRAIN

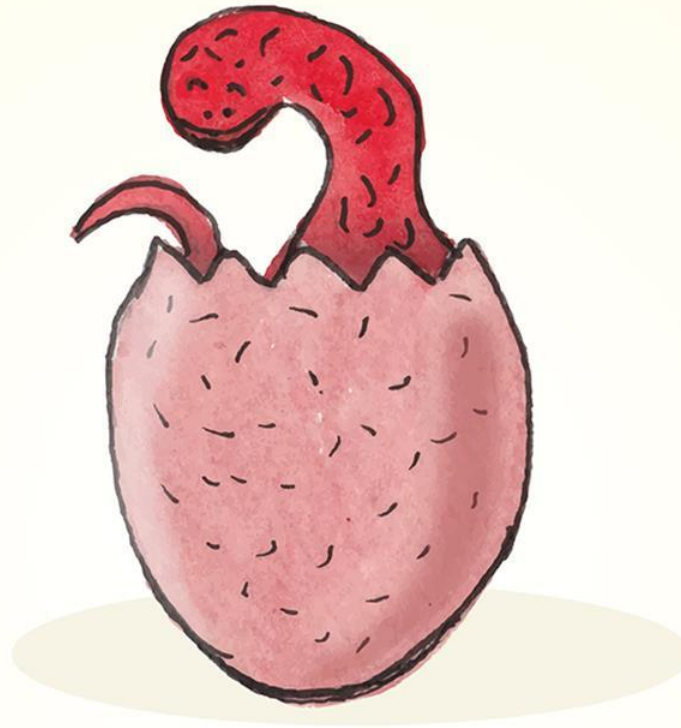


Why **DINOSAUR BRAIN** can be SOOOOOOOO Bossy!

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Tiny, tiny babies are smarter than they let on,
Even before they are properly born, they know what's going on!

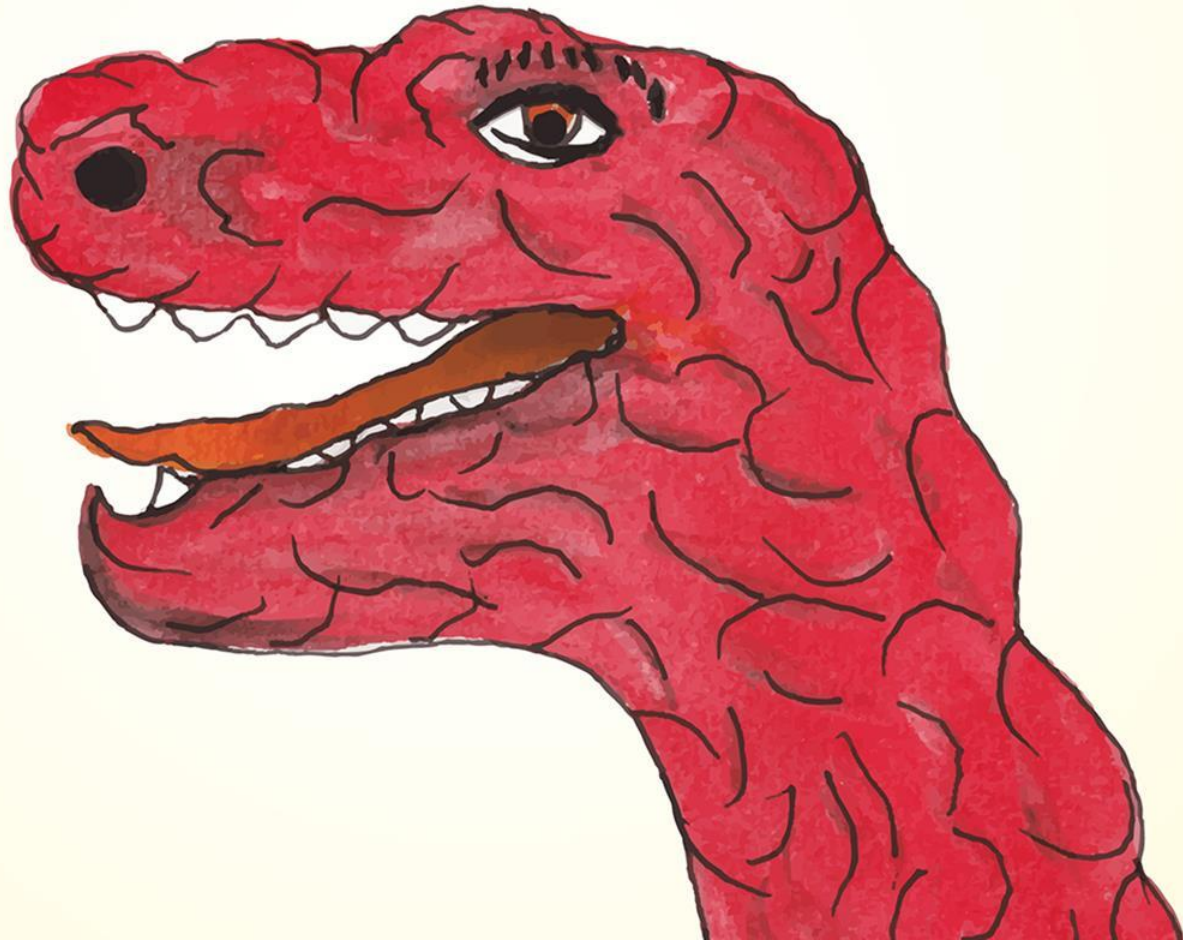


If they hear lots of shouting and big people yell,
Or their mums are unhappy or not very well,
SPONGE BRAIN remembers and stores it all up,
And **DINOSAUR BRAIN** can get woken up.

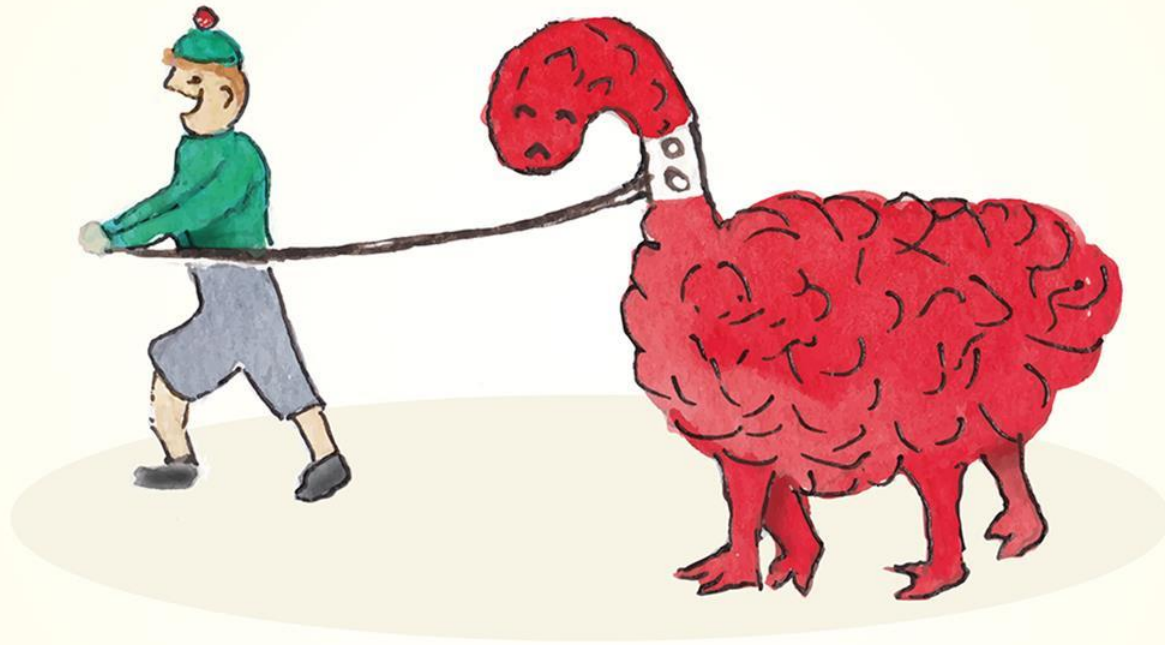


When you're born there's not much you can do,
Except cry, eat and sleep - and you got it... Poo!
But your brain's growing quickly and soaking up all
About people around you - do they come when you call?

In some babies **BRILLIANT BRAIN** gets the best run,
As **SPONGE BRAIN** is just about full up with fun,
But sometimes it's full up with things that go wrong,
And that's when **DINOSAUR** gets very strong!



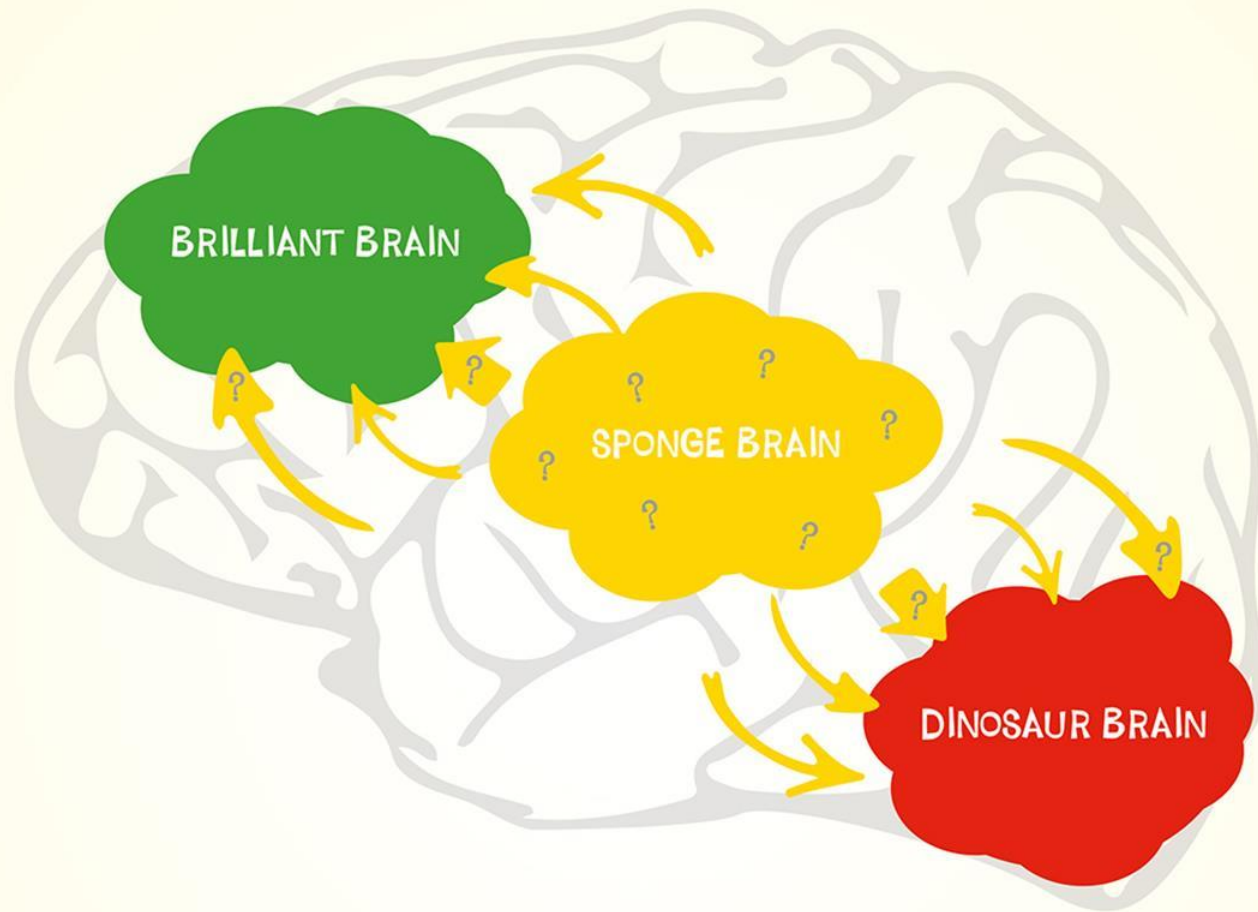
It's nobody's fault, sometimes it's just fact,
That **DINOSAUR BRAIN** can control how we act!



The good news we want all people to save...
Is that **DINOSAUR BRAIN** can be made to behave.

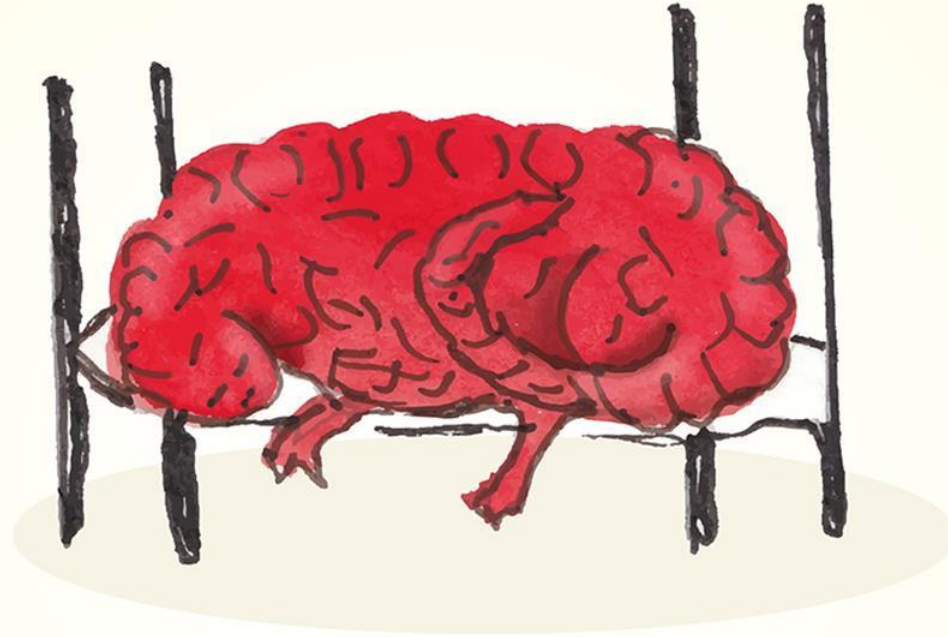


We need to keep **DINOSAUR BRAIN** on a lead,
Because sometimes his roaring is just what we need.
When we're really in danger and need to move fast.
Then **DINOSAUR BRAIN** will be helpful at last!



Now really the bit that we need to retrain –
is the bit that we have been calling **SPONGE BRAIN**.

SPONGE BRAIN matches – we've said that already,
He then decides which bit of brain to get ready.



We need to help **SPONGE BRAIN** relearn the lot -
What is scary and what is not.

So that **DINOSAUR BRAIN** stays asleep in his bed,
And **BRILLIANT BRAIN** is in charge of your head.

A Taster for Book 3

- In Book 3 there are all sorts of ways young people can learn to lower their emotional arousal (calm dinosaur brain down).
- The simplest of all of these is 7/11 breathing.

Breathe in as you say the first line, and out as you say the second line.

STAMPING FEET/DANCING



SITTING/LYING DOWN QUIETLY



DINOSAUR BRAIN back to bed,
Let **BRILLIANT BRAIN** be in charge of my head.



Are you ready to learn to
retrain your **SPONGE BRAIN**
in Part 3?

**"Training Classes for
SPONGE BRAIN"**

Email us at enquiries@mybrain.org.uk

www.mybrain.org.uk

How will a young person best respond?

- Time and Place
- Do you read it to them?
- Are they going to need something to do while you read it?
- Do you read it through first then do something together while you talk it through?
- Do you give it to them to read and form their own ideas then talk it through with them next time?

Pick a resource

- Take some time to look at the resources on the tables – pick one you would like to use to retell the story with your group.
- You may want to mix and match them – think about how and when you would introduce them into the story. Would you do this or your young person?