

MANITOBA BRAIN
INJURY ASSOCIATION

P.A.R.T.Y. PROGRAM

Teacher's Facilitator
Manual

SUPPLEMENTARY
ACTIVITIES AND
MATERIALS FOR
YOUR CLASS



Manitoba Brain Injury
ASSOCIATION

Presents



PREVENT

Alcohol and Risk-Related
Trauma in Youth

Sponsored By



MANITOBA
PUBLIC INSURANCE

WELCOME TO THE P.A.R.T.Y!

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Get in touch with us! Visit our official website at www.mbia.ca.

For more information, call (204) 975 3280 or email sursattie@mbia.ca.

HISTORY OF P.A.R.T.Y.

The P.A.R.T.Y program (Prevent Alcohol and Risk-related Trauma in Youth) is dynamic interactive injury prevention, health promotion program for teenagers.

P.A.R.T.Y was developed in 1986 at Sunnybrook and Women's College Health Science Centre in Toronto, Ontario through a request from teenagers. As of January 2000, forty-four programs operate in Canada, spanning five provinces and one territory.

In Canada, the incidence of trauma injury and death occurs in the fifteen to twenty-four-year age groups. P.A.R.T.Y was created to educate teens about the perils of risk-taking behavior and the tragic consequences that occur. The program is a vital component in the growing community effort to reduce death and injury in alcohol and risk-related incidents.

WHAT IS P.A.R.T.Y. MANITOBA?

In previous years, students fourteen to nineteen years of age would experience a full day session following the path of an injury survivor and meeting the professionals that would care for them in a trauma situation. Paramedics, emergency physicians, nurses and therapists describe the painful journey of a trauma patient. Facts are presented about the head and spinal cord injury and the students have hands-on experience with the equipment and devices used in trauma care and rehabilitation.

Due to the COVID-Pandemic, P.A.R.T.Y Program Manitoba has pivoted our session online in order to continue to offer students the chance to learn from frontline workers the effects of risk- related activities and their repercussions.

The most powerful part of the day is the injury survivor presentation. Injury survivors talk frankly about their injuries, the events that lead to the injury and what their lives are like now. Manitoba Brain Injury Association is happy to still be able to offer this impactful opportunity to students with or virtual delivery. By providing a space for students to ask questions and have direct interactions with persons, who have incurred a disability in an accident and gives them positive alternatives and choices to risk taking behaviour.

Ultimately, the Program encourages teenagers to examine their own attitudes concerning risk-taking behaviours.

GOALS & OBJECTIVES

1. To educate youth to recognize risks.

1.1 Identify potentially dangerous situations and behaviours through personal testimony, multi-media presentation and active participation.

1.2 Expose youth to potential psychosocial, emotional and physical impacts that result from traumatic injury, using vivid clinical reality.

1.3 Utilize social media platforms to reinforce and share injury prevention messaging, by offering membership through a global community experience.

2. To increase youth awareness of personal responsibility for their choices.

2.1 Encourage youth to examine their attitudes, decisions and behaviours.

2.2 Provide opportunity for self-evaluation.

2.3 Recognize consequences of actions on self and others.

3. To increase youth knowledge of the consequences of injury on quality of life for the individual, family, friends and community.

3.1 Encourage youth to think about potential loss of family, friends, independence, self-esteem and control of their body, as a result of injury.

3.2 Understand the realities and differences between injury, catastrophic injury, recovery, permanent disability and death.

GOALS & OBJECTIVES

3.3 Expose youth to a variety of disability issues related to living with disability within the home and community.

4. To empower youth to make informed, educated choices.

4.1 Present youth with positive messaging consistent with their core beliefs within a safe environment.

4.2 Provide youth with positive alternatives and strategies to encourage educated choices.

4.3 Encourage advocacy, peer role-modelling and embodiment of injury prevention messaging learned at P.A.R.T.Y. Program through the use of student advisory committees, forums, peer mentoring and/or recognition of resiliency factors.

5. To promote injury prevention initiatives.

5.1 Demonstrate P.A.R.T.Y. Programs active participation in the promotion of injury prevention initiatives and partnerships at local, provincial, national and international level.

5.2 Continue injury prevention messaging beyond the P.A.R.T.Y. Program through peer education, youth engagement and parent/guardian engagement strategies.

6. To contribute to a reduction in the incidence of risk-related trauma in youth.

6.1 Demonstrate a reduction of risk-related trauma for youth.

6.2 Provide opportunity for ongoing program evaluation and active research.

6.3 Follow-up with teachers and participants to continue the consistent messaging beyond the program.

PROGRAM OUTLINE

The P.A.R.T.Y. program is a one-day virtual session for teens in high school between grades 10-12. Their day follows the painful journey of a trauma patient, from pre-hospital care through to rehabilitation.

The following presentations come with resource material as well as power point presentation and videos.

The program includes:

- Input from a first responders
- Group Activities
- Brain injured survivors or recovered addicts share their stories and life experiences
- Presentation from blood services and transplant Manitoba

In past years, MBIA has received support from various community partners. Manitoba Public Insurance has provided the funding to ensure the success of the P.A.R.T.Y program for Manitoba.

MBIA is proud to partner with hospitals, EMS staff, schools and corporations across the province dedicated to improving the health and life style of young Manitobans.

The first P.A.R.T.Y. program took place in Manitoba in 1988. Since the start of the program, thousands of students have participated and in 2003/2004, MBIA expanded the program into rural Manitoba. MBIA is delighted by the support and dedication shown by the organizations, sponsors, and volunteers throughout the province.

RULES OF CONDUCT

1. The participation in P.A.R.T.Y. program is meant to be educational, interactive experience. Together, we can make it an experience you will never forget.
2. Discipline and control of the students is the responsibility of the attending supervisory staff (teachers and parent volunteers).
3. Presenters are volunteering time from their very busy schedules. They should be treated with respect. Disruptive behaviour will not be tolerated.
4. It is the expectation of P.A.R.T.Y. Manitoba that students be attentive and respectful to the individuals speaking with lived experience of brain injury.
5. The use of cellphones in class and during virtual presentations are not permitted as it is disruptive to our presenters.
6. Individuals must be granted verbal permission from volunteers to take photos and videos.
7. P.A.R.T.Y. Manitoba may use photos and videos from sessions to promote the program. Individuals will be given a media consent form and do have the right to refuse to be pictured prior to the start of the session.
8. If at anytime we there are technical issues, The P.A.R.T.Y. Program facilitator will be in contact with the primary teacher.

CONTENTS OF P.A.R.T.Y. PRESENTATIONS

STARS PRESENTATION

- Talk with Flight Paramedic on what goes on in emergency response
- STARS video
- Career opportunities

MANITOBA PUBLIC INSURANCE (MPI) PRESENTATION

- Novice driver information (how to stay safe)
- Distracted Driving
- Manitoba statistics

ROYAL CANADIAN MOUNTED POLICE (RCMP)

- Driving and the Law
- Driving while impaired
- Fines and tickets
- How to help

CANADIAN BLOOD SERVICES PRESENTATION

- Why Blood Donation is important
- Who can donate
- How to donate

SURVIVORS/CAREGIVER PRESENTATION

- Survivors of an injury or substance abuse (male or female volunteer) will speak honestly about their injuries and what happened to them.
- Caregivers will speak frankly about a loved one's injury or substance abuse and how it has impacted their lives.
- Discuss what life was like before the injury or substance abuse and what their life is like now.
- Allow question and answer period.

PROGRAM SCHEDULE

9:25 am: Login to Zoom Meetings PARTY Program Online
(Make sure mics are muted and video is on at this time –
Coordinator will advise when to unmute)

9:35am: Welcome /Outline of the day (how to use Zoom)

9:40am: STARS AIR AMBULANCE presentation

10:00am: Police/MPI Presentation

10:20am: Group Activity

10:40am: Transplant Manitoba Presentation

11:00am: Canadian Blood Services Presentation

11:20am: Brain Injury Survivor's Testimonial

11:30am: Q and A/ Thank you for joining us

11:45am: End Meeting

***Please note: Due to the nature of the setting, agenda
is subject to change.***

CLASSROOM ACTIVITIES

In the following pages you will see various activities (both hands on and discussion based) to drive home the important message of injury prevention and the consequences of risk related traumas. We encourage you to try any or all of these exercises with your class following our virtual sessions to foster the best engagement and comprehension with your students. Be sure to let us know how they went so we can continue to improve!



DEMONSTRATION ACTIVITY:

"LACE EM' UP"



There are so many tasks that we do without thinking. Tasks such as brushing our teeth, putting on our shoes, or even even breathing! But how would our lives change if these small seemingly simple tasks became much more difficult?

What if, upon waking up you forget the way to the bathroom? Or when sitting down to put on your shoes you contemplate if socks go on before or after? How might you learn, or re-learn these things? How frustrated would you be in having to re-learn them each day?

Activity: In this exercise you will be able to see hands on, the value of peripheral control, proprioception in an every task.

What you need: Shoes with laces (or something to tie, i.e string) and mittens or clean socks.

What you need to do: In a seated position, untie your shoe or place a string flat on a table. Cover your hands by wearing your mittens or socks on them, now cross your arms (left-hand as your right hand and vice versa), and try to tie your shoelace or your piece of string in a bow.

Discussion: How challenging did you find this task before the exercise? After doing this exercise, did it provide you with any perspective on the challenges faced by an individuals living with a traumatic brain injury?

Job Application

Objective:

This activity is meant to simulate a traumatic brain injury (TBI). This is an unfortunate and common injury associated with trauma. Severe TBIs can cause persistent functional limitations in visual-motor and cognitive functions. This activity will try to simulate that by tasking participants to fill out a job application with 'impairment'.

Duration:

- 10-12 minutes

Materials:

- Double sided job application
- Pen/Pencil
- Mirror (optional)

Instructions:

- Depending on the size of the group, applications can be distributed to everyone or instruct the group to get into partners and provide 1 application per couple. (3 min)
- Instruct that one person from each group will be the applicant and the other will be in charge of keeping time.
- The applicant will have 1 minute to complete the application. They must use their non-dominant hand to simulate these motor limitations. They must try to write neatly, remind them that this is for a job and the person who looks at their application won't know that they have a TBI so they must make it legible. (2 mins)
Optional: Add a mirror and instruct the group to use it to look through while filling out the application to simulate a disconnection in the brain.
- Once time is up, instruct the groups to switch roles. Again they will have 1 minute to complete the application. (1 min)
- Once time is up they must swap their application with another group and attempt to read each other's application. (2 mins)
- Come back as a whole group and get some feedback on the experience. Ask the participants what were some of the challenges and if they were the employer would they be keen on choosing this applicant? While debriefing the activity share some information on the significance of this activity. (4 mins)

TBI Information

This activity is meant to simulate a traumatic brain injury (TBI). This is an unfortunate and common injury associated with trauma. A person with this type of injury will typically have the most improvement in the first 6 months to a year and after that improvements become very slow. This is an injury that can often leave symptoms for a lifetime and leave a devastating impact on the person and their family. Young adults and the elderly are the age groups at highest risk for TBI.



*Courtesy of P.A.R.T.Y. Program Headquarters

The Ladder of Risks



Objective:

The Ladder of Risk activity provides an opportunity for students to get into groups and explore what risk means to them. This activity requires participants to identify risk taking behaviors ranging from low medium and high risk. Through both peer and whole group discussions, participants are able to reflect on the various levels of risk and how it may change depending on the situation, person and environment. This opens up the conversation on how each individual's level of risk can be different depending on their experiences, skill, family situation and lifestyle.

Duration:

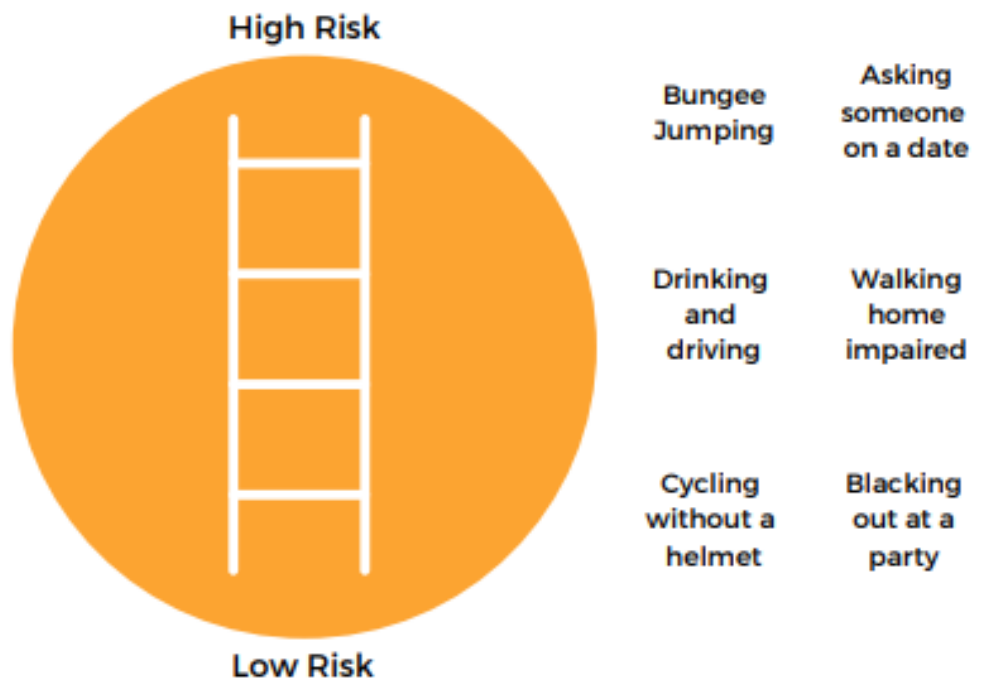
- 20 minutes

Materials:

- A drawing of a ladder
- Tape/ sticky tac
- Pen/Pencil
- Pre-made behaviour headers (alternative-see examples)
- Blank paper headers

Instructions:

- Participants are placed in groups of 3-5 and are given a picture of a ladder, which they must use to visualize the different levels of risk-taking behaviour. (1 min)
- Each group can brainstorm and identify risk-taking behaviours ranging from low, medium and high, and place them on the ladder and discuss. (10 mins)
 - ★ **Alternative:** Each group are given pre-made risk-taking behaviours that they must arrange on the ladder and discuss their reasoning. (10 mins)
- Participants will come together as a whole group to share and discuss their answers. The discussion will focus on the awareness of when you personally reach a point on the ladder where you feel the risk is too high and why the risk exceeds your personal limit and the possible consequences (positive or negative) that could be a result of taking that risk. (9 mins)



Distract a Match Puzzle



Instructions:

- Choose 3-5 volunteers to participate in this activity. (1 min)
- Place participants into a vehicle formation with chairs and read out the current stats on motor vehicle crashes by youth due to distracted driving (see example below). Inform the group that the participant in the driver seat will be in charge of completing the 'distract a match puzzle' (3 mins)
- The 'driver' will be tasked to match the foam piece shapes to the shapes on the mat in front of you. You will be matching the shapes not the colors. Once a color is used you cannot reuse that color.
- Puzzle foam pieces should not be stacked. For the first round the driver will be timed for 30 seconds to complete the puzzle. As the driver completes the puzzle, they're expected to count out loud backwards from 100 while the other 'passengers' mimic friends in a vehicle (e.g. they should ask the driver questions and distract them). The primary goal is for the driver to complete as much of the puzzle as they can. (2 mins)
- For the 2nd round give the driver 30 seconds to complete the puzzle but they will not have to count and there will be no distractions from their passengers. (2 mins)
- Come back as a group and compare the two rounds, discuss how and why they were different.(3-5 mins)

Objective:

This activity is meant to simulate the concepts of distracted driving and how our brain cannot multitask when performing two thinking tasks.

Duration:

- 10-15 minutes

Materials:

- Puzzle pieces/ foam piece shapes diverse in color
- Current driving statistics from your community

Statistic Excerpt Example:

In Colorado from 2016 - 2018, 182 drivers aged 15 - 20 were killed in motor vehicle crashes, with inexperience, distraction, aggressive driving and driving under the influence of a substance listed as the major contributing factors. According to the 2017 Healthy Kids Colorado Survey, in the past 30 days, 40% of students reported texting or emailing while driving.

*Courtesy of P.A.R.T.Y. Program Headquarters

DISCUSSION ACTIVITY: SPINAL CORD INJURY

A person with a spinal cord injury may be a paraplegic, with little or no movement from the waist down, or a quadriplegic where there is little or no movement from the neck down.

REVIEW the following list, in small groups decide on the biggest impacts to deal with if you were the person with the spinal cord injury. Report what you've discussed to the rest of the class

Circle the THREE you agree on.

With a spinal cord injury:

- Your friends may treat you differently and they may drift away
- You may find it difficult to do stuff with friends, and to have relationships
- Your family may have to change their lives to help support you
- You may become depressed and feel alone
- You may no longer be able to play the sports you love, or do many of the things you used to like doing
- You may not be able to have a baby
- You may have difficulty breathing, or a machine may have to breath for you
- You may not be able to do daily tasks like feeding yourself, washing yourself, dressing yourself and go to the bathroom without someone to help you
- You may not be able to have sex
- You will have to use a wheelchair for the rest of your life, and need to use a catheter for the rest of your life
- If you're a quadriplegic, you will have to rely on other people to do almost everything for you, from helping you pee and have a bowel movement to scratching your nose
- You may not live as long as other people, and as you age you may have more medical problems than other people
- You may not be able to continue going to school, or get the job you wanted
- You may have regular pain in parts of your body because of the injury
- Your body will not look the same, losing weight in one area and gaining weight elsewhere.

DISCUSSION ACTIVITY: CHARGED WITH IMPAIRED DRIVING

REVIEW the following list, and as a group decide on the biggest impacts to deal with if you were the person charged with impaired driving causing injury and death. Present your findings to the rest of the class.

In small groups, circle the ONE impact you agree on If you caused a crash that killed and injured your friends:

- You may go to jail and have criminal record that will affect your ability to get a job and travel outside the country
- You may become depressed , and even feel suicidal
- Your friends may treat you differently, and they may drift away
- All the plans you had for after high school may change
- Your parents may treat you differently
- You may face legal problems with the families of the friends you killed or injured
- Your tragedy may help create some positive changes in the community
- You may lose some or all of your independence
- Other _____

ADDITIONAL RESOURCES

P.A.R.T.Y. Manitoba believes the learning never ends, that's why we have included this list of resources for you to continue to help students expand their knowledge about risk and injury prevention. Included with the information are videos, evaluation tools, and online training on concussions. We are hopeful that with our efforts we can help our youth be the most informed, ultimately saving lives!

- P.A.R.T.Y. Program: www.partyprogram.com/about/videos/
- School First Concussion: www.schoolfirstconcussion.ca
- Parachute Canada: www.parachute.ca
- Canadian Guideline on Concussion and Sport: <https://parachute.ca/wp-content/uploads/2019/06/Canadian-Guideline-on-Concussion-in-Sport.pdf>
- Centers for Disease Control and Prevention: www.cdc.gov/traumaticbraininjury/
- Headway: <https://www.headway.org.uk/about-brain-injury/>
- Coaching Association Of Canada: <https://coach.ca/concussion-awareness>