

## Pop quiz

### Introduction – Knowledge check

How much do you know about the following topics?

1. *Brain development during childhood*

I know very little

I know a lot more

I am an expert

2. *Trauma and its impacts*

I know very little

I know a lot more

I am an expert

3. *Strategies to support children who have been impacted by trauma*

I know very little

I know a lot more

I am an expert

Is there any topic in particular you are hoping to learn about?

How are you involved with your sport? What roles do you perform?

- |                          |  |                          |                             |
|--------------------------|--|--------------------------|-----------------------------|
| <input type="checkbox"/> | Coach (juniors)  | <input type="checkbox"/> | Coach (seniors)             |
| <input type="checkbox"/> | Team assistant/manager/etc   | <input type="checkbox"/> | Umpiring/match day official |
| <input type="checkbox"/> | Admin/management   | <input type="checkbox"/> | Parent/guardian/carer       |
| <input type="checkbox"/> | Committee member (club, association, etc)                                      |                          |                             |
| <input type="checkbox"/> | Other volunteer: <input type="text" value="Click or tap here to enter text."/> |                          |                             |

## Part 1 – the brain

1. The area of the brain which is the **first** to develop is the...
  - Mid-brain (feeling and acting)
  - Cortex (thinking centre)
  - Brain stem (body functions, 'staying alive')
1. When a child has 'flipped their lid' (AKA survival mode), which part of the brain is least able to work effectively?
  - Mid-brain (feeling and acting centre)
  - Cortex (thinking centre)
  - Brain stem (body functions and 'staying alive' centre)
2. In which of the following situations would you say that a child has 'flipped their lid'?
  - After getting a penalty in a game, they yell 'f\*\*k this s\*\*t' and storm off to the bench
  - They just kicked a goal during a game and run over to their teammates to celebrate
  - A new player joining the team comes to training for the first time and is hanging back and hesitant to engage

## Part 2 – Understanding trauma

1. Cindy (age 5) is at school when she falls off the swing and breaks her wrist. Her mum is called and she is taken to hospital. This is an example of:
  - Stress (positive stress)
  - Crisis (tolerable stress)
  - Trauma (toxic stress)
2. True or false? Babies and toddlers are less affected by traumatic events because they don't have many conscious memories.
  - True
  - False

### Part 3 – Impacts in sport and recreation

1. Children with complex trauma can struggle to manage their emotions, which can lead to them 'flipping their lids' more often. Why is that?
  - They think bad behaviour is OK.
  - They haven't had as much opportunity to learn this skill.
  - They're just copying how their parents act.
1. Scenario (read by facilitator). What do you think might be going on with James?
  - Nothing – James is just being a moody teen.
  - James is losing interest in footy and wants to be home playing GTA.
  - James is operating out of a 'negative rule book' for relationships.
2. True or false? Trauma is all in the mind - there are never any physical impacts.
  - True
  - False

### Part 4 – Healing and growing through sport

1. Trauma experts believe there are two really important things for healing and recovery from trauma. What are they?
  - Safety and positive relationships
  - Safety and going to therapy
  - Going to therapy and exercising
2. True or false: Movement helps us reduce stress and regulate our bodies.
  - True
  - False
3. Which of the following is an example of 'manageable stress'?
  - Chucking a kid straight into a game with no prior knowledge of the sport
  - Not allowing a kid to participate in a game at all because it might make them anxious
  - Learning a new skill by starting off with the basic movement first, then adding equipment