



KidsHealth.org/classroom

Teacher's Guide

This guide includes:

- Standards
- Related Links
- Discussion Questions
- Activities for Students
- Reproducible Materials

Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to access valid information and products and services to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

National Health Education Standards: <http://www.cdc.gov/healthyschools/sher/standards/index.htm>

During a head injury, the brain can bang against the inside of the skull, leading to injury of the brain. When this happens, a person can get a concussion – a temporary loss of normal brain function. Students should know how to prevent concussions, how to recognize the symptoms of concussions, and what to do if they think they may have had a concussion.

Related KidsHealth Links

Articles for Teens:

Concussions minisite

TeensHealth.org/en/teens/center/concussions-ctr.html

Sports and Exercise Safety

TeensHealth.org/en/teens/sport-safety.html

Bike Safety

TeensHealth.org/en/teens/bike-safety.html

Brain and Nervous System

TeensHealth.org/en/teens/brain-nervous-system.html

Resources for educators:

Concussions Special Needs Factsheet

KidsHealth.org/en/parents/concussions-factsheet.html

Concussions: What Parents and Coaches Say

KidsHealth.org/en/parents/concussion-survey.html

Discussion Questions

Note: The following questions are written in language appropriate for sharing with your students.

1. Name some concussion symptoms.
2. Why is it important to stop playing a sport after you've had a hit on the head or show signs of a concussion? What could happen if you keep playing?
3. Mental rest is part of the treatment for concussions. Activities that require intense concentration can cause concussion symptoms to worsen. What are some situations or mental activities that might have to be avoided during recovery from a concussion?
4. After a player's concussion symptoms are gone, he or she may begin a supervised, gradual return to play. The player should advance to the next step only if there are no symptoms. What are some of the gradual steps that should come before resuming the sport or recreational activity?



Activities for Students

Note: The following activities are written in language appropriate for sharing with your students.

Concussions Paper Slide Video

Objectives:

Students will:

- Learn to recognize the signs of a concussion
- Demonstrate their knowledge about concussions by creating a paper slide video

Materials:

- Computer with Internet access, video recording equipment, tablet computer, or cell phone with video capability
- TeensHealth.org articles, CDC.gov resources (such as www.cdc.gov/headsup/highschoolsports/athletes.html)
- “Concussion Paper Slide Video” handout, 8x11 paper (or chart paper or posterboard), markers (optional: magazines, note cards)

Class Time:

- 2 hours (can be done in two separate sessions)

Activity:

To help spread the word about concussions, we’re going to create a paper slide video to share with other high school students. First, we’ll break up into small groups, read the TeensHealth.org articles on concussions and sports safety, as well as resources from CDC.gov, and then take notes covering these key points:

- Activities and sports in which concussions are common
- Concussion symptoms
- What teens should do if they think they or a teammate might have had a concussion
- Possible long-term consequences of concussions
- How to protect yourself from getting concussions

[Note to instructor: You might want to review each group’s research notes at this point.] Now we’ll write, and then edit, text for the paper slides and the voiceover script. The script should be printed clearly on paper or note cards. For the paper slides, write block text and draw pictures (or paste magazine images or images from the Internet) to illustrate the points. Assign one person as the speaker, another as the paper slider, and a third to be camera person. Point the camera at a well-lit desktop. As the speaker reads the script aloud off camera, the paper slider slides the sheets into the camera view on the desktop, one by one. The first slide should be a title slide. The final slide can say “The end” or “Credits,” and list the names of team members. It’s a good idea to practice before making a final video. [Note to instructor: Consider sharing the videos at a school assembly, posting the videos on the class or school website, or on a video-sharing website.]

Extension:

Arrange to show the award-winning documentary “Head Games” (www.HeadGamesTheFilm.com) to your class, grade, or school.



Covering All the Bases

Objectives:

Students will:

- Learn about the importance of concussion baseline testing for student-athletes

Materials:

- Computer and Internet access
- TeensHealth.org articles, CDC.gov resources (www.cdc.gov/headsup/basics/baseline_testing.html)
- 8x11 paper, pens, markers

Class Time:

- 1 hour

Activity:

To help high school athletes understand what baseline concussion tests are and why it's so important to get them, we're each going to make trifoldts that we can copy and distribute around the school. The front of your trifold should be eye-catching, and the messages on the inside panels and back panel should be brief and clear, so students can learn the basics about baseline testing and where they can get tested.

Extension:

- Using information from the trifoldts, have students create infographics they can share on social media.
- Read the Concussions Special Needs Factsheet (KidsHealth.org/en/parents/concussions-factsheet.html), then have your students check out these CDC resources:
 - “Keeping Quiet Can Keep You Out of the Game” (www.youtube.com/watch?v=ylqZDbk3M40)
 - “Keeping Quiet Can Keep You Out of the Game ... a Mother's Story” (www.youtube.com/watch?v=uO-ordcPWSU)
 - “Sarah's Story: Concussions Can Affect Kids and Teens in the Classroom” (www.cdc.gov/headsup/pdfs/stories/sarahs_story-a.pdf).Finally, lead a classroom discussion about how concussions can affect high school students' lives.

Reproducible Materials

Handout: Concussions Paper Slide Video

KidsHealth.org/classroom/9to12/problems/conditions/concussions_handout1.pdf

Quiz: Concussions

KidsHealth.org/classroom/9to12/problems/conditions/concussions_quiz.pdf

Answer Key: Concussions

KidsHealth.org/classroom/9to12/problems/conditions/concussions_quiz_answers.pdf



Names: _____

Date: _____

Concussion Paper Slide Video

Instructions: After researching concussions at TeensHealth.org and CDC.gov, write notes for your paper slide video about concussion **symptoms**, **treatment**, possible long-term **health consequences**, and **prevention**. On this handout, write notes from your research that you want to include on the slides or in the voiceover script. Then, on a computer or on note cards, write a draft for the paper slides and the voiceover script. Finally, edit your drafts and create paper slides and the final voiceover script. Make sure to write them so the video appeals to high school students.

Research notes: _____



Research notes: _____



Name: _____

Date: _____

Quiz

1. Which of the following is *not* a symptom of a concussion?

- a) nausea or vomiting
- b) slurred speech
- c) feeling anxious or irritable
- d) feeling happy
- e) "seeing stars"

2. Which of the following is *not* a common reason that high school sports injuries occur?

- a) improper training
- b) drinking too much water during the game
- c) wearing the wrong type of shoes
- d) lack of safety equipment

3. List three tips about bicycle helmets:

4. True or false: A concussion can affect a student's performance in school.

5. Which is a good way to heal from a concussion?

- a) Physical and mental rest
- b) Exercise and problem-solving video games
- c) Brain transplant

6. True or false: People who have head injuries can have long-term or permanent brain damage if they try to return to practice or play too quickly after a concussion.

7. True or false: If you don't lose consciousness, you don't have a concussion.

8. True or false: If you (or a friend or teammate) think you might have had a concussion, you should tell a coach or parent immediately.

9. Student-athletes should get _____ testing before their sports seasons start.

10. When it comes to a head injury in sports, the best thing to remember is:

- a) "No pain, no gain!"
- b) "When in doubt, sit out!"



Quiz Answer Key

1. Which of the following is *not* a symptom of a concussion?

- a) nausea or vomiting
- b) slurred speech
- c) feeling anxious or irritable
- d) feeling happy
- e) “seeing stars”

2. Which of the following is *not* a common reason that high school sports injuries occur?

- a) improper training
- b) drinking too much water during the game
- c) wearing the wrong type of shoes
- d) lack of safety equipment

3. List three tips about bicycle helmets:

Any three of the following: Helmet straps should always be fastened when you’re riding; the helmet should never be worn over a bandana, baseball cap, or anything else that could cause it to shift in a crash; the helmet should sit level and firmly but comfortably on your head and not be tilted forward, backward, or sideways; the helmet should be replaced if it takes a serious hit, even if it looks undamaged.

4. True or false: A concussion can affect a student’s performance in school.

5. Which is a good way to heal from a concussion?

- a) Physical and mental rest
- b) Exercise and problem-solving video games
- c) Brain transplant

6. True or false: People who have head injuries can have long-term or permanent brain damage if they try to return to practice or play too quickly after a concussion.

7. True or false: If you don’t lose consciousness, you don’t have a concussion.

8. True or false: If you (or a friend or teammate) think you might have had a concussion, you should tell a coach or parent immediately.

9. Student-athletes should get baseline concussion testing before their sports seasons start.

10. When it comes to a head injury in sports, the best thing to remember is:

- a) “No pain, no gain!”
- b) “When in doubt, sit out!”