



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>

A blow to the head – while falling off a bike or playing sports, for example – can cause a concussion, which can temporarily change the way the brain works. Symptoms of a concussion can last for hours, days, weeks, or longer. Everyone should know how to avoid getting a concussion, how to recognize the signs of a concussion, and what to do if a concussion happens.

Related KidsHealth Links

Articles for Kids:

Concussions

KidsHealth.org/en/kids/concussion.html

Five Ways to Avoid Sports Injuries

KidsHealth.org/en/kids/sport-safety.html

Bike Safety

KidsHealth.org/en/kids/bike-safety.html

Your Brain and Nervous System

KidsHealth.org/en/kids/brain.html

Resource 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. What does it mean if someone gets a concussion? What are some symptoms of a concussion? What are some ways kids can get concussions? What can happen inside your head if you get a concussion?
2. How do you know if you have may have had a concussion? If you think you might have a concussion, how will you know when it's safe to play sports again?
3. What is the "thinking" part of your brain called? Name some ways you can be good to your brain.



Activities for Students

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

Concussion Charades

Objectives:

Students will:

- Learn to identify common symptoms of a concussion

Materials:

- “Concussion Symptoms” handout for teachers
- Whiteboard, chalkboard, or posterboard and marker

Class Time:

- 45 minutes

Activity:

[Note to teacher: Display the “Concussion Symptoms” handout on a whiteboard or write the symptoms on a posterboard or chalkboard. Print a “Concussion Symptoms” handout, then cut along the dotted lines to make symptom cards. Place the cards in a hat, bag, box, or other container.]

If someone ever hits his or her head against something, one thing you should remember to do is think about concussion symptoms. Because if you or a friend have any concussion symptoms after a head knock, you should tell a parent or teacher as soon as you can. To help us remember the possible symptoms, we’re going to play Concussion Charades.

First, we’ll read the KidsHealth.org article about concussions. Then we’ll split up into two teams. One by one, a student from each team will take a card and then act out the concussion symptom, without speaking. Students on the other team will raise their hands and try to guess what the symptom it is. You can look at the symptoms list on the board to help you guess.

Extension:

Have your students listen to this podcast for kids from the U.S. Centers for Disease Control and Prevention – “A Bump on the Head,” www2c.cdc.gov/podcasts/player.asp?f=5539757 – then discuss ways your class can create a public service announcement for kids about concussions. The PSA can be posters for the gym or playground, a message to be read with the morning announcements, or a video for a school assembly.



Smart Ways to Protect Your Brain

Objectives:

Students will:

- Learn some of the parts of the brain and their functions
- Learn how to protect the brain from injury

Materials:

- “Smart Ways to Protect Your Brain” handout
- Pencils or pens

Class Time:

- 45 minutes

Activity:

First, we’re going to learn about some of the parts of the brain and what they do, then we’re going to talk about ways to protect our brains. After you read the KidsHealth.org article “Your Brain and Nervous System,” please complete the first page of the “Smart Ways to Protect Your Brain” handout. Now let’s talk about preventing concussions. Did you know that thousands of kids get concussions each year from accidents that happen while playing sports or riding bikes? Kids hurt their heads other ways, too, like slipping on icy sidewalks, or falling off trampolines, bunk beds, skateboards, you name it. After reading the KidsHealth.org articles about sports and bike safety, on the second page of the handout, write five things you do that could result in a head injury if you’re not careful. Also list some ways to stay safe during those activities. Then we’ll discuss some of the activities you wrote and see if we can come up with even more ways to be safe.

Extensions:

Have students cut out pictures from magazines or print photos from the Internet to make collages of the many different types of helmets and other protective head gear that kids use in sports and recreational activities. They can also make collages of protective head gear adults wear at work.

Reproducible Materials

Handout: Concussion Symptoms Handout for Teachers

KidsHealth.org/classroom/3to5/problems/conditions/concussions_handout1.pdf

Handout: Smart Ways to Protect Your Brain

KidsHealth.org/classroom/3to5/problems/conditions/concussions_handout2.pdf

Quiz: Concussions

KidsHealth.org/classroom/3to5/problems/conditions/concussions_quiz.pdf

Answer Key: Concussions

KidsHealth.org/classroom/3to5/problems/conditions/concussions_quiz_answers.pdf



Name: _____

Date: _____

Concussion Symptoms

headache	slurred speech	dizzy	confused (dazed)
can't remember things (amnesia)	upset stomach or vomiting	knocked out (loses consciousness)	sleepy (drowsy, groggy)
blurry vision	light seems too bright (sensitive to light)	noise seems too loud (sensitive to noise)	sad
nervous	acting weird (unusual behavior)	easily bothered (irritable)	seizure or convulsion



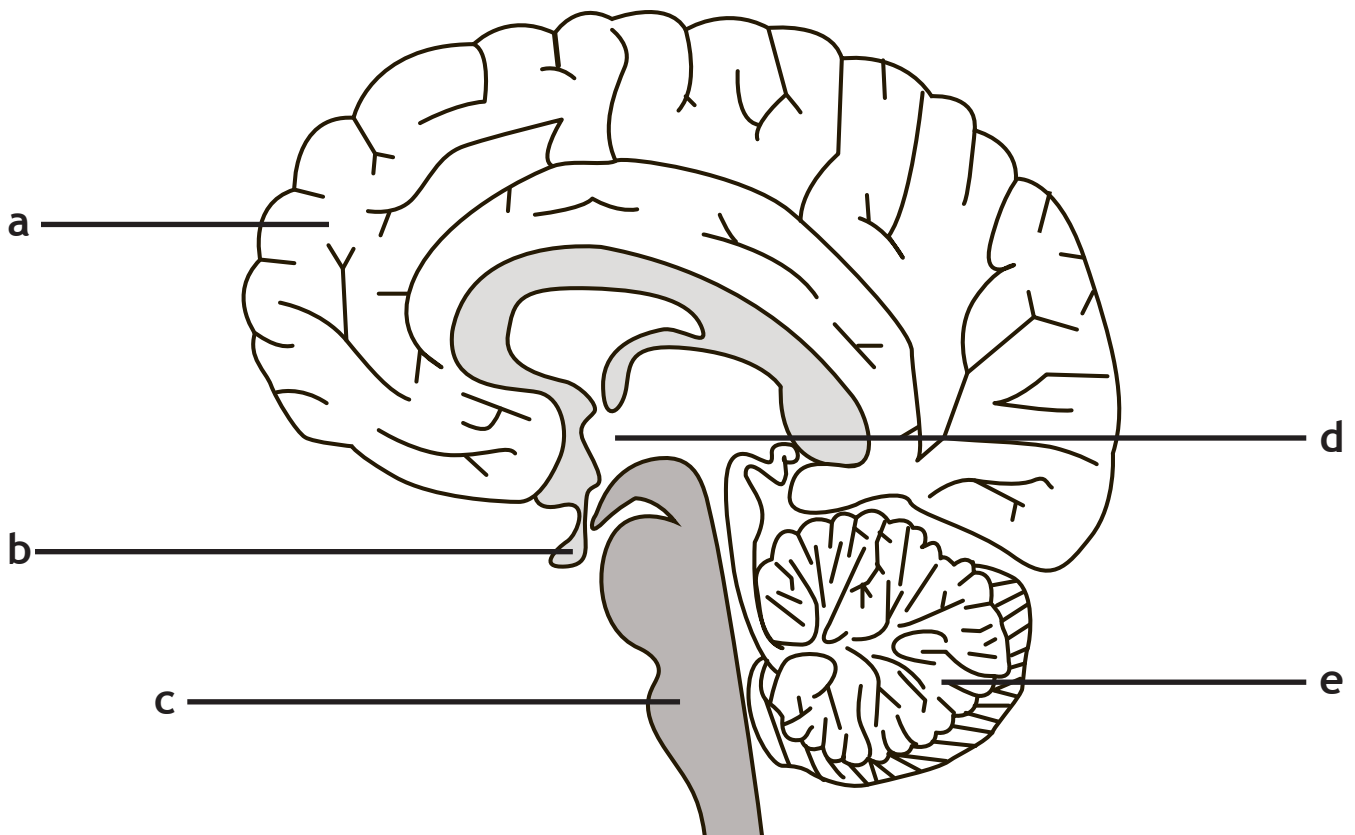
Name: _____

Date: _____

Smart Ways to Protect Your Brain

Instructions: Using the word bank, label the brain. At the bottom, write a sentence describing the function of each part of the brain.

WORD BANK		
Brain stem	Cerebrum	Pituitary gland
Cerebellum	Hypothalamus	



- a. _____
- b. _____
- c. _____
- d. _____
- e. _____



Name: _____

Date: _____

Smart Ways to Protect Your Brain

Instructions: Write down five activities that you do that could possibly result in a head injury if you're not careful. Then write some ways to stay safe during those activities.

1. Activity: _____

Ways to stay safe: _____

2. Activity: _____

Ways to stay safe: _____

3. Activity: _____

Ways to stay safe: _____

4. Activity: _____

Ways to stay safe: _____

5. Activity: _____

Ways to stay safe: _____



Name: _____

Date: _____

Quiz

1. True or false. Most of the time, after a mild head injury, people return to normal even if the injury caused a concussion.

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

- a) Headache
- b) Feeling dizzy or sleepy
- c) Laughing
- d) Vomiting
- e) Forgetting what just happened

3. Name two ways to help prevent getting a concussion:

4. Which of the following is **not** good for your brain?

- a) Eating healthy foods
- b) Exercising regularly
- c) Staying away from alcohol, drugs, and tobacco
- d) Wearing a baseball cap under your bike helmet to keep the sun out of your eyes
- e) Giving your brain a workout by doing puzzles, playing music, reading, or creating art

5. Your brain has many different parts that work together. Name at least three major parts of the brain:

6. Fill in the blanks using the word bank:

The biggest part of the brain, making up 85% of the brain's weight, is the _____. The _____, like the thermostat that controls the heater and air conditioner in your house, knows what temperature your body should be. The _____ controls breathing air, digesting food, and circulating blood. The _____, located at the back of the brain, controls balance, movement, and coordination. The _____, which is about the size of a pea, releases hormones that make you grow.

WORD BANK

Brain stem

Cerebrum

Pituitary gland

Cerebellum

Hypothalamus



Quiz Answer Key

1. True or false. Most of the time, after a mild head injury, people return to normal even if the injury caused a concussion.

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

- a) Headache
- b) Feeling dizzy or sleepy
- c) Laughing
- d) Vomiting
- e) Forgetting what just happened

3. Name two ways to help prevent getting a concussion:

Any two of the following: Tell your coach or parent if you get hit in the head, wear your seatbelt when you're traveling in a car, follow the rules when playing sports.

4. Which of the following is **not** good for your brain?

- a) Eating healthy foods
- b) Exercising regularly
- c) Staying away from alcohol, drugs, and tobacco
- d) Wearing a baseball cap under your bike helmet to keep the sun out of your eyes
- e) Giving your brain a workout by doing puzzles, playing music, reading, or creating art

5. Your brain has many different parts that work together. Name at least three major parts of the brain:

Any three of the following: cerebrum, cerebellum, brain stem, pituitary gland, hypothalamus

6. Fill in the blanks using the word bank:

The biggest part of the brain, making up 85% of the brain's weight, is the cerebrum. The hypothalamus, like the thermostat that controls the heater and air conditioner in your house, knows what temperature your body should be. The brain stem controls breathing air, digesting food, and circulating blood. The cerebellum, located at the back of the brain, controls balance, movement, and coordination. The pituitary gland, which is about the size of a pea, releases hormones that make you grow.

WORD BANK

Brain stem

Cerebrum

Pituitary gland

Cerebellum

Hypothalamus