

BRAINTRUST CANADA



STUDENT PORTFOLIO

Grades 6, 7, 8 & 9



Name: _____

Bringing the issue of brain injury to the forefront, maximizing the potential of those that have been affected, and reducing preventable brain injury, especially among youth.



braintrustcanada.com

LESSON 1

WHAT DO YOU ALREADY KNOW ABOUT CONCUSSIONS?

What is a concussion?

How does a concussion happen?

Have you OR someone you know ever experienced a possible/diagnosed concussion? Tell a brief story.

What do you wonder about concussions and brain injuries?



WHAT ARE CONCUSSIONS AND HOW DO THEY OCCUR?

Definition of a concussion:

G Force Discoveries:

Activity	Max G-Force
1. _____	_____
2. _____	_____
3. _____	_____

What are 3 situations in your own life where you could sustain a concussion? What are some safety precautions you could take to prevent a brain injury?

1. Situation: _____

Safety precaution: _____

2. Situation: _____

Safety precaution: _____

3. Situation: _____

Safety precaution: _____



Something new I learned about concussions:

Something I still wonder about concussions:

Why is this information important to myself and my community?



LESSON 2

SITUATION #1

Nathan and Ben have been best friends since Kindergarten. They enjoy doing many things together, including playing video games and going camping, and they have also been teammates on several sports teams over the years. The boys live in different neighborhoods so they often ride their bikes to and from each other's houses. Safety is important in both families, so Nathan and Ben have formed a habit of wearing helmets and proper protective gear when doing all of their activities.

One afternoon in June, a group of their friends decided to celebrate the end of the school year with a beach day. Ben was very excited! Anna, a girl he recently starting hanging out with, was going to be there. He was waiting at home for Nathan to arrive so they could bike down to the beach together. However, Nathan was over ten minutes late, so Ben began to get impatient.

Meanwhile, back at Nathan's house, he was scrambling to get ready. He had been taking care of his younger sister Lucy all morning and his dad was late getting home. He still had to quickly make lunch and get ready to go to the beach. Once Nathan was finally ready he said goodbye to his family and jumped on his bike. Knowing he was running late, he still reminded himself to be safe while riding his bike in the busy traffic. He remembered to put his helmet on, but because he felt a bit rushed, he forgot to fasten up the chin strap. As Nathan was making the last turn into Ben's neighborhood, his bike tire slipped on some loose gravel. The force threw his helmet off and he hit his head on the pavement. Nathan got up and felt okay, so he continued on to Ben's house, and they still went to the beach to see their friends.

QUESTIONS:

1. What were Nathan's mistakes? Why do you think he made them?
2. After Nathan goes to the doctor, he finds out he has sustained a concussion. What are some symptoms that he might be experiencing?



SITUATION #2

Julia and her older brother Jake like to goof around and play outside on the trampoline. They get along very well, and Julia has always looked up to Jake as her role model. Jake is two years older than Julia, and has always been better at doing front flips on the trampoline. Julia really wants to be as good as Jake at front flips, so she has been practicing her skills everyday.

Julia and Jake's grandmother always tells the two to be careful when they are on the trampoline and to never do front flips when they are alone. They should always make sure that they are together when practicing their front flips, or that someone else is there watching them. Julia has always been good at following the rules, and always listen to her grandmother, but this time, she REALLY wants to practice her front flips so that she can be as good as Jake. So, without Jake around and when her grandmother is not home, Julia decides to practice her front flips.

As Julia is practicing her flips, she notices that she is starting to get a lot better! She is getting more confident, and is super excited! But then, Julia gets too carried away and does a front flip, but when she lands on the trampoline, Julia's foot gets caught in the metal springs and she slips off of the trampoline to the ground. Julia did not hit her head, but told her grandmother that she fell off of the trampoline really hard to the ground. Julia's grandmother and brother Jake scold her for being so silly and doing front flips without any supervision.

QUESTIONS:

1. What was Julia's mistake? Why do you think she made it?

2. What are some symptoms that Julia might be experiencing? Even though she did not hit her head, do we think that Julia may still have sustained a concussion?



RETURN TO PLAY PROTOCOL (SPORTS SPECIFIC)

1 Daily Activities - that do not provoke symptoms

2 Light Aerobic Activity - walking or stationary cycling. No resistance training.

3 Sport-Specific Activities - running, skating, throwing. No body contact or other jarring motions i.e) high speed stops, hitting a baseball with a bat.

4 Non-Contact Training Drills - harder training drills; may start progressive resistance training.

5 Full Contact Practice - once cleared by doctor and following complete *Return to Learn*.

6 Return to sport - normal game play.

*NOTE: EACH STEP MUST TAKE A MINIMUM OF ONE DAY (24 HOURS), BUT COULD LAST LONGER

Referring *specifically* to the activity or sport you just played or participated in, give examples of how you would return-to-play after a concussion for each step.

1. Daily Activities:

2. Light Aerobic Activity:

3. Sport Specific Activities:

4. Non-Contact Training:

5. Full Contact Training:

6. Return to Sport:



HOW CAN YOUTH *RECOGNIZE* WHEN A SUSPECTED CONCUSSION HAS OCCURED?

What do I remember most about the Zachary Lynstedt video?

How did the video impact my thoughts about concussions?

HOW CAN AN INDIVIDUAL HELP THEMSELVES AND OTHERS RECOVER FROM A SUSPECTED/DIAGNOSED CONCUSSION?

What would you do if you think you might have a concussion?

When a student experiences a concussion, what do you think comes first, “Return-to-Play/Sport” or “Return-to-Learn/School” (circle one). Explain.



LESSON 3

REFLECTING ON WHAT I KNOW NOW...

We used to think...	Now we know...





REFLECTING ON WHAT I KNOW NOW...

List some ways that you will help prevent brain injuries for yourself and others in the future:

Why is this important to myself and my community?

What part of 'Skullwise. No Brain. No Game.' will you remember the most? Explain why.

