Healthy Habit All-Stars Helmets Course Outline

This document is provided to the educator as a guide for the *Healthy Habit All-Stars* **concussion** module. Feel free to tailor the lesson plan to meet the needs of the audience and time limits.
Note: This program was developed to focus on children ages 5-11.

Introductions

Describe your role and why you are interested in the health and well-being of the children and prevention of injuries.

Introduction of the Healthy Habit All-Stars Characters

Lucy – Lucy loves learning and building things such as the robot, Miss Roberta. Lucy loves making upgrades to Miss Roberta. Her goal in life is to help as many kids as she can stay healthy with good health habits.

Miss Roberta 3000 – Miss Roberta knows everything there is to know about health-related topics. She's a robot, but also has some human characteristics, like being able to talk, etc.

Glen – Glen is an outside of the box thinker, and is always ready for an adventure.

D.O.G. – Dimitri Orlando Gustavus, D.O.G. for short, is Glen's dog. Lucy and Glen made a special collar to allow him to talk. Any time a kid needs help, D.O.G.'s wheelchair antenna lights up and then he explains the problem to Glen and Lucy.

Zoe's Fall

Description of video

"Zoe's Fall" is a kid-friendly animated short story designed to teach children the importance of knowing if they hurt their head badly, and how to help themselves or someone else if they receive a head injury. Through song and dance, our Healthy Habit All-Stars discuss symptoms of a concussion, how to help heal from head injuries, and what can be done to prevent injuries from happening.
Note: This episode is approximately 4 minutes long.

Objectives of the program

- Understand the symptoms of a concussion.
- Understand how important it is to tell a grown-up about what happened to them.
- Discuss basic awareness of how the brain is important to pass information to the whole body: if the brain gets hurt, messages cannot get where they need to go.
- Discuss how to help your brain rest and take it easy, in order to help the healing process.

Pre-education questions

Ask children to raise hands in response to the following questions and note overall student responses (percent yes, no or uncertain):

1. Raise your hand if you have ever hit your head before and told an adult.

2. Raise your hand if you know what a concussion is.
3. Who knows what a concussion feels like?

Ask the Children:

1. Do you know what a concussion feels like?
   Expected Responses:
   - *Head feels funny, or hurts like a headache*
   - *Dizzy*
   - *Stomachache or throwing up*
   - *Cannot see right*
   - *Confused*

2. What should you do if you, or someone you know, has a concussion?
   Expected Responses
   - *Tell an adult*
   - *See a doctor*
   - *Rest is best*

3. How can you avoid getting a head injury, or a concussion?
   Expected Responses
   - *Never play outside alone*
   - *Be safe on jungle gym and playground equipment*
   - *Wear a helmet when riding a bike*

Educator Points

- The brain is very important to help pass information and messages to the rest of the body: to make arms move, to walk, even to breathe; if the brain gets hurt, sometimes those messages cannot get where they need to go.
- A person's brain can heal itself with time and rest; knowing the signs and symptoms of a head injury, or concussion, will help you figure out if you have one so you can recover faster.
- Protecting yourself from injuries will allow you to have more fun with your friends for a long time.

Show the video "Zoe's Fall"

The video is available online at https://youtu.be/DgNmW1Gqdx4.

Post-education questions

Ask children to raise hands in response to the following questions and note overall student responses (percent yes, no or uncertain) after watching the video and playing the game:

1. Raise your hand if you have ever hit your head before and told an adult.
2. Raise your hand if you know what a concussion is.
3. Who knows what a concussion feels like?

Ask the Children:

1. Do you know what a concussion feels like?
   Expected Responses:
   - *Head feels funny, or hurts like a headache*
   - *Dizzy*
   - *Stomachache or throwing up*
   - *Cannot see right*
   - *Confused*

2. What should you do if you, or someone you know, has a concussion?
   Expected Responses
   - *Tell an adult*
   - *See a doctor*
   - *Rest is best*

3. How can you avoid getting a head injury, or a concussion?
   Expected Responses
   - *Never play outside alone*
   - *Be safe on jungle gym and playground equipment*
   - *Wear a helmet when riding a bike*

Hand out available materials
Activity sheets (download only), posters, coloring books and temporary tattoos are available for this module at no cost (shipping costs may apply). Visit https://idph.iowa.gov/Healthy-Habit-All-Stars/Concussion to download or request materials.

Ask if there are any additional questions.

Glossary of Terms

The following terms may be unfamiliar to the students and need to be explained.

Concussion is a type of brain injury caused by a bump, blow or jolt to the head, or by a hit to the body that causes the head and brain to move rapidly back and forth. Concussions can happen during play, when a person falls or is an accident.

Confusion happens when you don't understand something, especially if it is something that you might usually know, like where you are or what time it is.

Dizziness is a feeling of being unsteady similar to when you have been spinning really fast on a merry-go-round.

Drowsiness is another word for feeling sleepy.

Light sensitivity happens when normal light, like a sunny day or the lights in your classroom, makes your eyes or head hurt.

Nausea is when you feel sick to your stomach, like you could vomit or throw up.

Vomiting is another word for throwing up.

Supplemental activities

The Healthy Habit All-Star concussion module offers supplemental activities to encourage educators to use various methods of explaining concussion awareness, and how head injuries work and can affect your everyday life. These activities can be modified to meet the needs of educator's individual students' needs and abilities.

From "The Concussion Conundrum" *(http://healthpoweredkids.org/lessons/concussion-conundrum/)*

- **Sensory Loss:** Sometimes people who have a brain injury don't feel things the same way anymore, either temporarily or even permanently. Simulate this by putting common items in a bucket filled with rice. Have young people put a thick rubber glove on their dominant hand and reach into the rice to feel the items. Can they identify what they are?
- **Vision Impairment:** Smear the lenses of several pairs of goggles with petroleum jelly. Have the youth do a variety of regular classroom activities such as sharpen a pencil, copy a sentence off the board, write their names on a worksheet, walk to the bathroom and so on while wearing the goggles.
- **Loss of Taste:** Have several types of snacks available. Have each young person choose one of the types of snacks to taste. The first taste should be with their noses plugged. Have them write down a few words to describe the taste (such as sweet, salty, spicy). Then have them taste the same snack with their nose unplugged and again write down a description.
- **Sensory Hypersensitivity:** Give the youth a math worksheet that is at their level. Have them complete the worksheet while wearing headphones blaring loud music.

Mr./Mrs. Dress Up

From "Wear a Helmet and Save Your Melon" Lessons & Activity Manual

(http://www.sbia.ca/pdf/activitymanual2013.pdf)

Note: this activity was designed for grades: 6-12, but can be adapted for younger ages.

Objective: To develop an understanding and awareness of brain injury, specifically the condition known as "Unilateral Weakness or Hemiparesis" (affecting only one side) that some individuals experience following a brain injury.

Materials:

- Button up shirt
- 3 lb. weight

Procedure:

1. Instruct the students to hold the 3 lb. weight in their dominant hand.

2. Tell the students to put on the shirt and button all the buttons using their non-dominant hand (they may not use the muscles in their dominant arm or hand).

Post-activity discussion questions:

- What did you think of this activity?
- Was it difficult to put the shirt on and button it up without your dominant hand/arm?
- Did your dominant arm feel sore or heavy?
- This activity demonstrates a condition known as hemiparesis, or one-sided muscle weakness. Some individuals experience this following a brain injury because the connection between the brain and the muscles becomes damaged.
- Imagine what life would be like if you couldn't use the muscles on one side of your body. How would you bathe, dress or feed yourself? What other activities would be difficult to do?

References:

https://idph.iowa.gov/brain-injuries/concussion
https://www.cdc.gov/headsup/index.html
https://biaia.org/ICC/