

Environmental Factors in Sports Medicine Curriculum

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About the Author



Krista Wenz has been a Licensed Paramedic for 34 years. She holds a bachelor's degree in Fire Safety Management and worked 23 years as a Firefighter-Paramedic for a large Metropolitan Fire Department in California. Krista has extensive knowledge in Emergency Medicine, including experience as an Adjunct Instructor at community and private colleges teaching EMT and Paramedic students. She has additional experience working as a Mental Health Technician in a psychiatric ward and emergency crises, Drill-Instructor and Field Training Officer for multiple agencies, CPR, First-Aid, PALS, BLS, and ALS instructor, sports medicine and nutrition expert, and EMS Captain for a rural fire department. Now retired from the fire service, Krista works as an EMS Educator, passing on her knowledge and experience for those interested in entering the healthcare field.

Lesson Four – Developing an Emergency Action Plan (EAP) and Policy for Thunder and Lightning As It Relates To Athletics

Lesson Overview

In this lesson, participants will learn about thunder and lightning, why lightning is dangerous to athletes and spectators, how to determine how close lightning is to a venue, and how to develop an 8-point lightning safety plan.

Lesson Objectives

After completing this lesson, participants will be able to:

- Define thunder and lightning.
- Explore how lightning is particularly dangerous to athletes and spectators.
- Learn the “flash to bang” method.
- Describe and implement the 8-point lightning safety plan.

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS:	<ul style="list-style-type: none"> • <i>Developing an EAP and Policy for Thunder and Lightning As It Relates To Athletics Pre-Test</i> • <i>Developing an EAP and Policy for Thunder and Lightning As It Relates To Athletics Pre-Test – Answer Key</i> 	1. Print/photocopy <i>Developing an EAP and Policy for Thunder and Lightning As It Relates To Athletics Pre-Test</i> (one per participant).	10 minutes
LEARN	<ul style="list-style-type: none"> • <i>Developing an EAP and Policy for Thunder and Lightning As It Relates To Athletics</i> slide presentation • <i>Developing an EAP and Policy for Thunder and Lightning As It Relates To Athletics Notes</i> • <i>Developing an EAP and Policy for Thunder and Lightning As It Relates To Athletics Notes – Answer Key</i> 	<ol style="list-style-type: none"> 1. Prepare <i>Developing an EAP and Policy for Thunder and Lightning As It Relates To Athletics</i> slide presentation for viewing. 2. Print/photocopy the <i>Developing an EAP and Policy for Thunder and Lightning As It Relates To Athletics Notes</i> (one per participant). 	20 minutes
REVIEW	<ul style="list-style-type: none"> • Notebook and writing utensil or word processing program to develop an EAP • <i>Developing an EAP and Policy for Thunder and Lightning As It Relates To Athletics</i> activity sheet • <i>Developing an EAP and Policy for Thunder and Lightning As It Relates To Athletics Instructor Resource Sheet</i> • <i>Developing an EAP and Policy for Thunder and Lightning As It Relates To Athletics Post-Test</i> • <i>Developing an EAP and Policy for Thunder and Lightning As It Relates To Athletics Post-Test – Answer Key</i> 	<ol style="list-style-type: none"> 1. Print/photocopy the <i>Developing an EAP and Policy for Thunder and Lightning As It Relates To Athletics</i> activity sheet (one per participant or group). 2. Print/photocopy <i>Developing an EAP and Policy for Thunder and Lightning As It Relates To Athletics Post-Test</i> (one per participant). 	40 minutes

Lesson Four – Developing an EAP and Policy for Thunder and Lightning As It Relates To Athletics

REVIEW: Develop an EAP Using The 8-Point Lightning Safety Plan

40 minutes

Purpose:

Participants will develop an Emergency Action Plan for a specific venue using the 8-point lightning safety plan. Once the activity is completed, a post-test will be given.

Materials:

- Notebook and computer
- *Developing an EAP and Policy for Thunder and Lightning As It Relates To Athletics* slide presentation
- *Developing an EAP and Policy for Thunder and Lightning As It Relates To Athletics* activity sheet
- *Developing an EAP and Policy for Thunder and Lightning As It Relates To Athletics Instructor Resource Sheet*
- *Developing an EAP and Policy for Thunder and Lightning As It Relates To Athletics Post-Test*
- *Developing an EAP and Policy for Thunder and Lightning As It Relates To Athletics Post-Test – Answer Key*

Facilitation Steps:

1. Decide how you want to structure this activity. Participants will be developing an Emergency Action Plan (EAP) specific to thunder and lightning emergencies. This EAP will be for their school, so you may want to have the whole class participate in coming up with one EAP. You can either assign participants a particular section of the 8-point lightning safety plan or break participants into small groups with a specific assignment. Hand out the *Developing an EAP and Policy for Thunder and Lightning*

As It Relates To Athletics activity sheet (1 per participant or group). Explain that they will be developing an Emergency Action Plan for the scenario given on the activity sheet, following the 8-point lightning safety plan.

2. **Slide 8:** Open the slide so participants can write down the steps in the safety plan as an outline.
3. **Slides 9-16:** After participants have written the outline, move on to **slide 10**. Continue through the slides until participants have completed the EAP following the 8-point lightning safety plan. If they have any questions based on the lesson, help them refer to the slide presentation.
4. Once the EAP is completed, instruct participants to take a few minutes to complete the post-test. Have participants self-check their answers as you share from the *Developing an EAP and Policy for Thunder and Lightning As It Relates To Athletics Post-Test – Answer Key*.

Name: _____ Class: _____

Developing an EAP and Policy for Thunder and Lightning As It Relates To Athletics

Use the following scenario to develop a thunder and lightning Emergency Action Plan (EAP) for your school. Make sure to include the 8 points required to be in your EAP.

Scenario:

Your high school football team is 2-0, and the whole town has been attending the games and rooting on the team. Next week is the homecoming game, and the crowd is expected to exceed 5,000 people. The head coach wants a thunder and lightning Emergency Action Plan (EAP) drawn up before the game since this will be the largest attendance in school history. He doesn't think the current EAP can cover that many people.

Using your school as an example, follow the 8-point lightning safety plan, which includes developing the thunder and lightning specific EAP. Be sure to cover all of the bullet points and assign positions where needed.

Point 1	
Point 2	
Point 3	
Point 4	
Point 5	
Point 6	
Point 7	
Point 8	