

Webinar:

Enhance Your Sports Medicine Program with Realityworks Kits

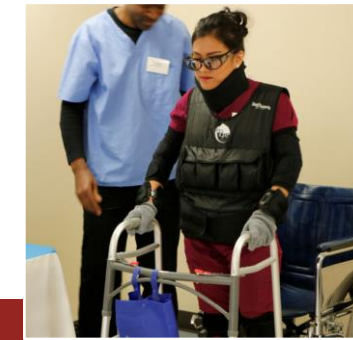
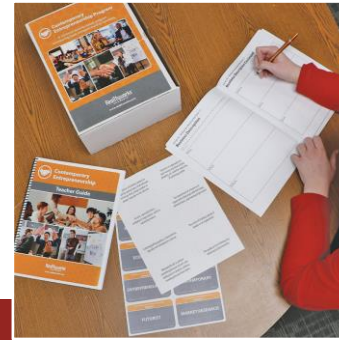
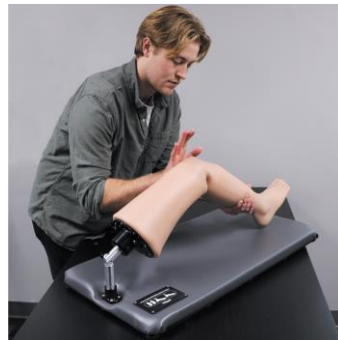
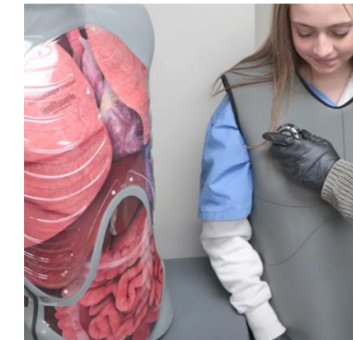


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Who is Realityworks?



We partner with educators, administrators and industry leaders to ensure our offerings meet their needs and make lessons truly meaningful.

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Presented by

Jamey McIntosh

Education Programs Manager

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Attendees will learn about:

- Sports Nutrition Lab Kit
- Environmental Factors in Sports Medicine Lab Kit
- Taping and Wrapping Skills Sim Kit
- Rehabilitation and Modalities Scenario Kit
- Concussion Education Kit





Implementing Sports Medicine

Coming 2023
Wearable Auscultation Vest
The Wearable Auscultation Vest is a non-invasive, non-contact, and non-invasive device that can be used to monitor heart rate, blood pressure, and other vital signs. It is designed to be worn on the chest and can be used in a variety of settings, including hospitals, clinics, and home care.

FOUNDATIONS OF SPORTS MEDICINE I

Course Description: This course provides high school students with a general overview of athletic training, sports medicine and its history. It includes introductory information about the AT's scope of practice: injury prevention, treatment, rehabilitation, emergency injury management and administrative functions. This course is intended to help students gain an understanding of sports medicine, various associated disciplines and the role they play in the physically active community. Students enrolled in this class will not provide patient care.

Unit 1: Investigating the Field of Sports Medicine

Unit 2: Understanding Concepts of Health Care Administration

Unit 3: Analyzing Legal, Ethical and insurance Considerations in Sports Medicine

Unit 4: Understanding the Basics of Training and Conditioning Techniques

★ Unit 5: Assessing Environmental Factors that Lead to Injury

Unit 6: Human Anatomy and Physiology: Discussion on the Following Body Systems

★ Unit 7: Understanding Basic Taping, Wrapping, and Bracing for Injuries

★ Unit 8: Understanding Sports Nutrition, Supplementation and Substance Abuse

Unit 9: Identifying Basic Tissue Response and Common Injuries

Unit 10: Recognizing and Preventing the Spread of Blood Borne Pathogens

★ Unit 11: Determining Appropriate Emergency Injury Management

Unit 12: Investigating the Psychological Aspects of Injury

★ Unit 13: Introduction to Rehabilitation and Modalities

Unit 14: Basic Pharmacology

Unit 15: Fundamental Concepts of Evaluation

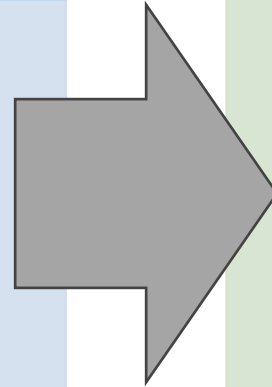


THE SECONDARY SCHOOL SPORTS MEDICINE COURSE OUTLINE

Sample Guidelines for Developing a Secondary School Sports Medicine Course

Athletic Injury Prevention

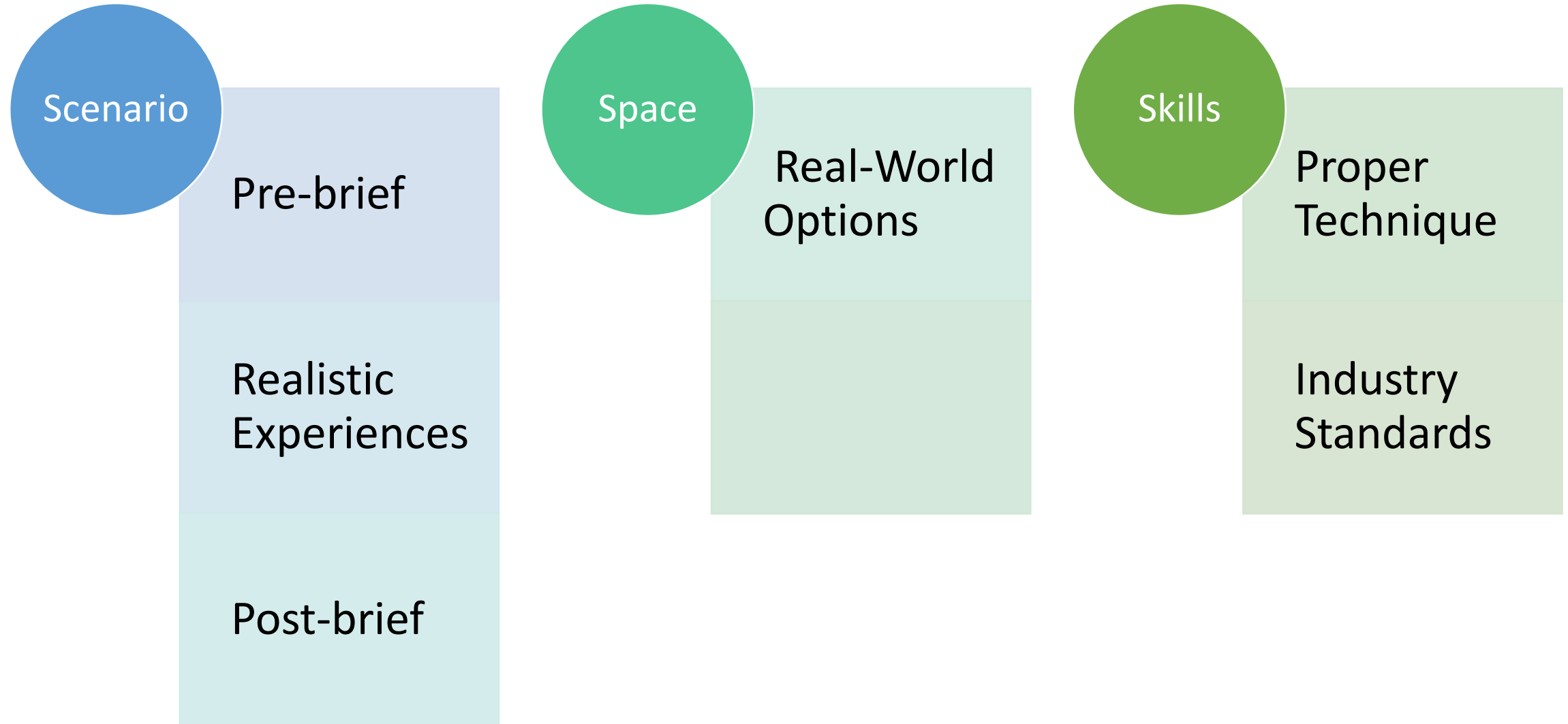
- Sports Nutrition Lab Kit
- Taping and Wrapping Skills Sim Kit
- Environmental Factors in Sports Medicine Lab Kit



Athletic Rehab & Recovery

- Rehabilitation and Modalities Scenario Kit
- Concussion Education Kit

Practical Tips for Best Practices





Realityworks Sports Med Kits



Sports Nutrition Lab Kit

Package includes:

- 20 Sports Nutrition Lab Student Workbooks
- 2 Posters – Nutrients and Food Labels
- 2-pound body fat model
- 4 skinfold calipers
- 4 body fat skinfold caliper analyzers
- 12 BMI body mass tape measures
- Sports Nutrition Curriculum

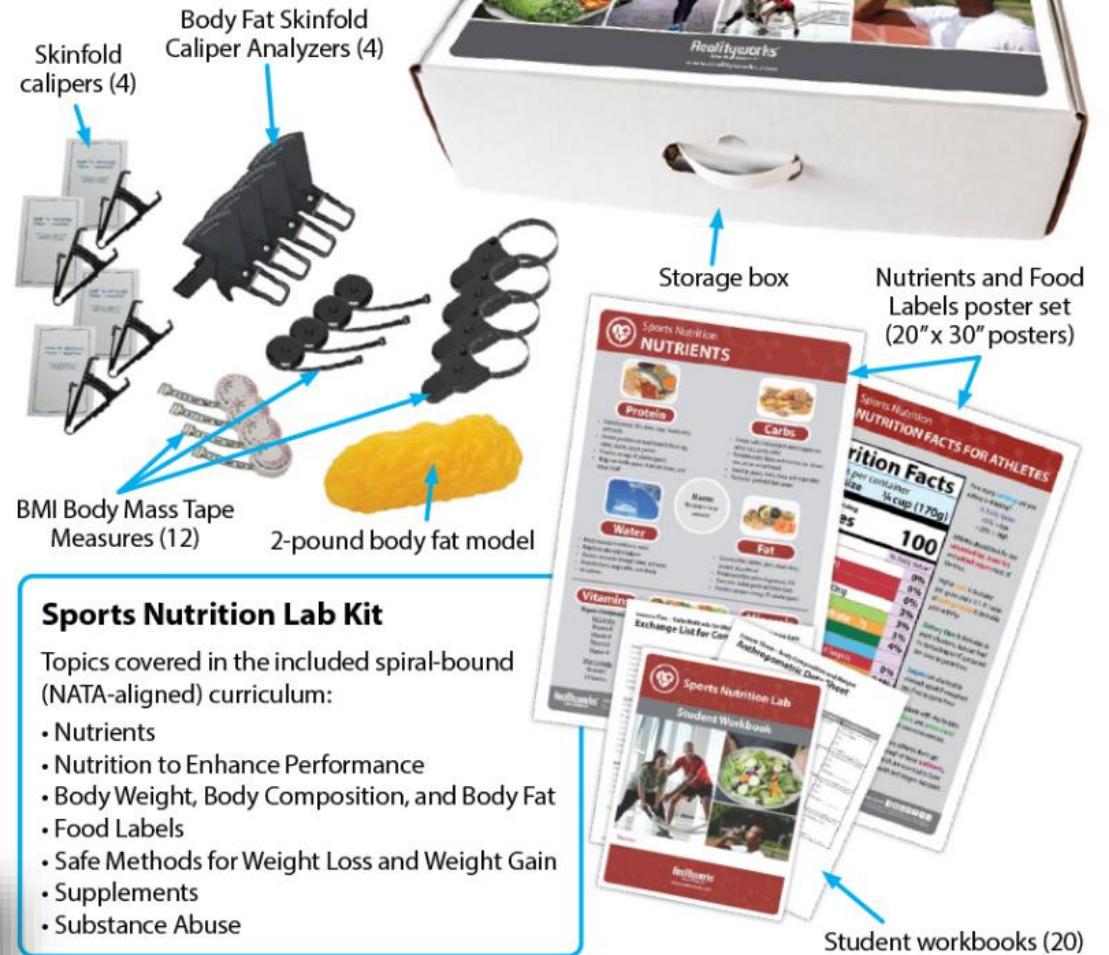
NATA Secondary School Sports Medicine Course
Outline Unit 8 Understanding Sports Nutrition,
Supplementation and Substance Abuse.

Lesson topics:

1. Nutrients
2. Nutrition to Enhance Performance
3. Body Weight, Body Composition, and Body Fat
4. Food Labels
5. Safe Methods for Weight Loss and Weight Gain
6. Supplements
7. Substance Abuse

Teaching hours: 11-14

Enough supplies for up to 4 small groups to conduct lab activities



Price: \$909
SKU: 35020501

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NATA Training

- Practical application of nutrition principles
- Critical thinking about dietary choices
- Understanding the impact of nutrition on athletic performance

Unit 8 Understanding Sports Nutrition, Supplementation and Substance Abuse Injury/Illness Prevention and Wellness Protection

- Terms: nutrients, vitamins, minerals, supplements, amino acids, saturated fats, unsaturated fats, electrolytes, calorie, anabolic steroids, human growth hormone (HGH), body composition, anorexia nervosa, bulimia, creatine, amphetamines, performance enhancing drugs (PED), banned substance
- Objectives-Students will be able to:
 - 8.1 List the six classes of nutrients and give an example in each class.
 - 8.2 Explain the importance of good nutrition in enhancing performance and injury prevention.
 - 8.3 Differentiate between body weight and body composition along with the factors that influence both of them.
 - 8.4 Identify methods to calculate percent body fat and issues associated with each.
 - 8.5 Identify safe methods for weight loss as well as weight gain.
- Applications-Activities students may perform: Create an appropriate pre-game meal for a specific sport (endurance vs. non endurance).
 - Create an educational brochure for athletes on banned substances from the IOC and the NCAA.
 - Study food labels and identify what information is important for people involved in different athletic activities.

Nutrition

Create a “Fueling Friday Challenge”

- Students plan a pre- and post-workout meal plan
- You can have specific types of athletes
- You can include different intensities of training, activity, events

Food Label

New Label

- Required for most foods sold in the US
- Fresh fruits and vegetables, fresh seafood, and alcohol do not currently require a Nutrition Facts Label
- Regulated by the Food & Drug Administration

Nutrition Facts	
8 servings per container	
Serving size	2/3 cup (55g)
Amount per serving	Calories 230
% Daily Value*	
Total Fat 8g	10%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 37g	13%
Dietary Fiber 4g	14%
Total Sugars 12g	
Includes 10g Added Sugars	20%
Protein 3g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 8mg	45%
Potassium 235mg	6%

- 1 The serving size now appears in larger, bold font and some serving sizes have been updated.
- 2 Calories are now displayed in larger, bolder font.
- 3 Daily Values have been updated.
- 4 Added sugars, vitamin D, and potassium are now listed. Manufacturers must declare the amount in addition to percent Daily Value for vitamins and minerals.

Sports Nutrition

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How do I know if something is “High” or “Low” in a nutrient?

		% Daily Value*
Total Fat 12g		18%
Saturated Fat 3g		15%
Trans Fat 3g		
Cholesterol 30mg		10%
Sodium 470mg		20%
Total Carbohydrate 31g		10%
Dietary Fiber 0g		0%
Sugars 5g		
Protein 5g		
Vitamin A		4%
Vitamin C		2%
Calcium		20%
Iron		4%

Get Enough of these Nutrients

Footnote

* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

Calories:	2,000	2,500
Total Fat:	Less than 65g	80g
Sat Fat:	Less than 20g	25g
Cholesterol:	Less than 300mg	300mg
Sodium:	Less than 2,400mg	2,400mg
Total Carbohydrate:	300g	375g
Dietary Fiber:	25g	30g

Percent Daily Value!

- 5% or less = LOW
- 20% or more = HIGH

% Daily Value = Based on 2,000 calorie diet. Think of daily value as your total goal for the day. The percent daily value tells you how closely to are to meeting (or exceeding) that goal.

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Sports Nutrition

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Taping and Wrapping Skills Sim Kit

Package includes:

- Taping and wrapping storage box
- 15 rolls of adhesive tape
- 15 rolls of cohesive tape
- 15 rolls of elastic bandage
- 15 rolls of pre-wrap foam
- 15 tape cutters
- 5 medical splint rolls
- 2 cervical collars
- Air splints
- 5 elbow braces
- Rapid splints
- Curriculum Taping and Wrapping Skills

Lesson topics:

1. Introduction to Taping, and Wrapping, and Protective Equipment
2. Taping Versus Bracing
3. Lower Extremity Taping
4. Upper Extremity Taping
5. Joint and Long Bone

Teaching hours: 5-6



Price: \$1,305
SKU: 35020437

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NATA Secondary School Sports Medicine
Course Outline Unit 7 Understanding Basic
Taping, Wrapping, and Bracing for Injuries.

NATA Training

- Hands on skill development
- Improved dexterity and technique
- Visual learning of taping principles

Unit 7 Understanding Basic Taping, Wrapping and Bracing for Injuries Injury/Illness Prevention and Wellness Protection

- Terms: off- the-shelf, customized, foam padding, orthotics, prophylactic taping, bracing, restricted movement brace, heel lock, stirrup, horseshoe, spica, spiral
- Objectives-Students will be able to:
 - 7.1 List considerations to be given when properly fitting headgear.
 - 7.2 Debate the advantages and disadvantages of customized versus commercial protective devices.
 - 7.3 Identify the types of marketed and fabricated bracing devices as well as techniques.
 - 7.4 Debate the advantages and disadvantages of taping versus bracing.
 - 7.5 Determine which elastic wraps and wrapping procedures are most appropriate for specific scenarios.
 - 7.6 Differentiate between different types of adhesive and cohesive tape, and determine what application is best for a specific scenario
 - 7.7 Identify 4 basic tape applications and the rationale of each.
- Applications-Activities students may perform:
 - Demonstrate knowledge of basic wrapping and taping procedures for a given joint.
 - Demonstrate knowledge of basic taping procedures to prevent a specific movement for a given joint.
 - Discuss the different types of athletic tape and their uses.

Taping

Have your students do a
“Taping Technique Challenge”

- Have students work in groups
- Assign specific injury scenarios
- Have teams correctly apply the appropriate taping or wrapping technique
- Have students grade their own technique or have a class judge

Introduction to Taping and Wrapping Skills Curriculum

Wrist Taping Checklist

Skills Check-Off ☒	Skill
	Apply a thin layer of pre-wrap to the hand and wrist area
	Apply anchor strips, 2 at the base of the forearm muscles and 1 around the hand
	Measure 3 strips for the fan, ensuring that the strips of tape are slightly longer than the anchor strips
	Secure the fan into the palm of the hand with 1-2 strips of tape
	Secure the other end of the fan with 2 additional strips of tape
	Apply 1 figure 8 around the wrist
	Apply closing strips to finish tape job

Introduction to Taping and Wrapping Skills Curriculum

Ankle Taping Checklist

Skills Check-Off ☒	Skill
	Place the ankle in dorsiflexion, apply tuf-skin, heel and lace pads, and pre-wrap
	Apply anchor strips, 2 at the base of the calf and 1 at the base of the 5th metatarsal
	Apply alternating stirrups and horseshoes
	Apply 1 anchor to hold stirrups in place
	Apply 4 heel locks, 2 medial and 2 lateral
	Apply 2 figure 8s
	Apply closing strips to finish tape job

Environmental Factors in Sports Medicine Lab Kit

Product Includes:

- 5 light meters
- Batteries
- Industrial poly bag
- 5 heat stress meters
- 10 sling psychrometers
- 15 sheets of sun print paper
- 15 sheets of write-on transparency film
- 100 index cards
- 100 cotton balls
- Curriculum Environmental Factors in Sports Medicine

NATA Secondary School Sports Medicine Course Outline Unit 5 Assessing Environmental Factors That Lead to Injury.

Lesson topics:

1. Atmospheric Conditions That Contribute to Environmental Injury
2. Environmental Factors to be Considered When Caring for Athletes
3. Circadian Dysrhythmia Impact on Athletes
4. Developing an Emergency Action Plan (EAP) And Policy for Thunder and Lightning as It Relates to Athletics
5. Sun Exposure and Risks to Athletes

Teaching hours: 6



Price: \$1,815
SKU: 35020435

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NATA Training

- Hands-on understanding of physiological response to environmental stressors
- Developing safety awareness
- Critical thinking about training and competition in various conditions

Unit 5 Assessing Environmental Factors That Lead to Injury Immediate and Emergency Care

- Terms: emergency action plan (EAP), thermal injuries, ambient temperature, heat index, psychrometer, wind chill, humidity, conduction, convection, evaporation, radiation, hydration, altitude, sun protection factor (SPF), circadian dysrhythmia, sickle cell trait, lightning and thunder.
- Objectives-Students will be able to:
 - 5.1 Recognize atmospheric conditions that contribute to environmental injury.
 - 5.2 Explain the environmental factors to be considered when caring for athletes.
 - 5.3 Determine an appropriate SPF for specific individuals.
 - 5.4 Explain the complications circadian dysrhythmia could have for various levels of athletes.
 - 5.5 Discuss the importance of an EAP and policy for thunder and lightning as it relates to athletics.
 - 5.6 Determine the risks associated with repeated overexposure to the sun.
- Applications-Activities students may perform:
 - Formulate the wet-bulb globe temperature (WBGT) using a sling psychrometer or other means and make suggestions for safe practice in given scenarios.
 - Create the thunder and lightning EAP for a specific outdoor venue. ☐ Investigate equipment necessary to prevent, manage and treat environmental injury/illnesses.
 - Explain the role of the each member of the sports medicine team. ☐ Discuss as many ways as possible to decrease the risk of environmental injuries.

Weather and Humidity

Create a “Environmental Emergency Simulation”

- Present students with a scenario – Today’s football practice will be extremely hot
- Use the WBGT to identify what to do in this situation and how to communicate with players, coaches and other participants

STEP 1

FIND THE WET BULB GLOBE TEMPERATURE (WBGT)

Measure the temperature and humidity at your site. Find the estimated WBGT corresponding below.

WET BULB GLOBE TEMPERATURE (WBGT) FROM TEMPERATURE AND RELATIVE HUMIDITY

		TEMPERATURE IN DEGREES FAHRENHEIT																														
		68.0	69.8	71.6	73.4	75.2	77.0	78.8	80.6	82.4	84.2	86.0	87.8	89.6	91.4	93.2	95.0	96.8	98.6	111.2												
RELATIVE HUMIDITY (%)	0	59.0	60.8	60.8	62.6	64.4	64.4	66.2	66.2	68.0	68.0	69.8	71.6	71.6	73.4	73.4	75.2	75.2	77.0	77.0	78.8	80.6	80.6	82.4	82.4	84.2	84.2	86.0	87.8	87.8	89.6	89.6
	5	60.8	60.8	62.6	64.4	64.4	66.2	66.2	68.0	69.8	69.8	71.6	71.6	73.4	75.2	75.2	77.0	78.8	78.8	80.6	80.6	82.4	84.2	84.2	86.0	87.8	87.8	89.6	91.4	91.4	93.2	95.0
	10	60.8	62.6	62.6	64.4	66.2	66.2	68.0	69.8	69.8	71.6	73.4	73.4	75.2	77.0	77.0	78.8	80.6	80.6	82.4	84.2	86.0	86.0	87.8	89.6	89.6	91.4	93.2	95.0	96.8	96.8	98.6
	15	62.6	62.6	64.4	66.2	66.2	68.0	69.8	69.8	71.6	73.4	73.4	75.2	77.0	78.8	78.8	80.6	82.4	84.2	84.2	86.0	87.8	89.6	91.4	91.4	93.2	95.0	96.8	98.6			
	20	62.6	64.4	64.4	66.2	68.0	68.0	69.8	69.8	71.6	73.4	75.2	75.2	77.0	78.8	80.6	80.6	82.4	84.2	86.0	87.8	89.6	91.4	93.2	95.0	96.8	98.6					
	25	64.4	64.4	66.2	68.0	68.0	69.8	71.6	73.4	75.2	75.2	77.0	78.8	80.6	82.4	82.4	84.2	86.0	87.8	89.6	91.4	93.2	95.0	96.8	98.6							
	30	64.4	66.2	68.0	68.0	69.8	71.6	73.4	73.4	75.2	77.0	78.8	80.6	82.4	84.2	84.2	86.0	87.8	89.6	91.4	93.2	95.0	96.8	98.6								
	35	64.4	66.2	68.0	69.8	71.6	73.4	73.4	75.2	77.0	78.8	80.6	82.4	84.2	86.0	87.8	89.6	91.4	93.2	95.0	96.8	98.6										
	40	66.2	68.0	69.8	69.8	71.6	73.4	75.2	77.0	78.8	80.6	82.4	84.2	86.0	87.8	89.6	91.4	93.2	95.0	96.8	98.6											
	45	66.2	68.0	69.8	71.6	73.4	75.2	77.0	78.8	80.6	80.6	82.4	84.2	86.0	89.6	91.4	93.2	95.0	96.8	98.6												
	50	68.0	69.8	71.6	73.4	73.4	75.2	77.0	78.8	80.6	82.4	84.2	86.0	87.8	91.4	93.2	95.0	96.8	98.6													
	55	68.0	69.8	71.6	73.4	75.2	77.0	78.8	80.6	82.4	84.2	86.0	87.8	89.6	93.2	95.0	96.8	98.6														
	60	69.8	71.6	73.4	75.2	77.0	78.8	80.6	82.4	84.2	86.0	87.8	89.6	91.4	95.0	96.8	98.6															
	65	69.8	71.6	73.4	75.2	77.0	78.8	80.6	82.4	84.2	87.8	89.6	91.4	93.2	96.8	98.6																
	70	71.6	73.4	75.2	77.0	78.8	80.6	82.4	84.2	86.0	87.8	91.4	93.2	95.0	96.8																	
	75	71.6	73.4	75.2	77.0	78.8	80.6	84.2	86.0	87.8	89.6	91.4	95.0	96.8	98.6																	
80	73.4	75.2	77.0	78.8	80.6	82.4	84.2	86.0	89.6	91.4	93.2	96.8	98.6																			
85	73.4	75.2	77.0	78.8	82.4	84.2	86.0	87.8	89.6	93.2	95.0	98.6																				
90	75.2	77.0	78.8	80.6	82.4	84.2	87.8	89.6	91.4	95.0	96.8	98.6																				
95	75.2	77.0	78.8	80.6	84.2	86.0	87.8	91.4	93.2	95.0	98.6																					
100	75.2	78.8	80.6	82.4	84.2	87.8	89.6	91.4	95.0	96.8																						

NOTE: This table is compiled from an approximate formula which only depends on temperature and relative humidity.

Wet Bulb Globe Temperature Guidelines For Safe Practices

WBGT Reading	Level	Practice Hours	Activity and Break Guidelines	Fluids
Under 82.0	Green	Resume normal activities	3 separate rest breaks of 3 minutes each, every hour	Water or electrolyte drinks
82.0-86.9	Yellow	Use discretion for intense or prolonged exercise	3 separate rest breaks each hour for 4 minutes each	Water or electrolyte drinks
87.0-89.9	Orange	Maximum practice time is 2 hours	At least 4 separate rest breaks each hour for 4 minutes each Limited or no protective equipment for conditioning activities	Water or electrolyte drinks
90.0-92.0	Red	Maximum practice time is 1 hour	20 minutes of rest breaks during the hour No protective equipment worn and no conditioning activities	Water or electrolyte drinks
Over 92.1	Black	No outdoor workouts	Cancel exercise until a cooler WBGT reading occurs	Water or electrolyte drinks

Rehabilitation and Modalities Scenario Kit

Product includes:

- 18 Therapeutic Modalities Flashcards
- 20 Acute Injury Scenarios Workbooks
- Curriculum Rehabilitation and Modalities



Lesson topics:

1. Understanding Rehabilitation Modalities
2. Safety Procedures for Modalities
3. Five Phases of Rehabilitation
4. Creating First Aid Treatment Plans for Acute Injuries
5. Career Exploration: The Role of Various Rehabilitation Professionals
6. Assessment and Application: Acute Injury Scenarios

Teaching hours: 10-15

NATA Secondary School Sports Medicine
Course Outline Unit 13 Introduction to
Rehabilitation and Modalities
Foundations of Sports Medicine I

Price: \$909
SKU: 35020439

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NATA Training

- Practical application of rehabilitation concepts
- Understanding the role of modalities in healing
- Developing problem-solving skills in injury management

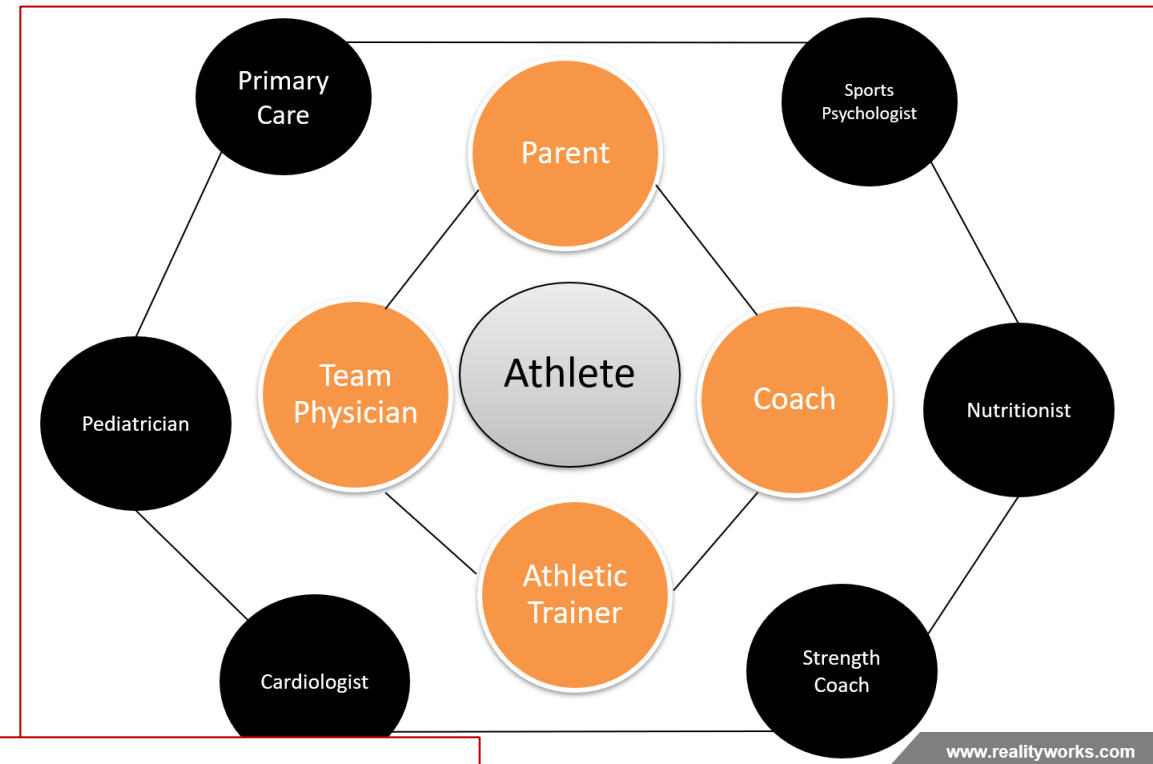
Unit 13 Introduction to Rehabilitation and Modalities Treatment and Rehabilitation

- Terms: cryotherapy, thermotherapy, therapeutic ultrasound, electrical modality, manual therapy, protocol, parameter, indication, contraindication, thermal modality, ground fault circuit interrupter, hydrotherapy, light modality
 - 13.1 List the safety procedures with each type of modality.
 - 13.2 Investigate the role of various rehabilitation professionals.
 - 13.3 Understand the five phases of rehabilitation.
- Applications-Activities students may perform:
 - Create a first aid treatment plan for an acute injury.

Circle of Care

Create a “Rehab Protocol Design”

- Present students with an injury scenario and have them design a basic rehab protocol
- Go over who the circle of care will be and what you will use for treatment checkpoints.



Thermal Modality

Treatments that transfer heat into or out of the body. It includes both heat and cold application.

Examples:

- Heat and cold packs
- Ultrasound
- Hydrotherapy
- Paraffin wax



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Concussion Education Kit

- “Traumatic Brain Injury” Concussion Simulation Experience (10 student kits)
- Concussion Simulation Glasses
- Headphones and mp3 player
- Storage Case
- Brain and Cerebral Arteries Model
- 2 Posters (Anatomy of a Brain During Concussion, Signs and Symptoms of Traumatic Brain Injury)
- Curriculum Traumatic Brain Injury

NATA Secondary School Sports Medicine
Course Outline Unit 11 Determining
Appropriate Emergency Injury Management
Foundations of Sports Medicine I

Lesson topics:

1. Introduction to Traumatic Brain Injury
2. Concussion Signs and Symptoms
3. TBI Treatment and Prevention
4. TBI Scenarios

Teaching hours: 5-7



Price: \$1,925
SKU: 35020433

NATA Training

- Increase awareness of concussion risks
- Understanding the seriousness of head injuries
- Developing knowledge of appropriate response and management

Unit 11 Determining Appropriate Emergency Injury Management

Injury/Illness Prevention and Wellness Protection

- Terms: primary survey, secondary survey, history observation palpation special tests (HOPS), peripheral nervous system (PNS), central nervous system (CNS), level of consciousness (LOC), crepitus, myotome, dermatome, reflexes, **concussion**, traumatic brain injury (TBI), amnesia, cardiopulmonary resuscitation (CPR), automatic external defibrillator (AED), emergency action plan (EAP), catastrophic injury, myocardial infarction, sudden death syndrome, stroke, embolism, aneurism
 - 11.2 Determine the components of an EAP.
 - 11.3 Investigate the acute injury management techniques.
 - **11.4 List and describe the signs and symptoms of a concussion and demonstrate the recognition of them.**
 - 11.5 Explain the steps involved in performing CPR.
 - 11.6 Recognize the common causes of cardiopulmonary complications in sports.
- Applications-Activities students may perform:
 - Properly demonstrate CPR and the use of an AED
 - Attain first aid certification
 - Create an EAP for a specific sport and venue
 - Discuss the importance of involving each member of the sports medicine team
 - Describe what is involved in the primary assessment
 - Describe what is involved in the secondary assessment (including vital signs)
 - Emergency splinting and bandaging
 - Wound care
 - Disaster preparedness
 - EMS system and structure
 - Airway management
 - CPR/AED
 - Rescue breathing
 - Medical emergencies

Signs/Symptoms

Using the “Concussion Experience Checklist”

- Act out a scenario
- Have students use the case study of the athlete who sustained a head injury.
- Have students identify signs and symptoms of the scenario

Traumatic Brain Injury Curriculum

Name: _____ Class: _____

Concussion Experience Checklist

Instructions: Do each task while wearing the Concussion Simulator. Record your observations.

Task	Rate the difficulty to complete each 1(easy) – 5 (hard)					What did you observe about your body as you completed the task?
	1	2	3	4	5	
Station 1: Interview a classmate. Ask 5 questions and write down answers to the questions. Use the worksheet provided to record your interview.						
Station 2: Poetry Time. Read a poem and answer questions in the space provided.						
Station 3: Math Time. Complete some basic math problems in the space provided.						
Station 4: Writing Time. Copy a sentence off the board and sign your name at the bottom.						
Station 5: Screen Time. Try to read information off a computer screen, tablet or cell phone.						
Station 6: Play Catch! Play catch with a classmate. Use a small ball if available, or a crumpled piece of paper. Start close together and move further apart.						
Station 7: Walk the line. Walk a line on the floor without falling off.						
Station 8: Power nap. Close your eyes for one minute as if sleeping.						
Station 9: Workout. Do 5-10 pushups or 10 jumping jacks. Choose a different physical activity if you cannot do either of these.						
Station 10: Stand up, sit down. Sit in a chair. Whenever ready, stand up and down 5 times as fast as possible. You have to stand up fully and sit down with your butt touching the chair. Now do it with your eyes shut.						

How did this inform you about the problems someone who has suffered a TBI is going through?

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Traumatic Brain Injury Curriculum

Name: _____ Class: _____

Concussion Signs and Symptoms Chart

Complete the chart below from lecture information, slides, posters and/or Internet sources.

	Signs (Visible to others)	Symptoms (Felt by Affected Individual)
Physical		
Sensory		
Cognitive		
Behavioral		

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Helpful Hints:

- Align with the NATA standards to make sure you are giving your students the best opportunity for credentialing
- Align your students' activities with the needs of the athlete or participant you are helping
- Keep alignment with professional protocols and best practices
- *When in doubt, work it out* – include the hands-on components and scenarios in all you do



Questions?





Let's connect!

We can help you start or refresh your own program!

Scan to:

- Connect with your local Realityworks account manager
- Request a free quote
- Ask questions and more!

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