

Rowan's Law Day 2024 Toolkit

Background

Rowan's Law Day was established to honour the memory of Rowan Stringer, a 17-year-old athlete who died because of head injuries that she had sustained while playing rugby. Rowan is believed to have experienced multiple concussions in a short period of time. She didn't know that she needed time to heal from her injuries.



Purpose

This toolkit is intended to raise awareness about concussions and promote concussion safety.

Who is this toolkit for?

This toolkit is for educators to use leading up to and on Rowan's Law Day, to help students in elementary and high school understand the importance of preventing concussions.



What's included in this toolkit?

- Activities for Elementary Students
- Activities for High School Students
- Concussion Guide for Teachers
- Hit. Stop. Sit. Poster for Classrooms
- Hit. Stop. Sit Poster for Classrooms
- Videos (Maddy's Story)*
- Additional Resources/Information*

**This year we encourage your school to wear purple on
Wednesday, September 25th for Rowan's Law Day.**

*Available only on the digital version of this toolkit

Grades 3-5

		Personal Health Series Concussions
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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	





Personal Health Series

Concussions

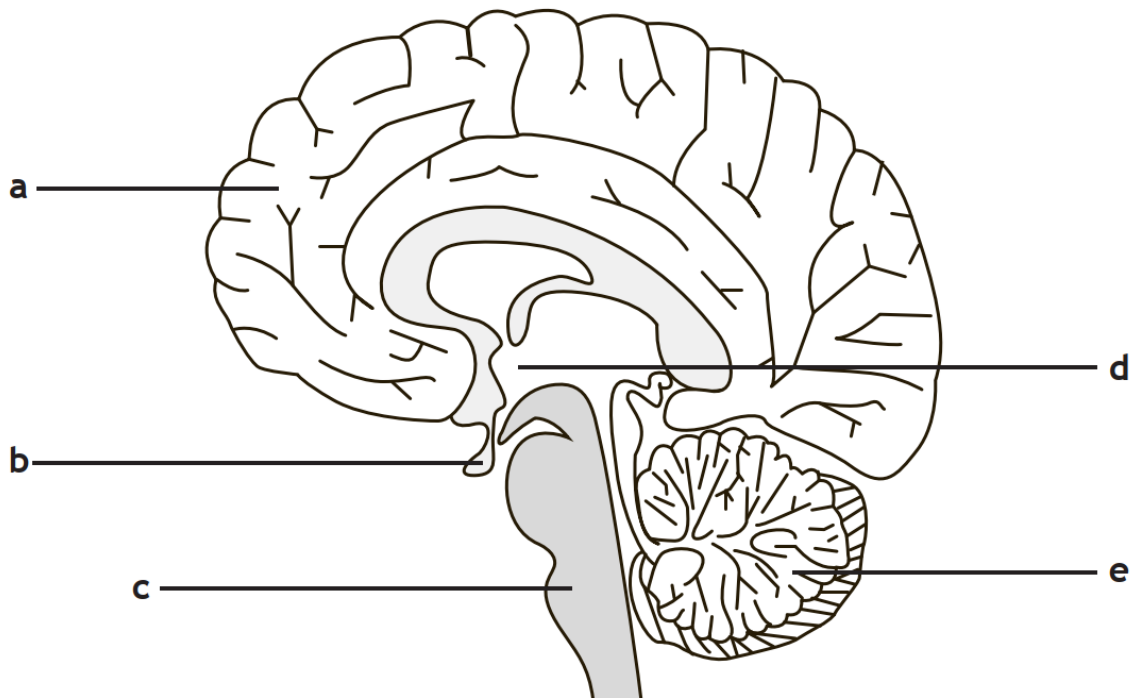
Name: _____

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. Name at least four symptoms of a concussion:

2. Which of the following is **not** a good way to prevent sports injuries?

- a) Wearing protective gear, such as helmets and protective pads
- b) Warming up before play and cooling down afterward
- c) “Playing through” a minor pain in your body to see if it will go away on its own
- d) Obeying the rules of the game
- e) Watching out for others

3. List two tips about bicycle helmets:

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

5. The biggest part of the brain, which does your thinking and holds both short-term and long-term memory, is called the _____.

6. True or false: People who have head injuries can have long-term or permanent brain damage if they try to return to practice or play too quickly after a concussion.

7. True or false: If you don’t lose consciousness, you don’t have a concussion.

8. True or false: If you (or a friend or teammate) think you might have had a concussion, you should tell a coach or parent immediately.

9. Student-athletes should get _____ before their sports seasons start.

- a) haircuts
- b) professional sports contracts
- c) sneaker advertising deals
- d) concussion baseline testing

10. When it comes to a head injury in sports, the best thing to remember is:

- a) “No pain, no gain!”
- b) “When in doubt, sit out!”



Quiz Answer Key

1. Name at least four symptoms of a concussion:

Any four of the following: seeing stars and feeling dazed, dizzy, or lightheaded; memory loss, such as trouble remembering things that happened right before and after the injury; nausea or vomiting; headaches; blurred vision and sensitivity to light; slurred speech or saying things that don't make sense; difficulty concentrating, thinking, or making decisions; difficulty with coordination or balance (like being unable to catch a ball or other easy tasks); feeling anxious or irritable for no apparent reason; feeling overly tired.

2. Which of the following is **not** a good way to prevent sports injuries?

- a) Wearing protective gear, such as helmets and protective pads
- b) Warming up before play and cooling down afterward
- c) "Playing through" a minor pain in your body to see if it will go away on its own
- d) Obeying the rules of the game
- e) Watching out for others

3. List two tips about bicycle helmets:

Any two of the following: the straps should always be fastened when you are riding; the helmet should never be worn over a bandana, baseball cap, or anything else that could cause it to shift in a crash; it should sit level and firmly but comfortably on your head and not be tilted forward, backward, or sideways; it should be replaced if it takes a serious hit, even if it looks undamaged.

4. 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

5. The biggest part of the brain, which does your thinking and holds both short-term and long-term memory, is called the cerebrum.

6. True or false: People who have head injuries can have long-term or permanent brain damage if they try to return to practice or play too quickly after a concussion.

7. True or false: If you don't lose consciousness, you don't have a concussion.

8. True or false: If you (or a friend or teammate) think you might have had a concussion, you should tell a coach or parent immediately.

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- b) professional sports contracts
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- d) concussion baseline testing

10. When it comes to a head injury in sports, the best thing to remember is:

- a) "No pain, no gain!"
- b) "When in doubt, sit out!"



Personal Health Series Bike Safety

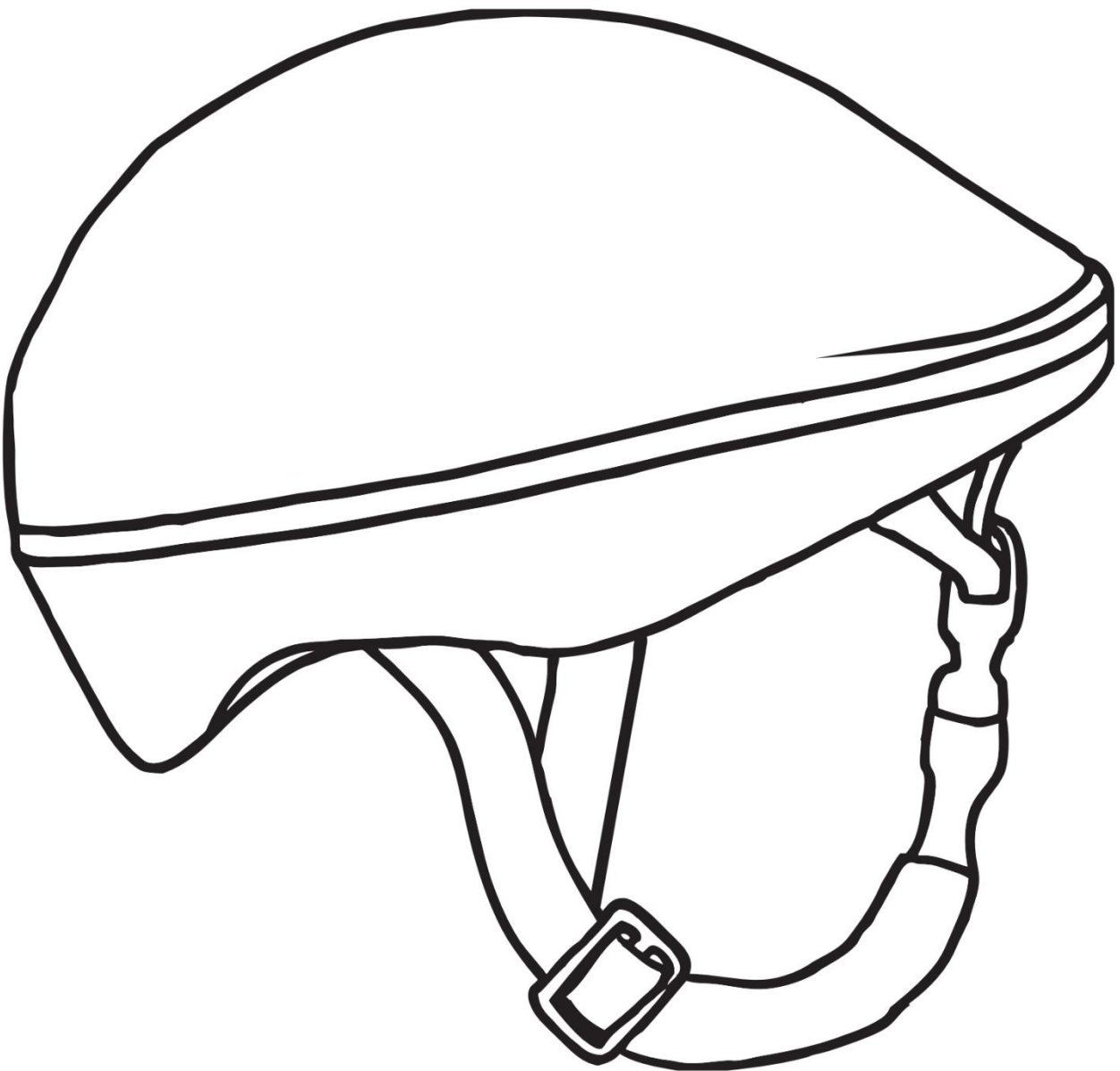
Brainy Bikers

Promise to follow the #1 bike safety rule by writing your name and today's date:

I promise to wear a helmet every time I ride a bike.

Name: _____ Date: _____

Create a cool design for a bike helmet using crayons, markers, and/or stickers.

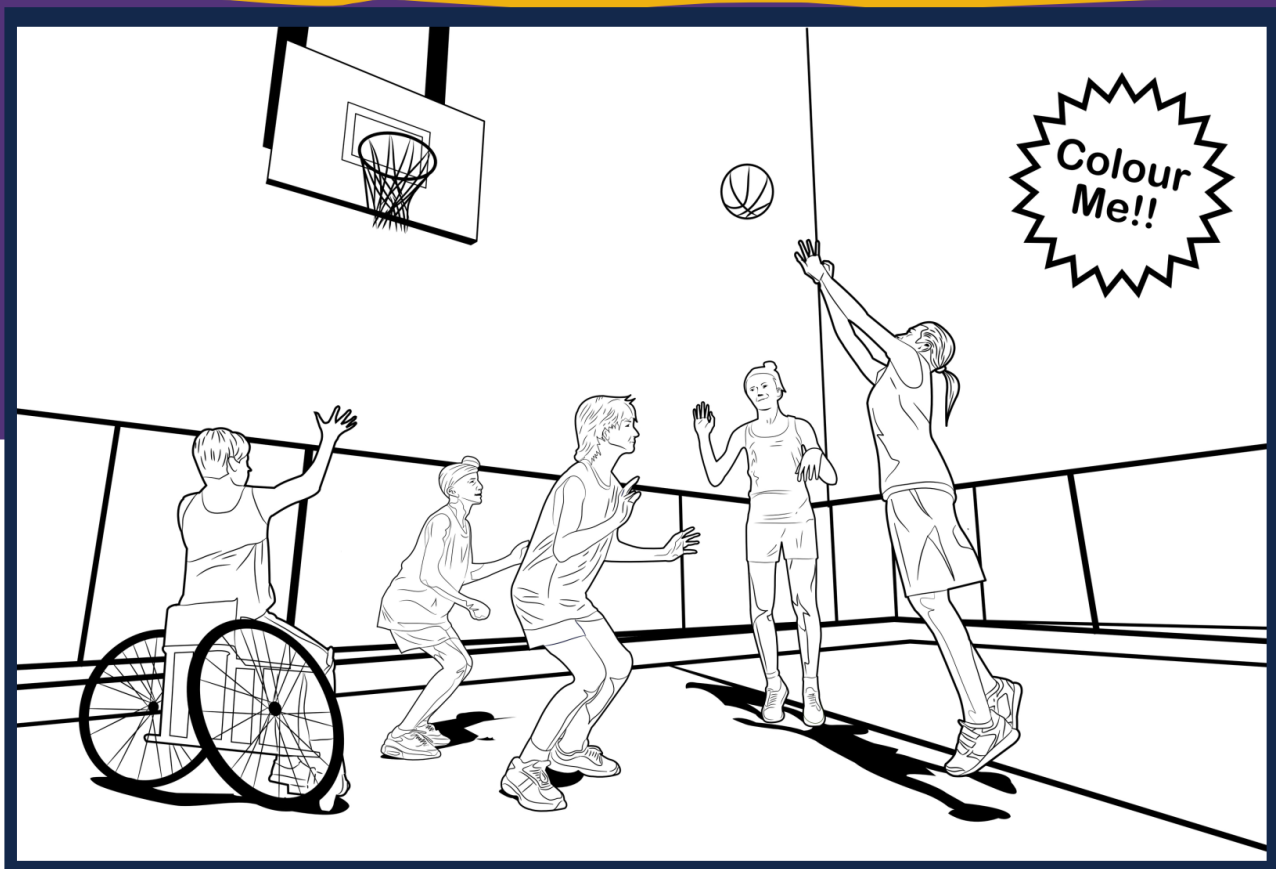


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ROWAN'S LAW DAY

CONCUSSION SAFETY

A BUMP TO THE HEAD OR BODY CAN HURT
– SO TELL AN ADULT RIGHT AWAY



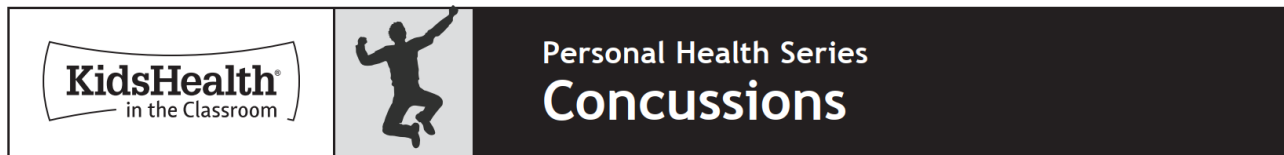
Did you bump your head or body? Do you have a friend who has? Sometimes a bump to the head can hurt your brain and needs special care and rest — this could be from playing sports, playing with friends, or even just rolling out of bed in the morning. When you hit your head or body, it's always a good idea to **SPEAK UP** and tell your parents/guardians, teacher, coach, or another adult you trust. They know just what to do to help you feel better. So, don't hide a bump to your head, **SPEAK UP** about it!

For more information on concussions including signs, symptoms and prevention, checkout:

Rowan's Law Day Toolkit for Schools | ophea.net/rowans-law-day-toolkit-schools | [#RowansLawDay](https://twitter.com/RowansLawDay)



Quiz for Grades 9-12



Name: _____

Date: _____

Quiz

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

- a) nausea or vomiting
- b) slurred speech
- c) feeling anxious or irritable
- d) feeling happy
- e) "seeing stars"

2. Which of the following is **not** a common reason that high school sports injuries occur?

- a) improper training
- b) drinking too much water during the game
- c) wearing the wrong type of shoes
- d) lack of safety equipment

3. List three tips about bicycle helmets:

4. True or false: A concussion can affect a student's performance in school.

5. Which is a good way to heal from a concussion?

- a) Physical and mental rest
- b) Exercise and problem-solving video games
- c) Brain transplant

6. True or false: People who have head injuries can have long-term or permanent brain damage if they try to return to practice or play too quickly after a concussion.

7. True or false: If you don't lose consciousness, you don't have a concussion.

8. True or false: If you (or a friend or teammate) think you might have had a concussion, you should tell a coach or parent immediately.

9. Student-athletes should get _____ testing before their sports seasons start.

10. When it comes to a head injury in sports, the best thing to remember is:

- a) "No pain, no gain!"
- b) "When in doubt, sit out!"



Quiz Answer Key

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

- a) nausea or vomiting
- b) slurred speech
- c) feeling anxious or irritable
- d) feeling happy
- e) “seeing stars”

2. Which of the following is *not* a common reason that high school sports injuries occur?

- a) improper training
- b) drinking too much water during the game
- c) wearing the wrong type of shoes
- d) lack of safety equipment

3. List three tips about bicycle helmets:

Any three of the following: Helmet straps should always be fastened when you’re riding; the helmet should never be worn over a bandana, baseball cap, or anything else that could cause it to shift in a crash; the helmet should sit level and firmly but comfortably on your head and not be tilted forward, backward, or sideways; the helmet should be replaced if it takes a serious hit, even if it looks undamaged.

4. True or false: A concussion can affect a student’s performance in school.

5. Which is a good way to heal from a concussion?

- a) Physical and mental rest
- b) Exercise and problem-solving video games
- c) Brain transplant

6. True or false: People who have head injuries can have long-term or permanent brain damage if they try to return to practice or play too quickly after a concussion.

7. True or false: If you don’t lose consciousness, you don’t have a concussion.

8. True or false: If you (or a friend or teammate) think you might have had a concussion, you should tell a coach or parent immediately.

9. Student-athletes should get baseline concussion testing before their sports seasons start.

10. When it comes to a head injury in sports, the best thing to remember is:

- a) “No pain, no gain!”
- b) “When in doubt, sit out!”

Word Search – Rowan’s Law Day

This word search has words that are related to concussions and Rowan's Law Day. You will find some concussion symptoms, as well as some treatment options and safety gear we can wear to prevent concussions in sport.

Rowan Stringer was a 17-year-old athlete that died because of head injuries she sustained while playing rugby. Rowan's Law Day is a day to raise awareness about concussions and promote concussion safety in sport.

Rowans Law Day Word Search

R	I	O	S	R	E	S	T	E	I	N	U	I	O
H	G	N	I	T	I	M	O	V	V	S	T	A	M
M	O	U	T	H	G	U	A	R	D	I	D	E	Y
T	N	U	S	E	N	S	I	T	I	V	I	T	Y
G	A	M	O	T	N	E	M	P	I	U	Q	E	N
Q	M	N	I	S	H	E	L	M	E	T	M	R	R
S	S	G	O	W	E	A	K	N	E	S	S	A	U
N	I	R	R	I	T	A	B	I	L	I	T	Y	S
W	M	B	S	D	R	O	W	S	I	N	E	S	S
Q	S	N	I	T	E	R	O	W	A	N	R	Y	N
C	O	N	C	U	S	S	I	O	N	Z	I	O	E
S	C	I	G	M	S	E	G	A	S	S	A	M	A
U	T	S	S	C	O	N	F	U	S	I	O	N	S
S	S	N	S	S	E	N	I	Z	Z	I	D	T	O

IRRITABILITY
DROWSINESS
MOUTHGUARD
CONCUSSION
HELMET
REST
SENSITIVITY
VOMITING
MASSAGE
ROWAN
CONFUSION
WEAKNESS
EQUIPMENT
DIZZINESS

Concussion guide for

TEACHERS



Parachute
Concussion Series

What is a concussion?

A concussion is a brain injury that cannot be seen on routine X-rays, CT scans, or MRIs. It affects the way a student may think and remember things, and can cause a variety of symptoms.

What are the signs and symptoms of a concussion?

A student does not need to be knocked out (lose consciousness) to have had a concussion. The student might experience one or more of the following. When watching for signs or symptoms of a potential concussion, consider how the student typically feels and behaves.

Cognitive (thinking)	Physical	Emotional/ behavioural
<ul style="list-style-type: none">• Does not know time, date, place, details about a recent activity• Difficulty remembering things that happened before and after the injury• Difficulty concentrating• Not thinking clearly• Feeling like “in a fog”	<ul style="list-style-type: none">• Headache or head pressure• Dizziness• Stomachache, nausea, vomiting• Blank or vacant stare• Blurred or fuzzy vision• Sensitive to light or sound• Sees stars, flashing lights• Ringing in the ears• Problems with balance or co-ordination• Feels tired or no energy• “Don’t feel right”	<ul style="list-style-type: none">• Nervousness or anxiety• Strange or inappropriate emotions (i.e., laughing, crying, getting mad easily)• Slow to answer questions or follow directions• Easily distracted• Not participating well• Changes in sleep patterns

Some students may take more time to communicate how they are feeling or communicate non-verbally. After an impact, watch for changes in the student, such as crying more than usual or lack of interest in things they typically like. If appropriate, you can use non-verbal communication strategies, such as asking the student to point to anywhere that hurts.

Get medical help immediately if a student has any “red flag” symptoms such as neck pain, repeated vomiting, growing confusion, seizures and weakness or tingling in their arms or legs. These may be signs of a more serious injury.



Parachute
PREVENTING INJURIES. SAVING LIVES.

Parachute is Canada’s leading national charity dedicated to injury prevention

Concussion Ed

For concussion info on the go, download the app



parachute.ca

rev. 2024-04-22

What causes a concussion?

Any blow to the head, face or neck, or a blow to the body that causes a sudden jarring of the head, may cause a concussion (e.g., a ball to the head, colliding with another person).

What should I do if I suspect a student has a concussion?

In all suspected cases of concussion, the student should stop the activity right away.

Continuing increases their risk of more severe, longer-lasting concussion symptoms, as well as increases their risk of other injury.

The Concussion Recognition Tool 6 (CRT6) can be used by anyone to help recognize the signs and symptoms of a possible concussion.

The student should not be left alone and should be seen by a doctor as soon as possible. They should not drive.

If the student loses consciousness, call an ambulance to take them to the hospital right away. Follow basic principles of first aid. Do not move the student or remove any equipment such as a helmet.

The student should not return to play the same day.

How long will it take for the student to get better?

The signs and symptoms of a concussion often last for up to four weeks but may last longer. In some cases, students may take many weeks or months to heal. If the student has had a concussion before, they may take longer to heal.

If the student's symptoms are persisting (i.e., last longer than four weeks) they should be referred to a licensed healthcare professional who is an expert in the management of concussion.

How is concussion treated?

For the first 24 to 48 hours after the injury, the student can engage in activities of daily living, such as light walking and preparing meals, and social interactions at home. Screen time should be minimized in the first 48 hours. Then, school and sport activities can be introduced and increased gradually.

As the student is returning to activities, their symptoms may feel a little worse. This is common and OK as long as it is mild and brief. "Brief" means their symptoms should settle back down within an hour. If activities make their symptoms worsen more than this, they should take a break and adapt activities.

Recovering from concussion is a process that takes patience. If the student goes back to activities before they are ready, it is likely to make their symptoms worse, and their recovery might take longer.

When should the student go to the doctor?

Anyone with a possible head injury should be seen by a doctor as soon as possible.

The student should go back to the doctor immediately if, after being told they have a concussion, they have worsening symptoms, such as:

- being more confused
- headache that is getting worse
- vomiting more than twice
- not waking up
- having any trouble walking
- having a seizure
- strange behaviour

When can the student return to school?

A student with a concussion may miss one or more days of school. Generally, more than one week of complete absence from the school environment is not recommended. Medical clearance is not required to return to school.

The student may find it hard to concentrate in class, get a worse headache or feel sick to their stomach. They may need to begin with partial days at school and may need accommodations to help them tolerate their workload and the school environment. Examples include access to breaks, extra time to complete work, permission to wear sunglasses in class or a quiet place to eat lunch.

Each concussion is unique, so the student may progress at a different rate than others. Students should not be rushed through their return to activities. At the same time, if a student can tolerate being at school, they should not be restricted from attending.

What are the steps for return to school?

The Return-to-School Strategy is a tool to help guide a student's return to schoolwork and the school environment. As the student progresses, the goal is to increase their tolerance and decrease concussion-related accommodations.

Step 1: Activities of daily living and relative rest at home (first 24-48 hours). Minimize screen time.

Step 2: School activities with encouragement to return to school (as tolerated). Homework, reading or other light cognitive activities at school or home. Take breaks and adapt activities as needed. Gradually resume screen time, as tolerated.

Step 3: Part-time or full days at school with accommodations. Gradually reintroduce schoolwork. Gradually reduce accommodations related to the concussion and increase workload.

Step 4: Return to school full-time, with full academic activities and no concussion-related accommodations.

When can the student return to sport and physical activity?

The Return-to-Sport Strategy provides more information on the steps for gradually returning to sport and physical activity, including participation in physical education class. As the student is recovering from concussion, they should avoid activities that put them at risk of contact, collisions or falls. Return to school should be completed before the student seeks medical clearance for full return to unrestricted sport activities.

The student should never return to activities with risk of contact until cleared by a doctor!

Returning before full recovery from concussion puts the student at higher risk of sustaining another concussion, with symptoms that may be more severe and last longer.

Additional resources

Scan the QR code or visit parachute.ca/concussion





Grey Bruce
Public Health

Hit. Stop. Sit.



Any blow to the head, face or neck may cause a concussion. A concussion may also be caused by a blow to the body if the force of the blow causes the brain to move around inside the skull.

Learn how to prevent, identify and manage concussions.

***** the remainder of this document is only for the digital version of this toolkit *****

Videos

Maddy's Story about returning to High School after a concussion (Short Video Series)

<https://youtube.com/playlist?list=PLqdnFtPAEWPckff0ibCFFCS0fGjG60h7m&si=qHMy2rYlQYnhuejm>

Additional Resources/Information

Download Ontario's concussion awareness resources

English: <https://www.ontario.ca/page/rowans-law-concussion-awareness-resources>

French: [Loi Rowan : ressources de sensibilisation aux commotions cérébrales | ontario.ca](#)

Ontario is a world leader in concussion safety and the first and only jurisdiction in Canada to pass concussion safety legislation. Rowan's Law is just one of the many ways we are making sports safer in Ontario. Learn more about what Ontario is doing to improve concussion safety:

English: <https://www.ontario.ca/page/ontarios-plan-improving-concussion-safety>

French: [Plan de l'Ontario pour améliorer la sécurité en matière de commotions cérébrales | ontario.ca](#)

Download the concussion handbook for Parents and Kids

English: <https://hollandbloorview.ca/sites/default/files/migrate/files/Concussion%20handbook%20March%202017%20-no%20crops.pdf>

French: http://issuu.com/hollandbloorview/docs/concussion_handbook_french_jan_2016