

An Active & Safe Program Resource

Putting concussion prevention and management tools in the hands of the participants

Active & Safe Ethical Decision-Making Game

The Active & Safe *Ethical Decision-Making Game* is a fun activity that gets kids thinking and working together by reaching consensus about real-life ethical scenarios.

Download related resources at www.cces.ca/activeandsafe.

Go For
It

Play
Fair

Respect
Others

Keep It
Fun

Stay
Healthy

Include
Everyone

Give
Back



TRUE SPORT
lives here

Introduction

The Active & Safe Ethical Decision-Making Game is a fun activity that gets kids thinking and working together. The object of the activity is for teams to make their way through the course as quickly as they can. Along the way, they must discuss and reach consensus about real-life ethical scenarios.

The game is adapted from the True Sport Ethical Decision-Making Game. This version is designed to encourage children and youth to think about issues and events specific to concussion awareness, prevention and management. It's fun, adaptable and gets everyone thinking about concussion safety.

Everything you need to get started is right here!

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|-----------------------|--|
| Size of group: | Maximum 8-12 players at one time (2 groups of 4-6 players) |
| Age: | 10-18 (modify for age appropriateness – language, detail) |
| Time required: | 15-20 minutes (dependant on number of questions) |
| Playing area: | Indoor or outdoor space (~30 x 20 ft.) |
| Equipment: | <p>8 pylons 8 poles 2 markers for Start and Finish lines</p> <p>Printed materials:</p> <p>2 sets of printed questions: Q1- Q5 1 set of 8 COLOURED FLAGS 1 set of 4 DETOURS 1 set of START and FINISH signs</p> <p>Download and print this material at www.cces.ca/activeandsafe.</p> <p>Variations:</p> <ul style="list-style-type: none"> • If you don't have pylons and poles, you can attach the flags to the wall around the gym, to the outside of a building, or to trees or poles in the vicinity. • If you are unable to print in colour, you can create the 8 flags using construction paper or marker pens, or get creative and use coloured jackets or hats volunteered by your group members. |

Setup

Place a **START** and **FINISH** indicator at each end of the playing area.

Arrange the eight coloured flags at **random** in the playing area (~30 x 20 ft.).

The diagram below shows the flow of traffic based on a groups's answer to each question, but the actual paths taken should criss-cross the playing area. Each flag gives the players instructions on where to head next.

Place two copies of Q1 at the **START** position.

Place Q2 at the **RED** flag.

Place Q3 at the **YELLOW** flag.

Place Q4 at the **ORANGE** flag.

Place Q5 at the **WHITE** flag.

Place a **DETOUR** at the **GREEN, PURPLE, BLUE, and BLACK** flags.

Playing the Game

All players begin at the **START** position.

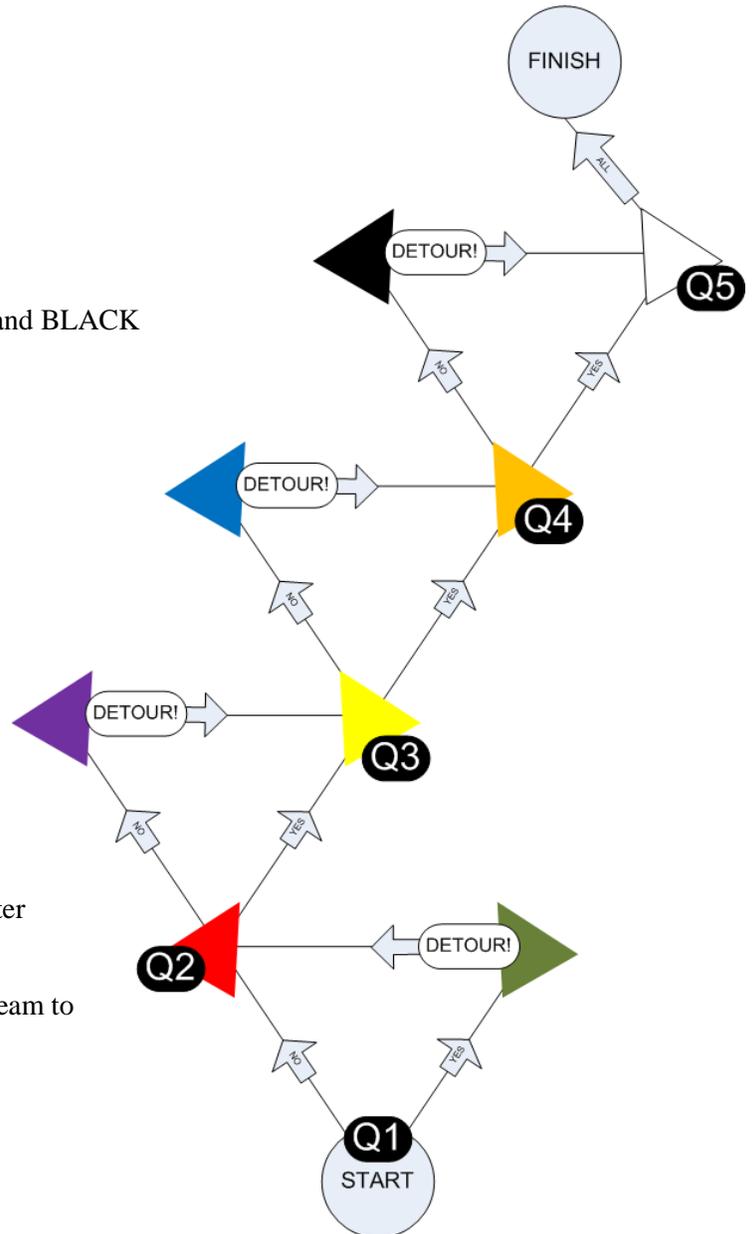
Each team is given Q1 to read and discuss.

The team as a whole decides the answer and runs to the coloured flag indicated on the card.

If the answer is correct, the team will find the next question at the flag.

If the answer is wrong, the team will be given a short exercise to delay their progress through the circuit, after which they can proceed to the correct flag.

After Q5, all teams run to the **FINISH** line. The first team to arrive is the winner.



Although teams are encouraged to race to the finish line, the focus of the game is to encourage participation and increase interest in discussing the topic at hand. The game is a mechanism to engage youth to discuss concussion. The scenarios create points of discussion that can help team officials to provide accurate information, bust myths and promote prevention. The scenarios also serve as references for future activities and events. The prevalence of “winning” the game is not intended.

Ethical Questions & Debriefing Prompts

Once the teams have both reached the finish line, take a few minutes to discuss the questions and the implications of the different decisions that were available to the participants. This module takes a look at each question and provides you with some prompts and points to consider during the discussion. Students will have a variety of perceptions and knowledge regarding the topics so be flexible and allow the conversation to flow based on their responses. Again, the primary focus is to engage the participants in a conversation that will resonate with them, and therefore change their perception while educating them about concussion prevention and management.

Setting the Scene – Your Role as a Team Official

As a team official, you are following a group of young athletes as they navigate their way through a series of events and decisions during and outside of organized sport. In this activity, they are faced with decisions relating to possible concussions. You are able to positively influence the decisions they will make, not only in this activity but in their daily lives, so it is important to understand the issue. Appendix A provides you with basic information about concussion to help guide the discussion and to ensure that you provide them with timely and accurate information.

Think about your athletes. Can you answer the following questions about them or your team as a whole?

- What are their values and how important are these values to the team dynamic?
- What are their priorities?
- Who can they rely on and who can rely on them?
- What does commitment to the team mean?

If not, now is a good time to answer them using the scenarios as your guide. As with any ethical scenario, the individual needs to make a choice but it is not always easy to make the right decision. Ultimately, helping to guide them in making good decisions will shape who they become as individuals, as teammates and as citizens.

NOTE: You can create your own questions and scenarios that align with your event, activity or group or use the ethical scenarios in a classroom environment to stimulate discussion about any issue.
Visit www.cces.ca/activeandsafe to access additional question cards.

Question 1:

Jack is the top scorer on his lacrosse team. They are playing a big, physical team that is currently winning the game by a score of 3-1. At the start of the 3rd period, one of the players hits Jack from behind and he goes into the boards head first. He is feeling dizzy and “seeing stars” after the hit. When he is helped back to the bench, the coach asks Jack if he’s ok to keep playing. Jack wants to help his team win, as this game could help them get to the playoffs later in the season.

You don’t need to review each scenario in your follow-up discussion but be sure to run through a couple to give your athletes an overview of concussions and prevention management

Should Jack push on and finish the game even though he’s not feeling right?

Discussion Points:

- Short term reward vs. long term risk?
- Opportunity cost of winning
- Share concussion signs and symptoms
- Second Impact Syndrome

Try to encourage a conversation rather than making a speech. Ask them what they think about the scenario and what they would do? Would it be hard to confront a coach or teacher?

Question 2:

Genevieve is playing with some friends at school when she slips on the ice and hits her head. She feels a little funny at first, but it quickly passes. Later that week, Genevieve has a basketball game. As she’s running around during warm up she gets a headache. Genevieve doesn’t understand why this headache has come out of nowhere, but continues playing.

Should Genevieve tell her coach or trainer about her headache?

Discussion Points:

- Being honest with yourself
- Understanding the injury
- No symptom is too small
- Symptoms may be delayed
- Remember you don’t even need to hit your head to suffer a concussion – whiplash
- Who can you tell? Who can help you? Parents, coach, trainer, doctors

Question 3:

In the final game of last season, Randy was hit in the head and diagnosed with a concussion. The effects lasted for more than 2 months. The new season has begun and Randy's new head coach gives a speech about what it takes to win. Being a top "Junior C" team, many of the players are hoping to earn a scholarship, to play Major Junior, or even pro hockey one day. The coach tells them that they should be willing to 'sacrifice their bodies' for the team, and that they'll have to play with 'bumps and bruises'. The next day, during the first game of the season, a teammate is checked hard against the boards. He is slow getting up and looks dazed as he makes his way to the bench. Randy then overhears the coach tell the player that he needs to play through the pain.

Should Randy speak up and tell the coach he's wrong and that the player needs to step off the ice to be assessed for a concussion?

Discussion Points:

- Definition of concussion
- When in doubt, sit them out!!
- The invisible injury – would a broken arm or leg be treated differently?
- Respecting yourself and others
- Helping teammates – Giving back
- Meritocracy – do players have a voice?
- If players speak up, will they be heard?

Question 4:

Bruce is the coach of the high school varsity ringette team. During a practice, he notices one of his defenders, Rainuka, is staring off and seems to be day dreaming but he doesn't think much of it. After an hour or so, he realizes that although Rainuka acknowledges his suggestions and direction, she's not following the drills and plays. The next day, the same thing happens. When Bruce asks Rainuka, she says that she hasn't been sleeping well but, that it's "probably nothing".

Should Bruce tell Rainuka and her parents that she needs to see a doctor?

Discussion Points:

- Being honest with yourself – value of our brains
- Importance of parent education
- Symptoms appear differently in each person
- ONE symptom may constitute a concussion
- Trusting your coach
- Acknowledging the threat – if a player is 'off', there's a reason

Staying Healthy is important to allow you to Go For It and be the best you can be! Masking injuries, like concussion symptoms is likely to make it worse resulting in longer recovery time. It is in everyone's best interest to be up front and honest about how you are feeling, especially when dealing with a suspected concussion.

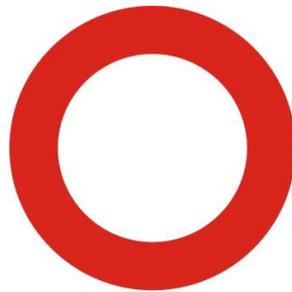
Question 5:

Your friend, Anthony, tells you about a defensive player on his soccer team who got a concussion last week. Anthony doesn't think his teammate is symptom free, but says that he'll be playing in this week's game against your team. You know that he'll be hesitant to play balls in the air with his head, and when you tell your teammates about the player's injury, one of them suggests you play more balls in the air towards that player.

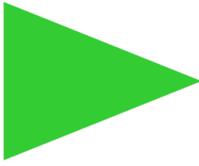
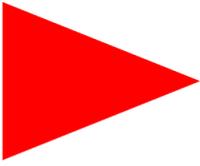
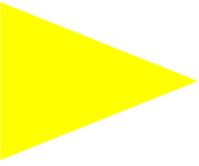
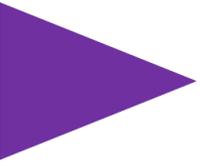
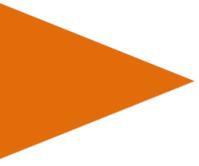
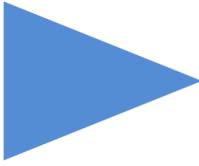
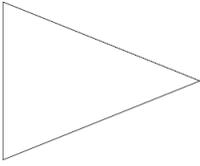
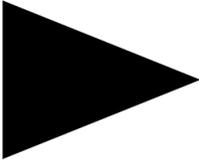
Should you use the player's injury as a way to get more or better chances to score?

Discussion Points:

- Playing fair
- Respecting others, including opponents
- Winning at all costs – winning is only true when it is fair
- How would you feel if you deliberately injured someone?
- Second Impact Syndrome



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| <p>Q1 Jack is the top player on his soccer team. They are playing a big, physical game that is coming to the end of a 2-1 win. At the end of the 2nd period, one of the players hits Jack hard, and the game ends. Jack is lying on the ground, not moving. Jack's teammates are on the field, but Jack is not getting back to the bench. The coach says Jack is fine and to keep playing. Jack wants to keep the game on, so the game continues from the player's side in the bench.</p> <p>Should Jack push on and finish the game even though he's not feeling right?</p> <p>YES If you chose this answer, go to the GREEN flag. NO If you chose this answer, go to the RED flag.</p> | <p>Q2 Genevieve is playing with some friends at school when she slips on the ice and hits her head. She hears a little funny at first, but it slowly gets worse. Later that week, Genevieve has a headache again, so she is having more trouble when she goes to school. Genevieve says she probably got the headache because she got out of bed, but continues playing.</p> <p>Should Genevieve tell her coach or trainer about her headache?</p> <p>YES If you chose this answer, go to the YELLOW flag. NO If you chose this answer, go to the PURPLE flag.</p> | <p>Q3 In the first game of last season, Randy was hit in the head and diagnosed with a concussion. The ethics coach for the 2nd period. The next season has started and Randy is the same coach. Randy is a coach and Randy is not getting up and looks worse as he runs the way to the bench. Randy then continues the game but the doctor had to come to see through the game.</p> <p>Should Randy speak up and tell the coach he's wrong and that the player needs to step off the ice to be assessed for a concussion?</p> <p>YES If you chose this answer, go to the ORANGE flag. NO If you chose this answer, go to the BLUE flag.</p> | <p>Q4 Bruce is the coach of the high school varsity volleyball team. During a practice, he notices one of the players, Rainuka, is shaking off and seems to be dizzy. Bruce asks Rainuka how she feels. Rainuka says she's fine. Bruce asks Rainuka to follow the girls and boys. The next day, the same thing happens. Bruce asks Rainuka, and she says she hasn't been sleeping well but that it's "probably nothing".</p> <p>Should Bruce tell Rainuka and her parents that she needs to see a doctor?</p> <p>YES If you chose this answer, go to the GREEN flag. NO If you chose this answer, go to the BLACK flag.</p> | <p>Q5 You're a fan. Anthony tells you about a different player on his soccer team who got a concussion last week. Anthony doesn't know the player's name, but he says that the player is in the hospital and that they're going to let the player stay in the hospital until they're better. You're a fan of the player and you're going to see the player in the hospital. You're a fan of the player and you're going to see the player in the hospital. You're a fan of the player and you're going to see the player in the hospital.</p> <p>Should you use the player's injury as a way to get better chances to score?</p> <p>YES If you chose this answer, go to the GREEN flag. NO If you chose this answer, go to the PURPLE flag.</p> |
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|  <p>Do 10 Jumping Jacks! Then go to the RED flag.</p> |  <p>Do 10 Push Ups! Then go to the YELLOW flag.</p> |  <p>Do 10 Sit Ups! Then go to the ORANGE flag.</p> |  <p>Do 10 Squats! Then go to the WHITE flag.</p> | |

Your printable game kit includes 19 pages of questions, flags and detours.

It's available at www.cces.ca/activeandsafe/

About the Active & Safe Program

The Active & Safe program provides resources to reduce the incidence and severity of concussion, while creating the conditions for active and safer play throughout the Canadian sport system.

The project targets coaches, trainers, educators, health professionals, community leaders, parents and athletes. Our combined efforts will contribute to building capacity, engaging communities and their citizens, as well as educating and training those who deliver sport through activities that focus on concussion prevention and treatment. The partners are:

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| Hockey Canada | www.hockeycanada.ca/apps |
| Parachute Canada | www.parachute.org/activeandsafe |
| Canadian Centre for Ethics in Sport | www.cces.ca/activeandsafe |
| Coaching Association of Canada | www.coach.ca |

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