

Unit R041 – Reducing the risk of sports injuries

Sports injuries and common medical conditions

Instructions and answers for teachers

These instructions should accompany the OCR resource ‘Sports injuries and common medical conditions’ activity which supports OCR Cambridge Nationals in Sport Science.



The screenshot shows the OCR resource page for Unit R041. It includes the title 'Unit R041 – Reducing the risk of sports injuries', the sub-title 'Sports injuries and common medical conditions', and a task description: 'Task 1 – 8 out of 10 cuts'. The task asks students to separate sports injuries into chronic and acute categories. Below the text is a table with three columns: 'Sports injury', 'Chronic', and 'Acute'. The table has 10 rows for recording data. The OCR logo is visible in the bottom right corner of the page.

The Activity:

This resource comprises of 5 tasks.

These tasks will help learners to understand how to respond to injuries that may happen within a sporting context and the causes, symptoms and treatments of common medical conditions.



This activity offers an opportunity for English skills development.

Associated materials:

‘Sports injuries and common medical conditions’ Lesson Element learner activity sheet.

Suggested timings:

Task 1: 30 minutes **Task 2:** 30 minutes **Task 3:** various
Task 4: 30 minutes **Task 5:** 60 minutes

Task 1 – 8 out of 10 cuts

Learners should know that sports injuries can be separated into two distinct categories – chronic and acute – and should have an understanding about the characteristics of each one.

Split learners into pairs (or they can play individually). You can then read out (and write/display on the board perhaps) each of the sports injuries listed below and learners must write down the injury and say whether it is an acute or chronic injury. Points can be allocated for correct answers and the highest scoring player/pair will win.

This quiz can also be played practically. Ask learners to move in space, when you shout out an injury they must either go to one side of the space (acute) or the opposite side of the space (chronic) depending in which category they think the injury sits. If they get it correct they stay in the game, if they are wrong they are out. The last player still in is the winner.

Sports Injury	Chronic	Acute
Tendonitis	✓	
Broken bone		✓
Torn ligament		✓
Jumpers knee	✓	
Shin splints	✓	
Stress fracture	✓	
Dislocation		✓
Tennis elbow	✓	
Golfers elbow	✓	
Bruised muscles (contusions)		✓
Strains		✓
Sprains		✓
Concussion		✓
Abrasions (cuts and grazes)		✓
Cramp		✓

Task 2 – Sports injury bingo

In their 'sports injury bingo' table, ask the learners write six sports injury of their choice.

You will then read out (at random) descriptions of various sports injuries from the table below. If a learner has a match (the description you read matches a sports injury on their card) they cross it off. The winner is the first learner to cross off all six sports injuries on their card.

Sports Injury	Description
Tendonitis	Inflammation of a tendon
Broken bone	A break in the continuity of the bone caused by high force impact
Torn ligament	A tear in the fibrous tissue that connects one bone to another
Jumper's knee	An aching in the inferior patella region, common in athletes
Shin splints	Pain in the lower part of the leg due to repeated trauma to the connective muscle tissue surrounding the tibia
Stress fracture	Commonly occurring in weight bearing bones such as the tibia due to repeated stress and/or continuous heavy weight
Dislocation	An abnormal separation in the joint where two or more bones meet
Tennis elbow	An overuse injury causing pain in the lateral part of the elbow
Golfers elbow	A painful inflammation of the muscles on the inside of the forearm
Bruised muscles (contusions)	Trauma causing blood to collect around muscle tissues causing pain
Strains	An injury to a muscle or tendon in which the muscle fibres tear as a result of overstretching
Sprains	An injury in a joint caused by the ligament being stretched too far
Concussion	An injury to the brain caused by trauma and resulting in a temporary loss or impairment of function
Abrasions (cuts and grazes)	A cut or scraped area on the skin resulting from injury or irritation
Cramp	A sudden , involuntary, spasmodic muscular contraction causing severe pain

Task 3 – That was a dive...

Before the start of a practical sports session you could hand out each of the cards below to learners. During the practical session – as a result of a signal from you – learners can intermittently ‘act out’ the scenario on their card.

The rest of the group (or a selected learner) must stop what they are doing and explain what they think has happened, what they suspect the injury to be and what treatment should be administered.

Sports injury scenario card	Sports injury scenario card	Sports injury scenario card
You've banged heads with another player and now you feel 'a bit funny'	You've fallen over and grazed your knee and now it's bleeding heavily	You've gone over on your ankle and heard a 'snap'

Sports injury scenario card	Sports injury scenario card	Sports injury scenario card
You have cramp in your leg and it's making you hop about in pain	You've received a very hard blow to your shin and now you can't stand up	You've banged your shoulder and now your arm is hanging at a funny angle

Sports injury scenario card	Sports injury scenario card	Sports injury scenario card
The basketball has pushed your thumb right back and now it's swollen and painful	The ball hit your hand rather than the cricket bat and now your fingers are sore and swollen	You were attempting a backflip and you landed on your head

Task 4 – It's an emergency!

A good way for learners to appreciate the importance of an Emergency Action Plan is to create their own. You may have a template that they can use or you could follow an example from the internet.

Key information that should be on the plan includes:

- Name and contact details for relevant roles such as first aider etc.
- Location of fire exits, fire extinguishers etc.
- Overview of evacuation procedure and muster stations
- Procedure to follow if the emergency services are required
- Any other relevant information

Task 5 – Going for gold

Learners should be aware of common medical conditions, their symptoms and treatments. In this task, learners are given an answer sheet and asked to identify five medical conditions based on a number of facts given to them.

Learners can work individually, in pairs or small groups. Task 5 provides a learner answer sheet. Explain to them that you will read out (or show them on the board) a fact about a common medical condition.

- Show/read the 10 point fact for Asthma (but don't tell the learners it's about Asthma). Ask the learners to write the statement in the first 'Fact' 10 point box.
- Ask the learners to write which condition they think has been described.
- Show/read the 5 point fact for Asthma (but don't tell the learners it's about Asthma). Ask the learners to write the statement in the first 'Fact' 5 point box.
- Ask the learners to write which condition they think has been described, have they changed their minds?
- Show/read the 2 point fact for Asthma (but don't tell the learners it's about Asthma). Ask the learners to write the statement in the first 'Fact' 2 point box.
- Ask the learners to write which condition they think has been described, have they changed their minds?
- Repeat for the other conditions
- Give/reveal the correct answers to the learners and ask them to write them in the 'Actual answer' box so that they have the correct information for revision purposes.

- Ask the learners to write down the points they scored, 10, 5 or 2 for each question based on when they correctly guessed the condition (after the 10 point fact, after the 5 point fact or after the 2 point fact).
- The team with the most points wins.

	Condition: Asthma
10 point fact	34.1 million Americans have this condition and it kills between 3,500 and 5000 Americans each year
5 point fact	Although it can be fatal this condition is easily treated with a range of drugs including Salbutamol
2 point fact	This disease makes the sufferers airways swell and narrow making it difficult to breathe

	Condition: Type 1 Diabetes
10 point fact	This condition develops most often in young people
5 point fact	It occurs when the body's immune system attacks cells in the pancreas
2 point fact	It is characterised by high blood glucose levels and a complete lack of insulin

Condition: Type 2 Diabetes

10 point fact	Develops gradually, most often in middle aged and older adults
5 point fact	Obesity is thought to be the primary cause
2 point fact	It is characterised by high blood glucose levels due to the body's inability to use insulin efficiently

Condition: Epilepsy

10 point fact	This is actually the 'catch all' name for a group of syndromes
5 point fact	The different types include absence, focal, generalised, grand mal and petit mal amongst others
2 point fact	Symptoms are due to the disturbance of electrical activity in the brain

Condition: Cardiovascular disease

10 point fact	Causes are diverse but include atherosclerosis and/or hypertension
5 point fact	It is the leading cause of deaths worldwide and poor diet, inactivity and smoking are key risk factors
2 point fact	This is a disease that affects the heart, blood vessels or both



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