

# SHOULD SCHOOL DISTRICTS BAN CONTACT SPORTS WITH POTENTIAL FOR CONCUSSIONS?

**THIS ACTIVITY SHOULD TAKE ABOUT 90 MINUTES. IF STUDENTS ARE ABLE TO REVIEW MEDIA FOR HOMEWORK, IN-CLASS TIME SHOULD BE 45 TO 60 MINUTES.**

## INVESTIGATE

Read, watch, and listen to the three media resources on the [Thinkalong module](#). Students can use the Investigate graphic organizer to summarize each piece of media and record new information. Below are summaries of the three pieces of media curated in the Thinkalong module.

### **SIDELINED: SPORTS CONCUSSIONS**

KQED | November 3, 2015 | Video

9:14 minutes

A video about concussions in youth sports and how students are being affected physically and mentally.

- There is no helmet that can protect against concussions, and in some sports, like soccer, helmets aren't worn at all.
- School districts have implemented on-field tests and evaluations for after students hit their heads to determine their risk of concussion.
- Younger athletes can suffer worse consequences from concussions because their brains are still growing.
- Many students don't understand how concussions happen, who can get a concussion, or have misconceptions about the causes of a concussion.
- Better student and coach education can help teach both about concussions, the risks, and help them both be safer on-field and off.
- Sometimes symptoms of a concussion don't always show up right away, which can make on-field evaluation useless.
- Students can choose to play or not play – it's up to them to make the decision to play a high impact sport or a low-impact sport.

### **HEAD TRAUMA FROM HIGH SCHOOL FOOTBALL**

Frontline | September 21, 2015 | Video

4:41 minutes

A video about why CTE has coaches, players, and parents scrutinizing concussions and less traumatic forms of brain injury sustained while playing high school football.

- There are nearly 60,000 concussions every year in high school football. In the last few years, concussions have been held under more scrutiny, with trainers and coaches taking them much more seriously and calling it what it actually is – head trauma.
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*Using public media — video, audio and digital reports — about newsworthy topics, these classroom-based exercises help students to think critically about media messages, develop informed opinions, and practice how to take a stand.*

- Evidence of CTE was found in 21-year-old college football player Owen Thomas, who committed suicide and never played professional football. Owen was never diagnosed with a concussion.

## COLLEGE FOOTBALL PLAYERS AWARE OF CONCUSSION THREAT AS THEY PREPARE FOR SEASON

WNPR | August 23, 2017 | Radio

909 words

- A study published in the Journal of the AMA found chronic CTE in 91 percent of college football players studied – 48 out of 53 of the deceased players brains shows signs of the condition.
- Results from this test may be skewed because many of the brains came from deceased athletes who were already experiencing CTE symptoms before they died.
- The NCAA has instituted guidelines for limiting players' physical contact and coaches have taken precautions by teaching safe and proper techniques in their respective sports.
- Repetitive concussions, like those that happen when a player returns to the field after an initial impact, can be deadly. Students might return to the field without being evaluated.

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### KEY WORDS

Look out for these important keywords in the news stories. Discuss the definitions with your classroom and see how they affect the understanding of the story.

- Concussion
- Chronic Traumatic Encephalopathy
- Diagnose

### CONTEMPLATE

Students will use media literacy questions to critically engage with news by thinking about its purpose, searching for bias and discussing missing perspectives. They will answer the 5 Key Questions of Media Literacy created by the Center for Media Literacy, which are:

1. Who created this message?
2. What creative techniques are used to attract my attention?
3. How might different people understand this message differently than me?
4. What values, lifestyles and points of view are represented in, or omitted from, this message?
5. Why is this message being sent?

A graphic organizer is included in this guide and the Thinkalong website to help students answer these five questions about each piece of media.

### DEBATE

Students will engage their peers in an evidence-based debate using the media they just analyzed. Use the debate tool on the module webpage to help form an evidence-based response to the debate question.

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In addition to rich in-class discussions, teachers can also connect with other classrooms through the Thinkalong website. [Sign up here](#) to be connected.

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# LET'S INVESTIGATE

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Use this worksheet to help you investigate the media sources in the Thinkalong module.



**SUMMARIZE THE TOPIC**

**KEY VOCABULARY**

## MEDIA RESOURCE 1

TITLE \_\_\_\_\_

DATE PUBLISHED \_\_\_\_\_

**MAIN IDEAS**

## MEDIA RESOURCE 2

TITLE

DATE PUBLISHED

MAIN IDEAS

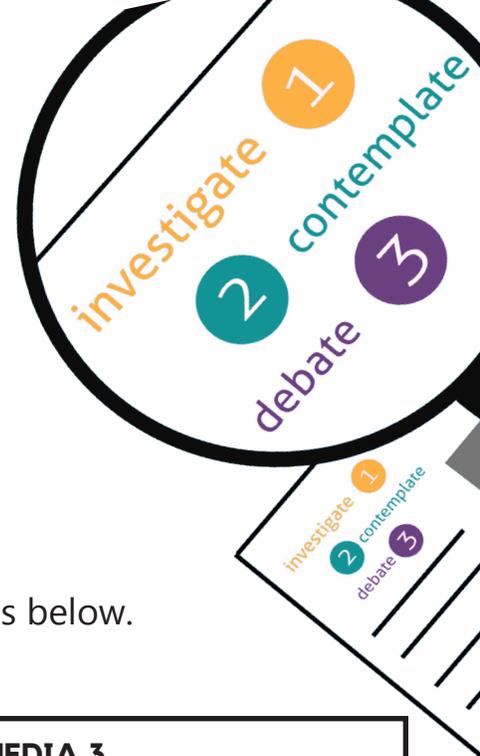
## MEDIA RESOURCE 3

TITLE

DATE PUBLISHED

MAIN IDEAS

# CONTEMPLATE YOUR SOURCES



**NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

After watching the media in the module, answer the questions below.

1. **AUTHORSHIP:** Who created this message?

**MEDIA 1**

**MEDIA 2**

**MEDIA 3**

2. **FORMAT:** What creative techniques are being used to grab my attention?

**MEDIA 1**

**MEDIA 2**

**MEDIA 3**

3. **AUDIENCE:** How might different people understand this message differently than me?

**MEDIA 1**

**MEDIA 2**

**MEDIA 3**

4. **CONTENT:** What values and points of view are represented? What's left out of this message?

**MEDIA 1**

**MEDIA 2**

**MEDIA 3**

5. **PURPOSE:** Why is this message being sent?

**MEDIA 1**

**MEDIA 2**

**MEDIA 3**

# CREATE YOUR ARGUMENT

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Create strong arguments for both sides from the resources in the Thinkalong module.



<b>DEBATE QUESTION</b>	
<b>PRO ARGUMENT</b>	<b>CON ARGUMENT</b>
<b>REASONING</b>	<b>REASONING</b>
<b>EVIDENCE</b>	<b>EVIDENCE</b>