

# 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.

### PROFESSOR SAYS IT IS TIME TO END FOOTBALL IN HIGH SCHOOLS

WUSF | October 5, 2018 | Audio  
12:26 minutes

A piece from WUSF Public Media that features parents and educators opinions on the ethics of school-sponsored football.

- The Journal of the American Medical Association says that almost 1 in 5 high school football players could be suffering from some form of brain trauma.
- A 9th grade teacher says she is tired of seeing students airlifted to trauma centers due to football concussions. A father from Dania Beach says that football is just a means for kids and young men to sacrifice their bodies for entertainment.
- Professor Randall Curren from the University of Rochester published a paper in the Harvard Education Review claiming that football is ethically wrong in schools.
- According to Professor Curren, the ethics of educational institutions are incompatible with sponsoring football. Educators have custodial responsibility for children and therefore should not sponsor an activity that threatens their safety and development.
- Curren believes football specifically puts children at risk, while other sports, such as soccer, could be modified to prevent violent collisions and harmful injuries.

### CONCUSSION TREATMENT CHANGES AS FOOTBALL ROLLS ON

WUWM | November 22, 2018 | Audio  
4:38 minutes

The Medical College of Wisconsin is studying the long-term impacts of concussions from football after developing improvements to equipment and new immediate treatments for concussed players.

- Immediate treatment for concussions has evolved over the past 10 years from removing a concussed player from the field and continuing to send them to class, to now having players engage in light activity while they are still symptomatic.
- As a part of a \$30 million research project with the NCAA focused on short-term effects of concussions, the Medical College of Wisconsin is using sensors in players' helmets to pinpoint where on their heads they are hurt and how hard they have been hit.

*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.*

- A study from the UW-Madison found that high school athletes that did not have adequate access to athletic trainers were more likely to have their concussions not identified or properly treated.
- Mike McCrea of the Medical College believes that the national decline in young people participating in physical activity is a more pressing issue than the long-term risks associated with injuries from contact sports.
- McCrea does not agree with parents who support a ban on contact sports like football, but expects to see equipment improvements and changes in training and rules to provide greater protection to players.

## CONCUSSIONS AND CONNECTICUT HIGH SCHOOL FOOTBALL: ARE PLAYERS SAFE?

WNPR| August 30, 2017| Audio

4:18 minutes

A WNPR clip that hears from Connecticut parents, students, and coaches on the risks associated with high school football.

- Connecticut coaches are required to complete a refresher course on concussion management every year in order to accurately recognize and report concussion symptoms in players. However, the Connecticut Interscholastic Athletic Conference (CIAC) says that doctors and athletic trainers must make the final call for a player to return to the field.
- The CIAC limits high school football players' total play to six quarters per week.
- Diana Coyne, a parent of a former college football student-athlete, says that parents should not allow their kids to play football because of the dangerous impacts concussions cause to high school kids whose brains are still developing.
- A Hartford Public football coach says that football is under attack due to concerns of the players' safety, but he believes the benefits of playing football outweigh the dangers. Coach Bellucci thinks that his high school players do a better job of protecting themselves than NFL players do by practicing safer tackling techniques.
- The Connecticut Department of Education reported 6,800 concussions for the 2016-2017 school year.

## 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 (CTE)
- Diagnose
- Impact

## 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?

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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.

In addition to rich in-class discussions, teachers can also connect with other classrooms through the Thinkalong website.

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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.



DEBATE QUESTION	
PRO ARGUMENT	CON ARGUMENT
REASONING	REASONING
EVIDENCE	EVIDENCE