

Darby Tassell  
Mrs. Coffey 5th Period  
Advanced English

## Concussions Letter

Dear Principal Skinner,

I would like to call to attention the importance of safety in our school's sports teams. I do not think that the school had done enough to address the risk of concussions. Concussions are head injuries that can cause lifelong problems, including lack of concentration, memory loss, and slower reaction times. If the school does not do something to lessen the risk of concussion, it is harming the future of its students. Some ideas I have for solutions are: providing safer after-school sports opportunities, having fewer contact drills during practice, and making sure concussed team members do not return to practice until cleared by a doctor.

Firstly, the school should provide safer sports opportunities, including fencing, softball and swimming. According to the Center for Disease Control on October 7, 2011, softball players only sustained 2,735 concussions annually, with swimmers sustaining 4,557. However football players sustained a total of 25,376 concussions that year. There have been no reported traumatic injuries from fencing. Fencing would also likely be popular, because kids of all ages love pretend sword fighting.

Another way we could prevent concussions is by having fewer contact drills in football. In 2012, national football organization Pop Warner created a rule that only one third or less of practice time could be spent on contact drills. Many have said that less contact drills will allow the players to get hurt more during games. Teams that adopted this rule absorbed an average of thirty-seven to forty-six percent fewer concussions. Many have said that less contact drills will allow the players to get hurt more during games. This rule would reduce concussions greatly in our school.

Lastly, we can reduce lifelong problems from concussions by making sure team members are cleared by a medical professional before returning them to practice. If a concussion is received, they should be removed from play, and not returned the same day. Symptoms a player may show are headaches, nausea, dizziness, blurred vision, and unconsciousness. If these are shown, they should not play until cleared. Concussions that occur before a previous concussion is fully healed take a much longer time to heal than they would normally. Shereen Jegtvig, a health writer for Reuters news agency, reports that fifty-eight percent of concussed players kept playing while exhibiting symptoms. Some seem to think that concussions aren't so serious, and just let their kids keep playing sports. However, I think I've shown how serious they can be.

In conclusion, all concussions are serious, and the school should be doing more to prevent them. We cannot let head injuries from middle school ruin our future. Our future leaders, doctors,

and lawyers can't do their jobs properly with concussions! If the school does nothing about it, they are ruining our future.

Sincerely,  
A Concerned Student

#### Bibliography:

"Introduction: Facts About Concussions." *Centers for Disease Control and Prevention.*, National Center for Injury Prevention and Control. 27 October 2010. Web. 15 March 2014.

"Nonfatal Traumatic Brain Injuries Related to Sports and Recreation Activities Among Persons Aged  $\leq 19$  Years --- United States, 2001—2009." *Center for Disease Control.*, Center for Disease Control. 7 October 2011. Web. 10 March 2014.

Jegtvig, Shereen. "Girls Often Continue Playing Soccer with Concussion Symptoms." (*JAMA*) [*Journal of the American Medical Association*] *Pediatrics*, 20 January 2014. Web. 15 March 2014.

Belson, Ken. "Concussion Study Makes Case for Reducing Contact Drills for Youth Players." *New York Times*. New York Times, 25 July 2013. Web 10 March 2014.

"Rule Changes Regarding Practice & Concussion Prevention." Pop Warner Little Scholars. Inc., *New York Times*. New York Times, 13 June 2012. Web. 15 March 2014.

## Using Source Material -- Student Response Tool

Student Writer's Name: \_\_\_\_\_

(Write the Name of the Student Who Wrote the Paper Here)

Writing Topic: \_\_\_\_\_

What is the writing about?

Today's Date: \_\_\_\_\_

Using source material is a key move in college and career writing. This response tool is intended to help your peer use sources. Carefully read your peer's written piece, then circle the response options listed below to help you respond:

1. Does the writing include information from other sources? (Circle One)

**No sources**

**One source**

**Two Sources**

**Three or More Sources**

Please list specific examples of the sources included in this writing: "National Football

Organization Pop Warner"

2. When using ideas or information from others, does the writer give credit to those sources? (Circle One)

**No credit is given**

**Some credit is given**

**Adequate credit is given**

3. Does the writing use quotation marks to indicate where source material is used? (Circle One)

**No quotes**

**One quote**

**Multiple Quotes**

4. Before the source material is used, does the writer introduce the <sup>evidence</sup> quote with their own writing? (Circle One)

**No introduction**

**Some introduction**

**Adequate introduction**

5. After the source material is used, does the writer comment on that source material? (Circle One)

**No commentary**

**Some commentary**

**Adequate commentary**



Dear Principal Laura,

I would like to bring more attention to the risks of concussions here at our school. In many sports, including but not limited to softball, baseball, soccer, basketball, and of course football, there is a risk of injury, particularly concussion. The many symptoms of a concussion include headache, confusion, dizziness, emotional distress, nausea or vomiting, blurry vision, sleeping problems, trouble remembering, and unconsciousness. As you may have experienced, all of these symptoms are very unpleasant. In fact, many of them are side effects of a concussion. But you may be

wondering why I'm going on about health and injury. Well, the fact is: the [redacted] staff involved in sports need to start putting more effort toward protecting youth athletes' health, particularly preventing concussions. But how do we get them to do that?

As our school principal, please encourage coaches to reduce the amount of contact drills they do in practice, tell players to be more aware and attentive to their injuries, and urge kids to explore safer sporting options.

My first point is mostly for the football coaches [redacted] out there: to reduce contact drills. Yes, of course, this could include hitting the ball with your head in soccer, too. A study done by The Annals of Biomedical Engineering showed that "youth football players are not more vulnerable to head hits in games if they take part in fewer contact drills during practices."



Contact drills, as you may know, are full-speed head-on blocking or tackling drills. Of course this kind of thing is causing concussions. Concussions occur in your head, exactly where you make <sup>head</sup> contact with other players. If you encouraged coaches to reduce the amount of concussion-causing drills, surely there would be a change in the number of concussions received in football, and perhaps even soccer.

Another way to reduce the amount of concussions received by young athletes is to urge them to be more aware of their injuries. It is very surprising to find that "58 percent [of female soccer players] continued to play with their symptoms" of concussion (7 "Girls" Jgtrig). Like I mentioned before, concussions can result in memory loss and problems with concentration. So, Teachers have always said that "school comes first", even before sports. My question is: What will an untreated concussion do to a student's/athlete's grades? The effects could be detrimental. For example, a student with a concussion might stay home from school with vomiting, one symptom of a concussion, which certainly doesn't teach them the day's lessons. If you could encourage athletes and even their coaches to be more aware of symptoms and injuries, they could take another step to reducing the number of concussions received by our wonderful young athletes.

three



Lastly, you could promote the engagement of less-harmful sports/activities. For instance, fencing. It's fun and keeps you busy. Sure, it may not be super popular, but it's for both genders and more fun than one might think. What person wouldn't enjoy stabbing a dummy as much as tackling one? And yes, there are more options than just fencing, like golf or track. Now one might argue that these "safe" sports are boring and won't keep a kid interested. An easy solution to a problem such as that could be exploring even more options. I mean, maybe mini golf isn't a softball kid's thing, don't you agree that someone, as a parent, would rather spend time exploring options than risk permanently injuring <sup>their</sup> child in a seemingly "cool" sport?

Of course sports are going to have risks. Of course kids are going to get hurt. And though injuries may seem inevitable, steps can be taken to lessen the chances of an injury or, <sup>very</sup> rarely, death, such as reducing the amounts of contact drills during practice, paying more attention to Fateful injuries, and even exploring new sports options. Consider these changes for the good of our young people.

Thank you for your time,  
A concerned student

**Using Source Material -- Student Response Tool**

**Student Writer's Name:** \_\_\_\_\_

(Write the Name of the Student Who Wrote the Paper Here)

**Writing Topic:** \_\_\_\_\_

What is the writing about?

**Today's Date:** \_\_\_\_\_

*Using source material is a key move in college and career writing. This response tool is intended to help your peer use sources. Carefully read your peer's written piece, then circle the response options listed below to help you respond:*

1. Does the writing include information from other sources? (Circle One)

**No sources**

**One source**

**Two Sources**

**Three or More Sources**

Please list specific examples of the sources included in this writing: The Annals of Biomedical Engineering and Jegtvig.

2. When using ideas or information from others, does the writer give credit to those sources? (Circle One)

**No credit is given**

**Some credit is given**

**Adequate credit is given**

3. Does the writing use quotation marks to indicate where source material is used? (Circle One)

**No quotes**

**One quote**

**Multiple Quotes**

4. Before the source material is used, does the writer introduce the quote with their own writing? (Circle One)

**No introduction**

**Some introduction**

**Adequate introduction**

5. After the source material is used, does the writer comment on that source material? (Circle One)

**No commentary**

**Some commentary**

**Adequate commentary**

discussion



Dear Coach Taylor,

\*on 2<sup>nd</sup> page You should increase contact in practice, teach how to tackle correctly, and teach players about the signs of a concussion.

orange  
Thesis

You should increase contact in practice to teach us how to protect ourselves in a real-game situation. In an article by Ken Bolson, he states that the Virginia Tech-Wake Forest School of Biomedical Engineering and Sciences had "a debate over how much practice is needed to prepare young players to protect themselves during games..." (2).

The study found that practice didn't influence the number of head hits in games. Although that is the case, the contact in practice would teach the kids on how to take the hits with little pain.

yellow  
Counter  
argument  
and rebuttal

You should teach players how to tackle correctly because it will lower the amount of concussions on your team. I have witnessed many players get concussions and neck injuries because of incorrect tackling. If they would have tackled correctly, the play would end and everything would go on as usual. That is why you should teach correct tackling.

You should lastly teach players about the signs of a concussion. In an article by Shereen Jegtvig, Dr. Amanda Weiss-Kelly states that "If you've had a concussion, and then you get a second [concussion] while you still haven't recovered from the first, your symptoms are much worse and they last for much longer" (9).

That is why you should increase contact in



practice, teach how to tackle correctly, and teach players about the signs of a concussion. If you do all of these things, you could lower the number of concussions dramatically, on and off your team.

Sincerely,

[REDACTED]  
[REDACTED]

\* Did you know that there are were 25,376 annual emergency room visits for traumatic brain injuries in Football from 2001-2009 for children aged 19 or younger? Well if you didn't, then I know how to prevent them.\*

Campbell Garyn

Advanced English, 5

Mrs. Coffey

October, 30, 2014

Concussions

Dear Coaches of Bowling Green,

I would like to bring more attention to concussions which are serious injuries that usually occur during sports. They can cause confusion, difficulty remembering, blurry vision, emotional distress, etc. Since they are occurring in sports, we should do something about it, I propose we add more safety guidelines to dramatically reduce the number of concussions. For example, coaches could add more protective gear, coaches should stop people with concussions and young people from playing, and coaches could minimize contact.

Adding more protective gear would be a good idea. If coaches added more gear, like better helmets, it would reduce or stop concussions in that sport. In fact, the CDC says, "Primary preventions [of concussions] include: using protective equipment (e.g., a bicycle helmet) that is appropriate for the activity or position..." (CDC, Traumatic Brain Injuries). Therefore, helmets should be worn in sports that require a helmet. However, I support wearing a helmet when playing all sports.

Another way coaches can minimize concussions is to stop people with concussions from playing. Even though this won't help reduce concussions, it will stop them from getting worse. According to Doctor Weiss Kelly, "If you've had a concussion, and then you get a second [concussion] while you haven't recovered from the first, your symptoms are much worse and will last for much longer" (Jegtvig). This shows that stopping people with concussions from playing will shorten the span of the concussions.

A third way coaches can minimize concussion is to stop younger kids from playing. Although they need to learn sportsmanship and they need to have physical activity time, they could bond in a game without a ball, like tag. The reason for this is that younger kids are much more vulnerable to concussions. "Young female soccer player may get concussions than their high schools and college counterparts." (Jegtvig) To clarify, kids are more likely to get concussions than teen and adults. Even warning the kids is a good idea.

A final strategy for coaches to minimize concussions is to minimize contact. Even stopping contact drills will be okay. This is because concussions are caused by knocks to the head. (CDC Introduction). This shows minimizing contact will minimize concussions by minimizing head injuries.

As you can see, these strategies will reduce concussions dramatically if coaches put them into play. If coaches force us to wear more gear, stop people with concussions and young people from playing, and minimize contact, it will extremely reduce concussions.

Sincerely,

Grudge McBuff



#### Works Cited:

“Introduction: Facts About Concussions.” Centers for Disease Control and Prevention., National Center for Injury Prevention and Control. 27 October 2010. Web. 15 March 2014.

Jegtvig, Shereen. “Girls Often Continue Playing Soccer with Concussion Symptoms.” (JAMA) [Journal of the American Medical Association] Pediatrics, 20 January 2014. Web. 15 March 2014.

“Rule Changes Regarding Practice & Concussion Prevention.” Pop Warner Little Scholars. Inc., New York Times. New York Times, 13 June 2012. Web. 15 March 2014.

“Nonfatal Traumatic Brain Injuries Related to Sports and Recreation Activities Among Persons Aged  $\leq 19$  Years --- United States, 2001—2009.” Center for Disease Control., Center for Disease Control. 7 October 2011. Web. 10 March 2014.

## Using Source Material -- Student Response Tool

Student Writer's Name: \_\_\_\_\_

(Write the Name of the Student Who Wrote the Paper Here)

Writing Topic: \_\_\_\_\_

Concussions  
What is the writing about?

Today's Date: \_\_\_\_\_

3-16-15

Using source material is a key move in college and career writing. This response tool is intended to help your peer use sources. Carefully read your peer's written piece, then circle the response options listed below to help you respond:

1. Does the writing include information from other sources? (Circle One)

**No sources**

**One source**

**Two Sources**

**Three or More Sources**

Please list specific examples of the sources included in this writing: \_\_\_\_\_

CDC, CDC, Jegtrix2

2. When using ideas or information from others, does the writer give credit to those sources? (Circle One)

**No credit is given**

**Some credit is given**

**Adequate credit is given**

3. Does the writing use quotation marks to indicate where source material is used? (Circle One)

**No quotes**

**One quote**

**Multiple Quotes**

4. Before the source material is used, does the writer introduce the quote with their own writing? (Circle One)

**No introduction**

**Some introduction**

**Adequate introduction**

5. After the source material is used, does the writer comment on that source material? (Circle One)

**No commentary**

**Some commentary**

**Adequate commentary**



~~Ken Belson~~  
Mrs. Coffey  
1st Period  
~~Ken Belson~~

~~Zimmerman~~

## Concussions

Dear Coach,

No matter whether he/she looks ok to you, a smart coach cares about the well-being of his or her athletes. Kids can receive many injuries playing contact sports and among the worst is getting a concussion. Concussions can be a problem that persist for the victim's entire life, according to the Centers for Disease Control and Prevention. A concussion can be identified by signs such as disorientation and memory loss. Although there are many more symptoms, any athletic coach or trainer should be 100% familiar with the symptoms. To create a safer environment for young players, coaches should examine the child and remove them from the game when a big hit is observed, become familiar with the new Pop Warner rule, and take a test over the symptoms of a concussion.

When you hear the "CRACK" of the players' pads hitting each other, take no chances. Coaches who care about their kids more than winning would do the smart thing and take the kid out of the game and run a small check-up. No matter if the kid says "I feel fine" or you think they are fine, compassionate people will do the right thing and take the child out of the game unlike some people who would simply say "walk it off". Remember that a player who has received a concussion can receive another, making them more vulnerable to serious injury later in their life. According to [concussiontreatment.com](http://concussiontreatment.com) "Research suggest that if someone has already recieved a concussion, they are 1-2 times more likely to receive another. If they have had two concussions, a third is 2-4 times more likely. What this shows is that if a coach who isn't qualified to make decisions regarding the well being of their players can cause them to be more prone to getting multiple concussions.

Coaches need to become familiar with the new Pop Warner rules regarding contact in practice because if you reduce the amount of contact in practice and teach kids the right way to tackle then there is a huge decrease in the amount of concussions absorbed. Teams with the new Pop Warner rule had a decrease of 37% to 46% less big hits, (~~Ken~~ Belson). What this shows is that a coach who is sympathetic to his/her players can decrease the amount of hitting in practice and that can lower the number of big hits, leading to fewer concussions.

Ken Belson  
a writer for  
the New  
York Times,  
says.

Coaches have to learn the signs of a concussion at least to be considered an option as head coach. If they don't know the symptoms of a concussion, how are they going to be able to prevent long-term complications for that player? The brain is basically a big muscle floating around in some chemicals. When the brain gets knocked against the side of the skull many things can happen from unconsciousness to plain disorientation. To play it safe, coaches should have to memorize the symptoms of a concussions and prove that they have by taking a test over the symptoms. Just a simple true/false question could be the difference between a kid

dealing with the symptoms of a concussion for the rest of their life or getting to play the sport they love longer.

Coaches have a huge responsibility to take care of their players and to be smart enough to get the child medically checked before saying "Shrug it off". Qualified coaches have duties to know the signs of a concussion, take the player out of the game when they receive a big hit, and become familiar with new rules and guidelines involving contact drills. It is an athletic trainer's duty to make any type of sport fun but safe.



"What is a Concussion?" Sports Concussion Institute. Sports Concussion Institute. 3 Jan. 2015. Web

## Using Source Material -- Student Response Tool

Student Writer's Name: \_\_\_\_\_

(Write the Name of the Student Who Wrote the Paper Here)

Writing Topic: \_\_\_\_\_

What is the writing about?

Today's Date: \_\_\_\_\_

Using source material is a key move in college and career writing. This response tool is intended to help your peer use sources. Carefully read your peer's written piece, then circle the response options listed below to help you respond:

1. Does the writing include information from other sources? (Circle One)

No sources

One source

Two Sources

Three or More Sources

Please list specific examples of the sources included in this writing: "according to the Center for Disease Control and Prevention."

2. When using ideas or information from others, does the writer give credit to those sources? (Circle One)

No credit is given

Some credit is given

Adequate credit is given

3. Does the writing use quotation marks to indicate where source material is used? (Circle One)

No quotes

One quote

Multiple Quotes

4. Before the source material is used, does the writer introduce the quote with their own writing? (Circle One)

No introduction

Some introduction

Adequate introduction

5. After the source material is used, does the writer comment on that source material? (Circle One)

No commentary

Some commentary

Adequate commentary



Dear Coach,

Did you know between football, basketball, and soccer in the years 2001-2009 there were 49,799 annual visits to the emergency for "Traumatic brain injuries" ages nineteen or younger (Center for Disease Control). Youth sports have hard hits that can end with a concussion.

Concussions are temporary sometimes, but are always serious. Adults in charge of youth sports should be aware of all safety precautions that need to be taken.

Football has the most annual visits to the E.R. for traumatic brain injury as of 2001-2009 (CDC). The heart and tackles are two blame, so Pop Warner Reduced the amount of practice time that can have contact to one third of practice, however instead of telling kids what they can't do we should teach them how to do it correctly. "USA football, for instance has started a Safe Tackling program teaches coaches and players the proper way to tackle" (Belson 12).

Before, kids actually have a concussion adults in charge should have "Primary prevention strategies", learning how to tackle correctly can be one. One way to put primary prevention strategies to use is to use protective equipment, like a bicycle helmet, and to play to the rules of the sport and use good sportsmanship. The type of protective gear used in a sport is usually stated in the rules, however you don't have to wear a helmet to ride a bike, but it's the right thing to do to prevent concussions. Abiding to the rules can always keep you safe. It is also important to coach specific skills size safe procedures with proper technique. Also, pay attention to strength and conditioning. Kids are less likely to get hurt that they know the proper way to play the sport (CDC 3).

If after the primary prevention strategies are implemented, and a child gets a concussion you will want to have "secondary prevention strategies" in place. The child should be immediately taken out of the game. The more they play the worst the concussion can get. The child should not return to play the same day, and they should go straight to the emergency room. The child should only be allowed to return after they have medical clearance. Once the child has been cleared to play again they should be careful, concussions can be way more serious the second time (CDC 4).

Charge should know call plans and rules in place to keep children safe. There are different ways to do this like teaching kids how to correctly play the sport, have a primary prevention strategies in place, and having secondary prevention strategies in place. The number youth concussions every year is very high! It's time to take action and change this!

From,

[Redacted Signature]

## Using Source Material -- Student Response Tool

Student Writer's Name: \_\_\_\_\_

(Write the Name of the Student Who Wrote the Paper Here)

Writing Topic: \_\_\_\_\_

Concussions

What is the writing about?

Today's Date: \_\_\_\_\_

2/9/15

Using source material is a key move in college and career writing. This response tool is intended to help your peer use sources. Carefully read your peer's written piece, then circle the response options listed below to help you respond:

1. Does the writing include information from other sources? (Circle One)

No sources

One source

Two Sources

Three or More Sources

Please list specific examples of the sources included in this writing: CDC, CDC3,

Belson 17, and CDC4

2. When using ideas or information from others, does the writer give credit to those sources? (Circle One)

No credit is given

Some credit is given

Adequate credit is given

3. Does the writing use quotation marks to indicate where source material is used? (Circle One)

No quotes

One quote

Multiple Quotes

4. Before the source material is used, does the writer introduce the quote with their own writing? (Circle One)

No introduction

Some introduction

Adequate introduction

5. After the source material is used, does the writer comment on that source material? (Circle One)

No commentary

Some commentary

Adequate commentary



~~Conclusion~~

1.5

Dear Coaches and principals,

What should we do about kids getting Concussions? What I think that we should do is adopt rules and policies. I think this because we need stricter rules against Contact sports. This is relevant because when we add more policies against Contact sports we can prevent more long-term injuries such as Concussions.

The second reason why we should add more rules against Contact sports is because there is a significant number of Concussions in football (a Contact sport). I can prove this by looking at data from 2009 conducted by the CDC that has a bar graph which says that there were 25,376 traumatic brain injuries that were caused by football. Also the eligible age range for this was 19 and younger. This was compared to Basketball which had only 13,957. What this data proves is that football (a Contact sport) can cause way more injuries compared to other sports.

My Conclusion is ~~an example of a policy is proper tackling practice.~~ <sup>what we should add to the policies is</sup> proper tackling practice. I can prove that we need to add this policy because in another study it says "Almost all Concussions in football are caused by not proper tackling practice.". Another way I can support the policies is by quoting from the CDC "Coaching appropriate sports related skills." What I can infer from this is that more practice time the right way can lead to less Concussions."

## Using Source Material -- Student Response Tool

Student Writer's Name: \_\_\_\_\_

(Write the Name of the Student Who Wrote the Paper Here)

Writing Topic: \_\_\_\_\_

Sport Concussions

What is the writing about?

Today's Date: \_\_\_\_\_

3/18/15

Using source material is a key move in college and career writing. This response tool is intended to help your peer use sources. Carefully read your peer's written piece, then circle the response options listed below to help you respond:

1. Does the writing include information from other sources? (Circle One)

No sources

One source

Two Sources

Three or More Sources

Please list specific examples of the sources included in this writing: \_\_\_\_\_

CDC,

2. When using ideas or information from others, does the writer give credit to those sources? (Circle One)

No credit is given

Some credit is given

Adequate credit is given

3. Does the writing use quotation marks to indicate where source material is used? (Circle One)

No quotes

One quote

Multiple Quotes

4. Before the source material is used, does the writer introduce the quote with their own writing? (Circle One)

No introduction

Some introduction

Adequate introduction

5. After the source material is used, does the writer comment on that source material? (Circle One)

No commentary

Some commentary

Adequate commentary