

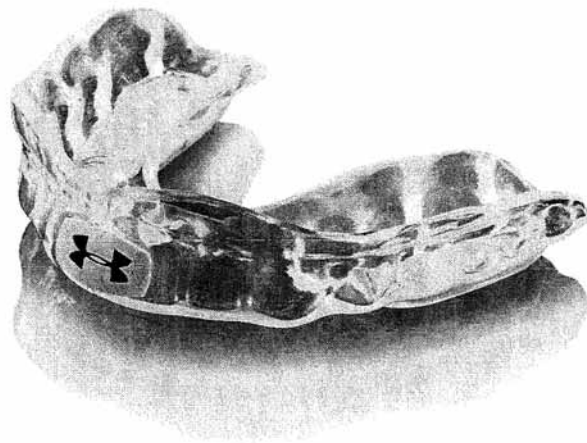
STAGE 2

# Mouth Guards

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## Cross Disciplinary Studies

Commentary Task



## Mouthguards

Australian Rules football is a highly contact sport but requires minimal protection gear. There is so many different types of injury's in football due to the high amount of work rate and movement in the sport. Some of the most prominent injuries in the sport include hamstring tears, dislocated shoulders and there are also plenty of broken bones. Mouthguards are one of the few protection pieces that are worn by almost every professional. The aim of the mouthguard is to try and prevent teeth and mouth injuries due to the roughness of the game. Mouthguards are made from a flexible fabric called thermoplastic which is a flexible material that helps absorb any facial blows. (Ehow.com)

Wearing a mouth guard is very beneficial because the injuries can cost a lot and can also be really painful and irritating. These injuries include chipping of the tooth, loss of teeth and mouth guards can contribute to keeping consciousness, jaw injuries, spinal injuries, lips and tongue injuries. But it all really depends on the mouth guard that you purchase. There are 3 different types of mouth guards. If you buy them from the shops for as cheap as two dollars they come in three different sizes, Small Medium and large. The second type of mouth guard is the boil on type which is the most easily accessible type of mouth guard. You put the mouth guard in boiling water then mould it to your teeth. After you have moulded it you put it in regular water these ones cost around twenty dollars. The 3<sup>rd</sup> type is a custom made mouth guard by a dentist, these mouth guards can cost up to five hundred dollars. It is not proven as to what is the most effective type of mouth guard but there has been some complaints about the two dollar ones being too thick at the back making it harder to talk and breath (L B , 26/2/12)

One of the most common injuries to the mouth is cuts to either the mouth or the tongue which can mean stitches to the tongue or inside the mouth. These can occur by getting a big knock to the body and closing your mouth on your tongue or cheek accidentally and in some cases can go right through the skin (Ygoy.com)

If a mouth guard is worn the rate of getting injury decreases as it virtually reduces the risk of tooth breakages and also gum problems. The injuries that are suffered to the gums and mouth can usually be fixed but it can take time and in some cases a small fortune. If you lose a tooth the average cost to repair it is between ten thousand and fifteen thousand dollars and you could have problems for the rest of your life (DC Mouthguards 2/10/10).

Ten percent of all injuries in sport are orally related according to a study conducted by an Illinois hospital in America. In the states the percentage of mouth injury's is significantly higher in gridiron then it is in baseball, which makes it obvious that a high contact sport with not much protection like Australian rules football, players have a really high risk of getting these sorts of injury. The injury rate per year of facial injuries in the AFL is pretty minimal, but that is because of the high percentage of people that wear mouth guards as opposed to not. As a 2009 injury report states only 0.5 percent of a team will suffer from a facial injury and would only miss an average of 1.2 weeks (H S , J O 12/5/10)

In 2011 Jonathan Brown was in a massive collision with an opposition player when he was running back selflessly to try and take a mark. Jonathan brown suffered serious damage to his face and Dr Peter Larkin's said "At the time, people said their injuries were like car crash victims and Jono (Brown) is certainly in that same category," he said. (Peter Larkins 21/5/11).

"It's one of the worst I've seen. The swelling in his face is consistent with a high-velocity multiple fracture that you only see in the worst (crashes)(Peter Larkins 21/5/11). The injuries were so severe in Jonathan Browns case that he suffered eight broken bones in and around his eye

socket, cheekbone and jaw. If he was not wearing a mouth guard he would have had major dental trauma but lucky for him he had one in.

I conducted a short interview with the trainer/ physio at my football club C . She says she has only dealt with one or two dental incidents. "Not many people are suffering these kind of injuries because nearly everyone is wearing mouth Guards these days. She also said she has seen plenty of concussions and does not believe that mouth guards help a great deal with that although it may help marginally (C C 25/2)

In conclusion I think that my research has shown that mouth guards help a great deal in protecting the mouth. And if mouth guards had not been invented there would be loads of serious dental trauma. With the cost so high to replace teeth and the pure annoyance of not having teeth and having injuries to the mouth I think it is pretty wise to wear a mouth guard in all contact sports.

Word Count: 884

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## Assessment Comments

This response is illustrative of a D grade.

- KU1 Basic connections are made between aspects of the disciplines (sports science and physical education) and the learning interest. Limited reference is made to the protection offered by mouth guards (science); the connection with physical education is obvious, but unspecified.
- KU2 The different types of mouth guards, and their relative costs, are described briefly, with limited reference to the differences between them. Some awareness is demonstrated of the possible impacts of mouth injuries on football performance, and of other reasons (e.g. costs) why the use of mouth guards is recommended.
- A1 An attempt is made to explain how use of mouth guards prevents mouth and teeth injuries, with examples of the significance of these injuries to footballers and with little evidence of the connections with science and physical education to guide the commentary.
- AE2 An awareness is shown of the benefits of the use of mouth guards to footballers and a simple description, rather than an evaluation, is attempted of the contribution of sports science to injury prevention.
- IC2 Generally clear recount of simple insights and ideas about mouthguards. Basic conclusions are attempted.

## Performance Standards for Stage 2 Cross-disciplinary Studies

	Knowledge and Understanding	Application	Analysis and Evaluation	Interaction and Communication
<b>A</b>	<p>Insightful and sophisticated exploration of key elements of the relevant disciplines and their connections to the learning interest.</p> <p>Well-informed and highly effective understanding of the learning interest, incorporating specific discipline knowledge and skills.</p> <p>In-depth knowledge and understanding of the relevant capabilities.</p>	<p>Comprehensive integration and application of aspects of the relevant disciplines in familiar as well as complex, less familiar situations.</p> <p>Highly focused application of knowledge and understanding to solve problems with insightful creativity and initiative.</p> <p>Convincing and in-depth development of ideas, insights, and further questions.</p>	<p>Comprehensive analysis and evaluation of ideas and information from a variety of sources and perspectives to deepen understanding of the learning interest.</p> <p>Sustained and insightful evaluation of the contributions of the disciplines.</p> <p>Well-considered and substantive analysis of and reflection on the student's own learning.</p> <p>Perceptive evaluation of feedback from others.</p>	<p>Convincing and sustained demonstration of purposeful interactive and collaborative skills in a range of situations.</p> <p>Clear, coherent, and highly focused communication of understanding, reasoned conclusions, and new ideas and insights about the learning interest.</p>
<b>B</b>	<p>Well-considered exploration of key elements of the relevant disciplines and their connections to the learning interest.</p> <p>Well-informed understanding of the learning interest, incorporating discipline knowledge and skills.</p> <p>Well-informed knowledge and understanding of the relevant capabilities.</p>	<p>Well-informed integration and application of aspects of the relevant disciplines in familiar and less familiar situations.</p> <p>Well-considered application of knowledge and understanding to solve problems with creativity and initiative.</p> <p>Thoughtful development of ideas, insights, and further questions.</p>	<p>Detailed analysis and evaluation of ideas and information from a variety of sources and perspectives to deepen understanding of the learning interest.</p> <p>Sustained evaluation of the contributions of the disciplines.</p> <p>Well-considered analysis of and reflection on the student's own learning.</p> <p>Well-considered evaluation of feedback from others.</p>	<p>Mostly sustained and focused interactive and collaborative skills in a range of situations.</p> <p>Clear, coherent, and mostly focused communication of understanding, conclusions, and new ideas and insights about the learning interest.</p>
<b>C</b>	<p>Exploration of key elements of the relevant disciplines and their connections to the learning interest.</p> <p>Informed understanding of the learning interest, linked to discipline knowledge and skills.</p> <p>Informed understanding of the relevant capabilities.</p>	<p>Informed integration and application of aspects of the relevant disciplines in mostly familiar situations.</p> <p>Considered application of knowledge and understanding to solve problems with some creativity and initiative.</p> <p>Competent development of ideas and insights, and further questions.</p>	<p>Considered analysis and evaluation of ideas and information from different sources and perspectives to deepen understanding of the learning interest. Analysis sometimes tends towards summary and narration.</p> <p>Some evaluation of contributions of the disciplines, tending towards description.</p> <p>Considered analysis of and reflection on the student's own learning.</p> <p>Considered evaluation of feedback from others.</p>	<p>Competent interactive and collaborative skills in different situations.</p> <p>Generally clear communication of understanding, conclusions, and new ideas and insights about the learning interest.</p>
<b>D</b>	<p>Some basic connections between aspects of two or more disciplines and the learning interest.</p> <p>Awareness of aspects of the learning interest, discipline knowledge, or skills.</p> <p>Recognition of some of the capabilities.</p>	<p>Superficial integration or application of aspects of the relevant disciplines in highly familiar situations.</p> <p>Some creativity evident in occasional problem-solving.</p> <p>Some development of basic ideas and insights.</p>	<p>Partial summary of ideas and information, with some increased understanding of learning interest.</p> <p>Description of some elements of the contributions of the disciplines.</p> <p>Some reflection on the student's own learning.</p> <p>Basic consideration of feedback from others.</p>	<p>Simple interactive and collaborative skills.</p> <p>Basic communication of some ideas and insights about the learning interest, with some attempted conclusions.</p>
<b>E</b>	<p>Identification of limited connections between one or more aspects of disciplines and the learning interest.</p> <p>Emerging awareness of one or more aspects of the learning interest or skills.</p> <p>Identification of one or more capabilities.</p>	<p>Attempted application of an aspect of a relevant discipline.</p> <p>Attempted identification of a possible solution to a problem.</p> <p>Attempted development of an idea or question.</p>	<p>Simple summary of ideas and/or information that may have some relevance to learning interest.</p> <p>Attempted description of one or more elements of the contributions of the disciplines.</p> <p>Attempted description of an aspect of the student's own learning.</p> <p>Limited attempt at reflecting on feedback.</p>	<p>Attempted interactive and collaborative skills.</p> <p>Attempted communication of partially developed ideas that are not necessarily new.</p>