

# Skills for Healthy Living

## Playing It Safe

### Teacher's Guide

**Grade Level:** 9–12

**Curriculum Focus:** Health

**Lesson Duration:** Two class periods

#### Program Description

Illness and injuries are part of growing up, but there are ways teenagers can protect themselves. Whether it's pushing the limits in sports, driving a car, surfing the Internet, or acting out a dare by friends, it's up to you to realize when to say "when." See how some students respond to pressure from coaches, families, and friends, and how they learn to set limits they can live with. Develop strategies for assessing risks and being comfortable with the choices you make.

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#### Discussion Questions

##### *Preventing Injuries*

- What's the difference between a healthy risk and a harmful one?
- Have you taken risks you knew might be harmful to yourself or others? What made you do it? What was the outcome?

##### *Fighting Infection*

- What are some precautions you take to minimize risks in everyday life?
- Why do teenagers sometimes ignore health warnings?

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#### Lesson Plan

##### *Student Objectives*

- Cite examples of healthy and harmful risk-taking.
- Explain why preparation and mental attitude is important in taking calculated risks.
- Describe specific injuries associated with a given sport and ways to minimize injury when taking risks in that sport.

##### *Materials*

- *Playing it Safe: Preventing Injuries*
- Computer with Internet access
- Pictures (or samples) of sports related equipment and protective gear.
- Heavy paper suitable for making brochures
- Markers, colored pencils

## Procedures

1. Ask students how their friends, coaches, and parents influence their risk-taking behavior.
2. Discuss as a class why some students push beyond their comfort zone even when they know it increases their risk of injury.
3. List ways can you “play smart” when it comes to sports—either organized or casual activities.
4. Divide the class into groups. Explain that each group will research common injuries associated with a particular sport (such as “tennis elbow”). Students will create a brochure that advises student athletes about equipment, warm ups, support systems, and other methods they can use to avoid injury. Students may wish to interview a team coach and/or players for this project. There are many Web sites that deal with sports injuries. The following sites are a good starting point for exploring this topic:

<http://www.nlm.nih.gov/medlineplus/sportsinjuries.html>

<http://www.childrenshospital.org/az/Site1112/mainpageS1112P0.html>

<http://science-education.nih.gov/nihHTML/ose/snapshots/multimedia/ritn/sports/sports1.html>

<http://www.sportsinjurybulletin.com/archive/0123-common-sports-injuries.htm>

A list of tips to prevent injuries in a particular sport can be found at this site:

<http://www.nlm.nih.gov/medlineplus/sportssafety.html>

5. Each brochure should answer the following questions, using text and graphics as appropriate:
  - What injuries are commonly associated with this sport? How does each injury affect the body?
  - What equipment and safe playing practices are likely to reduce these injuries? Under what circumstances is a certain material (such as metal or rubber cleats) preferable over another?
  - How can proper safety measures help a player avoid these injuries?
  - How do doctors typically treat these injuries? Drugs? Surgery? Physical therapy? What is the general length of treatment?
  - Are certain injuries unavoidable? If so, which? What kind of equipment or safe playing practices (give several examples) might be developed to combat such injuries?
6. Students will present this information to the class. They may also want to ask a team coach for permission to present the information to the appropriate sports team during a practice (either a verbal presentation or distribution of copies of the brochure).

## Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

**3 points:** Each student developed an informative, creative brochure that demonstrated an understanding of healthy and harmful risk-taking as well as how to safely take calculated risks, and described ways to minimize injury when taking risks in sports.

**2 points:** Each student developed a brochure that demonstrated some understanding of healthy and harmful risk-taking as well as how to safely take calculated risks, and described ways to minimize injury when taking risks in sports.

**1 point:** The student failed to develop a brochure that demonstrated an understanding of healthy and harmful risk-taking as well as how to safely take calculated risks, and describe ways to minimize injury when taking risks in sports.

## Vocabulary

### adrenaline

*Definition:* A hormone that readies the body for action in times of stress or danger, or times requiring increased alertness or exertion

*Context:* Some teens say that taking risks creates an adrenaline rush.

### calculated risk

*Definition:* A course of action for which all the positives and negatives have been considered.

*Context:* Matt's decision to pass the other runners early on was a calculated risk; he felt he could keep up the grueling pace and win the race.

### reaction time

*Definition:* The interval between the presentation of a stimulus and the response to it.

*Context:* The reaction time of teen drivers when talking on their cell phones is equal to that of a 70-year-old.

### spotter

*Definition:* One who is responsible for watching and guarding a performer during practice to prevent injury, as in gymnastics or weightlifting

*Context:* Using a spotter is essential for any athlete practicing a new gymnastics skill.

### tendonitis

*Definition:* An inflammation affecting tendons causing pain and hampering movement, often the result of repetitive motion.

*Context:* The form of tendonitis known as "tennis elbow" can often be prevented through range of motion exercises, proper warm-ups, and strength training exercises.

## Standards

### National Academy of Sciences

The National Academy of Sciences provides guidelines for teaching science in grades K–12 to promote scientific literacy. To view the standards, visit this Web site:

<http://books.nap.edu/html/nses/html/overview.html#content>.

This lesson plan addresses the following national standards:

- Science in Personal and Social Perspectives: Personal and community health

### Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education addresses 14 content areas. To view the standards and benchmarks, visit

<http://www.mcrel.org/compendium/browse.asp>

This lesson plan addresses the following national standards:

- Self Regulation: Considers risks
- Thinking and Reasoning: Applies decision-making concepts
- Physical Education: Understands how to monitor and maintain a health-enhancing level of physical fitness
- Health: Knows essential concepts and practices concerning injury prevention and safety
- Health: Knows how to maintain and promote personal health

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## Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>

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## DVD Content

### How To Use the DVD

The DVD starting screen has the following options:

**Play Video** – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

**Video Index** – Here the video is divided into sections, indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

**Curriculum Units** – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

**Standards Link** – Selecting this option displays a single screen that lists the national academic standards the video addresses.

**Teacher Resources** – This screen gives the technical support number and Web site address.

## Video Index

### I. Preventing Injuries (15 min.)

Teens take many different types of risks each day – often without realizing that even seemingly simple activities can pose danger.

### II. Fighting Infection (15 min.)

Teens may not realize that while some changes to their bodies may look cool, they are among the many every day risks that can cause serious infections.

## Curriculum Units

### 1. Safe Risk Taking

*Pre-viewing question*

Q: Why do people take risks?

A: Answers will vary.

*Post-viewing question*

Q: What things do you do to minimize every day risks?

A: Answers will vary but might mention using a seat belt, working out with a coach or friend, not using a cell phone while driving, not giving out personal information on the Internet

### 2. Sports Risks

*Pre-viewing question*

Q: Have you ever pushed yourself beyond your limits because of pressure from someone?

A: Answers will vary.



*Post-viewing question*

Q: How can you minimize injuries in sports?

A: Possible answers include knowing your own limits, working with a spotter, not over-doing it, being able to tell a coach or other authority figure no.

### **3. The Internet: Chat Wisely**

*Pre-viewing question*

Q: What are the potential risks of using chat rooms?

A: Answers will vary.

*Post-viewing question*

Q: How can other teens learn from Kylie's mistakes?

A: Answers will vary but may include never giving out personal information to someone you don't know, only message people you already know, let someone know if you're not comfortable with what's being said, and never agree to a face-to-face meeting alone.

### **4. Road Rules 101**

*Pre-viewing question*

Q: Why do you think teenagers are more likely to be involved in auto accidents?

A: Answers will vary but may include less experienced drivers, being distracted by music or other people in the car, speeding or not obeying traffic laws, misjudging hazardous situations.

*Post-viewing question*

Q: What do you think should be done to try to make teenagers safer behind the wheel?

A: Answers might include adding restrictions to teen drivers' licenses, limiting who can be in a car with a teen driver, requiring more training, and raising the age for getting a driver's license.

### **5. Piercings: Cool or Risky?**

*Pre-viewing question*

Q: Why do people get body piercings?

A: Answers will vary.

*Post-viewing question*

Q: How can you avoid getting infections from piercings?

A: Answers will vary but should mention only using a licensed piercer (note: not all states require piercers to be licensed) or someone with a certificate from the Association of Professional Piercers, making sure the piercer wears gloves and uses sterilized equipment, carefully follow instructions for keeping the piercing site clean.

### **6. It's the Cool Factor**

*Pre-viewing question*

Q: What are some fads or fashions that might have health risks?

A: Answers will vary.

*Post-viewing question*

Q: What are some of the risks associated with do-it-yourself contact solutions?



A: Answers will vary but should include eye infections, loss of vision, ulcers, and scarring.

## 7. Reducing Infection Risk

### *Pre-viewing question*

Q: What is an infection?

A: An infection occurs when a microorganism gets into the body and begins to multiply. The microorganism can be bacteria, a virus, or a fungus. Although the body is able to fight off many types of infection, others may grow out of control and make us ill.

### *Post-viewing question*

Q: What simple precautions you can take to minimize infections?

A: Answers will vary but should include getting all childhood vaccinations, washing hands frequently, not sharing food or drinks, make sure food is properly cooked, disinfecting or washing down sports equipment after each use.