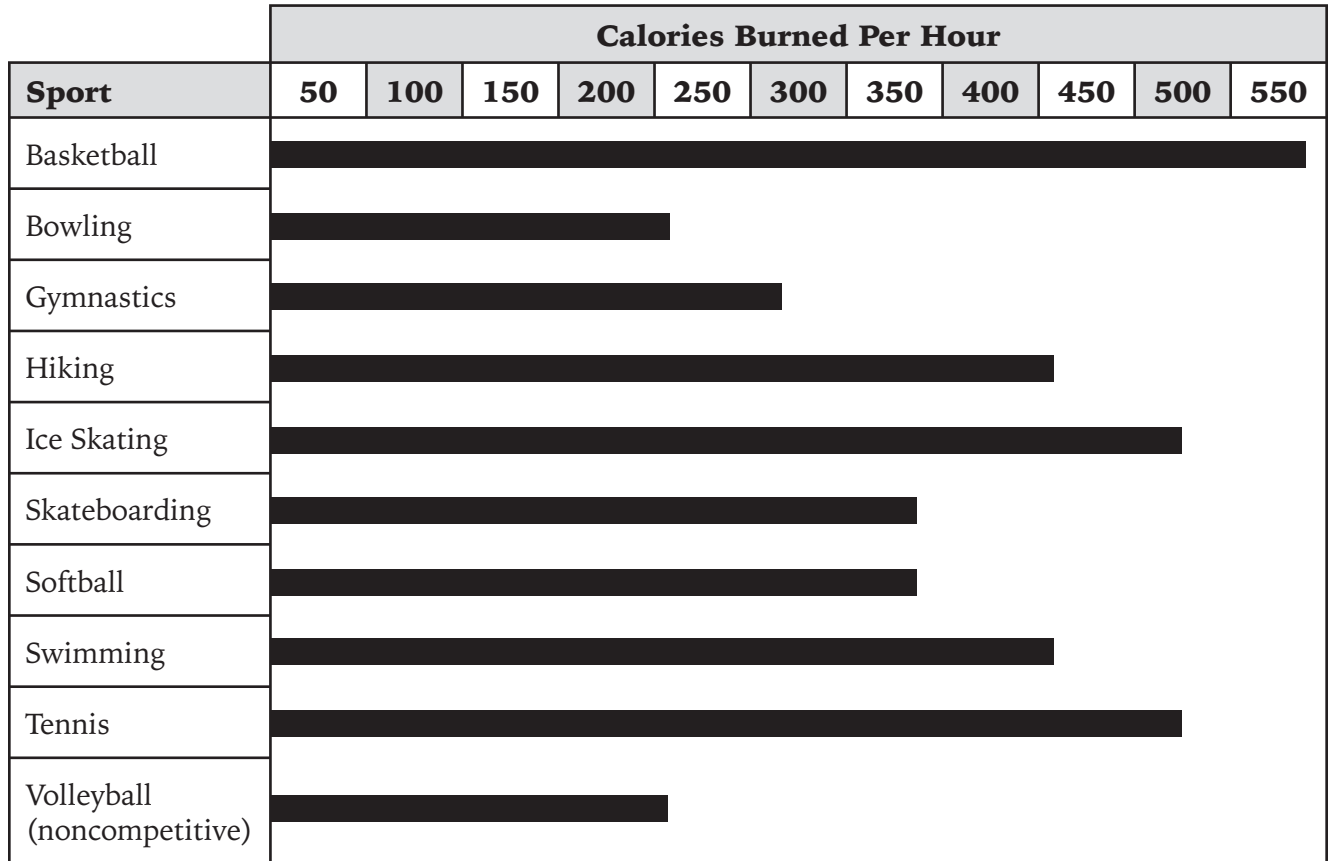


# Sports and Health

**Directions** How active you are affects the calories you burn. Examine the graph below and answer the questions. Then follow up with one or both of the Discovery activities.

**Calories Burned During Sports Activities**



- Which sport in the graph consumes the most calories per hour?  
\_\_\_\_\_
- Which sports shown in the graph consume the fewest calories per hour?  
\_\_\_\_\_
- Why do you think some of the sports listed use much more energy than others?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**CHAPTER 14: Your Health (Continued)**

**Focus on *Sports***

4. Why might some people choose to play sports that burn fewer calories per hour?

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5. What other fitness benefits do the sports in the graph offer besides burning calories?

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**Discovery**

**A. Heart Rate** Activities that burn the most calories usually get your heart pumping the fastest. Compare your heart rate after different activities.

First, take your resting pulse rate—the rate at which your heart beats per minute while you are sitting still. Sit quietly for at least five minutes. Then take your pulse by holding the first two fingers of one hand against your wrist below your thumb (with your hand palm-up). Hold your fingers against this spot while looking at a clock with a second hand. Count the number of times you feel your heart beat in 15 seconds. Multiply this number by 4 to get your resting pulse rate. Record this number on paper.

Then check your heart rate after playing a sport. Count the number of heartbeats you feel in 15 seconds and multiply by 4. Record this number below your resting pulse rate and label it with the sport. Try measuring your heart rate after different activities, such as walking, running, and doing household chores. Do each activity for the same amount of time before taking your pulse. Then make a chart to compare results.

**B. Fitness Journal** Keep a fitness journal for one week. Each day, record your activities and the approximate length of time you spent on each one. Then count the approximate amount of time you spent that day being physically active. Remember that sports are not the only activities that raise your pulse rate. Doing chores, walking a dog, or just taking a walk can count as physical activity. At the end of the week, evaluate your level of physical activity. A good goal to shoot for is an average of one hour of physical activity per day.

## Say It with Music

**Directions** When you tune the radio to some music stations, you may hear songs that talk about drug use and sexual activity—without mentioning the risks they pose to health. Now is your chance to fix this imbalance. Work with a team of students to write a song that talks honestly about a health risk and how to handle it. Follow the steps below.

- 1 Choose a topic.** Which health risk will your team write a song about? You might choose one of the health risks discussed in Chapter 14 (drug use, sexually transmitted diseases, early pregnancy, or suicide) or another health risk facing teens.
- 2 List points you could make.** Once you have chosen a topic, think about what you want your song to say on the subject. At this stage, do not choose the ideas you will include. Just write down every idea, even those that seem like they will not work. Later on, you can sort through the ideas to decide what you want to use. If necessary, you can visit the library or surf the Internet to find more information about the topic chosen.
- 3 Select a musical style.** Decide on a musical style for your song, such as rap, country, or pop. One possibility is to select an existing song and write a new set of lyrics for it. This may make the process easier by giving you a ready-made structure for your new song. On the other hand, you may find that this much structure limits your creativity. If so, you could base your song loosely on an existing one but make some changes to the melody or the structure of the lyrics.
- 4 Write the lyrics.** Sort through the list of ideas you came up with in Step 2. Select items from the list and begin crafting them into a set of lyrics. If you are working with an existing song, the rhythm of your lyrics needs to fit the tune. Otherwise, you should shape the lyrics to create a rhythm. The words do not have to rhyme, but using rhyme may increase the impact of your song. Most importantly, try to speak in terms that other teens will relate to. Be realistic about the health risk, but avoid sounding preachy.
- 5 Set the lyrics to music.** If you used an existing song to help write the lyrics, you may decide to keep the original tune, make some changes to it, or write a new tune that fits the rhythm of the words.
- 6 Give a performance.** You can expand on your tune by adding extra voice lines or instrumental backup. If any member of your team plays an instrument, you could have that person play while the others sing. If you have the right software, you can also use a computer to generate the backup tracks. Record your song or perform it live for the class.

## Protecting Yourself

**Directions** Many decisions you make have strong impact on you. Work with a team of students to create and act out a skit that shows how decisions affect a teen’s life and health. Follow the steps below.

- 1 Choose a situation.** In the situation you choose, a teen should face and make a decision that impacts health. You may select a situation from the following list or create one of your own.

A	B
A boyfriend and girlfriend are discussing whether they should become sexually active.	While with a friend, a teen talks about feeling depressed and hints at thoughts of suicide.
C	D
A teen is at a party with other teens, including some friends and strangers. No adults are present. Someone starts passing marijuana around.	A younger teen spends time with three older teens. While riding in a car together, one of the older teens offers beer to the others.

- 2 Identify choices.** List all possible choices the teen (or teens) could make in the situation you picked. Then evaluate each choice listed. What are the possible positive results of the decision? What are the possible negative results?
- 3 Select a decision.** Which decision will the teen make in your scenario? How will you show the consequences (both short-term and long-term)? You could act out the same scene more than once, having the teen make different decisions and showing the outcome of each one. Another idea is to do two scenes. The second part takes place months or years later to show the long-term effects of the teen’s decision.
- 4 Plan the performance.** How will you perform the situation you have chosen? You may decide to do a rehearsed play with a written script, roles, and memorized lines. Another possibility is to have each person take a role and improvise his or her lines. In any case, the scene should show the situation, the teen’s decision, and its outcome.
- 5 Perform your scene for the class.** Afterwards, ask other students to evaluate your skit. Ask them whether they found the teen’s reaction to the situation realistic and whether they thought the scene convincingly showed the outcome of the teen’s decision.