



[KidsHealth.org/classroom](http://KidsHealth.org/classroom)

## Teacher's Guide

This guide includes:

- Standards
- Related Links
- Discussion Questions
- Activities for Students
- Reproducible Materials

## Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to access valid information and products and services to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

National Health Education Standards:  
[www.cdc.gov/healthyschools/sher/standards/index.htm](http://www.cdc.gov/healthyschools/sher/standards/index.htm)

Participating in sports can help young people stay healthy, set a level of physical activity that lasts for years, learn about teamwork and competition, and build social relationships. But even young bodies have their limits. These activities can help your students understand those limits - how to get a healthy start, compete safely, deal with injuries, and avoid risky behaviors when playing sports.

## Related KidsHealth Links

### Articles for Teens:

#### Sports and Exercise Safety

[TeensHealth.org/en/teens/sport-safety.html](http://TeensHealth.org/en/teens/sport-safety.html)

#### Dealing With Sports Injuries

[TeensHealth.org/en/teens/sports-injuries.html](http://TeensHealth.org/en/teens/sports-injuries.html)

#### Sports Center

[TeensHealth.org/en/teens/center/sports-center.html](http://TeensHealth.org/en/teens/center/sports-center.html)

#### Are Steroids Worth the Risk?

[TeensHealth.org/en/teens/steroids.html](http://TeensHealth.org/en/teens/steroids.html)

#### Sports Supplements

[TeensHealth.org/en/teens/sports-supplements.html](http://TeensHealth.org/en/teens/sports-supplements.html)

#### Concussions

[TeensHealth.org/en/teens/center/concussions-ctr.html](http://TeensHealth.org/en/teens/center/concussions-ctr.html)

For sport-specific articles, search [TeensHealth.org](http://TeensHealth.org) for "safety tips"

### Special Needs Factsheet for Teachers:

#### Concussions

[KidsHealth.org/en/parents/concussions-factsheet.html](http://KidsHealth.org/en/parents/concussions-factsheet.html)

## Discussion Questions

*Note: The following questions are written in language appropriate for sharing with your students.*

1. Name some rules in sports that help keep athletes from injuring themselves and others.
2. What unhealthy things do some athletes do to improve their performance? Why do you think some athletes take these harmful steps?



## Activities for Students

*Note: The following activities are written in language appropriate for sharing with your students.*

### Before, During, After

#### Objectives:

Students will:

- Research factors that contribute to safe sports participation
- Create and share safety messages with their peers

#### Materials:

- Poster board
- Pens or paints
- Computer with Internet access and printer, or old magazines
- Tape or glue

#### Class Time:

45 minutes

#### Activity:

After reading the TeensHealth.org articles about sports safety, we're going to create three posters for all the athletes in our school. Our posters will remind them that sports safety happens **before**, **during**, and **after** each event:

**Before:** paying attention to diet, training, sports physicals, and warming up

**During:** using protective equipment, staying hydrated, following the rules, and telling a coach or trainer if you get injured

**After:** treating any injuries, and sticking to doctors' or trainers' recommendations for rest and when it is safe to return to play

#### Extension:

Use the messages in the posters to create audio recordings that can be used during morning announcements, podcasts that can be shared online, or videos for school assemblies or the school website.



## Cheers and Whistles

### Objectives:

Students will:

- Identify safe and risky behaviors related to sports

### Materials:

- "Cheers and Whistles" handout
- Computer with Internet access

### Class Time:

20 minutes

### Activity:

Sports and exercise are good for you, but some athletes engage in risky behaviors, like eating unhealthy diets, taking harmful supplements, or training improperly. To help student-athletes stay healthy and avoid harmful habits, use the "Cheers and Whistles" handout to list things student-athletes should do and not do when training or playing sports.

### Extensions:

1. Write Cheers! and Whistles! information for every sport offered at your school.
2. For each sport on your "Cheers and Whistles" chart, list health problems that could occur for each of the behaviors listed in the Whistles! column.

## Reproducible Materials

### Handout: Cheers and Whistles

[KidsHealth.org/classroom/9to12/personal/safety/sports\\_safety\\_handout1.pdf](http://KidsHealth.org/classroom/9to12/personal/safety/sports_safety_handout1.pdf)

### Quiz: Sports Safety

[KidsHealth.org/classroom/9to12/personal/safety/sports\\_safety\\_quiz.pdf](http://KidsHealth.org/classroom/9to12/personal/safety/sports_safety_quiz.pdf)

### Answer Key: Sports Safety

[KidsHealth.org/classroom/9to12/personal/safety/sports\\_safety\\_quiz\\_answers.pdf](http://KidsHealth.org/classroom/9to12/personal/safety/sports_safety_quiz_answers.pdf)