

# Teen **Health**

COURSE **3**

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## Be Healthy and Active with

# Teen Health

Physical activity and fitness are important to good health. Use the *Fitness Zone Handbook* and Glencoe's Online Fitness Zone to develop personal fitness.

### Fitness Zone Handbook

The *Fitness Zone Handbook* on pages xviii – 1 can help you create a personal fitness plan to balance your activities and build your overall fitness level. You'll also learn about the elements of fitness and discover fun group activities.

**Physical Fitness Plan**

Everyone should have a fitness plan. A personal plan can help you get started in developing your physical fitness. If you are already active or even athletic, a physical fitness plan can help you balance your activities and maintain a healthy level of activity.

**Planning a Routine**

When you're ready to start a fitness routine, it may be tempting to exercise as hard as you can for as long as you can. However, that approach is likely to leave you discouraged and even injured. Instead, you should plan a fitness routine that will let your body adjust to activity. Work up to your fitness goals slowly. Gradually increase both the length of time you spend exercising and the number of times you exercise each week. For example, you might start by doing a fitness activity for just 5 minutes a day, 3 days a week. Increase the amount of time you exercise, to say 7 minutes the next week and to 10 minutes during the third week of your plan. When you are exercising 20 minutes, 3 days a week, you're ready to add a fourth day to your fitness routine. Eventually, you will be exercising for 20 to 30 minutes, 5 days a week.

**Warming Up**

There's more to a physical fitness plan than fitness activities. It's important to prepare your body for exercise. Preparation involves warm-up activities that will raise your body temperature and get your muscles ready for your fitness activity. Easy warm-up activities include walking, marching, and jogging, as well as basic calisthenics.

When you're developing your own fitness plan, you should include warm-ups in your schedule. As you increase the time you spend doing a fitness activity, you should also increase the time you spend warming up.

This chart shows how you can plan the time you spend on warm-ups and fitness activities.

DAY	Monday		Tuesday		Wednesday		Thursday		Friday	
	Warm Up	Activity	Warm Up	Activity	Warm Up	Activity	Warm Up	Activity	Warm Up	Activity
1	5 min	5 min	---	---	5 min	5 min	---	---	5 min	5 min
2	5 min	7 min	---	---	5 min	7 min	---	---	5 min	7 min
3	5 min	10 min	---	---	5 min	10 min	---	---	5 min	10 min
4	5 min	12 min	---	---	5 min	12 min	---	---	5 min	12 min
5	7 min	15 min	---	---	7 min	15 min	---	---	7 min	15 min
6	7 min	17 min	---	---	7 min	17 min	---	---	7 min	17 min
7	10 min	20 min	---	---	10 min	20 min	---	---	10 min	20 min
8	10 min	20 min	10 min	20 min	10 min	20 min	---	---	10 min	20 min
9	10 min	20 min	10 min	20 min	10 min	20 min	10 min	20 min	10 min	20 min

xviii Fitness Zone Handbook

## Go Online

Get energized with Glencoe's **Fitness Zone Online** at [glencoe.com](http://glencoe.com)

Fitness Zone Online is a multimedia resource that helps students find ways to be physically active each day.

The Nutrition and Physical Activity Resources include:

- Clipboard Energizer Activities
- Fitness Zone Videos
- Polar Heart Rate Monitor Activities
- Tips for Healthy Eating, Staying Active, and Preventing Injuries
- Links to additional Nutrition and Physical Activity Resources



# Reading in the health classroom with *Teen Health*

## Preview the Lesson

Get a preview of what's coming by reading the lesson objectives in Focusing on the Main Ideas. You can also use this feature to prepare for quizzes and tests.

## Review Key Terms

Complete the Building Vocabulary activity to become familiar with these terms before you read the lesson. Vocabulary terms are highlighted in yellow to make them easy to find.

## Do the QuickWrite

This feature will help you start thinking about the information in the lesson.

## Look at the Reading Checks

When you see a Reading Check, stop and answer the question to make sure that you understand what you have just read.

**Lesson 1**  
**Friendships During Adolescence**

**Guide to Reading**

- Building Vocabulary**  
As you read this lesson, write each new highlighted term and its definition in your notebook.
  - relationships (p. 102)
  - sympathetic (p. 103)
  - clique (p. 105)
  - peer pressure (p. 105)
- Focusing on the Main Ideas**  
In this lesson, you will learn to
  - explain changes that occur in friendships during adolescence.
  - identify the qualities of a good friend.
  - develop communication skills to make new friends.
- Reading Strategy: Classifying**  
Using the diagram as a guide, create a concept map that shows the qualities of a good friend.

**Qualities of a Good Friend**

**Think Before**  
Write a short paragraph that completes this sentence opener with a definition and examples: "A friend is \_\_\_\_\_."

**Friendships**  
If you ask a group of people what they like most about their closest friend, you will probably get many different answers. One person might respond, "She makes me laugh." Another might say, "We have a great time together."  
Unlike other types of relationships, friendships are relationships people choose to have. **Relationships** are connections you have with other people and groups in your life. Friendships form as a result of common interests and shared values. They are an important part of good social health.

**Define What are relationships?**

◀ We tend to make friends with people who share similar interests. **What are some things you and your friends enjoy doing together?**

## Strengthen Your Reading Skills

Complete the Reading Strategy activity to help you understand some of the information in the lesson.

## Reading Skills Handbook

The Reading Skills Handbook on pages 524-533 offers strategies to help you become a faster, more effective reader. Strong reading skills can help you improve your grades, study skills, and writing skills.

**Reading Skills Handbook**

**Reading: What's in It for You?**  
What role does reading play in your life? There are many different ways that reading could be part of what you do every day. Are you on a sports team? Perhaps you like to read the latest news about your favorite team or find out about new ways to train for your sport. Are you interested in music or art? You might be looking for information about ways to create songs or about styles of painting. Are you enrolled in an English class, a math class, or a health class? Then your assignments probably require a lot of reading.

**Improving or Fine-Tuning Your Reading Skills Will:**

- Improve your grades
- Allow you to read faster and more efficiently
- Improve your study skills
- Help you remember more information
- Improve your writing

**The Reading Process**  
Good reading skills build on one another, overlap, and spiral around just like a winding staircase goes around and around while leading you to a higher place. This Reading Guide will help you find and use the tools you'll need before, during, and after reading.

**Strategies You Can Use**

- Identify, understand, and learn new words
- Understand why you read
- Take a quick look at the whole text
- Try to predict what you are about to read
- Take breaks while you read and ask yourself questions about the text
- Take notes
- Keep thinking about what will come next
- Summarize

**Vocabulary Development**  
Vocabulary skills are the building blocks of the reading and writing processes. By learning to use a number of strategies to build your word skills, you will become a stronger reader.

**Use Context to Determine Meaning**  
The best way to increase your vocabulary is to read widely, listen carefully, and take part in many kinds of discussions. When reading on your own, you can often figure out the meanings of new words by looking at your **context**, the other words and sentences that surround them.

524 Reading Skills Handbook

## Physical Fitness Plan

Everyone should have a fitness plan. A personal plan can help you get started in developing your physical fitness. If you are already active or even athletic, a physical fitness plan can help you balance your activities and maintain a healthy level of activity.

### Planning a Routine

When you're ready to start a fitness routine, it may be tempting to exercise as hard as you can for as long as you can. However, that approach is likely to leave you discouraged and even injured. Instead, you should plan a fitness routine that will let your body adjust to activity. Work up to your fitness goals slowly. Gradually increase both the length of time you spend exercising and the number of times you exercise each week. For example, you might start by doing a fitness activity for just 5 minutes a day, 3 days a week. Increase the amount of time you exercise, to say 7 minutes the next week and to 10 minutes during the third week of your plan. When you are

exercising 20 minutes, 3 days a week, you're ready to add a fourth day to your fitness routine. Eventually, you will be exercising for 20 to 30 minutes, 5 days a week.

### Warming Up

There's more to a physical fitness plan than fitness activities. It's important to prepare your body for exercise. Preparation involves warm-up activities that will raise your body temperature and get your muscles ready for your fitness activity. Easy warm-up activities include walking, marching, and jogging, as well as basic calisthenics.

When you're developing your own fitness plan, you should include warm-ups in your schedule. As you increase the time you spend doing a fitness activity, you should also increase the time you spend warming up.

This chart shows how you can plan the time you spend on warm-ups and fitness activities.



**Sample Physical Fitness Plan**

DAY	Monday		Tuesday		Wednesday		Thursday		Friday	
WEEK	Warm Up	Activity	Warm Up	Activity	Warm Up	Activity	Warm Up	Activity	Warm Up	Activity
1	5 min	5 min	---	---	5 min	5 min	---	---	5 min	5 min
2	5 min	7 min	---	---	5 min	7 min	---	---	5 min	7 min
3	5 min	10 min	---	---	5 min	10 min	---	---	5 min	10 min
4	5 min	12 min	---	---	5 min	12 min	---	---	5 min	12 min
5	7 min	15 min	---	---	7 min	15 min	---	---	7 min	15 min
6	7 min	17 min	---	---	7 min	17 min	---	---	7 min	17 min
7	10 min	20 min	---	---	10 min	20 min	---	---	10 min	20 min
8	10 min	20 min	10 min	20 min	10 min	20 min	---	---	10 min	20 min
9	10 min	20 min	10 min	20 min	10 min	20 min	10 min	20 min	10 min	20 min

## Five Elements of Fitness

When you're making a plan for your own fitness program, you should keep the five elements of fitness in mind.

**Cardiovascular endurance** is the ability of the heart and lungs to function efficiently over time without getting tired. Activities that improve cardiovascular endurance involve non-stop movement of your whole body or of large muscle groups. Familiar examples are jogging, walking, running, bike riding, soccer, basketball, and swimming.

**Muscle endurance** is the ability of a muscle or a group of muscles to work non-stop without getting tired. Many activities that build cardiovascular endurance also build muscular endurance, such as jogging, walking, and bike riding.

**Muscle strength** is the ability of the muscle to produce force during an activity. You can make your muscles stronger by working them against some form of resistance, such as weights or gravity. Activities that can help you build muscle strength include push-ups, pull-ups, lifting weights, and running stairs.

**Flexibility** is the ability to move a body part freely, without pain. You can improve your flexibility by stretching gently before and after exercise.

**Body composition** is the amount of body fat a person has compared with the amount of lean mass, which is bone, muscle, and fluid. Generally, a healthy body is made up of more lean mass and less body fat. Body composition is a result of diet, exercise, and heredity.

On the next pages, you'll find ten different fitness activities for groups. They can help you develop all five elements of fitness, with an emphasis on cardiovascular endurance. They can also help you add variety and fun to your fitness plan.



# Group Fitness Activities



## Activity 1: Fitness Day

**Fitness Elements** Muscle strength and endurance, flexibility

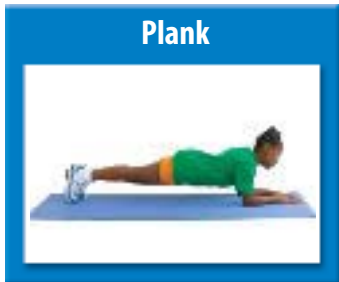
**Equipment** With a group of other students, make a set of exercise cards. Each card should name and illustrate an exercise. You can include some or all of the exercises shown here.

**Formation** Stand in two lines facing each other, or stand in a large circle.

**Directions** Take turns leading the group. The leader picks a card, stands in the center of the formation, and leads the group in the exercise on that card.



Hold for a count of 10, rest, and repeat.



Hold for a count of 10, rest, and repeat.



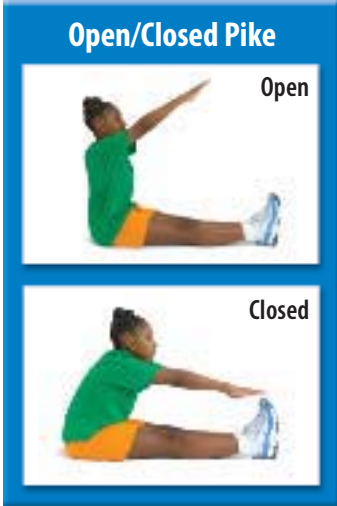
Hold for a count of 10, rest, and repeat.



For each side, hold for a count of 10, rest, and repeat.



Kick up 5 times, rest, and repeat.



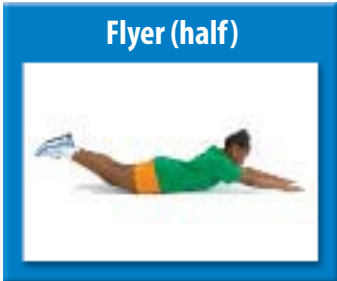
Hold for a count of 10, rest, and repeat.



Hold for a count of 10, rest, and repeat.



Hold for a count of 10, rest, and repeat.



Raise legs. Hold for a count of 10, rest, and repeat.



Raise arms and legs. Hold for a count of 5, rest, and repeat.



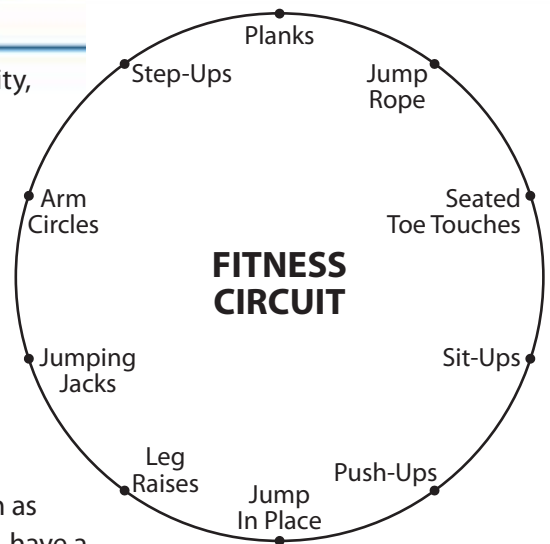
## Activity 2: Fitness Circuit

**Fitness Elements** Muscle strength and endurance, flexibility, and cardiovascular endurance

**Equipment** 2–4 jump ropes, 2–4 aerobic steps, signs or posters naming each station spread throughout the activity area (see diagram.)

**Formation** Set up stations as shown in the diagram. Form pairs, so that each student has a partner.

**Directions** With your partner, move through the stations: planks, jump rope, seated toe touches, sit-ups, push-ups, jump in place, leg raises, jumping jacks, arm circles, step-ups. Each pair can start at any station. If your group is large, two pairs may use the same station. At each station, perform as many repetitions as you can in 30 seconds. After 30 seconds, have a teacher or a student volunteer signal the end of the time. With your partner, move in a clockwise direction to the next station.



## Activity 3: Multi-Ball Crab Soccer

**Fitness Elements** Muscle strength and endurance

**Equipment** 3–6 crab soccer balls or other large balls

**Formation** Mark a goal line at each end of the playing area, and divide the players into two teams. All the players on both teams get into the crab position and remain in that position throughout the game.

**Directions** Put the crab soccer balls in the middle of the playing area. Members of both teams kick the balls past the other team's goal line to score. Remember, all players have to stay in the crab position all the time. The game continues until all the balls have been scored.



## Activity 4: Crab Relay

**Fitness Elements** Muscle strength and endurance

**Equipment** 4–5 flying disks

**Formation** Mark two lines 15–25 feet apart, depending on the fitness level of group members. One is the starting line, and the other is the turn-around line. Divide the group into four or five single-file lines behind the starting line. The first player in each group is in the crab position with a flying disk resting on his or her abdomen.

**Directions** Have a teacher or a student volunteer give a signal to start the relay. The first player in each line crab-walks to the turn-around line and back to the starting line. The players have to move in the crab position and must keep the disks on their abdomens. If the disk falls off, the player has to stop, pick the disk up, and place it back on his or her abdomen. When players return to the starting line, they hand their disks to the next player in line. The next player follows the same procedure. Continue playing until all the members of each team have participated. If you want to play again, reorganize the teams by having the first player in each line move to the team on his or her right.



## Activity 5: Piranha River

**Fitness Elements** Cardiovascular endurance and flexibility

**Equipment** None

**Formation** Mark a line at each end of the activity area. One is the starting line and the other is the finish line. Mark two more lines, about ten feet apart, between the starting line and the finish line. The space between these two lines is the “river.”

Let two volunteers stand in the “river.” They are the “piranhas.” All the other players stand behind the starting line.

**Directions** Have a teacher or a student volunteer give the signal to begin. The players behind the starting line run down the river. As they run, the “piranhas” try to tag them. Players who reach the finish line without being tagged are safe. Players who are tagged stay in the “river” and become “helper piranhas.” “Helper piranhas” must keep their feet in one place but can bend and stretch to tag the players running down the “river.”



## Activity 6: Partner Walk Tag

**Fitness Element** Cardiovascular endurance

**Equipment** None

**Formation** Form pairs, so that each player has a partner. With your partner, decide which one of you will begin as the tagger and which will begin as the walker.

**Directions** Have a teacher or a student volunteer give the signal to begin. If you are the tagger, chase and try to tag your partner. If you are the walker, walk to stay away from your partner. You must both walk at all times, not run. Once the tagger tags the walker, change roles with your partner. Continue until the teacher or student volunteer signals the end. You can vary this activity by hopping, skipping, or using another movement instead of walking.



## Activity 7: Scarf Tag

**Fitness Element** Cardiovascular endurance

**Equipment** Scarves (one for each player)

**Formation** Each player should tuck one end of a scarf into the back of his or her waistband or into a rear pocket. Then players should scatter over the activity area.

**Directions** Have a teacher or a student volunteer give the signal to start. Each player moves throughout the activity area, trying to grab and pull out other players’ scarves. Students who pull a scarf must say, “I got a scarf,” bend down on one knee, and place the new scarf in their waistbands or pockets. They are “safe” while they are doing this. Players who lose their scarves continue playing, trying to capture other scarves. Players may pull only one scarf at a time. They may not hold onto their own scarves, and they may not push, pull, or grab other players. Play continues until the teacher or student volunteer gives the signal to stop.

## Activity 8: Alien Invaders

**Fitness Element** Cardiovascular endurance

**Equipment** None

**Formation** Mark a goal line at each end of the playing area, and divide the players into two teams. One team is the “aliens,” and the other team is the “soldiers.” Form pairs, so that each player has a partner. Throughout the game, partners have to remain together, with their arms locked. All the players on the “aliens” team stand behind one goal line, and all the players on the “soldiers” team stand behind the other.

**Directions** The “aliens” stand with their backs to the playing area. The “soldiers” walk quietly toward the “aliens.” When the “soldiers” are close to the “aliens,” a teacher or student volunteer calls out “There are soldiers in your galaxy!” The “aliens” turn around and chase the “soldiers.” All the “soldiers” who are tagged, or whose partners are tagged, become “aliens.” “Soldiers” who reach their own goal line are safe.

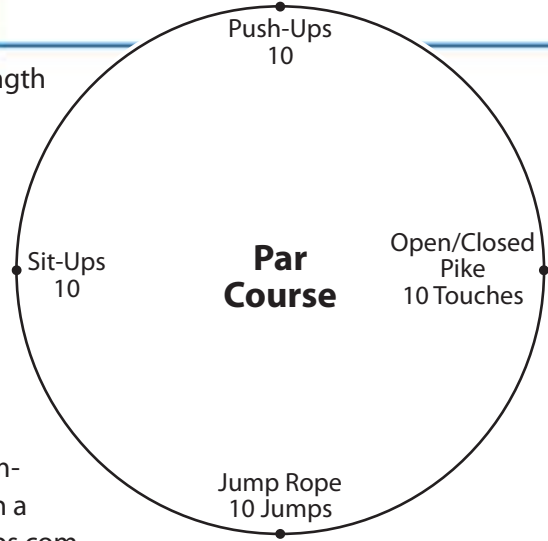
## Activity 9: Par Course

**Fitness Elements** Cardiovascular endurance, muscle strength and endurance

**Equipment** 4 jump ropes, 4 cones, signs or posters naming each station on the par course (See diagram.)

**Formation:** Set up stations as shown in the diagram. Mark each station with a cone and identify it with a sign or poster. Form groups of four.

**Directions** With the three other members of your group, start at one station on the course. Perform the activity identified there. Then jog to the next station, and perform that activity. Continue around the course until you have completed each activity at least once. If you’re participating with a large class, you might work in two shifts, with half the groups completing the full par course and then giving the other groups a turn.



## Activity 10: Intervals

**Fitness Element** Cardiovascular endurance

**Equipment** Whistle, 5-8 cones (optional)

**Formation** If possible, use a running track for this activity. If no track is available, use cones to mark a large circle on a gym floor or a field. All the players stand around the circle, not too close together, and all facing the same direction.

**Directions** Have a teacher or a student volunteer serve as the leader. The leader uses a whistle to signal how players should move. One blast on the whistle means walk, two blasts mean jog, and three blasts mean run. The leader varies the whistle commands, paying attention to the players’ energy and to the temperature.