

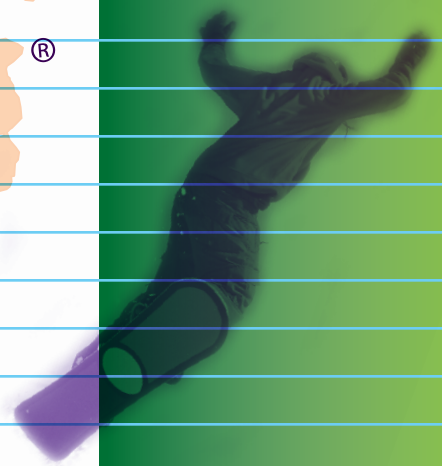


Student WORKBOOK



100% me[®]

WHAT'S INSIDE?



Presented
by the
United States
Anti-Doping
Agency



It's WHAT'S INSIDE That Counts



To the Student

The new edition of the 100% Me Student Workbook delivers to you the most updated information to make you the best student and athlete you can be. As you work your way through the exciting lessons, you will learn about:

- making good decisions and character development;
- the mental and physical aspects of sport and how to increase your athletic performance;
- the dangers of steroid, supplement, and energy drink use and abuse;
- your unique qualities and the role of heredity in making you exceptionally YOU; and
- the importance of good nutrition and hydration.

New to this edition is “My Turn” which allows you to apply what you have learned in each workbook section to real-life situations. Also included is “Thinking It Through: Becoming a TRUE SPORT FOR LIFE.” This section is intended for you to consider how to apply the life lessons you have learned through participation in sport.

Additionally, words bolded in red throughout the workbook are defined in the glossary at the back of the book.

We hope you enjoy your journey through this workbook. Remember, whether on the playing field or court, it's what's inside that counts!

CONTENTS

1. DECISION-MAKING: Why My Choices Matter!	1
2. ATHLETICS: Improving Your Athletic Performance	10
3. STEROIDS AND SUPPLEMENTS: The Truth about Performance-Enhancing Drugs	15
4. OUR UNIQUE QUALITIES: Genes, Traits, and Body Types	22
5. NUTRITION: Putting MyPlate into the Picture	27

Visit the USADA website to find out more about being a **TRUE SPORT FOR LIFE!**

<http://www.usada.org/Outreach>

Chapter One:

DECISION - MAKING

why MY CHOICES matter!

“...We don’t choose to be role models, we are chosen. Our only choice is whether to be a good role model or a bad one.”

– **Karl Malone**, Professional Basketball Player, NBA, Utah Jazz



Did you know...?

Everyone makes hundreds of choices or decisions every day! A **choice** is a right, power, or opportunity that you have to make a selection in a course of action you wish to take. The choices that you make are important and can influence your health, reputation, and safety. The choices that you make today impact your well-being now and in the future.

When it comes to making important choices, who makes your choices? Is it your friends, relatives, teachers, coaches, sport figures, movie stars, the media, advertisements, sales people, or is it YOU? The kinds of choices you make say a lot about who you are, and you are important! Keep this in mind as you read through this workbook.

You might not even need to think when you make simple choices. These types of decisions do not affect your health or the health of others. Examples of these types of simple choices include:

- Do I tie my left shoe or my right shoe first?
- Should I order chocolate or vanilla ice cream?
- Do I walk with my hands in my pockets or by my side?



“My Turn” What are some examples of simple choices that you have made today?

For other choices, there are many things you might need to think about before you act. These types of serious choices can have either positive or negative results and can affect you or other individuals. Examples of types of serious choices include:

- Should I tell my teacher that I forgot to do my homework or copy my friend's homework?
- Do I take my friend's medicine that helps them concentrate in school?
- Should I drink alcohol and smoke cigarettes with my friends?

"My Turn" What are some examples of serious choices that you have made this week?

Here is a list of four questions you may want to ask yourself when you are faced with making serious choices in your life:

- What would my parents, grandparents, or other relatives think?
- What would my role model or the person I look up to do in this situation?
- What are the good or bad things that could happen if I do this?
- Am I breaking any rules, laws, or guidelines if I do this?

Everyone likes the chance to make his or her own choices.

When people make smart choices, other positive things often happen:

- They earn people's trust.
- They get to make choices on their own more often.
- They are given more responsibilities.
- They feel good about themselves.



The Decision-Making Model

How can you be sure you are making the best choice?

An easy process to follow when you are faced with making serious choices or decisions that are important in your life is the Decision-Making Model. The model involves six steps for you to consider before you take a course of action. It helps to think through each of these steps and write down your answers or options to each of the statements. At the end of this chapter, make sure you complete the "My Turn" activity on page 8, and work through each of the situations to have a better understanding of the decision-making process. You may want to use this table with your own situation noted in the column as you make important decisions in your life.



Here are the six steps of the **Decision-Making Model**:

1. Identify the problem you are facing.
2. List the possible solutions or choices.
3. List the **consequences** and consider how each choice will affect you and other people.
4. Consider your **values**.
5. Make a decision and take action.
6. Evaluate the effectiveness of your decision.

Values are mentioned in Step #4 and are important when we make serious and tough decisions in our lives. Values provide a personal sense of what is right or wrong and tend to influence our attitudes and behaviors and help shape our overall character. An individual's character represents a consistent pattern of behavior in a wide range of situations. Here are some tips to help you think about values and character. See if your choice follows each of the Six Pillars of Character® from CHARACTER COUNTS!® and the Josephson Institute Center for Youth Ethics. Ask yourself:

1. Is my choice trustworthy?
2. Is my choice respectful?
3. Is my choice responsible?
4. Is my choice fair?
5. Is my choice caring?
6. Does my choice show good citizenship?

Take a closer look at the **Six Pillars of Character**®:



Trustworthiness

- Be worthy of trust in all you do.
- Do what is right, even when it is not popular.
- Do not lie, cheat, steal or be dishonest. Live and compete honorably.
- Do what you say you will do.
- Be loyal, stand by your friends, family, and country.



Example: A friend asks you to go to the amusement park on Saturday. You already told your coach that she could count on you to play in this week's game, so you tell your friend that you could go on Sunday or another weekend. It is important to keep your promises.

Have the courage to do what is right!

"My Turn"

How can you improve your pillar of trustworthiness in yourself and others?
Provide examples in your improvement plan.

Respect

- Treat others the way you want to be treated.
- Use good manners and be polite to everyone.
- Take care when you use other people's possessions.
- Do not use put-downs or words or actions that hurt others.
- Have fun when you compete. Be proud of yourself and others, whether you win or lose.



Example: It is the second quarter of the basketball game. During the play, your opponent falls down. The play is over and there is a break in the action, and you go over and help up your opponent. Helping opponents up goes above and beyond the general expectations of respect.

Show respect in the hard times and winning will be even more fun!

"My Turn"

How can you improve your pillar of respect for yourself and others?
Provide examples in your improvement plan.



Responsibility

- Set a good example, both on and off the field.
- Work hard, do your best, and be self-disciplined.
- Be accountable for your words, actions, and attitudes.
- Do not make excuses or blame others.
- Keep a positive outlook and be a good example.



Example: You are playing baseball and the umpire calls you “out” when you know you are “safe.” You tell him that you know you beat the tag, but he disagrees. You feel like calling him a name, but you quietly walk off the field. You know that the umpire is calling the game as he sees it, and you have set a good example for others.

You are a good role model to other people!

“My Turn” How can you improve your pillar of responsibility for yourself and others? Provide examples in your improvement plan.

Fairness

- Treat all people equally.
- Take turns and share.
- Play by the rules.
- Never take advantage of others, or blame others carelessly.
- Be careful, get all the facts before making a choice.



Example: During practice you and one of your teammates are arguing and you call her a name. Your coach calls your teammate over and says that she will not be able to play in next week’s game. You tell the coach that you were part of the argument and name calling because it would not be fair to let your teammate take the blame. Doing things that are fair for all involved earns the respect of others.

Winning while cheating is fake!

“My Turn” How can you improve your pillar of fairness for yourself and others? Provide examples in your improvement plan.

Caring

- Be kind and compassionate toward others.
- Say, “thank you,” for what people do for you.
- Never be mean or cruel.
- Forgive others and help those in need.
- Help others on your team or in your family.



Example: Your opponent has an injured knee. Your coach directs you to try to knock the opponent out of the game by targeting the knee. Attempting to put an opponent out of the game is not a part of sport. It violates the caring pillar.

Caring is contagious – try it!

“My Turn”

How can you improve your pillar of caring for yourself and others?
Provide examples in your improvement plan.

Citizenship

- Play by the rules and obey the law.
- Respect authority and cooperate with others.
- Be a good team, family and class member, and a good neighbor.
- Always do what is best for all people involved.
- Be involved with your school and community—volunteer.



Example: Your soccer team is involved in a shoot-out and you are the goalie. You know it is against the rules for you to advance on the ball until it has been kicked, but if you move toward the shooter before the ball is kicked, you can cut down the angle of the kick and have a much better chance of stopping the shot. Following the rules of the game shows pride in your and your team’s performance. You work too hard to throw it away by cheating.

Good citizens earn trust!

“My Turn”

How can you improve your pillar of citizenship for yourself and others?
Provide examples in your improvement plan.



Quick tools:

There will be situations in your life when you do not have enough time to go through all of the decision-making steps. When you need a quick tool, try these easy tests:

The **SUNLIGHT TEST** - Before you make a decision, think of a beam of sunlight shining on you that allows people who are important in your life to observe your actions.

- What would you do if everyone you loved and respected was able to watch your actions and knew what you were doing?
- Would you be proud of your choices?



The **ROLE MODEL TEST** - A role model is someone you know and trust to do the right thing (like your mom, dad, teacher, coach, sibling, or friend).

When you have a decision to make, ask yourself what your role model would do in the same situation. You may not know it, but you are a role model, too. Somebody is watching you and looking to see if you make the best choice.

- Who are your role models?
- Are any of your role models athletes?
- Which athletes do you think are good role models and why?
- Which athletes do you think are poor role models and why?



USADA Salutes: DeeDee Trotter (Olympic Track and Field)

Hard work, determination, and fair play helped DeeDee Trotter achieve Olympic greatness and win a gold medal in the 4 X 400m in the 2004 Olympic Summer Games. In 2003 and 2007, DeeDee was a gold medalist in the Outdoor World Championship, a gold medalist in the 400m in the 2007 USA Outdoor National Championship, and a team member in the 2008 Olympic Summer Games. USADA recognizes DeeDee as an elite athlete who promotes the principles of health and



fitness, as well as true, fair, and drug-free sport.

“I love my sport because one, it has allowed me to be a positive role model and a voice heard and respected by many; two, Track and Field takes me all around the world, and I get an opportunity to experience so many wonderful and different places; and three, it gives me an opportunity to compete on the biggest sporting stage, the Olympic Games, for a chance at the ultimate prize of winning a gold medal.”

Here is a chance for you to practice making RESPONSIBLE CHOICES

"My Turn"

Read the following situations. After thinking through the pros and cons of each choice, and utilizing the steps/tools in the left-hand column, make what you think are the best decisions.

SITUATION A-

Trouble at the Track Meet

Your track team is about to compete in the state championships. It has been a long day, and right before you compete, you decide that maybe you should take something that will make you faster. Your teammate comes up and tells you that what you're about to do is not right. WHAT DO YOU DECIDE TO DO?

SITUATION B-

Shoplifting Scenario

You and your friend Margaret are trying on new jeans at your favorite clothing store. You decide to buy the jeans using the money you saved from your allowance. After you leave, you notice tags hanging out of Margaret's backpack, and she confides that she shoplifted the jeans because she didn't have enough money to buy them. WHAT DO YOU DECIDE TO DO?

Now write an example of a tough choice you are facing and use the same steps/tools to help you make the best decision.

Use these steps/tools to come up with the best choice:

Step 1: Identify the problem:

Step 2: List the possible solutions/choices:

Step 3: List the consequences and consider how your choice will affect other people:

Step 4: Consider your values and choose a solution. Is your decision:

- Trustworthy?	YES	NO	YES	NO	YES	NO
- Respectful?	YES	NO	YES	NO	YES	NO
- Responsible?	YES	NO	YES	NO	YES	NO
- Fair?	YES	NO	YES	NO	YES	NO
- Caring?	YES	NO	YES	NO	YES	NO
- Showing good Citizenship?	YES	NO	YES	NO	YES	NO

Step 5: Make a decision and take action:

Step 6: Evaluate the effectiveness of your decision:

- What would the people I care about think of this choice?						
- Would my role model make this choice?	YES	NO	YES	NO	YES	NO
- Is this the BEST choice to make?	YES	NO	YES	NO	YES	NO

Remember—the choices you make are very important!



Thinking it Through:

Becoming a TRUE SPORT FOR LIFE



WRAP UP:

A “True Sport for Life” means different things to different people. But, it definitely includes being a good sport, working hard and doing your best, and knowing that you are competing to the best of your natural abilities. It also means respecting yourself, your teammates, your opponent, and your sport.

Trustworthiness, respect, responsibility, fairness, caring, and citizenship compose the Six Pillars of Character® from CHARACTER COUNTS!®. How will you use the pillars to help you become a “True Sport for Life” in the following areas?

In your **SCHOOL:**

With your **FAMILY:**

With your **FRIENDS:**

In your **COMMUNITY:**

In your **SPORT:**

With your **TEAMMATES:**

In other **AREAS:**

Check out these websites:

www.charactercounts.org/sixpillars.html

www.USADA.org/athlete-ambassadors



ATHLETICS

improving your ATHLETIC performance

“Do not let what you cannot do interfere with what you can do!”

- **John Wooden**, Former UCLA Basketball Coach

“My Turn” What does this quote mean to you? Athletically, what are some things you do well?

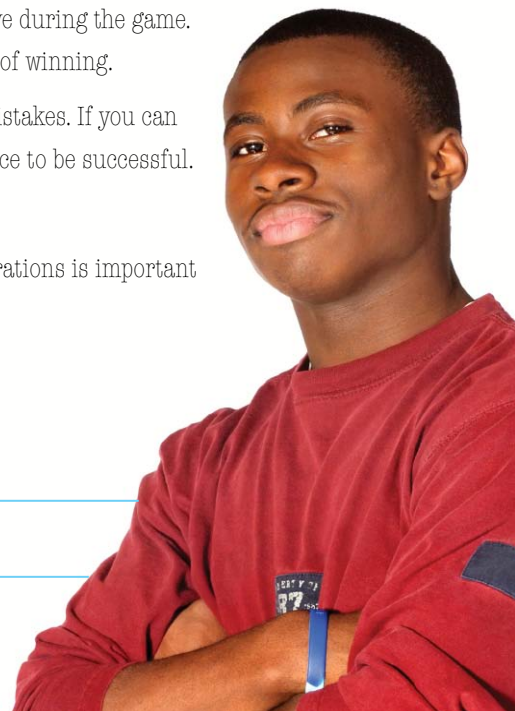
There are many different behaviors that make a successful athletic performance. Most can be broken down into two categories: **Mental and Physical**.

The **MENTAL** game is sometimes referred to as the game behind the game.

Here are just a few examples of the mental game:

- **FOCUS** – Sports require your concentration throughout the game.
- **ATTITUDE** – Your attitude can determine how much fun you are going to have during the game. It can also help you bounce back from mistakes and give you a better chance of winning.
- **DECISION-MAKING** – Some contests are decided by who makes the fewest mistakes. If you can make the best decisions under pressure, you will give yourself a greater chance to be successful.
- **PREPARATION** – Having a plan and executing it is very important.
- **GOAL-SETTING** – Establishing achievable, time-specific, and measurable aspirations is important in any successful training program.

“My Turn” What other traits are important in the MENTAL Game?





Remember, there is no substitute for hard work. Cheaters will never have the chance to know how good they could have been on their own!

The **PHYSICAL** part of the game also has many components, including:

- **SKILL** – Many sports, such as tennis and soccer, require a specific set of skills that only develop through quality practice.
- **AGILITY** – Most sports require the ability to execute precise and complicated movements.
- **ENDURANCE** – Athletes who have the ability to perform for a long time without tiring have the advantage over other athletes.
- **SPEED** – Depending on the sport, being fast can give an athlete an edge.
- **QUICKNESS** – Quickness is the ability to make sudden bursts over short distances. In many sports, quickness is more important than speed.
- **STRENGTH** – In sport, strength often means the ability to apply maximum force to an object, moving it from one place to another.
- **POWER** – Power is the combination of strength and speed. In most sports, power is much more important than just strength.
- **FLEXIBILITY** – Flexibility is the ability to use joints through their potential range of motion. Safe stretching exercises can help prevent injuries and relieve stress.
- **BALANCE** – Balance is a state in which your body remains reasonably steady in a held (static) or moving (dynamic) position.

“My Turn” What other traits are important in the **PHYSICAL** game?

As part of their physical game, some athletes may be concerned with body weight. Some think they need to gain more muscle to become stronger, more powerful, quicker, or faster. Other athletes are obsessed with losing weight. If athletes focus their training solely on strength or weight, they are only seeing pieces of the puzzle. Let's take a look at the bigger picture and start with the basics.

The Basics of **FOOD** and **EXERCISE**:

Body weight equals “what goes in” (the food you eat) minus “what goes out” (the energy you burn). Think of it as an hourglass. Filling the top with sand is like energy input. The sand emptying into the bottom is like energy exerted.

- If you pour in sand faster than it goes out the other end by eating more food than you need, the hourglass fills up, and you will gain weight.
- If you balance the input and the output, then your body weight does not change.
- If you increase the amount of energy you burn, your body weight goes down.

Now let's take a look at how the body increases size and strength. The three keys to increasing strength are:

- **TRAINING** – A challenging exercise program combined with a balanced weightlifting program is the key to adding muscle. It is important to note that the general guideline for the appropriate time to begin weightlifting is high school.
- **NUTRITION/HYDRATION** – If you eat a well-balanced diet and hydrate properly, your body will have 100% of the building blocks necessary to build muscle.
- **SLEEP/RECOVERY** – Your body produces the most growth hormones when you are sleeping. Getting at least eight hours of sleep is one of the most important things you can do to help your body grow. Recovery refers to letting your body rest so that it adapts to your training.

If you train the right way, eat a balanced diet, hydrate properly, and get plenty of rest, your body will be ready to grow strong and healthy.

Not an Athlete:

Even if you are not an athlete, it is important that you exercise regularly, eat right, drink plenty of water, and get adequate sleep. According to the Centers for Disease Control and Prevention, children 6-17 years of age should get **60 minutes** of physical activity per day. This includes intense to vigorous **aerobic activity** at least three days per week. You should include muscle strengthening activities (push-ups) and bone strengthening activities (jumping rope or running) at least three days per week.



Setting Goals:

Setting goals is important to any successful training program. Here are a couple tips to help you get the most out of setting goals:

- **MIX IT UP** – Big goals are good reminders of what you hope to accomplish. Also make smaller goals so that you can judge your progress along the way.
- **MEASURABLE** – Be specific when you write your goals. At the end you should be able to know, without a doubt, whether you met your goals.

Using these tips, write three goals to improve your overall health:

Today, I will ...

By next week, I will ...

By next year, I will ...





"My Turn" Read the following story and be ready to answer the questions.

On a school night, Jason decides to stay up late to finish watching a movie. The next day he wakes up late and has to run to catch the bus. He does not take time to grab breakfast so he is tired and hungry during his morning classes. Instead of having a balanced meal, Jason hits the snack machine. He decides to load up on candy and soda so he will have energy for his PE class in the afternoon. After school, a bunch of kids are going to the park to play some soccer. Jason decides he would rather play his new video game instead of playing at the park.

- How could Jason have improved his sleep/recovery?

- How could Jason have improved his nutrition?

- How could Jason have improved his exercise/training routine?

- Think about your habits. What is one way you could improve your sleep/recover?

- Think about your habits. What is one way you could improve your nutrition?

- Think about your habits. What is one way you could improve your exercise/training routine?

In the end-

Although shortcuts may seem like the answer they can cause pain and regret in the long run. Love yourself and your sport enough to train hard, play fair, and win the right way. The lessons you learn through participation in sport are the building blocks for success in life.

USADA Salutes: Jeremiah Bishop – Cycling (Mountain Biking)

Jeremiah Bishop is an accomplished cyclist specializing in mountain biking. He is an eleven-time member of the USA National Cycling team, a gold medalist in the 2003 Pan American Games, and the 2008 National Champion.



When he is not competing, Jeremiah enjoys spreading the True Sport messages. According to Jeremiah, True Sport means, "...competing with dignity and respect, not only for my fellow athletes, but for the sport I love."

Thinking it Through:

**Becoming a
TRUE SPORT FOR LIFE**

WRAP UP:



A “True Sport for Life” means different things to different people. But, it definitely includes being a good sport, working hard and doing your best, and knowing that you are competing to the best of your natural abilities. It also means respecting yourself, your teammates, your opponent, and your sport.

Focus, attitude, decision-making, preparation, and goal-setting are important mental aspects of sports and life. How will you use these attributes to help you become a “True Sport for Life” in the following areas?

In your **SCHOOL**:

With your **FAMILY**:

With your **FRIENDS**:

In your **COMMUNITY**:

In your **SPORT**:

With your **TEAMMATES**:

In other **AREAS**:

Check out these websites:

www.usada.org/files/active/athletes/journey.final.pdf

www.mayoclinic.com/health/strength-training/HQ01010

www.kids.gov



Chapter Three:

STERIODS AND SUPPLEMENTS



the TRUTH about performance- enhancing substances

Ethics is a code of values which guide our choices and actions and determine the purpose and course of our lives.

— **Ayn Rand**, Russian-American philosopher

Sometimes athletes may not want to put in the hard work necessary to be successful. Looking for a shortcut, athletes may turn to performance-enhancing substances, such as **steroids** or supplements, to gain an “extra edge.” Given the opportunity to avoid preparation and proper training, what would you do? Take steroids? Use supplements or other performance-enhancing substances? Although shortcuts may seem like the answer, they can cause pain, regret, and negative health consequences in the long run.

What are **STERIODS**?

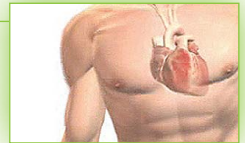
Steroids are drugs that mimic the effects of **testosterone** in the body. Testosterone is the hormone that adds muscle and enables recovery after training. Your body already produces enough natural testosterone. In order for steroids to add muscle, the amount of testosterone must be increased by around 1,000-1,500% of what the body naturally produces. This amount of extra testosterone can cause many unhealthy side effects.



Side Effects of Steroids:

For Males and Females:

- Acne (zits)
- Ligaments and tendon strains and tears
- Increased risk of heart disease
- Liver damage
- Reduced production of natural testosterone



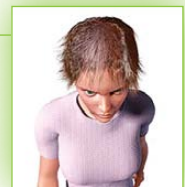
For Males:

- Breast tissue development



For Females:

- Permanent deepening of the voice
- Unwanted body hair
- Baldness



For Youth:

- Stunted growth



Psychological Side Effects for Males and Females:

- Increasing aggression and in some cases "roid rage"
- Psychological and physical dependence, similar to the properties associated with addictive drugs
- Feelings of euphoria and invincibility in some individuals and delusions and paranoia in others
- Anabolic steroid withdrawal can be associated with depression and, in some cases, suicide.

So what's the **BOTTOM LINE?**

Taking steroids is expensive and may cause many dangerous side effects. Steroids are especially harmful for youth as the drugs can permanently stunt your growth and shut down the body's natural production of testosterone. On top of all that, although some steroids may need to be prescribed by a doctor and taken for legitimate health reasons, many steroids are illegal. Remember your body is an amazing machine. If you put in the hard work and give your body what it needs - nutrition, training, and sleep/recovery - you can build muscle naturally to improve your athletic performance and become a "True Sport for Life."

"My Turn"

Think about what you have heard in your classes and in the media about individuals who choose to use steroids in their sport. Answer the following questions using the information you have learned about character, decision-making, and choices from this workbook:

- Have you heard about any professional or collegiate athletes who have used steroids to improve their athletic performance?

- Have any of your friends, team members, coaches/teachers ever suggested that you use a performance-enhancing substance to win at a sport or concentrate better in school?

- What would you say to someone who tried to tempt or trick you into using a performance-enhancing substance?



What is a **DIETARY SUPPLEMENT**?

My guess:

Did you know?

- Dietary supplements include products like vitamins, minerals, herbs, amino acids, protein powders, energy products, and more.
- Millions of Americans use vitamins, minerals, and other dietary supplements.
- Some dietary supplements can have unhealthy side effects.



Consumers need to be aware that companies manufacturing and selling dietary supplements do not need to prove that their products are beneficial or even safe. There is no guarantee that what is on the product ingredient label is actually what is inside the bottle or that what is in the bottle is actually listed on the product ingredient label before they are sold in stores.

Natural does not equal safe.

There are many natural substances that are toxic, poisonous, and deadly if used. Can you think of a natural substance that is dangerous to use?

More is not better.

Some users make the mistake of thinking that if a little bit is good, then a lot is even better. This is not true! Too much of any substance can be harmful.

What is the big deal about dietary supplements?

- Some dietary supplements, like some stimulants and muscle builders (**pro-hormones**), can cause unhealthy side effects.
 - Some supplements can be dangerous when used in combination with other medications.
 - Some dietary supplement ads make claims they cannot prove and may not even be true.
-

How do you know if the substance in your hand is a food, supplement, or medication?

Check the label. Depending on the product type, different content facts will be listed utilizing the following headings: Foods- "Nutrition Facts," medications- "Drug Facts," and dietary supplements-"Supplement Facts."

Do I need dietary supplements?

Only products with "Nutrition Facts" and "Drug Facts" listed on the label are regulated for effectiveness, ingredient accuracy, and safety by the Food and Drug Administration (FDA). Products listing "Supplement Facts" are not highly regulated by the FDA and therefore are not 100% reliable.

TAKE A CLOSER LOOK:

Fluid Replacement Drinks vs. Energy Drinks



You see these drinks all over the place. What's the difference between the two?

Fluid replacement drinks, like Gatorade or Powerade, contain a blend of sugars and electrolytes. These drinks can be helpful with activity that lasts more than 60 minutes.



Energy drinks may or may not contain sugars and electrolytes - but they often contain stimulants like caffeine. These drinks may combine many different kinds of stimulants in each serving. In the short term, these drinks provide the body with an energy boost. In the long-term, however, energy drinks will rob the user of the true energy that comes from a healthy balance of carbohydrates, hydration, and rest.

Side effects of stimulants can include:

- Anxiety
- Aggressiveness
- Tremors
- Insomnia
- Addiction
- Acceleration of heart rate
- Increased risk of stroke
- Heart attack
- Cardiac arrhythmia (irregular heart beat)
- Sudden Death
- Dizziness
- Changes in blood pressure

TAKE NOTICE:

Forty-six percent of the 5,448 caffeine overdoses reported in the U.S. in 2007 occurred in individuals under 19 years of age. According to the medical journal, *Pediatrics*, no 'safe' level of consumption of energy drinks has been established for children, adolescents, and young adults. In addition, it was determined that the ingredients in energy drinks are understudied and not regulated. While Monster, Red Bull, and Rock Star may sound fun to drink, the health risks far outweigh the benefits. In addition to the side effects listed, over consumption of energy drinks by adolescents has been linked to seizures and even sudden death.





Muscle Builders (Pro-Hormones)

There are a variety of supplements that claim to build muscle. However, the companies that produce these supplements are either lying or they are using pro-hormones or steroids in their products. If the companies are lying, the supplements are a waste of money. If companies are using pro-hormones, these products are harmful.

Some pro-hormones increase the amount of testosterone in the body. They have similar side effects to steroids. Review again the side effects of steroids earlier in this chapter.



Dietary Supplement Advertising

The dietary supplement industry is a competitive multi-billion-dollar per year business. Keep these points in mind:

- Some companies target youth in their ads.
- Advertisements are created for one purpose – to sell a product.
- Images in ads are carefully created to send specific messages not necessarily related to the actual product. They may not be based on reality.
- Companies may lie and mislead consumers to get them to buy their products.



USADA Salutes: April Holmes (Paralympic Track and Field)

To April Holmes, True Sport is “respect for yourself, your sport, your community, and youth.” April is a world-record holding, Paralympic gold medalist. She was a member of the 2004 Paralympic Summer Games team. In 2006, she was the IPC World Champion in the 100m and 200m setting a world record in the 200m. From 2006 through 2008, April was the Outdoor National Champion in the 100m, 200m, and Long Jump. Most recently, in 2008, she won a gold medal in the 100m at the Paralympic Summer Games.



"My Turn"

How will you make decisions based on the truth, and not based on misleading advertising?
Select a dietary supplement ad and evaluate it using this questionnaire.

Claims: My DIETARY SUPPLEMENT is for : _____(product name)

Who do you think the ad is TARGETING?

- Senior Citizens
- High School Athletes
- Olympic Athletes
- Coaches
- Youth
- Parents
- Other: _____

What CLAIMS does this ad obviously make with words?

- Lose Weight
- Run Faster
- Build Muscle
- Increase Energy Level
- Increase Strength
- Feel Younger
- Other: _____

What other CLAIMS does the ad imply or suggest, either through text, product name, pictures, or testimonials?

Evidence: This is research that has been conducted on a product and verifies that the manufacturer's claims are true. These tests are typically performed by the FDA.

- Does the ad provide EVIDENCE to back up its claims? YES or NO
- If so, does the evidence come from a RELIABLE SOURCE? Why or why not?
- Is the evidence RELEVANT to the claims the ad makes? Why or why not?
- Are the DISCLAIMERS in the ad easy to read and understand? Why or why not?

As a result of your evaluation, do you trust that:

- The ad is sending a truthful message? Why or why not?
- Would this product benefit you? Why or why not?
- Would you spend money to buy this product? Why or why not?

A "RELIABLE SOURCE" is:

- independent of the product's company
- does not profit from product sales
- uses valid scientific research to come to conclusions



Thinking it Through:
Becoming a
TRUE SPORT FOR LIFE



WRAP UP:

A “True Sport for Life” means different things to different people. But, it definitely includes being a good sport, working hard and doing your best, and knowing that you are competing to the best of your natural abilities. It also means respecting yourself, your teammates, your opponent, and your sport.

Hard work without the use of steroids and dietary supplements is the key to athletic success. How will you train and prepare without shortcuts to help you become a “True Sport for Life” in the following areas?

In your **SCHOOL**:

With your **FAMILY**:

With your **FRIENDS**:

In your **COMMUNITY**:

In your **SPORT**:

With your **TEAMMATES**:

In other **AREAS**:

Check out these websites:

www.usada.org/substances

www.supplementsafetynow.com

www.ods.od.nih.gov/factsheets



OUR UNIQUE QUALITIES

genes, traits, and BODY TYPES



**“Individual success is a myth.
No one succeeds all by herself.”**

— Pat Summitt, Women’s Basketball Coach, University of Tennessee

What makes us UNIQUE?—Heredity, Genes, and Traits

Things to remember about heredity:



Each of us has physical characteristics and abilities that make us unique. Some of us are tall or short in height, thin or muscular in build, have curly or straight hair, or have blue or brown eyes. These qualities are the result of **heredity** which is the transmission of genes passed from a parent to a child. **Genes** are like chemical instructions inside the body that help determine the way we look. Every cell contains about 25,000 to 35,000 genes, which carry information that determine traits. **Traits** are physical characteristics that children inherit from their parents.

Genes have alleles (uh-leels) that decide which traits people have (like freckles). Every gene has a “dominant” and a “recessive” allele. A person will exhibit a recessive trait only if both of his/her parents’ alleles are recessive. Otherwise, the dominant allele in the set will be the trait that exists because it is the most powerful.

“My Turn”

- What are your physical characteristics or traits that make you unique?


- Which trait(s) did you inherit from your mother?

- Which trait(s) did you inherit from your father?



Traits: Which do you have?

Read the descriptions of the six examples of traits below and identify what characteristic you have for each. Then see what traits your friend has. Put an X next to each trait that you exhibit and an X next to each trait that your friend exhibits. Look carefully at your finished chart and answer the questions below .

TRAITS		This or That?	Me	My Friend
WIDOW'S PEAK Check out the hairline on your forehead.		Does it point down in the middle (dominant)... or does it go straight across (recessive)?	D R	D R
TONGUE ROLLER Stick out your tongue.		Can you curl it up in a "U" shape (dominant)... or does it stay flat (recessive)?	D R	D R
EARLOBES Look at your earlobes.		Do they hang a little separate from your head (dominant)... or attach to your head (recessive)?	D R	D R
HITCHHIKER'S THUMB Make a "Thumbs Up".		Does your thumb bend back at the first joint (dominant)... or does it stay straight (recessive)?	D R	D R
FINGER "V" Try to spread your fingers in a "V" - two fingers on one side and two on the other.		It either works (dominant)... or it doesn't (recessive).	D R	D R
TOP THUMB Clasp your hands together with your fingers interlocking. Which thumb is on top?		Left (dominant)... or right (recessive)?	D R	D R

EveryBODY is Different!

You cannot look exactly like anyone else because your genes will not let you. Even identical twins will have some characteristics that are slightly different from one another.

Like traits, you were born with a certain body type that is characterized by:

- Shape of the body,
- Length of arms and legs,
- Development of muscles, and
- Storage of fat.



The composition of your bones, muscles, and fat has been inherited from your parents.

You still have a lot of growing to do and will experience changes as you grow. A fitness and nutrition program can modify a person's body slightly, but generally body shape stays the same. Most bodies are made up of a couple of body types, but sometimes a body fits into one category.

The human body is classified into three basic types. What type(s) of body do you have?

Ectomorphs are thin, wispy people who have a tough time gaining weight or muscle. They have smaller bones, longer limbs, and muscles that are thin and long, not bulging.

Mesomorphs are strong, stockier people who gain muscle easily when they exercise. They have medium to large bones with thicker muscles.

Endomorphs are stout, more rounded people with slower metabolisms that resist losing weight. They tend to have small to medium bones with less defined muscles.



Ectomorph Mesomorph Endomorph

"My Turn"

- What body type or combination of types do you think you are?

- Which parent did you inherit the following unique characteristics?

- the shape of your body:

- the length of your arms and legs:

- your muscular build:

- the storage of fat in your body:



Being Your Physical Best

We all have different levels of physical abilities, body types, and traits. Some of us have physical, medical, or learning difficulties that may require special help and modifications in our home, classroom, gym, or playground. Children with **special needs**, often referred to as a **disability**, may require a wheelchair for mobility, braces to walk, hearing aides to listen, or use sign language to communicate with others. Having a disability entitles an individual to have the same rights to education, work, sports, recreational activities, and transportation as everyone else by utilizing accommodations made to fit his or her special need. It is important that children with a disability participate in modified sport and physical activities so they can be their physical best and be a “True Sport for Life.” U.S. Paralympics is a world leader in the Paralympic sports movement promoting excellence in the lives of people with physical disabilities. Learn more about the U.S. Paralympics at www.usparalympics.org.

USADA Salutes: **Augusto Perez** (Paralympic Wheelchair Curling)

Being in a wheelchair did not stop Augusto “Goose” Perez from the mental and physical preparation he needed to be on the 2006 and 2010 Paralympic Winter Games Team. In 2008, Augusto won a Bronze Medal in the Wheelchair Curling World Championship. Goose embraces being a “True Sport for Life” through his everyday actions and the messages he shares. According to Goose, “The secrets to my success are family, training clean of drugs, believing in my potential, great coaches, and teammates.”



Thinking it Through:

Becoming a TRUE SPORT FOR LIFE

WRAP UP:



A “True Sport for Life” means different things to different people. But, it definitely includes being a good sport, working hard and doing your best, and knowing that you are competing to the best of your natural abilities. It also means respecting yourself, your teammates, your opponent, and your sport. How do you demonstrate respect, caring, fairness, and citizenship to others who have different traits, body types, and physical abilities than you? How will you use these pillars to help you become a “True Sport for Life” in the following areas?

In your **SCHOOL**:

With your **FAMILY**:

With your **FRIENDS**:

In your **COMMUNITY**:

In your **SPORT**:

With your **TEAMMATES**:

In other **AREAS**:

Check out these websites:

www.kidshealth.org

www.usadakids.org

www.ala.org

unleash your TYPE...

Because you are UNIQUE there are activities that you tend to do well without much effort. There are things that you might do well, but may have to work harder at to accomplish.

There also may be some skills that you need special help with or have accommodations made to them so you can be your physical best in order to be a "True Sport for Life."

Read the skills and activities listed below. Place a check in the appropriate column to indicate if each is: "Easy for me", "I have to work harder at this," "Skills I would like to try," or "Skills I may need special help with."

Skills	Easy for me.	I have to work harder at this.	Skills I would like to try	Skills I may need special help with
Running Fast				
Running Long Distance				
Balancing				
Jumping High				
Jumping Far				
Skipping Rope				
Doing the Splits				
Swimming Fast				
Swimming Long Distance				
Throwing				
Catching				
Pulling Up				

Activities:

- Track & Field
 - sprinting
 - cross country
 - throwing
 - long jump
 - high jump
- Soccer
- Swimming
 - sprint
 - long distance
- Horseback riding
- Biking
- Skateboarding
- Snowboarding
- Gymnastics
- Dancing
- Basketball
- Hockey
- Football
- Baseball/Softball
- Other...
 - _____
 - _____
 - _____

1. Circle the above activities in which you have used your skills.
2. What are some examples of activities that you would like to try, that match your natural skills the most?

3. What can you do to improve the skills you already have?



Chapter Five:

NUTRITION

putting my
PLATE
into the picture



“To eat is a necessity, but to eat intelligently is an art.”

— François de La Rochefoucauld, French Author

Making Healthy Food Choices to be a “True Sport for Life!”

Making balanced food choices helps you in many ways, such as being able to perform better on the field, in the classroom, and in the gym. Now it is your turn to show yourself, friends, and family that you can take charge with the food you eat when you follow the Dietary Guidelines for Americans reflected in the MyPlate nutrition and physical activity plan.



GRAINS: Eating grains, especially whole grains, helps build a healthy heart, provides dietary fiber for proper bowel functioning, and helps with weight management.

How much do I need?

- ▲ Girls: ages 9-13: 5 ounces per day; ages 14-18: 6 ounces per day
- ▲ Boys: ages 9-13: 6 ounces per day; ages 14-18: 8 ounces per day

(1 ounce = 1 slice of bread, 1 cup ready-to-eat cereal, or ½ cup of cooked rice, pasta, or cereal)

Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain.

MAKE AT LEAST HALF YOUR GRAINS WHOLE!

- Get a whole grain head start by choosing oatmeal, whole cornmeal, brown rice, cracked wheat, or whole grain cereal.
- Just because bread is brown does not mean it is whole grain.
- Search the ingredients list to make sure the first word is “whole” (Like “whole-grain” or “whole-wheat”).



VEGETABLES: Munching on vegetables can help prevent heart disease, certain types of cancer, Type 2 diabetes, high blood pressure, and obesity. How much do I need?

▲ Girls: ages 9-13: 2 cups per day; ages 14-18: 2 ½ cups per day

▲ Boys: ages 9-13: 2 ½ cups per day; ages 14-18: 3 cups per day

(1 cup = 1 cup of raw or cooked vegetables or juice or 2 cups of raw leafy greens)

Any vegetable or 100% vegetable juice counts as part of the vegetable group! You can eat them raw or cooked, fresh or frozen, canned, dried, dehydrated, whole, cut-up, or mashed.

MAKE HALF YOUR PLATE FRUITS AND VEGETABLES!

- Color your plate with all kinds of great tasting vegetables.
- Swap the potato chips for crunchy broccoli or red pepper strips.
- Vary your vegetable choices to keep meals interesting.



FRUITS: Adding fruits can help prevent heart disease, obesity, Type 2 diabetes, and certain types of cancer. Fruits are rich sources of potassium, dietary fiber, and vitamin C. How much do I need?

▲ Girls: ages 9-13: 1 ½ cups per day; ages 14-18: 1 ½ cups per day

▲ Boys: ages 9-13: 1 ½ cups per day; ages 14-18: 2 cups per day

(1 cup = 1 cup of fruit or 100% fruit juice or ½ cup of dried fruit)

Any fruit or 100% fruit juice counts as a member of the fruit family! Fruits can be eaten fresh, canned, frozen, dried, whole, cut-up, or pureed. If eating canned fruits, be sure that they are packed in water or their own juices.

FOCUS ON FRUITS!

- Fruits are nature's treats – sweet and delicious.
- Grab an apple with lunch and some raisins for a snack.
- Go easy on juice and make sure its 100% fruit juice.



DAIRY: Drinking and eating dairy products can make your bones strong by building bone mass thereby reducing the likelihood of developing osteoporosis, prevent cardiovascular disease and Type 2 diabetes, and lower blood pressure. How much do I need?

▲ Girls: ages 9-13: 3 cups per day; ages 14-18: 3 cups per day

▲ Boys: ages 9-13: 3 cups per day; ages 14-18: 3 cups per day

(1 cup = 1 cup of milk, yogurt, or soymilk; 1½ ounces of natural cheese; or 2 ounces of processed cheese)

All fluid milk products and many made from milk, like cheese and yogurt count toward your daily goal.

SWITCH TO FAT-FREE OR LOW-FAT (1%) MILK!

- Move to the low-fat dairy group to get your calcium to build strong bones.
- Whip up a smoothie with your favorite frozen fruit and low-fat or fat-free yogurt.
- Use low fat or fat-free milk instead of water with oatmeal.



PROTEIN FOODS: Eating these foods help the body manufacture protein for bones, muscles, cartilage, and skin; B vitamins for the release of energy; iron to carry oxygen in the blood; and the minerals magnesium and zinc. How much do I need?

- ▲ Girls: ages 9-13: 5 ounces per day; ages 14-18: 5 ounces per day
- ▲ Boys: ages 9-13 : 5 ounces per day; ages 14-18: 6 ½ ounces per day

(1 ounce = 1 ounce of meat, poultry or fish, ¼ cup of cooked beans or peas, 1 egg, 1 tablespoon of peanut butter, or ½ ounce of nuts and seeds) All foods made from beef, pork, poultry, fish, dried beans or peas, eggs, nuts, and seeds are great sources of protein.

VARY YOUR PROTEIN FOOD CHOICES!

- Eat lean or low-fat meat. Eat baked, broiled or grilled – instead of fried.
- Add kidney, pinto, or soy beans to a salad for an extra kick of protein.
- Include at least 8 ounces of cooked seafood to your plate each week.



OILS and FATS: Including moderate amounts of certain oils (mostly unsaturated fats that are liquid at room temperature) provide essential fatty acids that your body needs to survive and prevent illness and disease. These primarily come from plant sources, but can also be found in fish, nuts, olives, and avocados. Solid fats that are hard at room temperature are produced from animals and include butter, shortening, and lard. How much do I need?

- ▲ Girls: ages 9-13: 5 teaspoons per day; ages 14-18: 5 teaspoons per day
- ▲ Boys: ages 9-13: 5 teaspoons per day; ages 14-18: 6 teaspoons per day

EAT FEWER FOODS THAT ARE HIGH IN SOLID FATS!

- Use canola oil, olive oil, or nonstick spray instead of butter for cooking.
- Grab some almonds, walnuts, or pistachios for a snack.
- Check the nutritional food label to find soft margarines with 0 grams of trans fat and no “partially hydrogenated oils” in the list of ingredients.

What about **EMPTY CALORIES?**

We need **calories** for energy, but some calories have few or no nutrient value. These foods include: candy, cakes, cookies, donuts, sodas, energy drinks, fruit drinks, ice cream, pizza, sausage, hot dogs, bacon, ribs, and more! Foods with empty calories should be eaten in moderation or limited to a small amount each day:

- Girls: ages 9-13: 120 calories per day; ages 14-18: 160 calories per day
- Boys: age 9 to 13: 160 calories per day; ages 14-18: 265 calories per day

DRINK WATER INSTEAD OF SUGARY DRINKS!

ENJOY YOUR FOOD, BUT EAT LESS!

AVOID OVERSIZED PORTIONS!

PLAN AHEAD TO AVOID MAKING POOR FOOD CHOICES!



How does **PHYSICAL ACTIVITY** fit into MyPlate?

Everyone can benefit from being active—individuals of all sizes, body types, traits, and abilities!

Participating in regular physical activity can help you maintain a healthy weight, relieve stress, build strong muscles, and prevent heart disease, Type 2 diabetes, high blood pressure, stroke, and high blood cholesterol. To achieve these health benefits, try to participate in vigorous to intense aerobic activities, such as brisk walking, dancing, rollerblading, biking, climbing, jumping rope, skating, running, jogging, swimming, or playing basketball, tennis, or golf with your friends and family. Follow these steps to be at your physical best for life:

- Find your balance between food and physical activity.
- Aim for at least 60 minutes of intense to vigorous activity per day!
- Include short bursts of physical activity to achieve your 60 minutes a day goal.
- Include bone strengthening and muscle strengthening activities 3 days per week.
- Participate in a variety of activities that you enjoy.

Be a “True Sport for Life” by following these nutrition, physical activity, and hydration tips!

- Be Realistic – Make small changes over time with what you eat and in your level of activity.
- Be Safe – Stay hydrated by following the water and fluid replacement guidelines.
- Be Adventurous – Expand your tastes to enjoy a variety of foods and activities.
- Be Flexible – Find the right balance between what you eat and the physical activity you participate in over several days.
- Be Sensible – Enjoy the foods you eat, just do not overdo it. This is called “moderation.” If you are maintaining a healthy plan, it is okay to have a treat once in a while!
- Be Active – Ten minute physical activities add up.



“My Turn”

Take a minute to think about the foods you eat and your level of physical activity.

Carefully analyze your eating and activity habits to help you make some positive changes!

- Describe what kinds of foods you eat. How do they fit into the MyPlate?

- How much activity do you do every day? Describe some real life ways you can improve your MyPlate choices.

- What kinds of foods can you add to your meals?

- What foods should you limit? Can you think of sports or activities you can become more involved in to increase your daily level of activity?



NUTRITION LABELS—read the FACTS before you buy it or eat it!

Have you ever heard the saying, “You are what you eat?” You can make healthier food choices by reading and analyzing the nutritional facts labels on food products.



Look at the serving size and the number of servings in the package. Serving sizes are standardized and provided in units such as cups, ounces, or pieces.

Check out the calories per serving and the number of calories that come from fat.

Review the nutrients and the percentage of daily values based on a 2000 calorie diet. Aim for low levels of fats (saturated and trans fat), cholesterol, sugar, and sodium; and shoot for high levels of dietary fiber, vitamin A, vitamin C, calcium, and iron.

The footnote at the bottom of the label is the same for all products and shows the recommended dietary advice for all Americans.

- Also, look at the list of ingredients contained in the product. Longer lists and the more ingredients you don't recognize are signs of a less optimal choice.

HYDRATION STATION—what, when, and how much should I drink?

Proper hydration is one of the most important aspects of healthy physical activity. Drinking the right amount of fluids before, during and after every physical activity is vital to providing your body the fluids it needs to perform properly.

Dehydration occurs when the body is deprived of fluids resulting from sweating, illness, and lack of consuming water.

Fluid Replacement Drinks – Sports drinks like Gatorade or PowerAde, contain a blend of sugars and electrolytes that are absorbed into the body faster than water and provides energy to your working muscles. Choose the low-calorie or watered down options of these drinks to cut down on sugar intake if you are exercising at lower intensities or if you are hydrating without a need for additional calories. These drinks can be helpful with activity that lasts less than 60 minutes. If activity is lasting much longer than one hour, then the typical concentration of a sport drink is appropriate to support hydration and energy needs, especially if you are pushing yourself to perform at your best.

Water – Drinking water is one of the easiest and most affordable ways to keep your body hydrated. Follow the 8 x 8 guide – 8 servings of 8 ounces of water during normal activity and weather conditions. Add 2 to 4 servings when you participate in intense activities.

Sodas – Sweet drinks like carbonated sodas and fruit drinks are full of sugar—about 10 teaspoons per can! One per day equates to 70 teaspoons of sugar per week and increases the likelihood of obesity by 60%. The contents of these drinks often include water, sugar, caffeine, and artificial flavorings – empty calories that do not provide proper hydration to the cells or muscles in your body.



Are your eyes bigger than your stomach?

Portion Control: Choose the Right Serving Size

The portion or serving size of food you eat or drink may be larger than you think, especially compared to the amount recommended for a whole day. Keeping tabs on how much you eat is an important step to help you manage portion sizes. Try these tips!

- **The smaller your plate, the smaller your portion.** Eat your meals on smaller plates.
- **Before going back for seconds, wait 10 or 15 minutes.** You might not want seconds after all.
- **Dish it out.** When you order fast food, picture the food on a plate. Even better, take it home and put it on a plate. If you are surprised at how full the plate looks, order smaller sizes next time.
- **Buy treats and snacks in small bags or packages.** Or, divide snacks so that they can be eaten over time instead of all at once.

“My Turn”

Mateo’s favorite food in the world is cookie dough ice cream. He would love to eat it every day, but he also wants to stay healthy. In one complete paragraph, describe how Mateo can still enjoy cookie dough ice cream while staying within the MyPlate guidelines. Try to use the key-words “moderation” and “portion control” in your paragraph.

Eating Out: Order Healthy Options

Eating at fast food stops and restaurants is a common part of life sometimes. Use these steps to make healthy choices:

AT SUB SHOPS:

- Order less meat and cheese
- Order more lettuce and tomato
- Use whole-wheat buns
- Use a little oil and vinegar instead of mayonnaise or ranch dressing

AT A BURGER SHOPS:

- Order smaller burgers or choose a grilled chicken sandwich
- Avoid super-sizes
- Grab fresh fruit instead of fries
- Choose low-fat milk, water, or 100% fruit juice instead of soda

FOR TAKE-OUT CHINESE:

- Ask for brown rice
- Ask for extra veggies
- Steer clear of the fried dishes and sides

AT PIZZA SHOPS:

- Make it a veggie pizza
- Order whole-wheat or thin crust
- Blot off the excess oil with a napkin before you eat your piece

AT SMOOTHIE SHOPS:

- Select low-fat or fat-free dairy ingredients
- Go the sugar-free route
- Avoid extra “shots” that claim to boost energy

“My Turn”

Think about your favorite restaurants and fast food stops. Answer the following questions and see how you could make your food choices healthier:

- What is your favorite fast food place?
- What do you usually order?
- What could you order as a healthier alternative?



USADA Salutes: Erin Hamlin (Luge)

For Erin, competing in the luge is an opportunity to go downhill at 90 miles per hour and not get into trouble! In 2006 and 2010, Erin was a member of the U.S. Olympic Winter Games Luge Team. She won a gold medal in the 2009 World Championship and in the 2007 World Cup Team Relay; and she was the U.S. National Champion in 2008, 2009, 2010, and 2011. According to Erin, “My secrets to success: I’m dedicated. I train hard. I take the bad with the good and learn from the mistakes in less than ideal competitions. I stay true to myself, and I do not let anything affect how I do things. I always have fun.”



Thinking it Through:

Becoming a TRUE SPORT FOR LIFE

WRAP UP:

A “True Sport for Life” means different things to different people. But, it definitely includes being a good sport, working hard and doing your best, and knowing that you are competing to the best of your natural abilities. It also means respecting yourself, your teammates, your opponent, and your sport.

Being a True Sport means being your physical and mental best through regular physical activity and practice, healthy and safe nutrition, and proper hydration without using products such as supplements and steroids. How will you follow the MyPlate guidelines for nutrition, physical activity, and hydration so that you can be a “True Sport for Life” in the following areas:

In your **SCHOOL**:

With your **FAMILY**:

With your **FRIENDS**:

In your **COMMUNITY**:

In your **SPORT**:

With your **TEAMMATES**:

In other **AREAS**:

Check out these websites:

www.chooseMyPlate.gov www.FoodSafety.gov www.usada.org/diet
www.mayoclinic.com/health/dehydration/SM00037

AEROBIC ACTIVITY: Physical activity such as running, cycling, or swimming that increases the functioning of the heart, lungs, and blood flow which serves to maximize the amount of oxygen in the blood. Blood flow is increased to the muscles and carries away waste products such as carbon dioxide and lactic acid.

CALORIE: A unit of energy produced by food and used by the body

CHOICE: A right, power, or opportunity that an individual has to make a selection in a specific course of action

CONSEQUENCE: A positive or negative result or outcome that is produced from an action or set of conditions

DEHYDRATION: A physical state of the body that occurs when the cells and vital organs of the body are deprived of fluids resulting from sweating, illness, lack of adequate water consumption, medication, or alcohol/drug use

DISABILITY: An impairment or activity limitation that is physical, sensory, or developmental in nature that may require assistance through medication, therapy, or medical supervision

GENES: Chemical receptors in the body that determine the unique characteristics of an individual's appearance and his/her traits

HEREDITY: The transmission of genes that are transmitted from parent to child

HYDRATION: The human body is about two-thirds water which is critical to maintain body functions of the cells, organs, muscles, and blood. Foods such as fruits and vegetables, milk, juice, water, and sport drinks can provide proper hydration to the body.

PRO-HORMONES: Man-made hormones that copy natural or anabolic hormones used to build complex molecules to enhance muscle growth

SPECIAL NEEDS: A quality of an individual that may be a physical, mental, or emotional; or an illness that requires special assistance or equipment for functioning in a home, classroom, or workplace

STEROIDS: A group of man-made hormones that promote the storage of protein and the growth of tissue to increase muscle size and strength

TESTOSTERONE: The most active anabolic hormone in the human body that affects the development of muscle mass

TRAITS: The physical characteristics such as hair and eye color that are inherited from one's parents

VALUES: A personal sense of right or wrong that tends to influence an individual's attitudes and behaviors and help shape one's overall character

The mission of the U.S. Anti-Doping Agency (USADA) is to be the guardian of the values and life lessons learned through true sport. We hold the public trust to:

Preserve the Integrity of Competition — We preserve the value and integrity of athletic competition through just initiatives that prevent, deter and detect violations of true sport.

Inspire True Sport — We inspire present and future generations of U.S. athletes through initiatives that impart the core principles of true sport — fair play, respect for one's competitor, and respect for the fundamental fairness of competition.

Protect the Rights of U.S. Athletes — We protect the right of U.S. Olympic and Paralympic athletes to compete healthy and clean — to achieve their own personal victories as a result of unwavering commitment and hard work — to be celebrated as true heroes.



UNITED STATES

ANTI-DOPING AGENCY

1-719-785-2000 (phone)

1-719-785-2001 (fax)

1-866-601-2632 (toll-free phone)

E-mail: education@USADA.org

Website: www.USADA.org/Outreach



CHARACTER COUNTS[®] and the Six Pillars of Character[®] are registered trademarks of the Josephson Institute.
www.CharacterCounts.org

© 2011 USADA.
The U.S. Anti-Doping Agency, USADA and the USADA logo, That's Dope and 100% Me are registered trademarks of the U.S. Anti-Doping Agency. All Rights Reserved.