

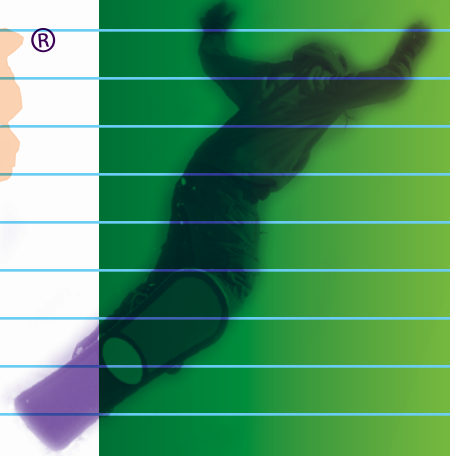


# Facilitator's GUIDE



# 100% me<sup>®</sup>

WHAT'S INSIDE?



Presented by the United States Anti-Doping Agency



# It's WHAT'S INSIDE That Counts



As we know, through sport, the characteristics of honesty, respect, selfless teamwork, dedication and commitment to a greater cause can be revealed. Sport lessons (good and bad) transcend the playing field, spilling over into the classroom, business and community, and contribute to shaping the character and culture of America's citizens creating "True Sports for Life."

A "True Sport for Life" may mean different things to different people. For example, it may include 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.

This curriculum is designed to equip your students with the knowledge to make healthy choices in a variety of situations, help prevent the abuse of steroids and dietary supplements, and provide natural alternatives that leverage innate qualities. Your students will gain:

- Skills for responsible and healthy decision-making
- Healthy alternatives to performance-enhancing drug use
- Skills for smart consumerism regarding dietary supplements and energy drinks
- Heredity and body type knowledge
- Tools for making balanced food choices

The 100% Me curriculum is easily adaptable to a variety of settings, including classrooms of various subject areas, integrated teaching, and even nontraditional classrooms like weight rooms and locker rooms. As a facilitator, be sure to utilize the online components to complement the 100% Me program:

- [www.usadakids.org](http://www.usadakids.org) - An interactive website for students with further information and activities.
- [www.USADA.org/education-tools](http://www.USADA.org/education-tools) - A resource for facilitators that includes
  - Pre- and Post-Assessment Tests for each chapter of the 100% Me program
  - Student Enrichment Activities to enhance the students experience with the learning material
  - Other resources, publications and websites on nutrition, ethics, supplements and more.

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**Chapter One:**

## DECISION-MAKING

**why  
MY CHOICES  
matter!****Background Information**

As tomorrow's leaders, students need to know how to make safe, thoughtful, and wise decisions. America's youth face a number of challenges making healthy decisions because they may:

- Lack the experience, knowledge or sense of control needed to come up with alternative choices;
- Focus more on the social reactions of their peers when deciding to engage in or avoid risky behaviors; or
- Be influenced by their emotions and fail to use decision-making processes.

The issue of decision-making becomes increasingly important during adolescence as students develop greater autonomy and encounter more choices independent of adults (although they may still consider the opinions of their parents, role models, and educators). Students need to be empowered to make the best choices possible as the decisions they face may not only drastically affect their present but also their future. Adults can help students develop their decision-making skills by providing them with opportunities for choice selections and by being available as a mentor. As a result, students will become more confident in their decision-making.

Decision-making is the process of choosing what to do by considering the possible consequences. Having good decision-making skills helps build character for life in all facets of life. Helpful tools explored in this curriculum include:

- **The Decision-Making Model**
- **The Six Pillars of Character®**
- **The Sunlight Test**
- **The Role Model Test**



## DESIGNATED CONTENT AREA

**Health:** Mental and Emotional

- Character Development
- Decision-Making Process



## Learner Objectives/Outcomes

Upon completion of **Chapter I: Decision-Making: Why My Choices Matter**, the student will be able to:

- Explain the difference between simple and serious choices that are made in their lives.
- Describe the six steps in the Decision-Making Model.
- Apply the Decision-Making Model to a serious choice they will make during the academic semester.
- Discuss and provide examples of the Six Pillars of Character® from CHARACTER COUNTS!® from the Josephson Institute Center for Youth Ethics.
- Paraphrase the components of the “Sunlight” and “Role Model Test.”
- Provide examples of outstanding role models in their life and analyze their character according to the content of the Six Pillars of Character® from CHARACTER COUNTS!®.
- Analyze the relationship of the Six Pillars of Character® from CHARACTER COUNTS!® and being a “True Sport for Life.”

## Alignment with National Education and State Education Standards

### NASPE:

- **Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

### AAHE:

- **Competency 1.4:** Examine relationships among behavioral, environmental and genetic factors that enhance or compromise health.
- **Competency 5.4.6:** Employ conflict resolution strategies.

### NHES:

- **Standard 6:** Students will demonstrate the ability to use goal setting skills to enhance health.
- **Standard 8:** Students will demonstrate the ability to use decision-making skills to enhance health.

### STATE:

- Refer to individual state education standards





## Instructor Preparation

As the facilitator, you will lead the discussion and guide the group through the activities identified in the lesson outline. You are not expected to be the “expert.” Your role is to be responsible for encouraging an open, sharing atmosphere.

### Before the group meets:

1. Read the lesson outline and familiarize yourself with the content in both the Facilitator’s Guide and the Student Workbook.
2. Download and make copies of the “Decision-Making: Why My Choices Matter” Pre- and Post-Test Assessments which can be downloaded at [www.USADA.org/education-tools](http://www.USADA.org/education-tools).
3. Choose extension activities to enhance the student’s experience. These can be found at [www.USADA.org/education-tools](http://www.USADA.org/education-tools).

### Equipment and Supplies

- 100% Me Student Workbooks, scratch paper, tape, and pencils
- Signs on wall with a pillar of character listed on each sign
- Computer, projector, and screen (if available)



### Reference to Student Workbook

- Chapter I – pages 1 to 9 of the Student Workbook.

### Lesson Outline

1. Discuss the purpose and format of the workbook, the role that the U.S. Anti-Doping Agency (USADA) plays with the Olympic athletes, and what it means to be a “True Sport for Life.” For more information on USADA, visit [www.USADA.org](http://www.USADA.org).
2. Have the students complete the “Decision-Making: Why My Choices Matter” Pre-Test Assessment.
3. Explain how making choices equips young people with knowledge and skills to make responsible, ethical, and informed decisions in their personal lives, the classroom, the playing field, and in the community.
4. Discuss the two types of choices that individuals make in their lives and provide examples of each:
  - **Simple Choices**
  - **Serious Choices**

Discuss with the group that the “Smart” choices people make can create good and positive results. Alternatively, discuss that some choices that are made could result in some unpleasant consequences. Have students turn to pages 1 and 2 in their workbooks and complete the “My Turn” activities focusing on “Simple” and “Serious” choices. Have several students share their choices with the class.

5. Bridge to the “Decision-Making Model” and explain the six steps of the model.
  - Step 1:** Identify the problem.
  - Step 2:** List the possible solutions/choices.
  - Step 3:** List the consequences and consider how each choice will affect other people.
  - Step 4:** Consider your values.
  - Step 5:** Make a decision and take action.
  - Step 6:** Evaluate the effectiveness of your decision.
6. Have students turn to page 3 in their workbooks and begin reviewing the Six Pillars of Character® from the CHARACTER COUNTS!® program. Explain that these pillars were developed by the Josephson Institute Center for Youth Ethics and are used in schools and businesses.



**Trustworthiness is:**

- Doing what you say you will do.



**Respect is:**

- Treating others the way you want to be treated.



**Responsibility is:**

- Being willing to face the consequences of your choices.





## Fairness is:

- Acting in an honest way and not taking advantage of others.



## Caring is:

- Going above and beyond to help others.



## Citizenship is:

- Being a good team member and playing by the spirit of the rules.



7. In the “My Turn” activities following the description of each pillar, have the students create an Improvement Plan. For each pillar, ask the students to think how they will improve that aspect of character in their life and detail the improvement in their plan.
8. Following the discussion of the pillars, ask the students to do a “quick write” about one pillar they want to work on for the week. Post these papers to the respective pillar on the wall for the students to review.
9. **Discuss** the “Quick Tools” to make decisions listed on page 7 of their workbook:
  - **SUNLIGHT TEST** - What would students do if everyone they loved and respected knew about their decision?
    - Provide examples of decisions that could be made using the Sunlight Test.



- **ROLE MODEL TEST** - Have students think about someone they look up to, respect, and trust to do the right thing. What would that person do in their situation?
- Ask students the following questions:
  - Who are the important individuals in their lives they would think about in the Sunlight Test?
  - Who are the role models they would use in the Role Model Test?
  - Are any of the role models athletes?
  - What makes some athletes a good or poor role model?



10. Describe the “USADA Salutes” section of the workbook on page 7 and the role that athlete plays in being a “True Sport for Life.”
    - Show students the USADA website that promotes their athlete ambassadors: [www.usada.org/athlete-ambassadors](http://www.usada.org/athlete-ambassadors).
  11. Explain the “My Turn” decision-making activity on page 8 of the workbook.
  12. Ask the students to turn to the “Thinking it Through” section on page 9 of their workbook. This section involves critical thinking and self-regulated learning on the part of the student. Review the components of being a “True Sport for Life,” and ask them to think how the Six Pillars of Character® from CHARACTER COUNTS!® can help them achieve this goal. Have students list their responses in each of the areas of their lives.
  13. Refer to the websites listed in the workbook on page 9. Show the websites and their interactive capabilities of the websites with the students using the technology equipment in the classroom/gym.
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## Review and Wrap Up

Review the primary components of the chapter:

- Simple, Serious, and Smart Choices
- The six steps of the “Decision-Making Model”
- The Six Pillars of Character® from CHARACTER COUNTS!®
- The “Sunlight and Role Model Tests”
- The ways that a student can apply the content of the chapter to become a “True Sport for Life”

## Evaluation

Have students complete the Chapter 1 “Decision-Making: Why My Choices Matter” post-assessment and score. Compare assessments to the student’s pre-test to determine which items need to be reviewed and modified for future classes. Post-assessments can be found at [www.usada.org/education-tools](http://www.usada.org/education-tools).

## Word(s) of the Day

- **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.
- **VALUES:** A personal sense of what is right or wrong and tend to influence an individual’s attitudes and behaviors and help shape ones overall character.



## Multicultural Infusion Strategies

Ensure that all of the terminology used in the chapter is understood by students of diverse cultures. These terms include: simple, serious, and smart choices; each of the Six Pillars of Character<sup>®</sup> from CHARACTER COUNTS!<sup>®</sup>; the steps of the “Decision-Making Model;” and the concepts involved in the “Sunlight and Role Model Tests.”

## Website References

- [www.charactercounts.org/sixpillars.html](http://www.charactercounts.org/sixpillars.html)
- [www.usadakids.org](http://www.usadakids.org)
- [www.usada.org/Outreach](http://www.usada.org/Outreach)

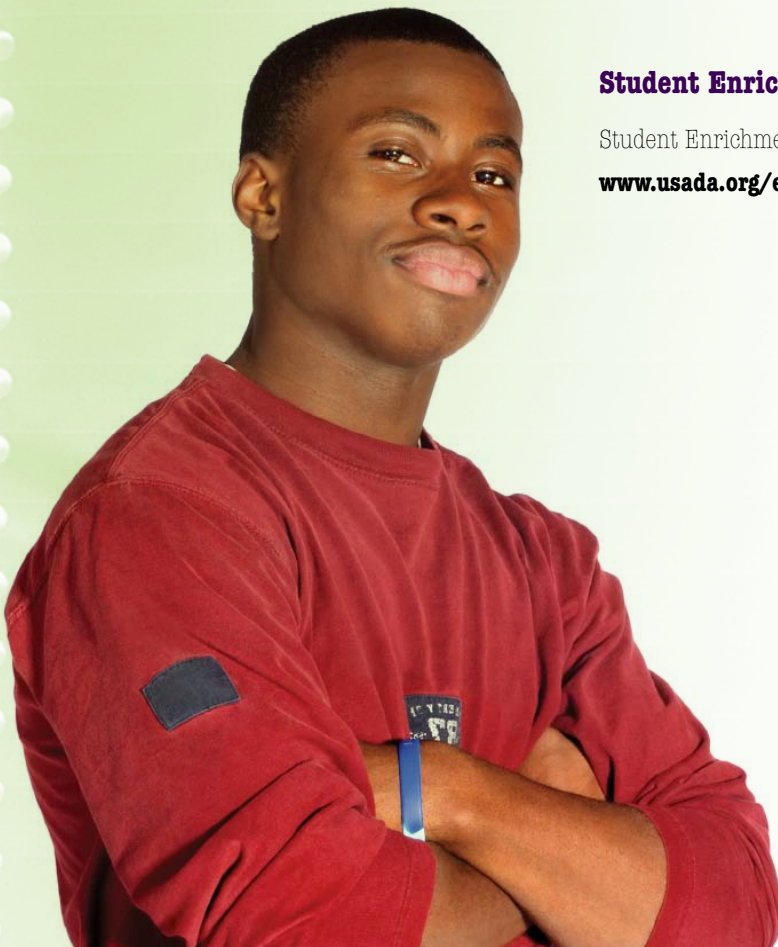


## Curriculum Infusion of Additional Subjects

- **Language Arts:** Have students write an essay detailing the Six Pillars of Character<sup>®</sup> from CHARACTER COUNTS!<sup>®</sup> and the impact they have on becoming a “True Sport for Life.”
- **Theater Arts:** Ask groups of students to develop skits that demonstrate the “Decision-Making Model” using the topics of cheating on an exam or class project, in a game or athletic situation, or in a community setting. Have the students include the consequences that can occur when these types of choices are made, and how more positive choices could have been made on the part of the students in these situations.

## Student Enrichment Activities

Student Enrichment Activities can be found at [www.usada.org/education-tools](http://www.usada.org/education-tools).



## Chapter Two:

### ATHLETICS

# improving your ATHLETIC performance



## Background Information

Athletic ability depends upon mental and physical activity, training, nutrition, sleep/recovery, and genetics. Balancing all these is difficult for anyone, especially a young athlete. However, with knowledge, preparation, and commitment, anyone can be successful. In this section, healthy and effective ways to maximize an athlete's athletic performance are identified.

## DESIGNATED CONTENT AREA

**Physical Education:** Components of Physical Fitness

**Health:** Personal Health and Physical Activity

## Learner Objectives/Outcomes

Upon completion of **Chapter 2: Athletics: Improving Your Athletic Performance**, the student will be able to:

- Explain the mental and physical behaviors that lead to successful athletic performance.
- Discuss the aspects of focus, attitude, decision-making, preparation, and goal-setting as they relate to the mental category of successful athletic performance.
- Identify the aspects of skill, agility, endurance, speed, quickness, strength, power, flexibility, and balance as they relate to the physical category of successful athletic performance.
- Describe the three keys to increasing strength and body size.
- Define and provide examples of physical aerobic activities.
- Explain the Center for Disease Control and Prevention guidelines for daily physical activity.
- Analyze the relationship that food and exercise have to the human body.
- Apply the mental and physical behaviors that are required to be a "True Sport for Life."

## Alignment with National Education and State Education Standards

### NASPE:

- **STANDARD 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.
- **STANDARD 6:** Values physical activity for health, enjoyment, self-expression, and/or social interaction.

### AAHE:

- **COMPETENCY 1.4.1.** Identify factors that influence health behaviors
- **COMPETENCY 1.4.2.** Analyze factors that influence health behaviors
- **COMPETENCY 1.4.3.** Identify factors that enhance or compromise health
- **COMPETENCY 1.4.4.** Analyze factors that enhance or compromise health

### NHES:

- **STANDARD 6:** Students will demonstrate the ability to use goal setting skills to enhance health.
- **STANDARD 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.

### STATE:

- Refer to individual state education standards

## Instructor Preparation

As the facilitator, you will lead the discussion and guide the group through the activities identified in the lesson outline. You are not expected to be the “expert.” Your role is to be responsible for encouraging an open, sharing atmosphere.

### Before the group meets:

1. Read the lesson outline and familiarize yourself with the content in both the Facilitator’s Guide and the Student Workbook.
2. Download and make copies of the “Athletics: Improving Your Athletic Performance” Pre- and Post-Test Assessments which can be downloaded at [www.USADA.org/education-tools](http://www.USADA.org/education-tools).
3. Choose extension activities to enhance the student’s experience. These can be found at [www.USADA.org/education-tools](http://www.USADA.org/education-tools).

### Equipment and Supplies

- 100% Me Student Workbooks, scratch paper, and pencils
- Computer, projector, and screen (if available)
- Paper, markers, and tape



## Reference to Student Workbook

- Chapter 2 – pages 10 to 14 of Student Workbook.

## Lesson Outline

1. Review the Six Pillars of Character® from CHARACTER COUNTS!® in Chapter 1 of the 100% Me Student Workbook as they relate to becoming a “True Sport for Life.”
2. Have the students complete the “Athletics: Improving Your Athletic Performance” Pre-Test Assessment.
3. Read the quote at the top of page 10 in the Student Workbook. Have the students write down what John Wooden’s quote means to them in the “My Turn” section on page 10. Ask a couple of students to share their responses. (John Wooden coached men’s basketball at UCLA from 1948 to 1975. During that time, the UCLA team won 10 National Championships).
4. Have the students review the mental and physical behaviors that improve athletic performance, and emphasize that the mental and physical behaviors are natural and healthy and do not encourage steroids, supplements, or harmful drug use, and that by following these guidelines the students can become a “True Sport for Life.”

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5. Explain that there are two main components of a successful athletic performance:

- **MENTAL**

**FOCUS** – concentration through the game

**ATTITUDE** – determines how much fun you are have

**DECISION-MAKING** – contests are decided by who makes the fewest mistakes

**PREPARATION** – having a plan for the game

**GOAL-SETTING** – establishes measurable outcomes

- **PHYSICAL**

**SKILL** – required set of skills for a specific sport

**AGILITY** – the ability to execute precise movements

**ENDURANCE** – performing for a long time without getting tired

**SPEED** – being fast

**QUICKNESS** – the ability to make sudden bursts of movement over short distances

**STRENGTH** – the ability to apply a maximum force to an object

**POWER** – the combination of strength and speed

**FLEXIBILITY** – the ability to use joints through their potential range of motion

**BALANCE** – a state in which your body remains reasonably steady in a held (static) or moving (dynamic) position



6. Ask students if they can think of any other pieces to the mental game. (Possible answers: confidence, experience, anticipation, etc.)
7. Ask students if they can think of any other pieces to the physical game. (Possible answers: nutrition, hydration, rest, recovery, etc.)
8. Emphasize that many athletes are obsessed with gaining strength or muscle but the key is balance as there are so many components to a successful athletic performance. Strength is just one component of successful athletic performance.
9. Refer to the “Basics of food and exercise” on page 12 of the Student Workbook. The idea of gaining or losing body weight is simple. If the food consumed matches the energy exerted, body weight stays the same.
  - Use the “hourglass” as an illustration of the concept. If sand or food comes in faster than sand or energy goes out, the hourglass fills up with sand or weight is gained. The opposite is also true.
10. Discuss the three keys to increasing body size and strength:
  - TRAINING** – the only way to add muscle naturally
  - NUTRITION/HYDRATION** – gives the body fuel to build muscle
  - SLEEP/RECOVERY** – gives the body time to recuperate in order to make progress
11. Explain that the mental and physical components of athletic performance as well as training, nutrition/hydration, and sleep/recovery are important fitness guidelines for all individuals—not just those involved in organized sports.
12. Stress the “60 minutes of physical activity per day” guidelines established by the Center for Disease Control and Prevention.
  - Participating in vigorous to intense aerobic activity three days per week.
    - Describe the benefits of aerobic activity to the body
    - Running, cycling, swimming, speed walking
  - Participating in muscle strengthening activities three days per week such as push-ups.
  - Participating in bone strengthening activities three days per week such as jumping rope or running.
13. Ask students to complete the “Setting Goals” section on page 12 of their workbook. You could also do this activity as a class, setting goals for today, next week and the year while incorporating the Six Pillars of Character® from CHARACTER COUNTS!®. With goals, remember to:
  - Mix it up.
  - Use short-term and long-term goals.
  - Make it measurable.
  - When the end is reached, there should be no doubt as to whether the goal was met.
14. Explain the “My Turn” story about Jason on page 13 of the workbook. Have a student read the story to the group and ask the students to answer the questions that follow the story. Ask the students to share their answers with the class when finished.

15. Describe the “USADA Salutes” section of the workbook on page 13 and the role that athlete plays in being a “True Sport for Life.”
  - Show students the USADA website that promotes their athlete ambassadors: [www.usada.org/athlete-ambassadors](http://www.usada.org/athlete-ambassadors).
16. Ask students to turn to the “Thinking it Through” section on page 14 of their workbook.
  - Review the components of being a “True Sport for Life,” and ask them to think how focus, attitude, decision-making, preparation, and goal-setting can help them achieve this goal.
  - Have students list their responses in each of the areas of their lives.
17. Refer to the websites listed in the workbook on page 14. Show the websites and their interactive capabilities of the websites with the students using the technology equipment in the classroom/gym.

## Review and Wrap Up

Review the primary components of the chapter:

- The “Mental” aspects of athletic performance
- The “Physical” aspects of athletic performance
- The relationship of food and exercise
- The importance of training, sleep/recovery, and nutrition/hydration
- The importance of achieving 60 minutes of fitness per day
- The way that students can apply the content of the chapter to become a “True Sport for Life”



## Evaluation

Have students complete the Chapter 2 “Athletics: Improving Your Athletic Performance” post-assessment and score. Compare assessments to the student’s pre-test to determine which items need to be reviewed and modified for future classes.

Post-assessments can be found at [www.usada.org/education-tools](http://www.usada.org/education-tools).

## Word(s) of the Day

**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.

**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.



### Multicultural Infusion Strategies

- Divide the class into small groups. Allow each group to select a country that participates in the summer or winter Olympic Games. Have each group investigate their selected country, draw the country's flag, and determine the sport or sports in which the country excels. Have students translate the mental and physical game terminology into the language of their selected country.
- Display the sports, flags, and translated terminology in your gym or classroom.

### Website References

- [www.thatsdope.org](http://www.thatsdope.org)
- [www.mayoclinic.com/health/strength-training/HQ01010](http://www.mayoclinic.com/health/strength-training/HQ01010)
- [www.nfl.com/play60](http://www.nfl.com/play60)
- [www.usadakids.org](http://www.usadakids.org)
- [www.kids.gov](http://www.kids.gov)

### Curriculum Infusion of Additional Subjects

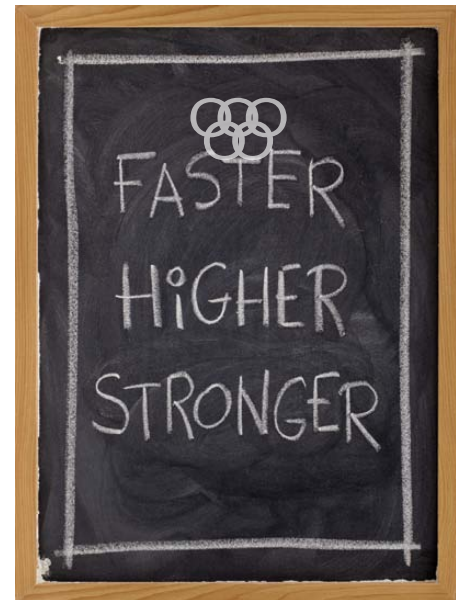
**History:** Have students develop a sport milestone chart detailing the development of Olympic competition. Students may include the mental and physical attributes of the athletes that participated in the game events.

**Science:** Ask students to select several aerobic activities that can be analyzed for their benefits to the human body.

### Student Enrichment Activities

Student Enrichment Activities can be found at

[www.usada.org/education-tools](http://www.usada.org/education-tools).



## Chapter Three:

# STERIODS AND SUPPLEMENTS



# the **TRUTH** about performance-enhancing substances

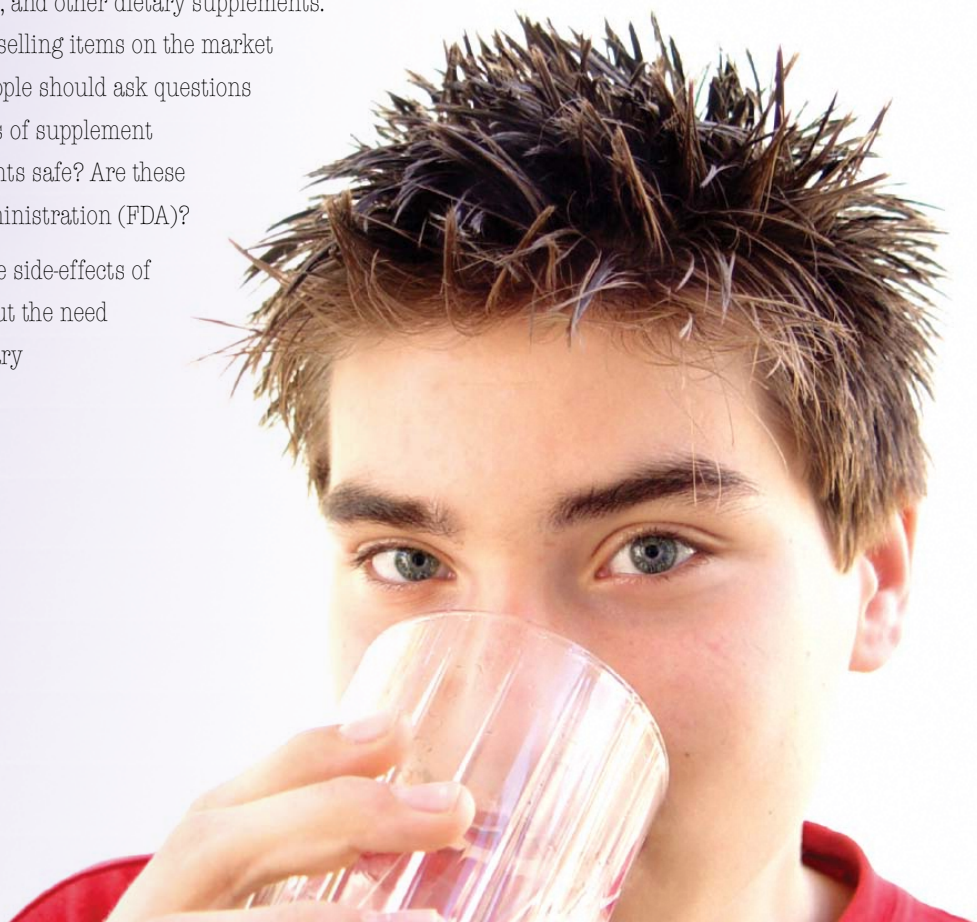
## Background Information

Since competition began, the desire for a miracle substance capable of transforming the weakest contender into a muscular undefeated champion has existed. As time evolved, so have the methods of performance-enhancement. Today, some young athletes may view anabolic steroids as the magic potion. Students need to know there are no shortcuts to success. Many athletic records are achieved by competitors every year without relying on steroids or other drugs.

Millions of Americans use vitamins, minerals, and other dietary supplements.

Dietary supplements are some of the hottest selling items on the market today. With all the business they generate, people should ask questions about dietary supplement use: Can the claims of supplement companies be trusted? Are dietary supplements safe? Are these products approved by the Food and Drug Administration (FDA)?

In this section, students will be exposed to the side-effects of the abuse of steroids, while also learning about the need for caution when considering the use of dietary supplements and energy drinks.





## DESIGNATED CONTENT AREA

**Health:** Alcohol, Tobacco, and Other Drugs

### Learner Objectives/Outcomes

Upon completion of **Chapter 3: Steroids and Supplements: The Truth about Performance-Enhancing Substances**, the student will be able to:

- Explain and provide examples of the term “performance-enhancing substances.”
- Describe the physical and psychological effects of steroid use for males and females.
- Examine the function of testosterone in the body and the amount of testosterone needed to add muscle.
- Identify the legal and economic impact of steroid use.
- Explain and provide examples of dietary supplements that are used to improve physical performance.
- Interpret the importance of the Food and Drug Administration and their role in the regulation of supplements and energy drinks.
- Compare and contrast the contents and the effect that fluid replacement and energy drinks have on the body.
- Discuss the negative physical effects that energy drink consumption has on the body.
- Describe the terminology used in dietary supplement advertising that consumers need to be aware of before they purchase or use a product.
- Apply the guidelines that consumers should follow when considering purchasing or using performance-enhancing substances that are available in retail stores, on the internet, or through a sales person.
- Apply the health content in the chapter to the concept of being a “True Sport for Life.”

### Alignment with National Education and State Education Standards

#### NASPE:

- **STANDARD 2:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

#### AAHE:

- **COMPETENCY 1.2.1.** Identify sources of data related to health
- **COMPETENCY 1.2.2.** Critique sources of health information using theory and evidence from the literature
- **COMPETENCY 1.2.3.** Select valid sources of information about health
- **COMPETENCY 1.4.1.** Identify factors that influence health behaviors
- **COMPETENCY 1.4.2.** Analyze factors that influence health behaviors
- **COMPETENCY 1.4.3.** Identify factors that enhance or compromise health
- **COMPETENCY 1.4.4.** Analyze factors that enhance or compromise health

### **NHES:**

- **STANDARD 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- **STANDARD 2:** Students will analyze the influence of family, peer, culture, media, technology, and other factors on health behaviors.
- **STANDARD 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

### **STATE:**

- Refer to individual state education standards

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## **Instructor Preparation**

As the facilitator, you will lead the discussion and guide the group through the activities identified in the lesson outline. You are not expected to be the “expert.” Your role is to be responsible for encouraging an open, sharing atmosphere.

### **Before the group meets:**

1. Read the lesson outline and familiarize yourself with the content in both the Facilitator’s Guide and the Student Workbook.
2. Download and make copies of the “Steroids & Supplements: The Truth About Performance-Enhancing Substance” Pre- and Post-Test Assessments which can be downloaded at [www.USADA.org/education-tools](http://www.USADA.org/education-tools).
3. Choose extension activities to enhance the student’s experience. These can be found at [www.USADA.org/education-tools](http://www.USADA.org/education-tools).

### **Equipment and Supplies**

- 100% Me Student Workbooks, scratch paper, and pencils
- Computer, projector, and screen (if available)
- Cans and packages of energy and fluid replacement beverages
- Supplement Ad examples from magazines or websites



### **Reference to Student Workbook**

- Chapter 3 – pages 15 to 21 of the Student Workbook.

### **Lesson Outline**

1. Review the Six Pillars of Character® from CHARACTER COUNTS!® in Chapter 1 of the 100% Me Student Workbook as they relate to becoming a “True Sport for Life.”
  - Include the components of the mental and physical game from Chapter 2 of the 100% Me Student Workbook as they relate to the “True Sport for Life” concept.

2. Have the students complete the “Steroids & Supplements: The Truth About Performance-Enhancing Substance” Pre-Test Assessment.
3. Ask students to turn to page 15 of their workbook to look at the content of the chapter.
4. Explain the concept of shortcuts and cheaters to the students.
  - Shortcuts usually end up hurting in the long-run. For example, if a student cheats on a homework assignment, what happens when the test comes and they need to know the material?
  - There is no substitute for natural hard work. Cheaters never get to find out how far they would have made it on their own.
5. Read the section, “What are steroids?” Ask the students the following questions:
  - How much testosterone does your body produce?
    - As much as your body needs.
  - How much artificial testosterone would it take for the body to add more muscle?
    - A 1,000-1,500% increase from normal levels.
6. Review the list of steroid side effects with students, highlighting that any muscle gained is not worth the damage to the body.
  - Steroids are dangerous and cause many severe side effects.
  - If young people take steroids, they may get big quickly.
  - However, young people may never reach their full growth potential because steroids may stunt the body’s natural ability to grow.
  - Steroids may also prevent the body from naturally growing muscle by itself.
  - Steroids can be expensive.
  - Steroids are illegal.
7. For graphic animations of side of effects of the abuse of steroids visit [www.thatsdope.org/play](http://www.thatsdope.org/play). Click on a substance (e.g. Steroids) and then click on a part of the skeleton and some of the side effects have animations with voice over that tells you what is happening in the body when one abuses the use of steroids or stimulants.
8. Emphasize that the body is an amazing machine. Given training, nutrition, and sleep/recovery, it will grow muscle in a safe and natural way.
9. Explain the “My Turn” activity on page 16 of the workbook focusing on steroids and the pressure youths face to use these illegal substances. Emphasize decision-making skills and the qualities needed for the students to become a “True Sport for Life.” Have students share their responses with the class.

**10.** Bridge to the Dietary Supplement section of the workbook and ask, “What is a dietary supplement? Have students write their guesses in the space provided on page 17 of the workbook.

- Dietary supplements are non-food forms of nutrients.
- What are some examples of dietary supplements?
  - Vitamins, minerals, herbs, amino acids, protein powders, energy products, and more.



**11.** Explain the laws that surround supplement sales. According to the law:

- Companies that sell dietary supplements do not have to prove that their products work or are effective.
- Current regulation does not effectively guarantee the safety of supplements for human consumption.
- Also, there may be ingredients in the bottle not listed on the label; there also may be ingredients listed on the label that are not in the bottle. Sometimes this is done intentionally or it could be due to accidental contamination.

**12.** Have students read the section “Take a Closer Look” on fluid replacement drinks vs. stimulant drinks (“energy drinks”). Then, discuss the following:

- What are the side effects of consuming stimulant drinks?

**13.** Give students empty cans of energy drinks and fluid replacement drinks. Ask students to read the ingredients and the label promoting the beverage. Have students think about the misleading advertising that is persuasive to children and young adults.

**14.** Explain the term “Pro-hormone” to students. These substances are precursors to hormones more specifically precursors to testosterone and cause side effects similar to steroids when introduced in the body. However, they are advertised as a safe alternative to steroids by manufacturers.

**15.** Have students investigate dietary supplement advertising:

- Why would companies target youth in their advertising?
  - Youth have many years of purchasing ahead of them. Additionally, youth are very impressionable and are usually less aware of any possible health risks associated with the product.
- Why do companies advertise their products?
  - The primary reason any company advertises is to sell more of its product. As consumers, share with students that their job is to:
    - Examine an ad;
    - Decide what the ad says to convince the buyer to purchase the product;
    - Decide what the facts are; and
    - Make their decision based on the facts.

**16.** Ask students to go to the “My Turn” activity on page 20 focusing on dietary supplement advertising. Review the guidelines for evaluating manufacturer’s advertising with the students.

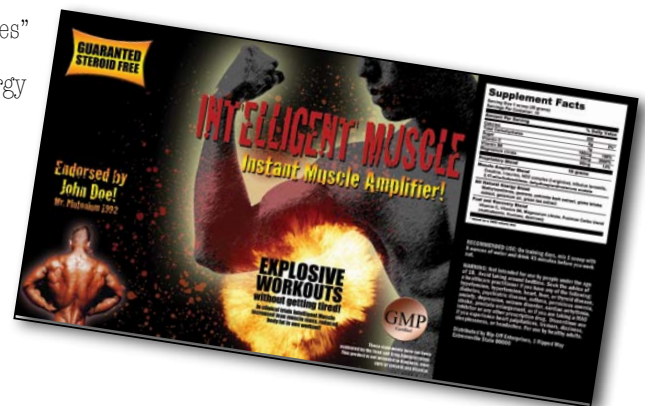
- Provide examples of dietary supplement products and advertisements for the students to analyze.
- Discuss students’ answers.

17. Describe the “USADA Salutes” section of the workbook on page 19 and the role that athlete plays in being a “True Sport for Life.”
  - Show students the USADA website that promotes their athlete ambassadors:  
**www.usada.org/athlete-ambassadors.**
18. Ask students to turn to the “Thinking it Through” on page 21 of their workbook.
  - Review the components of being a “True Sport for Life,” and ask them to think how abstaining from steroids, energy drinks, and dietary supplements can help them achieve this goal.
  - Have students list their responses in each of the areas of their lives.
19. Refer to the websites listed in the workbook on page 21. Show the websites and their interactive capabilities of the websites with the students using the technology equipment in the classroom/gym.
20. Show the students the USADA’s clean sport campaign a **www.USADA.org/ICompeteClean**. This campaign shares what drives and compels true heroes to train day after day, year after year, putting in all the hard and often painful work necessary for sport success. What motivates them to remain true to the call of clean sport, even when shortcuts exist? Watch videos from top Olympians and Paralympians, while teaching your students about ethics in sport in a fun and dynamic way. You can even have your students show their support for clean sport and fair play by taking the “I Compete Clean because…” pledge.

## Review and Wrap Up

Review the primary components of the chapter:

- The products that are included in “Performance-Enhancing Substances”
- The physical and psychological effects of steroids, pro-hormones, energy drinks, and dietary supplements
- The professional and personal consequences associated with illegal steroid use
- The way that students can apply the content of the chapter to become a “True Sport for Life”



## Evaluation

Have students complete the Chapter 3 “Steroids and Supplements: The Truth about Performance-Enhancing Substances” post-assessment and score. Compare each to the student’s pre-test to determine which items need to be reviewed and modified for future classes. Post-assessments can be found at **www.usada.org/education-tools**.

## Word(s) of the Day

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

**STERIODS:** 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

### Multicultural Infusion Strategies

- Discuss the regulation and availability of prescription drugs in different countries and their ease of accessibility through the internet or by traveling to the country. These countries include Mexico, Peru, Canada, and China.
- Integrate the language specific terms for steroids, pro-hormones, energy drinks, fluid replacement drinks, and dietary supplements into the class for the entire student population to hear and understand.

### Website References

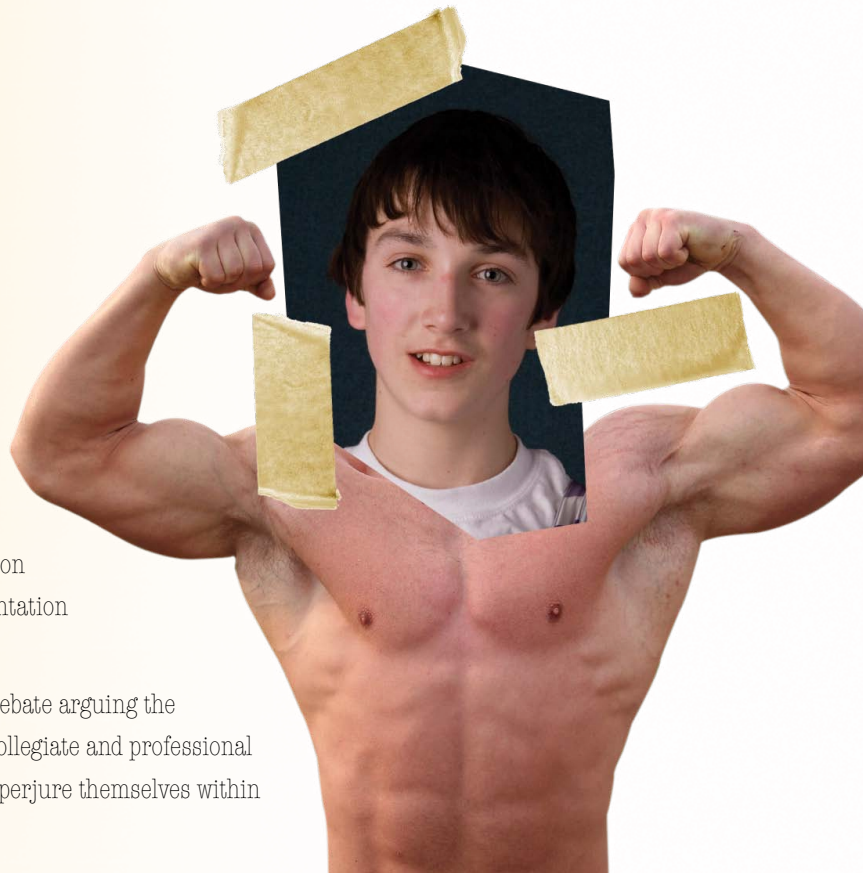
- [www.usada.org/substances](http://www.usada.org/substances)
- [www.supplementsafetynow.com](http://www.supplementsafetynow.com)
- <http://ods.od.nih.gov/factsheets>
- [www.thatsdope.org](http://www.thatsdope.org)
- [www.usadakids.org/truth](http://www.usadakids.org/truth)

### Curriculum Infusion of Additional Subjects

**Science/Biology:** Students can investigate the physiological effect that steroids and pro-hormones have on the body and share their findings through a poster presentation with their class.

**Language Arts/Speech:** Students can conduct a group debate arguing the ethical considerations involved with steroid use among collegiate and professional athletes and the consequences that may arise when they perjure themselves within the legal system.

**Arts:** Students create a supplement label that would entice people to buy their product. Then, use the evaluation tools found in the student workbook to evaluate the product.



### Student Enrichment Activities

Student Enrichment Activities can be found at [www.usada.org/education-tools](http://www.usada.org/education-tools).

## Chapter Four:

## OUR UNIQUE QUALITIES

# genes, traits, and BODY TYPES

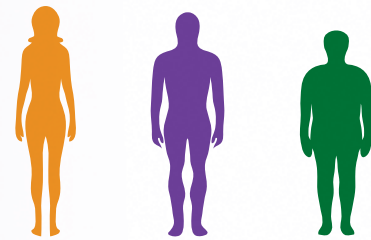


## Background Information

Body types are basically body frames. Some people are born with a “small, petite frame,” others are born with a “heavy, big-boned frame,” and still others are born with body frames that fall in between. Body types depend a great deal on genetics, although diet and exercise can have an impact to some degree.

There are three basic body types:

- **Ectomorphs:** Thin, wispy people who have a tough time gaining weight or muscle. They have smaller bones and longer limbs with muscles that are thin and long, not bulging.
- **Mesomorphs:** Strong, stockier people who gain muscle easily when they exercise. They have medium to large bones with thicker muscles.
- **Endomorphs:** 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

Most people have a combination of two body types. However, some people are distinctly one type. Identifying personal body type(s) can help one understand why even diet and exercise may not be able to change body type. Because of this fact, the emphasis should be placed not on what shape one is, but on whether they are healthy. Weight issues are not about the perfect body, but health and fitness.



Students need to understand this truth as the current culture and media often glamorizes the “ultra-thin” look. Adolescents need to know that body types are different and that there is no such thing as the “perfect” body. This section arms young people with invaluable truths about heredity and body knowledge that can help combat societal pressures to resort to drastic, or unnatural, actions.

## DESIGNATED CONTENT AREA

**Health:** Growth and Development

### Learner Objectives/Outcomes

Upon completion of **Chapter 4: Our Unique Qualities: Genes, Traits, and Body Types**, the student will be able to:

- Explain the relationship of the terms heredity, genes, and traits as they relate to an individual's unique qualities.
- Demonstrate traits that are unique to their genes, such as tongue roller, finger "v," or hitchhiker's thumb.
- Identify their own body type(s) including their natural strengths.
- Explain the relationship between heredity and their body type.
- Describe the phrase "being your physical best" as it relates to varying levels of physical abilities.
- Discuss the Paralympic and Paralympic Hopeful Movement in the Olympic events.
- Describe some of the accommodations or assistance that an individual with special needs may require to attend school and participate in physical activities.
- Compare and contrast the different body types as they relate to body shape, length of arms and legs, development of muscles, and storage of fat.
- Apply the health content in the chapter to the concept of being a "True Sport for Life."



### Alignment with National Education and State Education Standards

#### NASPE:

- **STANDARD 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

#### AAHE:

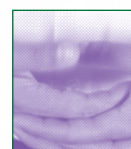
- **COMPETENCY 1.4.1.** Identify factors that influence health behaviors
- **COMPETENCY 1.4.1.** Analyze factors that influence health behaviors
- **COMPETENCY 1.4.1.** Identify factors that enhance or compromise health
- **COMPETENCY 1.4.1.** Analyze factors that enhance or compromise health

#### NHES:

- **STANDARD 2:** Students will analyze the influence of family, peer, culture, media, technology, and other factors on health behaviors.

#### STATE:

- Refer to individual state education standards





## Instructor Preparation

As the facilitator, you will lead the discussion and guide the group through the activities identified in the lesson outline. You are not expected to be the “expert.” Your role is to be responsible for encouraging an open, sharing atmosphere.

### Before the group meets:

1. Read the lesson outline and familiarize yourself with the content in both the Facilitator’s Guide and the Student Workbook.
2. Download and make copies of the “Our Unique Qualities: Genes, Traits and Types” Pre- and Post-Test Assessments which can be downloaded at [www.USADA.org/education-tools](http://www.USADA.org/education-tools).
3. Choose extension activities to enhance the student’s experience. These can be found at [www.USADA.org/education-tools](http://www.USADA.org/education-tools).

### Equipment and Supplies

- 100% Me Student Workbooks, scratch paper, and pencils
- Computer, projector, and screen (if available)
- Butcher paper and markers

### Reference to Student Workbook

- Chapter 4 – pages 22 to 26 of the Student Workbook.

### Lesson Outline

1. Review the Six Pillars of Character® from CHARACTER COUNTS!® in Chapter 1 of the 100% Me Student Workbook as they relate to becoming a “True Sport for Life.”
  - Include the components of steroids, pro-hormones, energy drinks, and dietary supplement use as they relate to the “True Sport for Life” concept.
2. Have the students complete the “Our Unique Qualities: Genes, Traits and Types” Pre-Test Assessment.
3. Ask students to turn to page 22 of their workbook to look at the content of the chapter.
4. Ask students to write their answers to the following questions and then share their responses with the class:
  - What do you think the word “unique” and “quality” mean?
  - What are genes?
    - They are chemical instructions that make people unique, including how they look.
  - What do alleles do?
    - They decide which traits or characteristics a person will possess.
  - How are recessive characteristics received?
    - Both parents pass on their recessive alleles.

5. Ask students to turn to the “My Turn” on page 22 of their workbook and complete the questions relating to their physical traits that they inherited from their mother and father.
6. Demonstrate the six traits highlighted on page 23.
7. Have students partner with someone next to them. As students read the description for each trait together, tell them to place an ‘X’ next to the traits they possess and an ‘X’ next to the traits their partner possesses.
8. Following the activity, have students share their traits by a show of hands when the following questions are asked:
  - Why is it true that if your thumb bends back at the first joint, then at least one of your parents gave you a dominant allele?
    - The thumb bending back is a dominant trait. Thus, if a student has the trait, at least one of their parents had to give them the dominant allele. If both parents gave the recessive allele, the student’s thumb would stay straight.
  - Why is it true that if you have a flat tongue, both of your parents gave you a recessive allele?
    - The flat tongue is a recessive trait. If either parent gave the student a dominant allele, their tongue would curl.
9. Have students review their charts and describe what kind of alleles they must have received from their families. Compare their traits to the traits of their partner and discuss why they are similar and/or different. Answers will vary, but should include a discussion and comparison of their different or similar alleles. For instance, did they receive primarily dominant or recessive alleles?
10. Move to the “Everybody is Different” section on page 24 of the Student Workbook, and emphasize that genetics make everyone unique, even ‘identical’ twins. Body types are just one of the characteristics inherited from parents:
  - Ectomorphs – thin, wispy, small bones, long limbs, hard to gain weight
  - Mesomorphs – strong, stocky, able to gain muscle through exercise, medium bones, thick muscles
  - Endomorphs – stout, round, slow metabolism, hard to lose weight, small to medium bones, less defined muscles
11. Body type is characterized by the following and may change as a person grows and changes:
  - Shape of the body
  - Length of arms and legs
  - Development of muscle
  - Storage of fat
12. Emphasize that fitness and nutrition can change a body slightly, but body type will stay pretty much the same.
13. Ask students to turn to the “My Turn” section on page 24 of the workbook that focuses on their body type. Have the students complete the questions and share their responses if they feel comfortable doing so with the class.
14. Explain the phrase, “being your physical best” to the students.
  - Individuals with special needs or disabilities can participate in lifetime physical activity when modifications to space or equipment are made.
  - Individuals with special needs or disabilities, different body types, illness, or diseases can become a “True Sport for Life” by making smart decisions that positively impact their health.
  - The Americans with Disabilities Act specifies that these individuals will have reasonable accommodations made to them in school and in the workplace.



– The U.S. Paralympics recognize the “True Sport for Life” concept for athletes with disabilities through their leadership in promoting excellence in the lives of people with physical disabilities. Learn more about U.S. Paralympics at [www.usparalympics.org](http://www.usparalympics.org).

**15.** Describe the “USADA Salutes” section of the workbook on page 25 and the role that athlete plays in being a “True Sport for Life.”

– Show students the USADA website that promotes their athlete ambassadors:  
[www.usada.org/athlete-ambassadors](http://www.usada.org/athlete-ambassadors).

**16.** Ask students to turn to the “Thinking it Through” section on page 25 of their workbook.

- Review the components of being a “True Sport for Life,” and ask them to think how they would demonstrate the pillars of respect, caring, fairness, and citizenship to individuals with different body types and traits than they have.
- Have students list their responses in each of the areas of their lives.

**17.** Refer to the websites listed in the workbook on page 25. Show the websites and their interactive capabilities of the websites with the students using the technology equipment in the class/gym.

**18.** Have students take the “My Turn” inventory on the top of page 26 in the workbook focusing on body types and physical activities. Ask them to pause before they get to the three questions at the bottom.

**19.** Emphasize that they now know their body type and strongest athletic skills.

**20.** Help them use this knowledge to find a great sport/activity for them. Have the class take a minute and answer the three questions at the bottom of the page:

- Which new activities match the students’ natural skills the most?
- What can they do to improve the skills for which they have less natural ability?
- What can you do to improve the skills you already have?



## Review and Wrap Up

Review the primary components of the chapter:

- The physical components that determine body type
- The relationship of heredity, genes, and traits
- The definition of “individuals with special needs”
- The definition of “individuals with disabilities”
- The way that students can apply the content of the chapter to become a “True Sport for Life”

## Evaluation

Have students complete the Chapter 4 “Our Unique Qualities: Genes, Traits, and Types” post-assessment and score.

Compare assessments to the student’s pre-test to determine which items need to be reviewed and modified for future classes.

Post-assessments can be found at [www.usada.org/education-tools](http://www.usada.org/education-tools).

## Word(s) of the Day

**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

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

## Multicultural Infusion Strategies

Investigate the ethnic background of the students in your class – Caucasian, African-American, Hispanic, or Asian/Pacific-Islander. Have students investigate the types of traits passed from parents to children based on ethnicity. Investigate questions such as would you expect to see a blue-eyed Hispanic student? Why or why not?

## Website References

- [www.kidshealth.org](http://www.kidshealth.org)
- [www.usadakids.org](http://www.usadakids.org)

## Curriculum Infusion of Additional Subjects

**Science/Biology:** Partner with the science/biology teacher to more thoroughly investigate the role of genes and heredity particularly as they relate to dominant and recessive genes as well as the role of DNA.

**Language Arts/English:** Utilize the Language Arts/English teacher to assist with the My Story of Me: Wearing My Genes Student Enrichment Activity found at [www.usada.org/education-tools](http://www.usada.org/education-tools). Select several of the best papers to publish in the school newspaper.

## Student Enrichment Activities

More Student Enrichment Activities can be found at [www.usada.org/education-tools](http://www.usada.org/education-tools).



NUTRITION  
putting my  
PLATE  
into the picture



## Background Information

MyPlate was designed as an easy way to show the different groups of food that form a good diet and how much should be consumed from each group. Activities in this section help students understand how balanced food choices can benefit their success and performance – and still be fun.

## DESIGNATED CONTENT AREA

**Health:** Nutrition

## Learner Objectives/Outcomes

Upon completion of **Chapter 5: Putting MyPlate Into The Picture**, the student will be able to:

- List the different food groups described in MyPlate.
- Explain the concept of the MyPlate icon in regard to food category and serving sizes for their appropriate age and gender.
- Describe the relationship of physical activity to food consumption.
- Analyze the health benefits and risks involved from consuming sodas, sport drinks, and water on a regular basis.
- Explain and provide examples of the foods categorized as containing “empty calories.”
- Analyze the relationship of the nutrition guidelines stated in MyPlate.gov. to being a “True Sport for Life.”



## Alignment with National Education and State Education Standards

### NASPE:

- **Standard 3:** Participates regularly in physical activity.
- **Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

### AAHE:

- **COMPETENCY 1.4.1.** Identify factors that influence health behaviors
- **COMPETENCY 1.4.2.** Analyze factors that influence health behaviors
- **COMPETENCY 1.4.3.** Identify factors that enhance or compromise health
- **COMPETENCY 1.4.4.** Analyze factors that enhance or compromise health
- **COMPETENCY 1.4.1.** Identify factors that foster or hinder the learning process
- **COMPETENCY 1.5.1.** Analyze factors that foster or hinder the learning process
- **COMPETENCY 1.5.2.** Identify factors that foster or hinder attitudes and belief
- **COMPETENCY 1.5.3.** Analyze factors that foster or hinder attitudes and beliefs
- **COMPETENCY 1.5.4.** Identify factors that foster or hinder skill building
- **COMPETENCY 1.4.5.** Analyze factors that foster or hinder skill building

### NHES:

- **STANDARD 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.
- **STANDARD 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.

### STATE:

- Refer to individual state education standards

## Instructor Preparation

As the facilitator, you will lead the discussion and guide the group through the activities identified in the lesson outline. You are not expected to be the “expert.” Your role is to be responsible for encouraging an open, sharing atmosphere.

### Before the group meets:

1. Read the lesson outline and familiarize yourself with the content in both the Facilitator’s Guide and the Student Workbook.
2. Download and make copies of the “Nutrition: Putting MyPlate into the Picture” Pre- and Post-Test Assessments which can be downloaded at [www.USADA.org/education-tools](http://www.USADA.org/education-tools).
3. Choose extension activities to enhance the student’s experience. These can be found at [www.USADA.org/education-tools](http://www.USADA.org/education-tools).

### Equipment and Supplies

- 100% Me Student workbooks, scratch paper, and pencils



- Computer, projector, and screen (if available)
- Brown paper, food products, nutrition labels

### Reference to Student Workbook

- Chapter 5 – pages 27 to 33 of Student Workbook.

### Lesson Outline

1. Review the unique qualities of heredity, genes, traits, and body type as they relate to becoming a “True Sport for Life.”
2. Have the students complete the “Nutrition: Putting MyPlate into Practice” Pre-Test Assessment.
3. Ask the students to turn to page 27 of their workbook to look at the content of the chapter.
4. Introduce the MyPlate.gov guidelines to the students:
  - Developed from the 2010 Dietary Guidelines for Americans
  - Show the students the interactive website using the technology equipment in the classroom/gym.
  - The daily serving recommendations depend on age, sex, and level of physical activity of each individual.
  - The daily servings listed in this content are appropriate for individuals who get less than 30 minutes per day of moderate physical activity, beyond normal daily activities. Those who are more physically active may be able to consume more while staying within calorie needs.
5. Making balanced and healthy food choices is very important. Good choices can:
  - Help in the classroom.
  - Help in the field of play.
  - Help prevent illnesses and injuries.
6. Review each of the food groups with the students.

**Grains** – include the breads/pasta group. Grains are great sources of fiber, energy from complex carbohydrates, and vitamins and minerals. Half of the grains eaten each day should be whole grain options.

- Ask the following questions:
  - How big is a serving of rice?
    - Students should form their hands to the size of a half of a baseball or a small cupcake.
  - Why is it important for athletes to have grains in their diet?
    - Athletes need large amounts of grains because these are the most efficient sources of energy.



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**Vegetables** – half your plate should be fruits and vegetables

- Benefits of eating fruits and vegetables:
  - Add fiber;
  - Add vitamins and minerals; and
  - Are low in fat.



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**Fruits** – half your plate should be fruits and vegetables

- Ask the following questions
  - How big is a serving of green salad?
    - Students should ball their hands into a fist.
  - Why is it important for athletes to have enough fruits and vegetables in their diet?
    - Vitamins and minerals are important for athletes to stay healthy and quickly heal from injuries.
  - What are some favorite fruits and vegetables?
    - Answers will vary.
  - How can you make sure to eat fruits/vegetables every day?
    - Eat one with every meal.
    - Take them along as snacks.



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**Dairy** – consume 3 cups of milk, yogurt, and other milk products every day. Low-fat or fat-free dairy products are the healthiest choice.

- Dairy products are:
  - An excellent source of calcium helping to build strong teeth and bones.
  - A great source of protein.
- Ask the following questions:
  - How big is a serving of cheese?
    - Students should indicate the size of about two dominos.
  - Why should athletes have dairy in their diet?
    - Calcium is vital to growing strong bones, which is important in all sports.
    - Dairy also provides protein essential to building muscle and strength.







**Protein Foods** – protein foods include meat, fish, chicken, pork, dried beans and peas, nuts, and eggs. One serving of cooked seafood should be included each week.

- Proteins foods:
  - Are the building block of muscle, which helps to build and repair new body tissue.
  - Contain iron which aids the red blood cells carrying oxygen to the body.
- Ask the following questions:
  - How big is a serving of meat/fish/chicken?
    - Students should show sizes similar to a deck of cards.
  - Why do athletes need foods from the meat group?
    - The protein builds muscle for strength and the iron helps increase endurance while exercising.



**Oils and Fats** – oils and fats should be used sparingly. When too much of this group is consumed, a diet can be thrown out of balance.

- Fats and oils:
  - Add flavor to meals
  - Are often high in calories
  - Are also low in nutrients
- Five teaspoons of “oils” is approximately equivalent to:
  - Two tablespoons of mayonnaise
  - Two ounces of nuts
  - Five tablespoons of Italian salad dressing
- Ask the following questions:
  - How much is a teaspoon of butter?
    - About the size of the tip of a finger.
  - What’s the problem with having too many servings from the fats/oils/sweets group?
    - This group provides many calories with little or no nutrients.



**7.** Explain **Empty Calories** to the students – calories in foods that have few or no nutrient value.

- Includes: candy, cakes, cookies, donuts, sodas, energy drinks, fruit drinks, ice cream, pizza, sausage, hot dogs, bacon, and ribs.

**8.** Explain the relationship between **Physical Activity and Food Intake** – sixty minutes of intense to vigorous aerobic activity is recommended each day.

- Activities include: brisk walking, dancing, rollerblading, biking, climbing, jumping rope, skating, running, jogging, swimming, playing basketball, tennis, etc.

9. Ask students to turn to the “My Turn” section of page 30 of the workbook focusing on physical activity and food intake. Have students read each statement, answer the questions, and share their responses with the class.
10. Bridge to the section in the workbook that discusses nutrition labels on page 31. Explain the section of the label - serving sizes, servings per container, calories, fat content, sugar, footnotes, and ingredients. Show examples of other nutrition labels and have the students decide if the food is a healthy choice.
  - Serving size, servings per container, calories, fat content, sugar, sodium, vitamins and minerals
11. Bridge to the “Hydration Station” section of the workbook on page 31 and explain the term hydration and dehydration to the students.
  - Fluid replacement / sport drinks: recommended for use following 60 minutes of activity; choose low-calorie or sugar-free options
  - Water: recommend the 8 x 8 guide—8 servings of 8 ounces of water during normal activity and weather conditions; increase it by 2 to 4 servings during intense activities.
  - Sodas: carbonated sodas and fruit drinks contain 10 teaspoons of sugar per can; one can per day increases the likelihood of obesity by 60%; and provide empty calories to the body.
12. Have students read “Are you eyes bigger than your stomach?” and discuss the “Portion Control” section of the workbook on page 32. Discuss the tips for serving the recommended portions of foods to the students. Ask the students to generate additional tips to maintain the right serving size in their diet.
13. Ask students to turn to the “My Turn” activity focusing on Mateo’s food choices on page 32 of the workbook. Have students write a paragraph describing the ways that Mateo can eat in moderation and practice portion control. Ask students to read their paragraphs to the class.
14. Turn to the “Eating Out: Order Healthy Options” section of the workbook. Discuss the hints listed on page 32 for eating healthy at sub sandwiches, burger, Chinese, pizza, and smoothie shops.
15. Ask the students to complete the “My Turn” activity on page 32 of their Student workbook about their favorite eating establishments. Have the students share their responses with the class regarding making healthy food choices while eating out.
16. Review the nutrition information with the students and read them the following “Ten Tip” review:
  1. Build a healthy plate.
  2. Enjoy your food, but eat less.
  3. Write down what you eat and keep track of how much you eat.
  4. Cut back on foods high in solid fats, added sugars, and salt.
  5. Eat the right amount of calories for you by balancing your intake with your energy expenditures.
  6. Be physically active your way.
  7. Stay hydrated the healthy way.
  8. Choose lower calorie foods and smaller serving sizes when eating out.
  9. Use food labels to help you make healthier choices.
  10. Cook and eat at home to be in control of what is in your food



17. Describe the “USADA Salutes” section of the workbook on page 33 and the role that athlete plays in being a “True Sport for Life.”
  - Show students the USADA website that promotes their athlete ambassadors:  
**[www.usada.org/athlete-ambassadors](http://www.usada.org/athlete-ambassadors)**.
18. Ask students to turn to the “Thinking it Through” on page 33 of their workbook.
  - Review the components of being a “True Sport for Life,” and ask them to think how they could integrate physical activity, healthy and safe nutrition, and proper hydration without using supplements and steroids to be a “True Sport for Life.”
  - Have students list their responses in each of the areas of their lives.
19. Refer to the websites listed in the workbook on page 33. Show the websites and their interactive capabilities of the websites with the students using the technology equipment in the class/gym.

## Review and Wrap Up

Review the primary components of the chapter:

- The nutrition guidelines published in MyPlate.gov
- The relationship of physical activity and caloric intake
- The tips for choosing healthy food options while eating out
- The nutrient content of water, sport drinks, and sodas
- The nutritional information in food labels
- The categories of foods with empty calories
- The way that students can apply the content of the chapter to become a “True Sport for Life”

## Evaluation

Have students complete the Chapter 5 “Putting MyPlate into the Picture” post-assessment and score. Compare assessments to the student’s pre-test to determine which items need to be reviewed and modified for future classes. Post-assessments can be found at **[www.usada.org/education-tools](http://www.usada.org/education-tools)**.



## Word(s) of the Day

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

**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

**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

## Multicultural Infusion Strategies

- Have students access the USDA website and locate nutrition labels in Spanish. Share the availability of such labels with all students. Bring in examples of Hispanic foods and investigate the food labels.
- Based on the ethnicity of the students in your class, provide food labels from additional ethnicities as needed. Consider how different foods are marketed to different ethnicities.

## Website References

- [www.chooseMyPlate.gov](http://www.chooseMyPlate.gov)
- [www.DietaryGuidelines.gov](http://www.DietaryGuidelines.gov)
- [www.FoodSafety.gov](http://www.FoodSafety.gov)
- [www.USADA.org/Diet](http://www.USADA.org/Diet)

## Curriculum Infusion of Additional Subjects

**Math:** Have students keep a two-day food journal. Using the labels on the foods they consume, have students calculate the calories, fat, protein, and carbohydrates that they consumed over the two-day period.

**Math:** Determine the prices of a bottle of water, soda, energy drink, and fluid replacement drink. Have students determine the cost of drinking one per day over a period of one week, one month, and one year. Which offers the most nutritional/hydration value for the cost?



## Student Enrichment Activities

Student Enrichment Activities can be found at [www.usada.org/education-tools](http://www.usada.org/education-tools).

## **FACILITATOR CONCLUSION AND ASSESSMENT**

We hope that this interactive curriculum has provided a beneficial experience for you and your students and has effectively demonstrated through the powerful channel of sport how ethical decision-making and healthy nutrition choices can have a profound impact on students' lives.

**Your feedback is invaluable to us in evolving our educational programs.** Please now take a moment to complete the Facilitator's Curriculum Evaluation online at **[www.usadakids.org/classroom/assessment](http://www.usadakids.org/classroom/assessment)**. Your feedback is greatly appreciated to ensuring our programs are changing behaviors and attitudes while increasing students' knowledge on these important topics.

USADA also offers the That's Dope curriculum, targeting high school students and young adults. This curriculum can be found at **[www.thatsdope.org/classroom](http://www.thatsdope.org/classroom)**. Please explore the messages in this program as well, if appropriate, or share this information with a friend or colleague who works with this age group.

Thank you for being a part of developing healthy, ethical, successful youth and for supporting and inspiring the ideals of true sport and fair play.

### **NOTES**

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# 100% me<sup>®</sup> RESOURCES

## [www.USADA.org/Outreach](http://www.USADA.org/Outreach)

The United States Anti-Doping Agency (USADA) is dedicated to preserving the integrity of competition, inspiring true sport, and protecting the rights of U.S. athletes.

## [www.usadakids.org](http://www.usadakids.org)

USADA's 100% Me youth website is filled with interactive activities, complementing units, and lesson plans.

## [www.thatsdope.org](http://www.thatsdope.org)

Complementing USADA's That's Dope curriculum, this site is the place to go for information on improving athletic performance, the dangers of anabolic steroids, dietary supplements, and energy drinks and the value of ethical decision-making. Geared for ages 14-20.

## [www.USADA.org/ICompeteClean](http://www.USADA.org/ICompeteClean)

This clean sport campaign shares what drives and compels true heroes to train day after day, year after year, putting in all the hard and often painful work necessary for sport success. What motivates them to remain true to the call of clean sport, even when shortcuts exist? Watch videos from top Olympians and Paralympians, while teaching your students about ethics in sport in a fun and dynamic way. You can even show your support for clean sport and fair play by taking the "I Compete Clean because..." pledge.

## [www.aap.org/family/steroids.htm](http://www.aap.org/family/steroids.htm)

The American Academy of Pediatrics site is dedicated to information and education on steroid use in sports.

## [www.charactercounts.org/sports/sports.htm](http://www.charactercounts.org/sports/sports.htm)

CHARACTER COUNTS!<sup>®</sup> sport development programs and materials help coaches and other mentors equip youth with values to meet life's challenges, on and off the field.

## [www.cfsan.fda.gov/~dms/supplmnt.html](http://www.cfsan.fda.gov/~dms/supplmnt.html)

The Food and Drug Administration (FDA) Center for Food Safety and Applied Nutrition is dedicated to keeping the public informed of the latest developments in the supplement industry.

## [www.monitoringthefuture.org](http://www.monitoringthefuture.org)

Monitoring the Future is an ongoing study of the behaviors, attitudes, and values of American secondary school students, college students, and young adults.

## [www.drugabuse.gov/NIDAHome.html](http://www.drugabuse.gov/NIDAHome.html)

The National Institute of Drug Abuse (NIDA), part of the National Institutes of Health (NIH), is a component of the U.S. Department of Health and Human Services. NIDA has a variety of drug prevention programs and resources.

## [www.medicampaign.org](http://www.medicampaign.org)

As the Office of National Drug Control Policy's (ONDCP) National Youth Anti-Drug Media Campaign, this site has an "ad" gallery, fact sheets, and programs listing.

## [www.samhsa.gov](http://www.samhsa.gov)

The Substance Abuse and Mental Health Services Administration (SAMHSA) is an agency of the U.S. Department of Health and Human Services.

## [www.wordscanwork.com](http://www.wordscanwork.com)

Words Can Work helps parents talk with their kids about challenges they face growing up.



### 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](mailto:education@USADA.org)

Website: [www.USADA.org/Outreach](http://www.USADA.org/Outreach)



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