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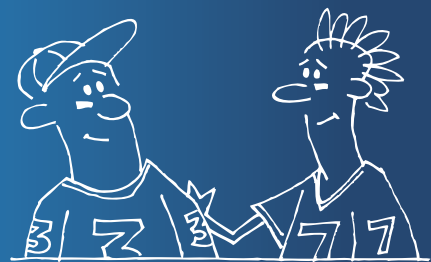
100%

me®

ELEMENTARY SCHOOL Program



Your Choices Matter!



The True Sport 100% Me Elementary program delivers the most updated information to make your students the best students they can be. As your students work their way through the exciting lessons, they will learn about:

- making good decisions and their character development
- the physical aspects of sport and how to increase their health and athletic performance through proper training, nutrition, and sleep
- the value of good sportsmanship and being a good sport
- the dangers of taking harmful substances such as steroids, dietary supplements, and energy drinks
- their unique qualities and the role of heredity in making them exceptional
- the importance of accepting everyone and their unique qualities
- making good decisions about nutrition and hydration

Through the program, students will be able to apply what they have learned through the “**THINK - TALK - ACT**” and “Becoming a TRUE SPORT FOR LIFE: Thinking It Through” sections. These sections are intended for students to think about the information being delivered and how they will apply the lessons they have learned in this workbook and through participation in sport to their own lives.

Being a “True Sport for Life” means that a person is living the True Sport™ Principles both in sport and in life. It 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.

Additionally, words bolded in **red** throughout the Student Workbook are used as “Words of the Day”. Definitions for these words can be found in this Facilitator Guide. Furthermore, at the end of each chapter, students will have the opportunity to take a pledge as it pertains to each specific chapter in their Student Workbook.

This program is adaptable to a variety of settings, and can be adapted to specific ages as necessary. Use this book as a “guide” and be creative in your facilitation approach. We encourage you to add extension activities as necessary that will help bring alive the concepts outlined in this program for your students. As the facilitator, be sure to utilize the online components found at www.TrueSport.org/educators.

We hope you and your students will enjoy the journey through this program. Remember, whether on the playing field or in life, it's what's inside that counts!



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What is True Sport™?

Sport is a key pillar of our U.S. culture and responsible for countless benefits to the vast majority of Americans who participate. So much, in fact, that the rewards and pressures of success in sport can lead some participants to embrace priorities that are seemingly at odds with its potential value.



We recognize that our youth deserve to have teachers, parents, and coaches equipped with resources to understand that participatory sport is a powerful driver of health and social connectedness, as well as a vehicle for building character and promoting positive values. Our next generation deserves to benefit from ideals and behaviors that shift the "win at all costs" attitude toward a re-defined notion of winning - winning that focuses on the journey and rewards principled participation.

True Sport™ is redefining winning, taking away the finish line, celebrating progress in addition to results, and focusing on what is possible, while allowing our youth to fail, to learn, to grow, and to have fun. Only then will they truly learn to play with passion and sport will truly deliver a positive experience for future generations.

True Sport™ works to empower everyone to do their part to make sure sport is delivering a positive experience for our future generations. Constantly looking into the future, True Sport™ is grounded in the principles of:

- **Grow to Lead** – Challenge yourself, strive for excellence and lead by example.
- **Fair Play or No Way** – The only way to play is with respect for others and for the game.
- **Be Courageous** – Stand up for what's right, both in sport and in life. Stick to your principles; help make sport better.
- **Practice Humility** – Take pride in how you behave. Win with grace and lose with dignity.
- **See Further Than Today** – Discover through sport that the future is full of possibility.
- **Believe in Better** – Continually improve in sport and in life through hard work and dedication.
- **Keep it Real** – Focus on having fun and don't be afraid to fail. Healthy competition can help you discover what you are capable of accomplishing.
- **Achieve More** – Always play to win the game, but know that competing fairly and celebrating progress in addition to results makes you truly victorious.

Being a True Sport means finding your unlimited potential through hard work, respect, and integrity, and pledging to protect the sport experiences of future generations from a win-at-all costs culture. Healthy, fair, safe, and authentic competition leads to a valuable journey, and ultimately to more winning.

For more information on True Sport™, visit www.TrueSport.org.

CHAPTER 1

Your Choices Matter: Making Good Decisions

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 when trying to make 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
- Be influenced by their emotions and fail to use decision-making processes



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 decision-making tools, opportunities for choice selections, and by being available as a mentor. As a result, students will become more confident in their ability to make the best decision.

Decision-making is the process of choosing what to do by considering the possible consequences. Having strong decision-making skills helps build character in all facets of life. In this chapter, students will explore the Six Pillars of Character® from CHARACTER COUNTS!® and learn how to apply those pillars to different parts of their lives.

Designated Content Area

Health: Mental and Emotional

- Character Development
- Decision Making Process

Learner Objectives/Outcomes

Upon completion of **Chapter 1: Your Choices Matter: Making Good Decisions**, the student will be able to:

- Explain the difference between choices and values that guide the decisions that are made in their lives
- Discuss how the Six Pillars of Character® from CHARACTER COUNTS!® from the Josephson Institute Center for Youth Ethics are related to values and making good choices
- Discuss and provide examples of the Six Pillars of Character® from CHARACTER COUNTS!®
- Provide examples of salient 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 and State Educational 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 and sharing atmosphere.

Before the group meets:

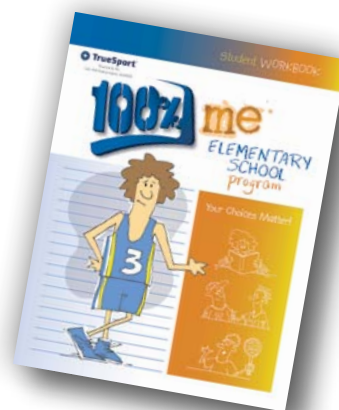
1. Read the lesson outline and familiarize yourself with the content in both the Facilitator Guide and the Student Workbook.
2. Download and make copies of the “Your Choices Matter: Making Good Decisions” Pre- and Post-Test Assessments which can be downloaded at www.TrueSport.org/educators/elementary/choices-matter.
3. Choose enrichment activities to enhance the students’ experience. These can be found at www.TrueSport.org/educators/elementary/enrichment.

Equipment and Supplies

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

Reference to Student Workbook

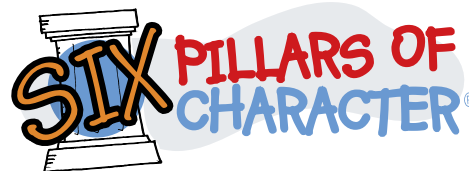
Chapter 1 (pages 1 to 7 of the Student Workbook.)



Lesson Outline

1. Discuss the purpose and format of the workbook, the role that True Sport plays in instilling the life lessons that can be learned through sport, and what it means to be a "True Sport for Life."
2. Have students complete the "Your Choices Matter: Making Good Decisions" Pre-Test Assessment.
3. Explain the importance of having the knowledge and skills to make responsible, ethical, and informed decisions and how that will benefit them in their personal lives, in the classroom, on the playing field, and in the community.
4. Ask students to think of several decisions or choices they made today.
 - a. Have several students share some of their responses with the class.
5. Explain that the "Smart" choices people make can create good and positive results. Discuss that some choices that are made could result in some unpleasant consequences.
6. Discuss the two types of choices that individuals make in their lives and provide examples of each:
 - a. Simple Choices – These types of choices do not affect your health or the health of others. Examples include:
 - i. Do I tie my left shoe or my right shoe first?
 - ii. Should I order chocolate or vanilla ice cream?
 - iii. Do I walk with my hands in my pockets or by my side?
 - b. Serious Choices – These types of choices can have positive or negative results and can affect you and others around you. Examples include:
 - i. Should I tell my teacher that I forgot to do my homework or copy my friend's homework?
 - ii. Do I take my friend's medicine to help me study?
 - iii. Should I tell someone if I see my friend smoking a cigarette?
7. Have students turn to page 2 in their workbooks and complete the **THINK – TALK – ACT** activity focusing on the choices students make every day related to their health.
 - a. Have the students **THINK** about the choices they make each day about their health and the foods they eat and the physical activities in which they participate.
 - b. Either in small groups or in a facilitated classroom discussion, have the students **TALK** about different choices they make each day regarding their health.
 - c. **ACT:** In the space provided in their workbook, have students list examples of their good choices as well as the decisions they need to work on to improve their health.
8. Discuss with students that the decisions they make are based on their values, and values help shape attitudes and behaviors and overall character. And, when making decisions, they should ask themselves:
 - a. Is my choice **trustworthy**?
 - b. Is my choice **respectful**?
 - c. Is my choice **responsible**?
 - d. Is my choice **fair**?
 - e. Is my choice **caring**?
 - f. Does my choice show good **citizenship**?

9. Have students turn to page 3 in their workbooks and review with the class the Six Pillars of Character® from CHARACTER COUNTS!®. Explain that these pillars were developed by the Josephson Institute Center for Youth Ethics and are used in schools and businesses. Review each pillar with the class and ask them the “THINK” questions listed below. Use the “TALK” suggestions for an open discussion with the class.



Trustworthiness means

- Being honest with others
- Keeping promises
- Others can depend on you and trust you

THINK and TALK about Trustworthiness:

- Have your students **THINK** about how they can be trustworthy to themselves and to others. Ask them: Do you do what you say you are going to do? Are you loyal and stand by your friends, family, and country?
- **TALK** with your students about how they can be a more trustworthy person.

Responsibility means:

- Being dependable and accountable for your actions
- Setting a good example
- Working hard, doing your best, and never blaming others for your mistakes

THINK and TALK about Responsibility:

- Have your students **THINK** about being a responsible person. Ask them: Are you a good example to others? Do you blame others or make excuses for a mistake?
- **TALK** with your students about how they can be more responsible.

Fairness means:

- Treating all people equally
- Taking turns and sharing
- Playing by the rules

THINK and TALK about Fairness:

- Have your students **THINK** about being a fair person. Ask them: Do you get all the facts before making a choice?
- **TALK** with your students about how they can be more fair to others.

Caring means:

- Being kind towards others
- Saying, "thank you," for what people do for you
- Never being mean or cruel

THINK and TALK about Caring:

- Have your students **THINK** about being a caring person. Ask them: Do you help others on your team or in your family? Do you forgive others? Do you help others in need?
- **TALK** with your students about how they can be a more caring person.

Citizenship means:

- Having good manners and using kind words
- Playing by the rules and obeying the law
- Honoring authority and helping others
- Doing things that help make your home, school, and community a better place

THINK and TALK about Citizenship:

- Have your students **THINK** about being a good citizen. Ask them: Do you do what is best for all people? Do you help or volunteer for your school or in your community? Do you play by the rules and obey the law?
- **TALK** with your students about how they can be a better citizen.

Respect means:

- Treating others as you would like to be treated
- Being considerate of other people's feelings
- Recognizing the value of people, property, the environment, and yourself

THINK and TALK about Respect:

- Have your students **THINK** about being a respectful person. Ask them: Do you treat others the way you like to be treated? Do you consider other people's feelings before you say something or act?
- **TALK** with your students about how they can be a more respectful person.

10. After you have facilitated a discussion with the students about how they can use the pillars of character in their life, have each student do the **ACT** "Fill in the Blank" activity on page 5.
11. Bridge to the "Becoming a TRUE SPORT FOR LIFE -Thinking it Through" activity following the descriptions of the pillars. First, have the students find the pillars of character in the word find. Then, ask the students to think how they will apply the Six Pillars of Character® from

CHARACTER COUNTS!® in their school, town or community, team, family, and with friends. (This section involves critical thinking and self-regulated learning on the part of the student). Ask the students to write how they plan to improve the pillar and include examples in their plan. You can extend this "Improvement Plan" by asking students to write on an index card or small piece of construction paper one way they will improve that pillar of character in their life. Hang pillars of character around the classroom or gym and have students post their piece of paper/card next to the appropriate pillar. This outward display of improvement will help hold them accountable for their actions and behaviors.

12. At the end of the chapter, have the students write or share with the class their True Sport pledge or promise to use the Six Pillars of Character® from CHARACTER COUNTS!® to make good decisions. Their pledge should start with, "I pledge to....". An extension of this activity could include a classroom pledge using the pillars of character.

Review and Wrap Up

Review the primary components of the chapter:

- Choices and values
- The Six Pillars of Character® from CHARACTER COUNTS!®
- 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 "Your Choices Matter: Making Good Decisions" post-assessment and score. Compare assessments to the students' pre-tests to determine which items need to be reviewed and modified for future classes. Post-assessments can be found at www.TrueSport.org/educators/elementary/choices-matter.

Word(s) of the Day

- **Character:** Qualities that influence how a person acts in different situations
- **Choice:** A right, power, or opportunity that an individual has to make a selection in a specific course of action
- **Values:** A personal sense of what is right or wrong; influences an individual's attitudes and behaviors and helps shape one's 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: choices, values, character, and each of the Six Pillars of Character® from CHARACTER COUNTS!®.
- Integrate the language specific term for these topics into the class for the entire student population to hear and understand. Have the students repeat the word in English and in other languages to help them with the correct pronunciation of the word.

Website References

Look and learn from the websites listed below. If appropriate, share the websites and their interactive capabilities with the students using the technology equipment in the classroom/gym.

- www.randomactsofkindness.org
- www.goodcharacter.com/Sports.html
- www.charactered.net
- www.charactercounts.org

Curriculum Infusion of Additional Subjects

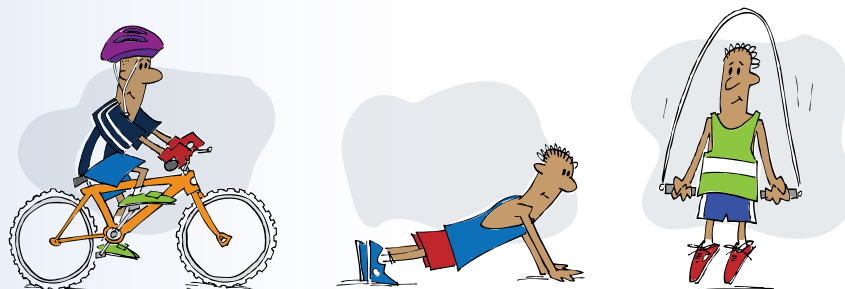
- **Language Arts:** Have students write an essay detailing how they will use the Six Pillars of Character® from CHARACTER COUNTS!® to become a “True Sport for Life.” Or, have students select an athlete they feel exhibits the pillars of character both on and off the playing field and have their students write their views regarding this individual.
- **Physical Education:** Have students sit like a PILLAR of character in their squad lines each day. Sitting in this position will enable the student to maintain good posture while stretching their arms above their heads. Educators can discuss the Six Pillars of Character® from CHARACTER COUNTS!® with the students. The parts of the pillar can also be highlighted and applied to the discussion—the top of the pillar is the capital which supports an arch, ceiling, or roof; the middle is the column which adds height and support for the structure; and the bottom is the base which serves as the strength of the pillar. All of the architectural parts of the pillar emphasize the importance of strength and support in order to do a job well. The pillar is also important in life and the foundational building blocks needed in order to succeed and stand tall.

Student Enrichment Activities

Student enrichment activities can be found at www.TrueSport.org/educators/elementary/enrichment.

CHAPTER 2

Be Fit – Be Active: Have Fun with Sports



Background Information

Athletic ability depends on mental and physical activity, training, nutrition, sleep/recovery, and genetics. Balancing all of these can be difficult, especially for young people. The most important thing is **TO HAVE FUN!** With knowledge, preparation, and commitment, anyone can be successful at being fit and active with sports.

Sportsmanship is vital for young athletes. Learning how to be a good winner and a good loser, playing with enthusiasm, and showing good character are important traits to instill in young people. In this chapter, young people will be exposed to traits that can make exercise and participation in sports **FUN!** They will also have the opportunity to learn the True Sport™ Principles and apply them to their daily lives.

Designated Content Area

- **Physical Education:** Components of Physical Fitness
- **Health:** Personal Health and Physical Activity

Learner Objectives/Outcomes

Upon completion of **Chapter 2: Be Fit – Be Active: Have Fun with Sports**, the student will be able to:

- Explain the Centers for Disease Control and Prevention guidelines for daily physical activity
- Discuss the importance of physical activity for fitness and fun
- Explain the physical behaviors that lead to successful athletic performance
- Identify the aspects of skill, agility, endurance, speed, quickness, strength, power, and flexibility as they relate to the physical category of successful athletic performance
- Describe the three keys to good health
- Analyze the relationship that food and exercise have to the human body
- Understand the importance of good sportsmanship and how to apply the eight True Sport™ Principles to their everyday life
- Apply physical behaviors and good sportsmanship that are required to be a “True Sport for Life”

Alignment with National and State Educational 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 I.4.1.** Identify factors that influence health behaviors
- **Competency I.4.2.** Analyze factors that influence health behaviors
- **Competency I.4.3.** Identify factors that enhance or compromise health
- **Competency I.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

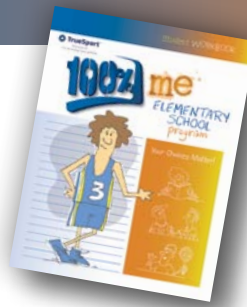
As the facilitator, you will lead the discussion and guide the group through the activities identified in the lesson outline. You are not expected to be the “expert.” Your role is to be responsible for encouraging an open and sharing atmosphere.

Before the group meets:

1. Read the lesson outline and familiarize yourself with the content in both the Facilitator Guide and the Student Workbook.
2. Download and make copies of the “Be Fit – Be Active: Have Fun with Sports” Pre- and Post-Test Assessments which can be downloaded at www.TrueSport.org/educators/elementary/fun-with-sports.
3. Choose enrichment activities to enhance the students’ experience. These can be found at www.TrueSport.org/educators/elementary/enrichment.

Equipment and Supplies

- 100% Me Student Workbooks, scratch paper, and pencils
- Computer, projector, and screen (if available)
- Crayons or markers
- Sheets of paper with an empty hourglass printed on them (one for each student)



Reference to Student Workbook

Chapter 2 (Pages 8 to 14 of the Student Workbook.)

Lesson Outline

1. Review the Six Pillars of Character® from CHARACTER COUNTS!® as they relate to becoming a "True Sport for Life."
2. Have students complete the "Be Fit – Be Active: Have Fun with Sports" Pre-Test Assessment.
3. Have the students review the general guidelines for good health on page 8.
4. Stress the "60 minutes of physical activity per day" guidelines established by the Centers for Disease Control and Prevention. The guidelines state:
 - a. Participate in vigorous to intense aerobic activity three days per week
 - i. Describe the benefits of aerobic activity such as running, cycling, swimming, and speed walking to the body.
 - b. Participate in muscle strengthening activities, such as push-ups, three days per week
 - c. Participate in bone strengthening activities, such as jumping rope or running, three days per week
5. Have the students review the components of physical activity that are important to having fun with sports and help improve performance. To add physical activity to this section, have your students demonstrate the different components with a partner or as a class. The components of physical activity include:
 - a. **SKILL** - A specific movement or ability that develops through practice
 - b. **ENDURANCE** - The ability to perform an activity a long time without getting tired
 - c. **SPEED** - The ability to move fast
 - d. **QUICKNESS** - The ability to make bursts of energy over short distances
 - e. **STRENGTH** - The ability to apply force to an object which moves it from one place to another
 - f. **POWER** - The combination of strength and speed
 - g. **FLEXIBILITY** - The ability to use joints in the body through their range of motion
 - h. **BALANCE** - The state in which your body remains steady in a held or moving position
6. Ask students if they can think of any other pieces to the physical game. (Possible answers: nutrition, hydration, rest, recovery, etc.) They may mention some mental aspects including confidence, experience, anticipation, goal-setting, etc.
7. Have students turn to page 9 in their workbooks and complete the **THINK – TALK – ACT** activity focusing on the physical skills for athletic performance.
 - Have the students **THINK** about the physical activity that they do each day. Also, have them think about the components of physical activity—skill, endurance, speed, quickness, strength, power, flexibility, and balance.
 - Either in small groups or in a facilitated classroom discussion, have the students **TALK** about the physical activities they do each day and about how much physical activity they do each day

and week. What could they do to increase the amount of physical activity they do?

- **ACT:** Have the students complete the chart in their workbook on page 10. In the top row, they should write down five of their favorite physical activities. Then, under each component of physical activity, put an “X” in the box if the activity helps them meet that physical activity component.
- 8. Refer to the “Basics of Food and Exercise” on page 10 of the workbook. The idea of good health and gaining or losing body weight is simple. If the food consumed matches the energy exerted, body weight stays the same.
 - a. 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.
- 9. Discuss the three keys to good health:
 - a. **Training/Practice** - the only way to improve is to train and practice
 - b. **Nutrition/Hydration** - gives the body fuel to build muscle
 - c. **Sleep/Recovery** - gives the body time to recuperate in order to make progress
- 10. Remind students that the 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.
- 11. Have students turn to page 11 in their workbooks and complete the **THINK – TALK – ACT** activity focusing on the relationship between training, nutrition, and sleep.
 - a. Have the students **THINK** about the amount and types of food that they eat each day. Is there a balance between the amount of food they eat and the amount of physical activity that they get? How much water do they drink each day? How much sleep do they get each night?
 - b. Either in small groups or in a facilitated classroom discussion, have the students **TALK** about how much physical activity they do each day compared to how much food they eat.
 - c. **ACT:** Pass out sheets of paper with an empty hourglass printed on them. Have each student use the hourglass to illustrate the relationship of food to exercise. In the upper half of the hourglass, have each student draw the different types of food they eat and fluids they drink. In the lower half of the hourglass, have each student draw a symbol of the five different activities/skills that they used in the **THINK – TALK – ACT** activity earlier in this chapter. Does their food intake balance their energy output?
- 12. Discuss with the students the importance of sportsmanship at all times. Introduce the True Sport™ Principles, ensuring comprehension and understanding of the language.

- a. **Grow to Lead** – Challenge yourself, strive for excellence and lead by example. Explain to the students that it is important to always put forth their best effort, both in the classroom and in athletics, and to lead by example. Describe what strong work ethic looks like both inside and out of the classroom.
- b. **Fair Play or No Way** – The only way to play is with respect for others and for the game. Explain to your students the importance of respecting their parents, teachers, classmates, teammates, and opponents. Give examples of what being disrespectful means (both on and off the field) and what some of the consequences might be. If they stay positive and treat others with respect, they will hopefully receive the same treatment in return.
- c. **Be Courageous** – Stand up for what's right both in sport and life. Explain to your students that if they witness something unfair happening around them, they should feel empowered to stand up for what they know is right. Provide examples for the students.
- d. **Practice Humility** – Take pride in how you behave. Win with grace and lose with dignity. Explain the word "humility" to the students. Stress that it's important not to brag or gloat, and if they lose, they should always congratulate their opponent. Explain that it's okay to be excited about their successes, but there's a difference between being excited and making others feel bad.
- e. **See Further Than Today** – Discover through sport, that the future is full of possibility. Explain to your students that the possibilities for them are endless and encourage them to dream without limits and beyond today's finish line. Ask the students to share some of their dreams.
- f. **Believe in Better** – Continually improve in sport and in life through hard work and dedication. Explain that success takes a lot of hard work and commitment. Ask your students what success means to them and what they think it takes to get there. Provide examples.
- g. **Keep it Real** – Focus on having fun and don't be afraid to fail. Healthy competition can help your students discover what they are capable of accomplishing. Explain to your students the importance of continuing to have fun while they compete. Discuss how it is okay to fail and provide examples of times when famous people have failed, but it led them down another, usually better, path.
- h. **Achieve More** – Always play to win the game, but know that competing fairly and celebrating progress in addition to results makes you truly victorious. Explain how making winning your only priority can be dangerous. If winning is the only thing that matters, what would people be willing to do to win? Continue to stress the importance of winning the right way and having a respect for yourself and opponents.



13. Have students turn to page 13 in their workbooks and complete the **THINK – TALK – ACT** activity focusing on good sportsmanship.
 - Have the students **THINK** about sportsmanship and following the rules. Do they demonstrate sportsmanship on the playing field, in the gym, and in the classroom? Are they a good winner and a good loser?
 - Either in small groups or through a classroom facilitated discussion, have students **TALK** about how they can be a good sport and show sportsmanship when they are playing sports or games.
 - **ACT:** Have the students read each sentence in their workbook and circle the correct word in the sentence to show their sportsmanship.
14. Explain the “Becoming a TRUE SPORT FOR LIFE –Thinking it Through” on page 14 of their workbook.
 - a. Review the components of being a “True Sport for Life,” and ask them to think how the importance of good sportsmanship and following the rules can be applied in all aspects of life.
 - b. Have students write in the space provided how they plan to use the True Sport™ Principles to become a “True Sport for Life” in each of the areas of their lives.
15. At the end of the chapter, have the students write or share with the class their True Sport pledge or promise to be physically active for 60 minutes each day. Their pledge should start with, “I pledge to....” An extension of this activity could include having the students write their pledge on colored sheets of paper and hang them up on a wall or bulletin board for all to see. Having the pledges visible to the public holds the students accountable.

Review and Wrap-Up

Review the primary components of the chapter:

- 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 physical activity 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 “Be Fit – Be Active: Have Fun with Sports” post-assessment and score. Compare assessments to the students’ pre-tests to determine which items need to be reviewed and modified for future classes. Post-assessments can be found at www.TrueSport.org/educators/elementary/fun-with-sports.

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.



Multicultural Infusion Strategies

- Have students translate the components of physical activity - skill, endurance, speed, quickness, strength, power, flexibility, and balance into the language of their native country and share the terms with the class.
- Have students translate the words lungs, heart, circulation, and respiration into their native language and share it with the class.

Website References

Look and learn from the websites listed below. If appropriate, share the websites and their interactive capabilities with the students using the technology equipment in the classroom/gym.

- www.kidnetic.com
- www.nflrush.com/play60
- www.presidentschallenge.org

Curriculum Infusion of Additional Subjects

- **Language Arts:** Have students develop a personal "Good Sportsmanship Rule Book" using the computer or by hand. Students can discuss the components of sportsmanship that include the eight True Sport™ Principles.

Student Enrichment Activities

Student enrichment activities can be found at www.TrueSport.org/educators/elementary/enrichment.

CHAPTER 3

Becoming a True Sport – Both Inside and Out

Background

Our world is full of dangerous substances - alcohol, tobacco, steroids, and other drugs. As you know, young people are impressionable, and without guidance, can be steered down a dangerous path of drug use.

In this section, students will be exposed to the importance of listening to trusted adults and being good consumers when it comes to advertisements they may see on TV or read about in a magazine. Students will also learn about harmful substances and skills that they can use to “Say and Show No” when it comes to confronting others about dangerous substances.

Designated Content Area

Health: Alcohol, Tobacco, and Other Drugs

Learner Objectives/Outcomes

Upon completion of **Chapter 3: Becoming a True Sport – Both Inside and Out**, the student will be able to:

- Explain the importance of listening to adult authority figures such as doctors, nurses, and teachers with regard to the use of medicine and other substances
- Explain the potential problems associated with taking a shortcut or an easy or unsafe method to achieve success in the classroom or in sports
- Describe the harmful effects of substances such as steroids, dietary supplements, and energy drinks
- Explain and provide examples of dietary supplements that are used by many individuals
- Discuss the negative physical effects that energy drink consumption has on the body
- Discuss the importance of “Saying and Showing NO” to harmful substances and be able to use these refusal skills and strategies effectively
- Apply the health content in the chapter to the concept of being a “True Sport for Life”



Alignment with National and State Educational Standards

NASPE:

- **Standard 5:** 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, products, and services 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 and sharing atmosphere.

Before the group meets:

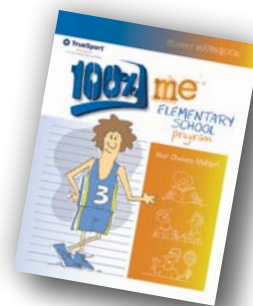
1. Read the lesson outline and familiarize yourself with the content in both the Facilitator Guide and the Student Workbook.
2. Download and make copies of the “Becoming a True Sport for Life – Both Inside and Out” Pre- and Post-Test Assessments which can be downloaded at www.TrueSport.org/educators/elementary/becoming-a-true-sport.
3. Choose enrichment activities to enhance the students’ experience. These can be found at www.TrueSport.org/educators/elementary/enrichment.

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
- Age-appropriate advertisements

Reference to Student Workbook

Chapter 3 (Pages 15 to 24 of the Student Workbook)



Lesson Outline

1. Review the eight True Sport™ Principles as they relate to becoming a “True Sport for Life.”
 - a. Include the components of physical activity as they relate to the “True Sport for Life” concept.
2. Have students complete the “Becoming a True Sport – Inside and Out” Pre-Test Assessment.
3. Review with students the importance of listening to doctors, nurses, and other trusted adults with regard to taking medicine and other substances.
4. Have students turn to page 16 in their workbooks and complete the **THINK – TALK – ACT** activity focusing on listening to trusted adults.
 - a. Have the students **THINK** about the people in their life that give them advice about their health. They should be trusted and respected people, possibly a doctor or nurse.
 - b. Either in small groups or in a classroom facilitated discussion, have the students **TALK** about who these people are in their life and how they have helped them when they were sick or injured.
 - c. **ACT:** In the space provided in their Student Workbook, have each student make a list of the adults in their life that they trust and then describe how these adults have helped them.
5. Making good decisions about what to do when someone offers your student a drug is really important. Discuss with the students what their options are should someone other than a trusted adult offer them a drug or medicine. In the activity on page 17 in the Student Workbook, have the students read each phrase on the left and then circle the phrase on the right that will complete each sentence to show the best decision.
6. Talk to the students about feeling pressure (from family, friends, coaches, teachers, etc.) and discuss how the media can impact what we buy or what we think is “cool.”
7. Have students turn to page 18 in their workbooks and complete the **THINK – TALK – ACT** activity focusing on the importance of not taking a shortcut or using an unsafe method to improve performance.
 - a. Have the students **THINK** about the times when they have watched a television show or movie or seen a person try to get someone else to use a product that is supposed to make them faster, stronger, or smarter.

- b. Either in small groups or in a classroom facilitated discussion, have the students **TALK** about advertisements they've seen or heard and discuss what is said about the product to get them to use it. You could extend this discussion to include analyzing an age-appropriate advertisement having the students answer the questions in the "Act" portion of this section.
 - c. **ACT:** Have students analyze the advertisement in their Student Workbook on page 18 and discuss what was done to make the consumer want the product. Have students answer the questions below the advertisement as well as discuss their answers with the rest of the class.
 - i. What is the advertisement trying to sell?
 - ii. Is this product healthy for you? Why or why not?
 - iii. Does the advertisement make you want the product?
 - iv. What does the advertisement do that makes you want or not want their product?
 8. Discuss with the students the role of the Food and Drug Administration (FDA) in our country and the importance of only taking substances regulated and approved by the FDA. Discuss how supplements are not strongly regulated by our government and that there is a risk with any supplement that you ingest. For more information on supplements, visit www.Supplement411.org.
 9. Read the section about harmful substances on page 19 in the Student Workbook. Using the "Words of the Day" found on page 22 in the Facilitator Guide, explain each of these to the class. Review the tips about steroids, dietary supplements, and energy drinks with the students. If possible, have empty containers of various supplements and energy drinks so that students can visualize these substances. Also, you could have pictures of individuals who take steroids available for students to see.
 10. Emphasize that the body is an amazing machine. Given training, nutrition, and sleep/recovery, it will grow muscle in a safe and natural way.
 11. Have students turn to page 20 in their workbooks and complete the **THINK - TALK - ACT** activity focusing on the harmful and dangerous effects of steroids, dietary supplements, and energy drinks.
 - a. Have students **THINK** about why people take steroids, supplements and drink energy drinks. Does it make them feel better? Are they pressured into it? Are they deficient?
 - b. Either in small groups or in a facilitated classroom discussion, have students **TALK** about how steroids, dietary supplements, and energy drinks can harm their body inside and out.
 - c. **ACT:** Have students list the ways manufacturers advertise their products to young people. Where do they typically see these advertisements? What do they include?
 12. Bridge to the "Saying and Showing NO" section of the workbook. Discuss the importance of utilizing refusal skills for saying (using words and being assertive) and showing (using body language) NO to behaviors the students know to be wrong and/or harmful.
 - a. An "I-Message" is a way to be assertive without
-



being mean when faced with a difficult situation. The formula for an I-Message includes:

- i. I feel _____ (say your feeling)
 - ii. when you _____ (describe the action)
 - iii. because _____ (say why the action connects to your feeling).
- b. The “I-Message is different from a “You-message.” In a “You-message,” judgments are made about the other person, usually attacking their character.
 - c. “I-Messages” can also be used to express positive feelings.
13. Review the specific strategies outlined in the workbook for Saying NO and Showing NO. Have students stand up and “show” NO and “say” NO using the quotations in the workbook.
 14. Have students read the “How can I be a TRUE SPORT FOR LIFE?” section. Then, discuss the importance of listening to good advice, not taking harmful substances, and being a “True Sport for Life.”
 15. As a group, read Scene 1 on page 22 of the Student Workbook. Give the students a few moments to think about or to write their responses to saying NO to energy drinks. Afterwards, discuss possible phrases and list the most viable messages on the board.
 16. As a group, read Scene 2 on page 22 of the Student Workbook. Give the students a few moments to think about or to write their responses to saying NO to taking unknown substances. Afterwards, discuss possible phrases and list the most viable messages on the board.
 17. Explain the “Becoming a TRUE SPORT FOR LIFE -Thinking it Through” on page 23 of their workbook.
 - a. Review the components of being a “True Sport for Life,” and ask them to think of the importance of listening to trusted adults and not taking harmful substances and how that can be applied in all aspects of life.
 - b. Discuss the students’ positive actions and the effect that will have in the different areas of their life.
 18. At the end of the chapter, have the students write or share with the class their True Sport pledge or promise to be a “True Sport for Life” by not using harmful substances. Their pledge should start with, “I pledge to....”
 19. As an extra activity, have the students follow the directions in the “Becoming a True Sport for Life” activity to find the hidden message on page 24 of their Student Workbook.

