

Facilitator GUIDE



100% me[®]

MIDDLE SCHOOL program



TrueSport[™]

Powered by the
U.S. Anti-Doping Agency
(USADA)

It's WHAT'S INSIDE That Counts



This program 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 TrueSport™ 100% Me Middle School Program 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.

Through this program, students will be able to apply what they have learned through the “My Turn” 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.

Becoming a “True Sport for Life” means that a person is living True Sport™ Principles both in sport and in life. It includes being a good sport, working hard, doing your best, and knowing that you are competing to the best of your natural abilities. It also means respecting yourself, your teammates, your opponents, 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 both the Facilitator Guide and at the back of the Student Workbook.



As a facilitator, be sure to utilize the online components to complete the 100% Me program which can be found at www.TrueSport.org/educators.

- 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

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.

There is nothing quite like sport to bring people together, impart invaluable life skills and tools, and provide unique and profound experiences and adventures. Sport lessons, both good and bad, transcend the playing field, spilling over into the classroom, the business world, and the community, and contribute to shaping the character and culture of America’s citizens. However, sport is only as good as the environment in which it is played. How can you help create a positive environment and ensure that our young people are learning the positive life lessons through sport?

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 tools, decision-making 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 good decision-making skills helps build character in all facets of life. Helpful tools explored in this chapter 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 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 “Decision-Making: Why My Choices Matter” Pre- and Post-Test Assessments which can be downloaded at www.TrueSport.org/educators/middle/decision-making.
3. Choose enrichment activities to enhance the students’ experience. These can be found at www.TrueSport.org/educators/middle/enrichment.

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

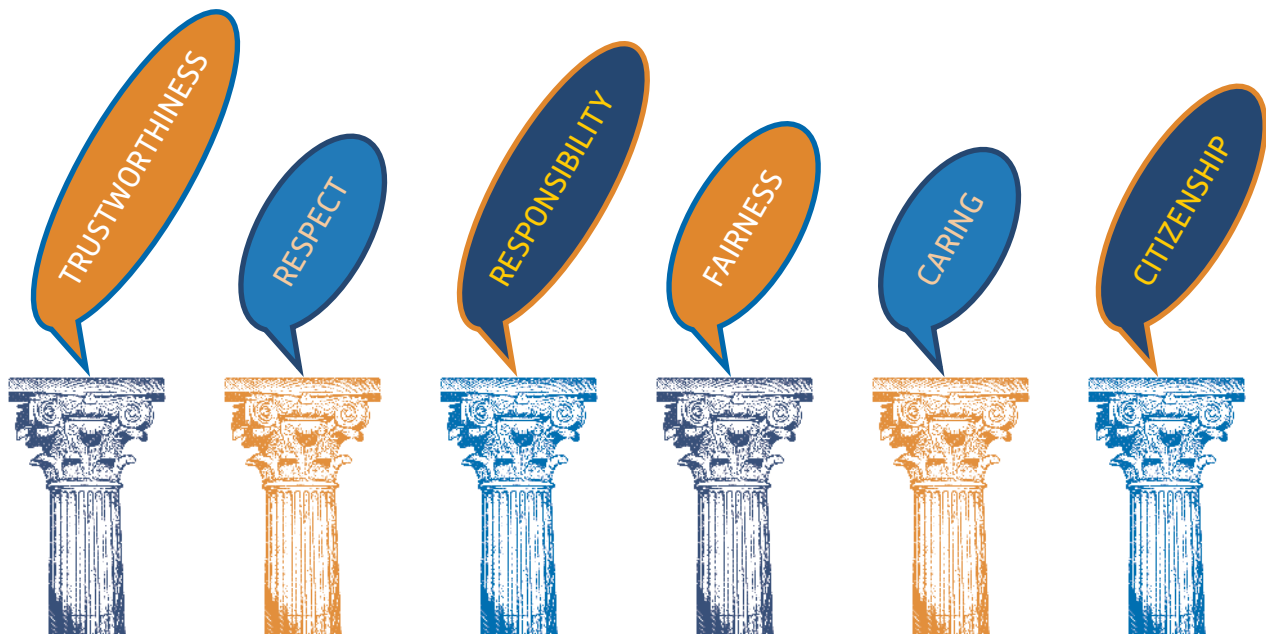
- Chapter I – pages 1 to 9 of the Student Workbook

Lesson Outline

1. Discuss the purpose and format of the workbook, the role that 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.” For more information on True Sport™, visit www.TrueSport.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 about how they will improve that aspect of character in their lives and detail it in the space provided. 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 lives. 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.
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 good or poor role models?



10. Describe the “True Sport Salutes” section of the workbook on page 7 and the role that athlete plays in being a “True Sport for Life.”
 11. Explain the “My Turn” decision-making activity on page 8 of the workbook and have students complete. As a class, if appropriate, discuss the choices students made in each situation.
 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 about 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.
-

REVIEW & 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 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/middle/decision-making.

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 that can influence an individual’s attitudes and behaviors and help 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: simple, serious, and smart choices; each of the Six Pillars of Character® from CHARACTER COUNTS!®; the steps of the “Decision-Making Model;” and the concepts involved in the Sunlight and Role Model Tests.

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.charactercounts.org/sixpillars.html
- www.TrueSport.org/Ambassadors



Curriculum Infusion of Additional Subjects

Language Arts: Have students write an essay detailing the Six Pillars of Character® from CHARACTER COUNTS!® 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.TrueSport.org/educators/middle/enrichment.



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 person. However, with knowledge, preparation, and commitment, anyone can be successful. In this section, healthy and effective ways to maximize physical performance are identified.

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 participating 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: 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
- Analyze the relationship that food and exercise have to the human body
- 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
- Understand the importance of good sportsmanship and how to apply the eight True Sport™ Principles to everyday life
- 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 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 “Athletics: Improving Your Athletic Performance” Pre- and Post-Test Assessments which can be downloaded at www.TrueSport.org/educators/middle/athletic-performance.
3. Choose enrichment activities to enhance the students’ experience. These can be found at www.TrueSport.org/educators/middle/enrichment.

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.”
5. Explain that there are two main components of a successful athletic performance – Mental and Physical. You may even consider having your students demonstrate the physical components through different physical activities.

- **MENTAL**

FOCUS – concentration through the game

ATTITUDE – determines how much fun you are having

DECISION-MAKING – Some contests are decided by who makes the fewest mistakes; If you can make the best decision under pressure, you will be more successful.

PREPARATION – having a plan for the contest

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 – how fast you can travel a specified distance

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. If appropriate, have students share their responses with the class when finished.
15. 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 might be some of the consequences. 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 is 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 is 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 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.** Discuss with your students that healthy competition can help them discover what they are capable of accomplishing. Explain the importance of continuing to have fun while competing. Discuss how it is okay to fail and provide examples of times when famous people have failed, but how it lead 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 it’s the only thing that matters, what would they be willing to do to win? Continue to stress the importance of winning the right way and having respect for yourself and opponents.
16. Describe the “True Sport Salutes” section of the workbook on page 14 and the role that athlete plays in being a “True Sport for Life.”
17. 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.
 - Combining the mental components with one of the eight True Sport™ Principles have students list their responses in each of the areas of their lives.



REVIEW & 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 physical activity per day
- The eight True Sport™ Principles
- 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 students’ pre-test to determine which items need to be reviewed and modified for future classes.

Post-assessments can be found at www.TrueSport.org/educators/middle/athletic-performance.

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

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.mayoclinic.com/health/strength-training/HQ01010
- www.nfl.com/play60
- 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.TrueSport.org/educators/middle/enrichment.