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On behalf of the NCAA® Division I Men's Basketball Committee and the New Orleans Local Organizing Committee, I am pleased to welcome you to the Middle School Madness® program.

Enclosed you will find a collection of resources and activities designed to link classroom learning for sixth-through eighth-grade students with the NCAA Final Four® — a premier championship event played by men's college basketball's most exemplary athletics and academic role models.

Through the Middle School Madness program, we hope to use this high-profile championship as a catalyst to encourage boys and girls to learn from the achievements, actions and positive examples set by this outstanding group of male student-athletes.

Included in this curriculum binder are opportunities for students to become more familiar with the championship and its participating teams. We hope you will encourage your students to take advantage of events such as Final Four Friday® and the open practice sessions, The Big Dance Concert Series, NCAA Bracket Town, NCAA Final Four Dribble and the NCAA Youth Clinics.

I would like to acknowledge several groups for their contributions to the Middle School Madness program. Local school districts and the New Orleans Local Organizing Committee have all worked to pair championship basketball with educational resources that will contribute to local middle school students' appreciation for learning and staying healthy.

The NCAA is devoted to the development of young men and women as students and athletes. The NCAA offers 89 championships in 23 sports with more than 400,000 student-athletes participating in NCAA-sponsored sports each year. The NCAA promotes college athletics through publications and special television programs; conducts research to find solutions to athletics problems; administers insurance programs to cover student-athletes during competition and travel; and promotes and participates in international sports planning and competition.

The NCAA has worked collaboratively with local organizing committees since 1999 to conduct the Middle School Madness program curriculum. Through the efforts of these and other organizations, Middle School Madness will introduce the 2012 Final Four to middle school students, encouraging their sense of hard work, fair play and accomplishment.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeff Hathaway", with a long horizontal flourish extending to the left.

Jeff Hathaway , Chair
NCAA Division I Men's Basketball Committee



THIS IS THE NCAA

Thank you for your interest. Let us take a moment to tell you about the NCAA Championships® and the Association.

The National Collegiate Athletic Association® (NCAA) is a voluntary, membership-led organization made up of more than 1,200 colleges and universities, conferences and other groups. Together, our members make their own rules and regulations to serve student-athletes and preserve the integrity of intercollegiate athletics. There are approximately 125 committees of presidents, athletics directors and administrators, conference commissioners, coaches, faculty members and student-athletes from NCAA schools and conferences working to create these guidelines.

Founded in 1906, the NCAA was created as a result of several deaths in football. The mission of the NCAA remains the same today — ensure that college sports are fair, safe, equitable and sportsmanlike, and make academics central to the experience of student-athletes. During the NCAA Centennial in 2006, the NCAA celebrated 100 years of the student-athlete. The NCAA also celebrated 25 years of NCAA women's championships during the 2005-06 championships season.

The term NCAA can be used to describe three different entities — the “members,” the “national office” and the “Association.” First the universities, colleges and conferences are “the members of the NCAA.”

Secondly, the national office and approximately 400 staff members located in Indianapolis are considered the “national office of the NCAA.” Finally, the NCAA can refer to the “body corporate,” including not only the member universities, colleges and conferences, but also the national office staff, the governance structure, the rules and regulations, and the investigation and enforcement functions, referred to as “the Association.”

The primary difference between Divisions I and II and Division III is the awarding of scholarships. Divisions I and II award scholarships for their athletics programs, while Division III does not provide athletically related financial aid.

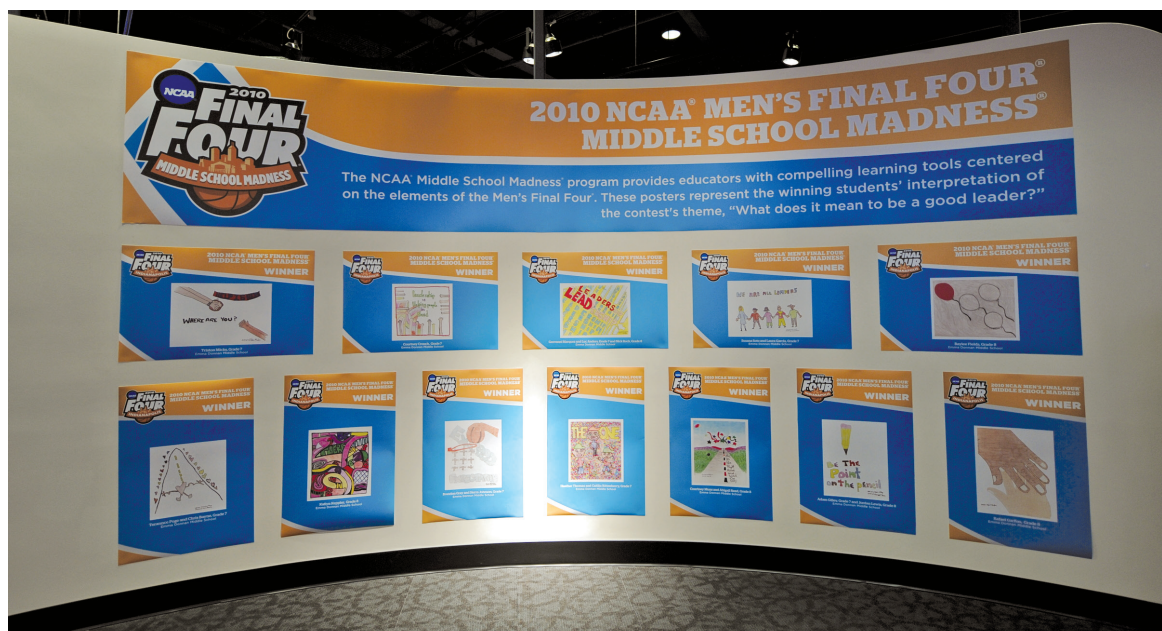
Each year, more than 400,000 student-athletes compete in the three divisions in 23 sports. Annually, approximately 54,000 student-athletes compete in 89 NCAA championships. Three of these championships — rifle, fencing and skiing — are coed championships in which men and women compete head-to-head.

There are more than 400,000 NCAA student-athletes and almost all of them will become professionals in something other than sports.

BALANCE: MIDDLE SCHOOL MADNESS

PROGRAM GOALS

- To enhance middle school students' awareness of the opportunities available to them through athletics.
- To provide interactive lessons that incorporate basketball, health and wellness.
- To engage students by integrating peer tutoring and autonomy through choices in the lesson plans.
- To provide a curriculum that follows state academic standards for middle school-age children.
- To incorporate current local events into classroom learning.
- To provide opportunities for middle school students to participate in the excitement of having the 2012 NCAA® Final Four® in New Orleans.
- To broaden the range of future educational opportunities for the students through their exposure to colleges and universities in the tournament.
- To have students learn to build self-confidence and develop skills through education and sports while participating in Final Four Friday® and the open practice sessions, NCAA Final Four® Dribble, NCAA Bracket Town® and NCAA Youth Clinics®.



LOUISIANA ACADEMIC STANDARDS

OVERVIEW GRID

Content Area, Grade Level	Content Strand/Standard	Benchmarks 5 – 8	Grade Level Expectations (GLEs)	Health	Language Arts and Essay Contest	Mathematics	Science and Recycling Contest	Social Studies	Visual Arts and Poster Contest	Health and Physical Education Contest	Sportsmanship and Ethical Conduct
English Language Arts, Grade 5	1. Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.	ELA-1-M1, ELA-1-M3, ELA-1-M4	GLE: 1 - 4, 7, 8		•			•			
English Language Arts, Grade 5	2. Students write competently for a variety of purposes and audiences.	ELA-2-M1, ELA-2-M2, ELA-2-M3, ELA-2-M4, ELA-2-M5, ELA-2-M6	GLE: 18 - 25		•						
English Language Arts, Grade 5	3. Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.	ELA-3-M2, ELA-3-M3, ELA-3-M4, ELA-3-M5	GLE: 27 - 31		•						
English Language Arts, Grade 5	4. Students demonstrate competence in speaking and listening as tools for learning and communicating.	ELA-4-M1, ELA-4-M2, ELA-4-M3, ELA-4-M4	GLE: 32 - 39		•			•			
English Language Arts, Grade 5	5. Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.	ELA-5-M2	GLE: 43		•			•			
English Language Arts, Grade 5	6. Students read, analyze, and respond to literature as a record of life experiences.	ELA-6-M1	GLE: 9					•			
English Language Arts, Grade 5	7. Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.	ELA-7-M1, ELA-7-M2, ELA-7-M3, ELA-7-M4	GLE: 12 - 17		•			•	•		
English Language Arts, Grade 6	1. Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.	ELA-1-M1, ELA-1-M3, ELA-1-M4	GLE: 1, 6, 7		•			•			
English Language Arts, Grade 6	2. Students write competently for a variety of purposes and audiences.	ELA-2-M1, ELA-2-M2, ELA-2-M3, ELA-2-M4, ELA-2-M6	GLE: 17 - 22, 24		•						
English Language Arts, Grade 6	3. Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.	ELA-3-M2, ELA-3-M3, ELA-3-M4, ELA-3-M5	GLE: 25, 26, 28 - 30		•						
English Language Arts, Grade 6	4. Students demonstrate competence in speaking and listening as tools for learning and communicating.	ELA-4-M1, ELA-4-M2, ELA-4-M3, ELA-4-M4	GLE: 31 - 38		•			•			
English Language Arts, Grade 6	5. Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.	ELA-5-M2	GLE: 42, 43		•			•			
English Language Arts, Grade 6	6. Students read, analyze, and respond to literature as a record of life experiences.	ELA-6-M1	GLE: 8					•			
English Language Arts, Grade 6	7. Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.	ELA-7-M1, ELA-7-M2, ELA-7-M3, ELA-7-M4	GLE: 11, 15, 16		•			•	•		

Content Area, Grade Level	Content Strand/Standard	Benchmarks 5 – 8	Grade Level Expectations (GLEs)	Health	Language Arts and Essay Contest	Mathematics	Science and Recycling Contest	Social Studies	Visual Arts and Poster Contest	Health and Physical Education Contest	Sportsmanship and Ethical Conduct
English Language Arts, Grade 7	1. Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.	ELA-1-M1, ELA-1-M3, ELA-1-M4	GLE: 1, 4, 5		•			•			
English Language Arts, Grade 7	2. Students write competently for a variety of purposes and audiences.	ELA-2-M1, ELA-2-M2, ELA-2-M3, ELA-2-M4, ELA-2-M5, ELA-2-M6	GLE: 15 - 22		•						
English Language Arts, Grade 7	3. Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.	ELA-3-M2, ELA-3-M3, ELA-3-M4, ELA-3-M5	GLE: 23, 24, 25, 27		•						
English Language Arts, Grade 7	4. Students demonstrate competence in speaking and listening as tools for learning and communicating.	ELA-4-M1, ELA-4-M2, ELA-4-M3, ELA-4-M4	GLE 28 - 36		•			•			
English Language Arts, Grade 7	5. Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.	ELA-5-M2	GLE: 40, 41		•						
English Language Arts, Grade 7	6. Students read, analyze, and respond to literature as a record of life experiences.	ELA-6-M1	GLE: 6					•			
English Language Arts, Grade 7	7. Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.	ELA-7-M1, ELA-7-M2, ELA-7-M3, ELA-7-M4	GLE: 9 - 14		•			•	•		
English Language Arts, Grade 8	1. Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.	ELA-1-M1, ELA-1-M3	GLE: 1, 4		•			•			
English Language Arts, Grade 8	2. Students write competently for a variety of purposes and audiences.	ELA-2-M1, ELA-2-M2, ELA-2-M3, ELA-2-M4, ELA-2-M5, ELA-2-M6	GLE: 15 - 22		•			•			
English Language Arts, Grade 8	3. Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.	ELA-3-M2, ELA-3-M3, ELA-3-M4, ELA-3-M5	GLE: 23 - 27		•			•			
English Language Arts, Grade 8	4. Students demonstrate competence in speaking and listening as tools for learning and communicating.	ELA-4-M1, ELA-4-M2, ELA-4-M3, ELA-4-M4	GLE 28 - 36		•			•			
English Language Arts, Grade 8	5. Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.	ELA-5-M2	GLE: 40, 41		•			•	•		
English Language Arts, Grade 8	6. Students read, analyze, and respond to literature as a record of life experiences.	ELA-6-M1	GLE: 6					•			
English Language Arts, Grade 8	7. Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.	ELA-7-M1, ELA-7-M2, ELA-7-M3, ELA-7-M4	GLE: 9 - 14		•			•	•		

Content Area, Grade Level	Content Strand/Standard	Benchmarks 5 – 8	Grade Level Expectations (GLEs)	Health	Language Arts and Essay Contest	Mathematics	Science and Recycling Contest	Social Studies	Visual Arts and Poster Contest	Health and Physical Education Contest	Sportsmanship and Ethical Conduct
Health Education, Grade 5 - 8	1. Students will comprehend concepts and strategies related to health promotion and disease prevention.	1-M-2	-----	•						•	
Health Education, Grade 5 - 8	3. Students will demonstrate the ability to practice positive health behaviors and reduce health risks.	3-M-1, 3-M-2	-----	•						•	
Health Education, Grade 5 - 8	5. Students will demonstrate individual and interpersonal communication skills necessary to enhance health.	5-M-1, 5-M-2, 5-M-3, 5-M-4, 5-M-5	-----	•						•	•
Health Education, Grade 5 - 8	6. Students will demonstrate the ability to advocate for personal, family, and community health.	6-M-1, 6-M-4	-----	•						•	
Mathematics, Grade 5	1. Number and Number Relations	N-1-M, N-2-M, N-5-M, N-6-M, N-8-M	GLE: 1, 2, 4, 6 - 11, 13	•		•					
Mathematics, Grade 5	2. Algebra	A-4-M	GLE: 28			•					
Mathematics, Grade 5	3. Measurement	M-2-M, M-4-M, M-5-M, M-6-M	GLE: 16 - 19, 22, 23	•		•					
Mathematics, Grade 5	5. Data Analysis, Probability and Discrete Math	D-1-M, D-2-M	GLE: 28 - 31	•		•					
Mathematics, Grade 5	6. Patterns, Relations and Functions	P-3-M	GLE: 28			•					
Mathematics, Grade 6	1. Number and Number Relations	N-1-M, N-2-M, N-5-M, N-6-M, N-7-M, N-8-M	GLE: 1 - 6, 8 - 13	•		•					
Mathematics, Grade 6	2. Algebra	A-4-M	GLE: 38			•					
Mathematics, Grade 6	3. Measurement	M-2-M, M-5-M	GLE: 20, 21, 22, 31	•		•					
Mathematics, Grade 6	5. Data Analysis, Probability and Discrete Math	D-1-M, D-2-M	GLE: 29 - 32	•		•					
Mathematics, Grade 6	6. Patterns, Relations and Functions	P-2-M, P-3-M	GLE: 37, 38			•					
Mathematics, Grade 7	1. Number and Number Relations	N-1-M, N-2-M, N-5-M, N-7-M, N-8-M	GLE: 1, 2, 5 - 11	•		•					
Mathematics, Grade 7	2. Algebra	A-4-M	GLE: 18, 19			•					
Mathematics, Grade 7	3. Measurement	M-4-M, M-5-M	GLE: 21 - 23	•		•					
Mathematics, Grade 7	6. Patterns, Relations and Functions	P-3-M, P-4-M	GLE: 19, 40, 41			•					
Mathematics, Grade 8	1. Number and Number Relations	N-2-M, N-5-M, N-6-M, N-8-M	GLE: 2, 3, 6 - 9, 18, 30	•		•					
Mathematics, Grade 8	2. Algebra	A-4-M	GLE: 11, 13, 15, 16			•					
Mathematics, Grade 8	3. Measurement	M-2-M, M-4-M, M-5-M, M-6-M	GLE: 19, 21, 22, 30	•		•					
Mathematics, Grade 8	5. Data Analysis, Probability and Discrete Math	D-1-M, D-2-M	GLE: 26, 34, 37 - 41	•		•					
Mathematics, Grade 8	6. Patterns, Relations and Functions	P-2-M, P-3-M, P-4-M	GLE: 46 - 48								
Physical Education, Grade 5 - 8	3. Exhibits a physically active lifestyle.	3-M-2, 3-M-3, 3-M-4	-----							•	
Physical Education, Grade 5 - 8	4. Achieves and maintains a health-enhancing level of physical fitness.	4-M-1, 4-M-2, 4-M-3	-----							•	
Physical Education, Grade 5 - 8	5. Demonstrates responsible personal and social behavior in physical activity settings.	5-M-1, 5-M-3	-----							•	•

Content Area, Grade Level	Content Strand/Standard	Benchmarks 5 – 8	Grade Level Expectations (GLEs)	Health	Language Arts and Essay Contest	Mathematics	Science and Recycling Contest	Social Studies	Visual Arts and Poster Contest	Health and Physical Education Contest	Sportsmanship and Ethical Conduct
Physical Education, Grade 5 - 8	6. Demonstrates an understanding and respect for differences among people in physical activity settings.	6-M-3	-----					•			•
Physical Education, Grade 5 - 8	7. Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.	7-M-1, 7-M-2, 7-M-3	-----							•	•
Science, Grade 5	4. Earth and Space Science	ESS-M-A7	GLE: 32				•				
Science, Grade 5	5. Science and the Environment	SE-M-A1, SE-M-A3, SE-M-A4	GLE: 35, 36, 49, 50				•				
Science, Grade 6	5. Science and the Environment	SE-M-A4	GLE: 39, 51				•				
Science, Grade 8	4. Earth and Space Science	ESS-M-A7	GLE: 19				•				
Science, Grade 8	5. Science and the Environment	SE-M-A3	GLE: 50				•				
Social Studies, Grade 5	4. History (Time, Continuity and Change)	H-1A-M1, H-1A-M2, H-1A-M3, H-1A-M4	GLE: 21 - 24					•			
Social Studies, Grade 6	4. History (Time, Continuity and Change)	H-1A-M1, H-1A-M4	GLE: 15, 16, 19					•			
Social Studies, Grade 7	4. History (Time, Continuity and Change)	H-1A-M1, H-1A-M3, H-1A-M4	GLE: 44, 46 - 48					•			
Social Studies, Grade 8	4. History (Time, Continuity and Change)	H-1A-M1	GLE: 63					•			
The Arts, Grade 5 - 8	Creative Expression	VA-CE-M1, VA-CE-M2, VA-CE-M3, VA-CE-M4, VA-CE-M5, VA-CE-M6	-----						•		
The Arts, Grade 5 - 8	Aesthetic Perception	VA-AP-M1, VA-AP-M2, VA-AP-M3, VA-AP-M5, VA-AP-M6	-----						•		
The Arts, Grade 5 - 8	Historical and Cultural Perspective	VA-HP-M2, VA-HP-M3, VA-HP-M4	-----						•		
The Arts, Grade 5 - 8	Critical Analysis	VA-CA-M1, VA-CA-M2, VA-CA-M3, VA-CA-M4, VA-CA-M5	-----						•		

HEALTH

“Sport Nutrition: Calcium-Rich Foods”

This lesson will teach students how to read the Nutrition Facts panels, raise their awareness of serving sizes and identify the health and nutritional benefits from eating foods rich in calcium.



Time on the Clock: Designate approximately 35 to 45 minutes for this lesson.

Pregame: Teacher Preparation

- Review the content on the *MyPyramid for Kids* classroom poster and the new *MyPlate*. Identify the food groups, important nutrition messages related to each food group and their size and position on *MyPlate*. (The *MyPyramid for Kids* poster and *MyPlate* are located on the supplemental curriculum CD.)
- Explore the concept of choosing the healthy foods from each group and discuss examples from all food groups; specifically, the milk group.
- Make an overhead transparency of the “*What’s on the Label?*” worksheet on page 16.
- Make an overhead transparency of the “*What’s the Score?*” worksheet on page 17.
- Duplicate the “*What’s on the Label?*” worksheet for each student.
- Duplicate the “*What’s the Score?*” worksheet for each student.

Equipment Needed

- *MyPyramid for Kids* classroom poster, and *MyPlate* classroom poster.
- One copy of the “*What’s on the Label?*” worksheet for each student.
- One copy of the “*What’s the Score?*” worksheet for each student.
- Answer key for the “*What’s the Score?*” worksheet.
- One pencil for each student.
- Nutrition Facts Cards (optional for extending the lesson).
- “Using the Nutrition Facts Panels-Test” (optional to engage peer tutoring).

Scouting Report: Background Information

The Nutrition Facts panel, or nutrition label, on food packages is similar to the table of contents within a book. It provides information about the food inside, and the nutrient content of the food. Nutrients are the things in foods that help the body to be healthy. The Nutrition Facts panel is printed somewhere on the outside of food packages, and it is usually easy to find. Fresh food that does not come in a package sometimes has a Nutrition Facts panel — many supermarkets list the nutrition information for the 20 most popular fruits and vegetables, as well as seafood.

Most sixth- to eighth-graders have read Nutrition Facts panels, even if only on the side of cereal boxes. As they become more responsible for buying and preparing food for themselves and others, it is important that they learn how to read the Nutrition Facts panel in order to make healthy choices.

Milk and milk products are sources of calcium. Diets that are rich in low-fat or fat-free milk and milk products help build and maintain bone mass. Adolescents especially need to drink milk because this is when their bone mass is being built. The U.S. Department of Agriculture (USDA) recommends that boys and girls ages nine to 13 consume three cups or their equivalent of milk each day and eat a variety of foods from all food groups every day. *MyPyramid for Kids* also reminds students to be physically active every day, or most days, and to make healthy food choices.

Team Huddle: Introducing the Lesson

Tell students that Nutrition Facts panels, or food labels, give them important information about the nutritional value of food. Tell students that they are at an age when calcium is most important to them because their bones are growing quickly. Ask them to name other milk products that may contain calcium (for example, cheese, yogurt, ice cream). Students may be interested to learn that there is calcium in dark, leafy green vegetables, but it takes a lot to equal the calcium in a glass of milk. Today's lesson will show them how to:

- Identify foods in the milk group.
- Identify the health and nutritional benefits from eating foods rich in calcium (see "Scouting Report").
- Analyze food labels to determine which foods contain the most calcium and compare food labels to determine which calcium-rich foods are lowest in fat.

Warm-Ups (optional): Integrate Physical Activity into Each Lesson

Physical activity and nutrition work together for better health. Get moving to keep your health in balance. For improved health benefits, students should be physically active for 60 minutes each day. Many types of physical activities can be completed in class without being disruptive or requiring special equipment. Before starting the lesson, perform an activity from the *Energizing Exercises* list in the Additional Resources section for three to five minutes. If time permits, stay active for up to 10 minutes.

Step By Step

1. Conduct the *Energizing Exercise* and review the benefits of physical activity listed on the *Energizing Exercises* list in the Additional Resources section.
2. Distribute the "What's on the Label?" worksheet.
 - Ask students to find the words "Serving Size" on the labels. In the case of milk, the serving size is 8 fluid ounces or 1 cup.
3. Have students find the number of calories in a single serving of the food.
 - Each of the first four labels is for an 8 fluid-ounce glass of milk; yet, they have a very different number of calories per serving. Why? Because of the fat and sugar content.
 - Look at the calorie content for 1 percent chocolate milk. It is higher than the calorie content for whole milk. The extra calories come from sugar and chocolate.
4. At the bottom of the Nutrition Facts panel, students will find some numbers followed by percent signs. This is where calcium is listed.
 - Use the % Daily Value (DV) column, when possible: 5% DV or less is low, 20% DV or more is high.
5. Distribute the "What's the Score?" worksheet.
6. Have students complete the chart at the top of the page, filling in numbers from the four Nutrition Facts panels for milk. Check students' answers.
7. Have the students use "What's on the Label?" to help them complete the questions at the bottom of "What's the Score?" Check students' answers and discuss.
8. Have students talk about how they can reduce the fat they consume by switching the milk they drink.
 - If they usually drink whole milk, they should switch gradually to 2 percent milk, then 1 percent milk, and finally to fat-free milk.

Team Captains: How to Engage Peer Tutoring

- If a student understands the concept well, ask him or her to partner with someone who may be struggling with the concept.
- Pair students together to complete the “Using the Nutrition Facts Panels-Test.”
- Divide the classroom into pairs or groups of three, and ask each group to state different ways that health messages can be altered to communicate to different age groups, specifically for younger age groups.

Overtime: Extending or Varying the Lesson

- Use the Nutrition Facts cards (located in the Additional Resources section) to examine other aspects of the Nutrition Facts panel (for example, calories, saturated fat, total fat, protein, cholesterol, etc.).
- Let students choose their favorite foods and identify ways to reduce the amount of calories they consume each day.
- Ask the classroom to be creative in how healthy dietary goals may be modified during cultural or religious holidays.
- Individually or in groups, write a public service announcement that supports what they have learned about healthy eating, reading nutrition labels, and the nutritional benefits of calcium.
- Gather a variety of fast food menus to examine the nutrient content of different meals.
- If Internet access is available in the classroom, ask for volunteers to name food items from a previous meal and make a list of these. Information on nutrition guidance, making food choices, food labeling, and other food, nutrition and health issues, and educational resources are available from the following Websites:

For MyPlate information:

Website: www.ChooseMyPlate.gov

Eat Smart. Play Hard™:

Website: www.fns.usda.gov/eatsmartplayhard

Nutrition.gov:

Website: www.nutrition.gov

Food and Drug Administration:

Center for Food Safety and

Applied Nutrition:

Website: www.cfsan.fda.gov

Food and Nutrition Information Center:

Website: fnic.nal.usda.gov

Educators can e-mail information and

publication requests to fnic@nal.usda.gov

President's Council on Fitness,

Sports & Nutrition:

Website: www.fitness.gov

Center for Nutrition Policy and

Promotion/USDA:

Website: www.cnpp.usda.gov

American Dietetic Association:

Website: www.eatright.org

Food and Nutrition Service/USDA

Team Nutrition:

Website: www.teamnutrition.usda.gov

Louisiana Academic Standards

This lesson supports the following content areas and curriculum standards:

Health Education: 1-M-2, 3-M-1, 3-M-2, 5-M-1, 5-M-2, 5-M-3, 5-M-4, 5-M-5, 6-M-1, 6-M-4.

Mathematics: N-1-M, N-2-M, N-5-M, N-6-M, N-7-M, N-8-M, M-2-M, M-4-M, M-5-M, M-6-M, D-1-M, D-2-M.

MyPyramid For Kids

Eat Right. Exercise. Have Fun.

MyPyramid.gov

Grains	Vegetables	Fruits	Milk	Meat & Beans
<p>Make half your grains whole</p> <p>Start smart with breakfast. Look for whole-grain cereals.</p> <p>Just because bread is brown doesn't mean it's whole-grain. Search the ingredients list to make sure the first word is "whole" (like "whole wheat").</p>	<p>Vary your veggies</p> <p>Color your plate with all kinds of great-tasting veggies.</p> <p>What's green and orange and tastes good? Veggies! Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.</p>	<p>Focus on fruits</p> <p>Fruits are nature's treats — sweet and delicious.</p> <p>Go easy on juice and make sure it's 100%.</p>	<p>Get your calcium-rich foods</p> <p>Move to the milk group to get your calcium. Calcium builds strong bones.</p> <p>Look at the carton or container to make sure your milk, yogurt, or cheese is lowfat or fat-free.</p>	<p>Go lean with protein</p> <p>Eat lean or lowfat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled — not fried.</p> <p>It's nutty, but true. Nuts, seeds, peas, and beans are all great sources of protein, too.</p>

For an 1,800-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.

Eat 6 oz. every day; at least half should be whole	Eat 2 1/2 cups every day	Eat 1 1/2 cups every day	Get 3 cups every day; for kids ages 2 to 8, it's 2 cups	Eat 5 oz. every day
-------------------------------------------------------	--------------------------	--------------------------	------------------------------------------------------------	---------------------

Oils Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.

Find your balance between food and fun

- Move more. Aim for at least 60 minutes everyday, or most days.
- Walk, dance, bike, rollerblade — it all counts. How great is that!

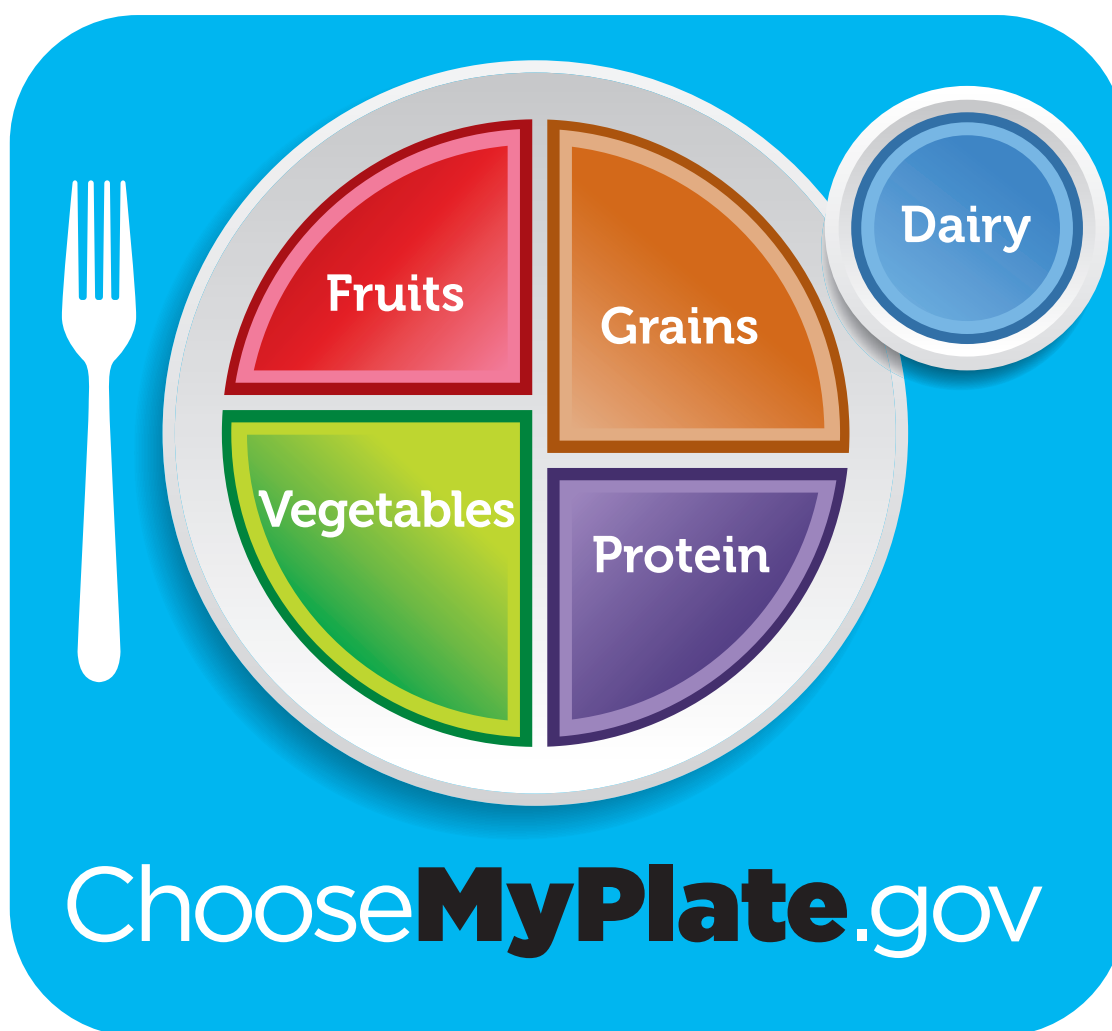
Fats and sugars — know your limits

- Get your fat facts and sugar smarts from the Nutrition Facts label.
- Limit solid fats as well as foods that contain them.
- Choose food and beverages low in added sugars and other caloric sweeteners.

U.S. Department of Agriculture
Food and Nutrition Service
September 2005
FNS-303

USDA

TEAM
HONORING OUR COLLEGE



Name: _____

MyPyramid
FOR KIDS

What's on the Label?

Milk fat-free

Nutrition Facts	
Serving Size 8 fl oz (245g) Servings Per Container 8	
Amount Per Serving	
Calories 90	Calories from Fat 0
%Daily Value*	
Total Fat 0g	0 %
Saturated Fat 0g	0 %
Trans Fat 0g	0 %
Cholesterol < 5mg	0 %
Sodium 130mg	5 %
Total Carbohydrate 12g	4 %
Dietary Fiber 0g	0 %
Sugars 12g	
Protein 8g	
Vitamin A 10% • Vitamin C 4%	
Calcium 30% • Iron 0%	
* Percent Daily Values are based on a 2,000 calorie diet.	

Milk 1%, chocolate

Nutrition Facts	
Serving Size 8 fl oz (245g) Servings Per Container 8	
Amount Per Serving	
Calories 170	Calories from Fat 20
%Daily Value*	
Total Fat 2.5g	4 %
Saturated Fat 1.5g	8 %
Trans Fat 0g	0 %
Cholesterol 5mg	2 %
Sodium 190mg	8 %
Total Carbohydrate 29g	10 %
Dietary Fiber 1g	5 %
Sugars 27g	
Protein 8g	
Vitamin A 10% • Vitamin C 6%	
Calcium 30% • Iron 4%	
* Percent Daily Values are based on a 2,000 calorie diet.	

Milk 2%

Nutrition Facts	
Serving Size 8 fl oz (245g) Servings Per Container 8	
Amount Per Serving	
Calories 130	Calories from Fat 45
%Daily Value*	
Total Fat 5g	8 %
Saturated Fat 3g	15 %
Trans Fat 0g	0 %
Cholesterol 20mg	7 %
Sodium 125mg	5 %
Total Carbohydrate 13g	4 %
Dietary Fiber 0g	0 %
Sugars 12g	
Protein 8g	
Vitamin A 10% • Vitamin C 4%	
Calcium 30% • Iron 0%	
* Percent Daily Values are based on a 2,000 calorie diet.	

Milk whole

Nutrition Facts	
Serving Size 8 fl oz (245g) Servings Per Container 8	
Amount Per Serving	
Calories 150	Calories from Fat 70
%Daily Value*	
Total Fat 8g	12 %
Saturated Fat 5g	25 %
Trans Fat 0g	0 %
Cholesterol 35mg	11 %
Sodium 125mg	5 %
Total Carbohydrate 12g	4 %
Dietary Fiber 0g	0 %
Sugars 12g	
Protein 8g	
Vitamin A 6% • Vitamin C 4%	
Calcium 30% • Iron 0%	
* Percent Daily Values are based on a 2,000 calorie diet.	

Vanilla ice cream

Nutrition Facts	
Serving Size 1/2 cup (65g) Servings Per Container 14	
Amount Per Serving	
Calories 140	Calories from Fat 70
%Daily Value*	
Total Fat 7g	11 %
Saturated Fat 4.5g	23 %
Trans Fat 0g	0 %
Cholesterol 20mg	6 %
Sodium 40mg	2 %
Total Carbohydrate 15g	5 %
Dietary Fiber 0g	0 %
Sugars 15g	
Protein 3g	
Vitamin A 4% • Vitamin C 0%	
Calcium 10% • Iron 0%	
* Percent Daily Values are based on a 2,000 calorie diet.	

American cheese

Nutrition Facts	
Serving Size 1 slice (19g) Servings Per Container 24	
Amount Per Serving	
Calories 60	Calories from Fat 40
%Daily Value*	
Total Fat 4.5g	7 %
Saturated Fat 2.5g	13 %
Trans Fat 0g	0 %
Cholesterol 15mg	5 %
Sodium 250mg	10 %
Total Carbohydrate 1g	0 %
Dietary Fiber 0g	0 %
Sugars 1g	
Protein 3g	
Vitamin A 4% • Vitamin C 0%	
Calcium 20% • Iron 0%	
* Percent Daily Values are based on a 2,000 calorie diet.	

Fruit-flavored yogurt

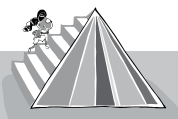
Nutrition Facts	
Serving Size 6 ounces (170g) Servings Per Container 1	
Amount Per Serving	
Calories 170	Calories from Fat 15
%Daily Value*	
Total Fat 1.5g	2 %
Saturated Fat 1g	5 %
Trans Fat 0g	0 %
Cholesterol 10mg	3 %
Sodium 125mg	5 %
Total Carbohydrate 33g	11 %
Dietary Fiber 0g	0 %
Sugars 30g	
Protein 6g	
Vitamin A 0% • Vitamin C 0%	
Calcium 20% • Iron 0%	
* Percent Daily Values are based on a 2,000 calorie diet.	

Cottage cheese

Nutrition Facts	
Serving Size 1/2 cup (119g) Servings Per Container 4	
Amount Per Serving	
Calories 90	Calories from Fat 20
%Daily Value*	
Total Fat 2.5g	4 %
Saturated Fat 1.5g	8 %
Trans Fat 0g	0 %
Cholesterol 15mg	5 %
Sodium 410mg	17 %
Total Carbohydrate 6g	2 %
Dietary Fiber 0g	0 %
Sugars 5g	
Protein 11g	
Vitamin A 4% • Vitamin C 0%	
Calcium 8% • Iron 0%	
* Percent Daily Values are based on a 2,000 calorie diet.	

REPRODUCIBLE

TEAMNUTRITION.USDA.GOV



Name: _____

**MyPyramid
FOR KIDS**

What's the Score?

Here is a way to compare foods to see which foods are the best choices for you. Answer the questions below for these four foods, using *What's on the Label?*

	Fat-free milk	1% chocolate milk	2% milk	Whole milk
1. What is the serving size for this item?				
2. Is the serving size realistic? <i>(Is this how much you would normally eat/drink?)</i>				
3. How many total calories in one serving?				
4. How many total grams of fat in one serving?				
5. What percent of calcium in one serving?				

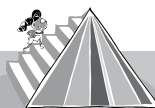
Based on this information, which type of milk offers the most calcium with the lowest fat?

Now look at *all* the labels on the page. Answer these questions:

- If Manuel drinks 8 fluid ounces of 1% chocolate milk and eats 6 ounces of fruit-flavored yogurt, how much calcium has he had? _____
How many grams of fat? _____
- Which food item on the sheet has the least calcium with the highest amount of fat?

- Which food item on the sheet has the most calcium with the lowest amount of fat?

REPRODUCIBLE TEAMNUTRITION.USDA.GOV



Name: _____

What's the Score? Answer Key

Here is a way to compare foods to see which foods are the best choices for you.
Answer the questions below for these four foods, using *What's on the Label?*

	Fat-free milk	1% chocolate milk	2% milk	Whole milk
1. What is the serving size for this item?	1 cup (8 fl oz)	1 cup (8 fl oz)	1 cup (8 fl oz)	1 cup (8 fl oz)
2. Is the serving size realistic? (<i>Is this how much you would normally eat/drink?</i>)				
3. How many calories in one serving?	90	170	130	150
4. How many total grams of fat in one serving?	0	2.5	5	8
5. What percentage of calcium in one serving?	30% DV	30% DV	30% DV	30% DV

Based on this information, which type of milk offers the most calcium with the lowest fat?

Answer: Fat-free

Now look at *all* the labels on the page. Answer these questions:

1. If Manuel drinks 8 fluid ounces of 1% chocolate milk and eats 6 ounces of fruit-flavored yogurt, how much calcium has he had? **Answer: 50% DV**

How many grams of fat? **Answer: 4 grams**

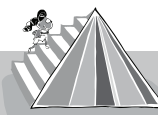
2. Which food item on the sheet has the least calcium with the highest amount of fat?

Answer: Vanilla ice cream

3. Which food item on the sheet has the most calcium with the lowest amount of fat?

Answer: Fat-free milk

REPRODUCIBLE TEAMNUTRITION.USDA.GOV





LANGUAGE ARTS: ESSAY

“Recipe for Success”

This lesson will help your students develop their essay-writing skills as they create their own recipe for success.



Time on the Clock: Designate approximately 40 to 50 minutes for this lesson.

Pregame: Teacher Preparation

- Duplicate the “Recipe for Success” worksheet on page 22 for each student.

Equipment Needed

- One copy of the “Recipe for Success” worksheet for each student.
- One pencil for each student.

Team Huddle: Introducing the Lesson

First, introduce the class to basketball coaching legend John Wooden by reading his bio:

John Wooden was the most successful coach in college basketball history. He is most famous for coaching at UCLA. His team had four perfect 30-0 seasons, a record consecutive victories, 38 straight NCAA tournament victories and 10 national championships, seven of which were back to back.

As great of a coach as John Wooden was, his team didn’t win its first national title for 15 years. He had to lay the groundwork for what would become a dynasty. He was a master of developing talent on and off the basketball court. Wooden believed in hard work, perfecting fundamental skills, and the importance of what his team learned in the classroom.

John Wooden is also known for his inspirational messages and *Pyramid of Success*. His messages were often directed at how to be a success in life as well as in basketball. Using John Wooden’s inspiration, ask the class to create and write their recipe for success.

- Explain that this lesson will challenge them to communicate their thoughts in the form of an essay. They need to communicate their opinions on success and how to plan to be successful. The essay format is an easy way to express personal opinions or ideas in writing as it divides the paper into three segments:
 1. Introduction: Paragraph one should be a beginning that grabs the reader’s attention and states the main theme (e.g. Introduce your recipe for success and the main ingredients).
 2. Body: The middle of the essay (two to four paragraphs long) expands on or gives details about the theme (e.g. Provide more detail about the recipe and directions to become a successful person).
 3. Conclusion: The ending paragraph draws a conclusion or states an insight you have gleaned, and recaps the main theme in a memorable way (e.g. Finalize the recipe and present the finished product).

Warm-Ups (optional): Integrate Physical Activity into Each Lesson

- Choose a physical activity from the *Energizing Exercises* list to get the blood moving to the brain and get the creative juices flowing!
- For improved health benefits, students should be physically active for 60 minutes each day. Many types of physical activities can be done in class without being disruptive or requiring special equipment. Before starting the lesson, perform an activity from the *Energizing Exercises* list in the Additional Resources section for three to five minutes. If time permits, stay active for up to 10 minutes.

Step By Step

1. Talk to the class about coach John Wooden using the information in the Team Huddle segment.
2. Play the John Wooden :30 second PSA located on the NCAA Middle School Madness curriculum CD or on YouTube at: <http://www.youtube.com/watch?v=WO-jlrGPEMs> (search John Wooden NCAA PSA on YouTube). If you do not have access to a computer or the Internet, go to step three.
3. Read the quote from John Wooden:
“What you’ve gained as a student will be just as important to you as what you did as a player. As long as you know that you made the effort to do the best of what you are capable, there is no failure. Success on three ... 1, 2, 3!”
4. Distribute “*Recipe for Success*” worksheets and facilitate discussion surrounding the questions in the brainstorm section.
5. Follow the worksheet, emphasizing the components of a recipe: Ingredients List , Quantities and Directions. Also outline the three parts of an essay: Introduction, Body and Conclusion.
6. After the students have a chance to create their first draft, make sure that they work to revise the essay with a partner, in a small group or on their own.

Overtime: Extending or Varying the Lesson

- Read aloud portions of students’ essays — allow students to deliver their essay as a speech. This will help all students hear good ideas expressed in those essays.
- Allow your students time in the library or on the Internet to research famous positive role models who have been successful. Use the positive actions of these role models as an inspiration for ideas on what their individual “recipes” for success might be.
- Remind the class that the brain is like any other muscle that needs exercise to grow. Review the NCAA Student-Athlete Advisory Committee Favorite Books List located in the Additional Resources section to see what current NCAA student-athlete leaders listed as their favorite books from their middle school years.
- Work with local universities or colleges to bring student-athletes to speak to the class about what it takes to be successful.

Team Captains: How to Engage Peer Tutoring

- Ask for volunteers to read aloud the quotes and the bios.
- If a student understands the concept well, ask him or her to partner with someone who may be struggling with the concept. The team captain can help edit and revise a classmate’s essay.

Louisiana Academic Standards

This lesson supports the following content areas and curriculum standards:

English Language Arts: ELA-1-M1, ELA-1-M3, ELA-1-M4, ELA-2-M1, ELA-2-M2, ELA-2-M3, ELA-2-M4, ELA-2-M5, ELA-2-M6, ELA-3-M2, ELA-3-M3, ELA-3-M4, ELA-3-M5, ELA-4-M1, ELA-4-M2, ELA-4-ME, ELA-4-M4, ELA-5-M2, ELA-7-M1, ELA-7-M2, ELA-7-M3, ELA-7-M4.



“RECIPE FOR SUCCESS” WORKSHEET

Name: _____ Date: _____

Background

“What you’ve gained as a student will be just as important to you as what you did as a player. As long as you know that you made the effort to do the best of what you are capable, there is no failure. Success on three ... 1, 2, 3!” – Coach John Wooden

Brainstorm

What do you think coach Wooden meant when he said: “As long as you know that you made the effort to do the best of what you are capable, there is no failure”? Do you agree with this? _____

How would you describe success? Think of examples of successful people you know of or have seen in the media.

What are the key ingredients to success? _____

What can you do to become a successful person? _____

Your Assignment

Write an essay, not more than 200 words and double spaced, that answers this question: “**What is your recipe for success?**”

- Be clear and focused on your message. What is the theme of your essay?
- As you write your essay, include these parts:
 - **Introduction:** Paragraph one should be a beginning that grabs the reader’s attention and states the main theme (e.g. Introduce your recipe for success and the main ingredients).
 - **Body:** The middle of the essay (two to four paragraphs long) expands on or gives details about the theme (e.g. Provide more detail about the recipe and directions to becoming a successful person).
 - **Conclusion:** The ending paragraph draws a conclusion or states an insight you have gleaned, and recaps the main theme in a memorable way (e.g. Finalize the recipe and present the finished product).
- Edit and revise: Either in a small group, in pairs or on your own, read through your essay again and revise it. Ask yourself:
 - Did I clearly describe my “Recipe for Success?”
 - Are there “beginning,” “middle” and “end” paragraphs?
 - Are my sentences clear? Can I be more descriptive? Can I use better vocabulary?
 - Did I spell everything correctly? Did I use the correct punctuation?



LANGUAGE ARTS NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MATH: RATIOS AND PERCENTAGES

“Free Throws”

Students shoot free throws as they drill on ratios and percentages.



Time on the Clock: Designate approximately 50 minutes for this lesson.

Pregame: Teacher Preparation

- Duplicate the *Free Throws* worksheet on page 26 for each student.
- Collect the items listed under Equipment Needed.
- Decide where to place the wastepaper basket and the free-throw line. If possible, include the entire class in deciding where the free-throw line should be.

Equipment Needed

- One copy of the *Free Throws* worksheet for each student.
- One pencil for each student.
- One “basket” (for example, a clean wastepaper basket, a box, a large coffee can).
- Approximately 80 sheets of paper appropriate for recycling.
- Masking tape for marking the edge of the free-throw line and the location of each basket.
- One calculator for each student.
- (Optional) One basketball box score from the newspaper.

Scouting Report: Background Information

Comparing players’ free-throw records can be complicated because two players seldom shoot the same number of free throws. If one player shoots eight free throws and another shoots 10, who had a better performance? We suggest you examine the ratios of free throws made (FTM) to free throws attempted (FTA), or FTM/FTA. Suppose one player has a ratio of 8:9 with the other has 10:12. By converting both to decimals, it is easier to compare than fractions. In newspaper box scores, these decimals are recorded in the percentage (PCT) column. The numbers are written as decimals so that three places of accuracy are available.

Percentages do not tell the whole story, though. Two players could have the same percentage, say 66.7%, yet one player’s FTM/FTA could equal 10:15 while the other player’s ratio is 2:3. The first player made eight more points for her team.

Team Huddle: Introducing the Lesson

Talk about a recent basketball game that may be of interest to the students. Provide the box score from the newspaper and point out the statistics about free throws: FTM (free throws made), FTA (free throws attempted) and PCT (percentage). Ask the class: Which statistic tells which player had the best game? Today’s lesson will show why fans are interested in all three measurements.

Warm-Ups: Optional Way to Integrate Physical Activity into Your Lesson

- Ask the class to choose an activity from the *Energizing Exercises* list in the Additional Resources section. This will warm students up before the free throws game.
- If time permits, stay active for up to 10 minutes. For improved health benefits, students should be physically active for 60 minutes each day.

Step By Step

1. Review the rules for today's free-throw lesson:
 - In basketball games, not everyone gets the same number of free-throw attempts. To simulate that, ask the students to count the number of letters in their last name (up to 10 letters). This will equal the number of shots they will attempt.
 - Each player will shoot from the free-throw line using a sheet of crumpled paper for each attempt.
2. Distribute the worksheets.
3. Have students come up one at a time. Record their names in the chart on the worksheet and on the chalkboard or transparency. Ask for the number of letters in their last name and record this answer under FTA (free throws attempted).
4. Allow each student to shoot all of his or her free throws one after the other and record the scores in the free throws made (FTM) column. Ask each student to compute PCT as a decimal by dividing FTM by FTA ($FTM/FTA = PCT$).
5. Continue until all students have had a turn.
6. Feel free to give an extra free-throw attempt to students who display exceptional sportsmanship.
7. Discuss the results. Who was the "best" free-throw shooter for the day? Make these points:
 - Two individuals with the same raw score of free throws made could have different percentages.
 - Two individuals with the same percentage could have different ratios.
 - Many ratios are not reduced in basketball because valuable information (the exact number made and attempted) would be lost.

Overtime: Extending or Varying the Lesson

- Demonstrate how percentages fluctuate. Identify selected college basketball student-athletes. After each game, review newspaper box scores and record the number of field goals made to field goals attempted (FGM/FGA). Add these numbers to previous totals to produce cumulative totals for FGM, FGA and PCT. Keep a running list of these cumulative totals on a poster on the bulletin board in order to determine how PCT changes.
- Learn to read a box score.
- Use the data collected through this activity to find more information about the data set depending on what you have introduced to the group. For example, ask the students to find the average, median, mean, mode, minimum value, maximum value, and the lower, inter and upper quartile ranges of the data set.
- Invite a local college/university sports information director, or the sports statistician from the local newspaper or high school team to talk to the class about compiling game statistics.

Team Captains: How to Engage Peer Tutoring

- If a student understands the concept well, ask him or her to partner with someone who may be struggling with the concept.
- If a student is struggling to make free throws, pair him or her up with a "coach" for tips on how to improve. Allow the struggling student to practice for a few minutes with the "coach" before trying again. Compare the free-throw percentage before and after the coaching to see if there was an improvement.
- Ask the class to help "coach" or cheer on their classmates as they attempt their free throws. Remember, you can emphasize good sportsmanship by allowing an extra free-throw attempt to students who display exceptional sportsmanship.

Louisiana Academic Standards

This lesson supports the following content areas and curriculum standards:

Mathematics: N-1-M, N-2-M, N-5-M, N-6-M, N-7-M, N-8-M, A-4-M, M-2-M, M-4-M, M-5-M, M-6-M, D-1-M, D-2-M, P-2-M, P-3-M, P-4-M.



FREE THROWS WORKSHEET

Name: _____ Date: _____

As each player takes a turn, record the student's name, the number of free throws attempted (FTA), the number of free throws made (FTM) and the percentage (PCT), both as a decimal and as an actual percent.

	Name	FTM	FTA	PCT=FTM/FTA (decimal)	PCT as a percent
1.					%
2.					%
3.					%
4.					%
5.					%
6.					%
7.					%
8.					%
9.					%
10.					%
11.					%
12.					%
13.					%
14.					%
15.					%
16.					%
17.					%
18.					%
19.					%
20.					%
21.					%
22.					%
23.					%
24.					%
25.					%
26.					%
27.					%
28.					%
29.					%
30.					%
					%



FREE THROWS WORKSHEET

Arrange the top five names by percentage. List the highest value first.

	Name	FTM	FTA	PCT=FTM/FTA (decimal)	PCT as a percent
1.					%
2.					%
3.					%
4.					%
5.					%

Now arrange the names by the number of free throws made. List the highest value first.

	Name	FTM	FTA	PCT=FTM/FTA (decimal)	PCT as a percent
1.					%
2.					%
3.					%
4.					%
5.					%

Who do you think is the most accurate free throw shooter? Why?



MATH NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SCIENCE: ENVIRONMENTAL IMPACT

“Talking Trash”

Students will understand the relationship between living organisms and their environment. They will learn to practice appropriate use and conservation of resources by reducing, reusing or recycling materials.



Time on the Clock: Designate approximately 30 minutes for this lesson.

Pregame: Teacher Preparation

- Duplicate *The Three R's Worksheet* and *Recycling Fact Sheet* on page 31 and 32 for each student.
- Research local recycling organizations.

Equipment Needed

- One copy of the *Recycling Fact Sheet* and one copy of the *The Three R's* worksheet for each student. (To save paper, print on both sides of a single sheet of paper.)
- One pencil for each student.

Scouting Report: Background Information

The NCAA is going green and encourages all student-athletes to help us on our mission.

Organisms are living systems that maintain a steady state with the environment, and whose balance can be disrupted by external or outside forces. External forces include a change in the environment or human activity.

All organisms obtain energy, get rid of wastes, grow and reproduce. Human trash is rapidly growing and having negative effects on the environment. An average landfill can receive 40 tons of waste per day. It is approximated that more than 35 percent of these materials could be recycled.

The fees at the landfills are approximately \$25-\$50 per ton. There is economic and ecological importance to reducing, reusing and recycling.

Team Huddle: Introducing the Lesson

Explain how humans have an influence on all living organisms on the earth:

- Ask: “What is an organism?” Answers: Living animals, plants or beings.
- Ask: “What is an environment?” Answers: The natural world, or everything that surrounds you, including the air, water, land, plants and man-made things.

Reiterate that all organisms need to live in balance with the environment, and that balance can be disrupted by external forces:

- Ask: “What could those external or outside forces be?” Answer: Change in the environment or human activity.

Explain that all organisms obtain energy, get rid of wastes, grow and reproduce. Human trash is rapidly growing and having negative effects on the environment.

Review the Three R's: REDUCE, REUSE, RECYCLE

- Waste, and how we choose to handle it, affects our world's environment. Since you need a healthy environment for your own health and happiness, you can understand why effective waste management is so important to YOU and everyone else.
- Remember, all organisms, including humans, are interconnected and depend on two global food webs: the ocean and the land food webs. As population behaviors change, it affects the organisms and the environment around them.
- The waste we create has to be carefully controlled to be sure that it does not harm our environment and health. How? The Three R's: "REDUCE, REUSE, RECYCLE!"

Warm-Ups (optional): Integrate Physical Activity into Each Lesson

- For improved health benefits, students should be physically active for 60 minutes each day. Many types of physical activities can be done in class without being disruptive or requiring special equipment.
- If time and weather permit, ask the class to take a few minutes to clean up the playground of all trash. Make sure to supply safety gloves!
- Or, perform an activity from the *Energizing Exercises* list in the Additional Resources section for three to five minutes. If time permits, stay active for up to 10 minutes.

Step By Step

1. Ask the class to define recycling. Answer: Recycling is the collection of recyclable waste materials and the remanufacturing of the collected materials into new products.
2. Distribute the *Recycling Fact Sheet*.
3. Reveal the percentage of materials that are usually thrown out (see fact sheet).
4. Ask: "Where does the trash go?" Answer: Use this opportunity to share information about landfills. Explain that recycling will reduce the amount of waste going to the landfill and save everyone money.
5. Ask: "Can anyone tell me what the *Three R's* are?" Answer: Reduce, Reuse, Recycle.
6. Distribute *The Three R's* worksheet.
7. Divide the room into groups of three to four. Each group needs to brainstorm a way to address each of the *Three R's* as *The Three R's* worksheet describes. The groups can either draw a picture or explain through words how their ideas will help protect the environment and the living organisms in it.

Overtime: Extending or Varying the Lesson

- Explore the Periodic Table to find what elements make up typical recycling materials found in items such as cans, bottles, plastics, etc.
- Explain the Law of Conservation of Energy: that energy cannot be created or destroyed, but only change from one form to another. A simple example is turning on a light bulb. Electric energy enters a light bulb, and this energy is then converted to other forms of energy (light and heat). Next, begin a discussion on recycling energy. Brainstorm different forms of recycling and conserving energy. One example is "energy from waste." Energy from waste is the process of creating energy (in the form of electricity or heat) from recycling or incinerating waste. Reiterate how this is connected to the Law of Conservation of Energy.

Louisiana Academic Standards

This lesson supports the following content areas and curriculum standards:

Science: ESS-M-A7, SE-M-A1, SE-M-A3, SE-M-A4, SE-M-A4, ESS-M-A7, SE-M-A3.

THE THREE R's WORKSHEET

Reduce, Reuse and Recycle. These are three great ways by which you can eliminate waste and protect your environment. The NCAA is going green and encourages all student-athletes to help us on our mission.

How can you help? You can help by learning about and practicing the three R's of waste management:
REDUCE, REUSE and RECYCLE!

Reduce: To reduce is to make something smaller or use less, resulting in a smaller amount of waste. Reduce waste by not purchasing unnecessary items, or by purchasing products that are not wasteful in their packaging or use. A key part of waste "reduction" is "conservation" — using natural resources wisely, and using less than usual in order to avoid waste. Practicing reduction reduces the amount of waste that goes to landfills. As a group, come up with at least one idea how you can REDUCE:

Reuse: You can "reuse" materials in their original form instead of throwing them away, or pass those materials on to others who also could use them! Remember, one person's trash is another person's treasure! As a group, think of one way that you can REUSE:

Recycle: Recycling occurs when you collect and take reusable materials to places where they can be remade into either the same product or new products, rather than just becoming waste. Making new items from recycled ones can take less energy and other resources than making products from brand-new materials. Just about anything in your home (or school) that cannot be reused can be recycled into something else. As a group, list at least one example of how you will RECYCLE:

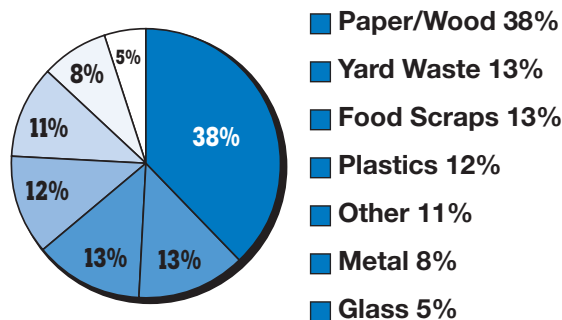


RECYCLING FACT SHEET

PAPER:

- If every single newspaper was recycled after it was read, we would save 25 million trees per year!
- If you add up the amount of paper trash that each American throws away per year, it would be approximately 13,000 pieces of paper. A large percentage of this is packaging and junk mail.
- If we were to save all the wood and paper thrown away each year, the combined amount would be enough to heat 50 million homes for up to 20 years.
- If we were to lay out all the paper that American businesses generate in just one day, that paper would be enough to circle the Earth about 20 times.

PERCENTAGE OF MATERIALS
IN HOUSEHOLD TRASH*



*U.S. ENVIRONMENTAL PROTECTION AGENCY, 2007

METAL:

- If it takes you 45 seconds to read this recycling fact, by the time you are finished, there will have been more than 250,000 aluminum cans produced.
- If you drink a can of soda after class and then toss it in the recycling bin, the energy saved by recycling the aluminum can will power your television for three hours after dinner!
- There are more than 80 billion soda cans used each year.
- The good thing about recycling aluminum is that it can be recycled an unlimited amount of times, and a recycled can, even 200 years from now, will still be a can.

PLASTIC AND STYROFOAM:

- The soda cans mentioned above were a pretty high number, correct? In the United States alone, more than 25 million beverage bottles made of plastic are thrown away every hour!
- Styrofoam coffee cups are being thrown away at an unbelievable amount of 25 billion per year. That number is the statistic for the United States only.
- Plastic material being dumped into the ocean kills up to one million sea creatures annually.

GLASS:

- Recycling just one glass bottle can save enough energy to light one 100-watt bulb for three to four hours.
- When a glass bottle is recycled, it considerably cuts back on the air and water pollution generated versus creating the bottle from raw materials.
- A glass bottle takes approximately 4,000 years to decompose.
- There are approximately 41 billion glass containers manufactured every year.
- Like aluminum, glass can be reused an unlimited amount of times.



SOCIAL STUDIES: THE UNITED STATES OF AMERICA IN THE 1890s

“Basketball’s Origin”

Students will be able to position the birth of basketball within the cultural, political and economic context of the United States in the 1890s.



Time on the Clock: Designate approximately 30 to 40 minutes for this lesson, plus time to research and present final projects.

Pregame: Teacher Preparation

- Duplicate the *Basketball’s Origin* worksheet on page 35 for each student.
- Locate resources that will help students learn about the late 1800s: encyclopedias, history books, periodicals of the time, newspaper articles, Internet sites.

Equipment Needed

- One copy of the *Basketball’s Origin* worksheet for each student.

Scouting Report: Background Information

The late 1800s were filled with changes for America. People moved West and settled millions of acres; railroads expanded; industrialists built corporations and trusts; immigrants flocked to America; and farmers, undone by mechanization and financial hardship, either abandoned their farms or helped organize the Populist movement to promote pro-farmer legislation. Industrialization, urbanization, mass production and mechanization all contributed to the rise of America as a world industrial power and the establishment of labor organizations.

In 1881, Booker T. Washington founded Tuskegee University in Alabama and became the most prominent African-American leader in America. African-Americans started the Great Migration North and West in the 1890s, contributing greatly to the U.S. economy and culture, and yet the minstrel shows of the time ridiculed African-American culture. Several Western states adopted women’s suffrage in the late 1800s. In 1890, two national suffrage organizations merged into the National American Woman Suffrage Association (NAWSA), and Susan B. Anthony became its president in 1892.

Almost every city and town had a band that played mostly waltzes and two-steps for the public. John Philip Sousa composed dozens of military marches. The piano became a popular home instrument and ragtime music entered the scene, with Scott Joplin as its “father.” The books of Mark Twain (Samuel Clemens) entertained American readers. Presidents Cleveland, Harrison and McKinley presided over this era.

Against this backdrop, Dr. James Naismith invented the game of basketball in a Massachusetts gymnasium in 1891. Who knew how influential this game would become in American culture? Today, approximately 30,000 male and female student-athletes play college basketball, and thousands of youngsters play on schoolyards and gyms across the country. The NCAA is proud to have been a part of the history of basketball and other intercollegiate athletics, which are integral to our system of higher education. In this lesson, students will learn about the origins of basketball and how the game’s invention fit within the cultural, political and economic context of the time.

Team Huddle: Introducing the Lesson

Tell the students that they will learn how basketball began and their assignment will challenge them to find out what else was going on in America at the same time.

Warm-Ups (optional): Integrate Physical Activity into Each Lesson

- Dr. Naismith created the game of basketball after being challenged to create an indoor game that was fair to all players and not too rough. Before the beginning of this lesson, play a class favorite indoor game or choose an activity from the *Energizing Exercises* list in the Additional Resources section for three to five minutes. If time permits, stay active for up to 10 minutes.
- For improved health benefits, students should be physically active for 60 minutes each day.

Step By Step

1. If you have had previous lessons on the history of the late 1800s, ask students to recall what they learned. Topics covered may have included:
 - The Old West, the Indian Wars, the Gilded Age, railroad expansion, industrialism, corporations and trusts, the establishment of labor organizations, immigration, the Populist and Progressive movements, the Great Migration of African-Americans, Plessy v Ferguson, the Suffragist Movement and the Spanish-American War.If these have not been a part of recent curriculum, briefly summarize the changes that took place in American society in the late 1800s.
2. Distribute the *Basketball's Origin* worksheet to each student.
3. Remind students that the game of basketball was invented in 1891, amid all these cultural, political and economic changes. The popularity of basketball grew very quickly and, within a few years, hundreds of men's and women's teams had formed.
4. As a class, read "The Invention of Basketball" on the worksheet.
5. Review the assignment with students. Help students understand how to weave basketball into the viewpoint of their character (for example, students may play an immigrant who is excited he had time to play such a game, a bankrupt farmer who sees no point in playing games, or a ragtime musician who composes a song about basketball).
**Note: Students must seek teacher approval if they choose a character other than those listed on the worksheet.*
6. Give students as many resources as possible to conduct their research, as well as class time.
7. Give all students an opportunity to present their finished projects.

Overtime: Extending or Varying the Lesson

- Have small groups work together to complete the project.
- Allow students who are too shy to speak in front of the class to present their readings to you or to a small group, rather than the entire class.
- Instead of or in addition to assigning a narrative, ask students to create a timeline of major events that took place within 20 years before and after 1891.

Team Captains: How to Engage Peer Tutoring

- Ask the students to work in small groups, emphasizing teamwork among the students.

Louisiana Academic Standards

This lesson supports the following content areas and curriculum standards:

English Language Arts: ELA-1-MA, ELA-1-M3, ELA-1-M4, ELA-3-M2, ELA-3-M3, ELA-3-M4, ELA-3-M5, ELA-4-M1, ELA-4-M2, ELA-4-ME, ELA-4-M4, ELA-5-M2, ELA-6-M1, ELA-7-M1, ELA-7-M2, ELA-7-M3, ELA-7-M4.

Physical Education: 6-M-3.

Social Studies: H-1-A-M1, H-1A-M2, H-1A-M3, H-1A-M4.

BASKETBALL'S ORIGIN WORKSHEET

Name: _____ Date: _____

Your assignment

- Read "The Invention of Basketball" below.
- For this assignment, you will play the role of one person (your choice) from the 1890s:

Cowboy in the Old West

Susan B. Anthony

Laborer

Immigrant

Farmer

Railroader or industrialist (*Jay Gould, James Hill, Andrew Carnegie, Cornelius Vanderbilt, John D. Rockefeller, etc.*)

Tom Turpin

Jane Addams

Booker T. Washington

Member of a town band or minstrel show

Scott Joplin

Mark Twain

Native American

U.S. President (*Grover Cleveland, Benjamin Harrison or William McKinley*)

Homer Plessy

- Use encyclopedias, history books, newspaper articles, periodicals and the Internet to research this person and the circumstances of the late 1800s. Gather relevant information and draw evidence from these sources.
- Pretending to be this person, write a narrative, dramatic reading or play, or a letter to someone (perhaps to a family member, Dr. James Naismith or Senda Berenson). Use the first person to write from the character's point of view (for example, "I am writing to tell you ...", "My family thinks basketball is ...").
- Describe who you are, what you do, where you are from, and so forth. From this person's perspective, comment on the game of basketball. (Based on this person's position and role in society, how would this person react to the new game?) Use historical context to shape the story.
- Be ready to present your narrative, dramatic reading or play, or letter in class.

The Invention of Basketball

The year 1891 produced a cold New England winter in Springfield, Massachusetts, and Dr. James Naismith wanted to teach his students at the International YMCA Training School a safe game to play indoors. Originally from Canada, Dr. Naismith had played rugby, hockey and soccer, but these were too rough to play indoors. Instead, he invented basketball.

Dr. Naismith used a soccer ball and two peach baskets. He hung the peach baskets from balcony railings to create goals. The first baskets did not have holes in the bottom, so the ball stayed in the basket instead of falling to the ground. The first uniforms were made mostly of wool and the shoes were made of leather and canvas. Cages were often built around the playing area to protect spectators.

Senda Berenson, the director of physical education at Smith College in Northampton, Massachusetts, introduced women to the game. The first women's basketball game was played in 1893 at Smith College. Soon, hundreds of women's teams formed across the country.

Basketball became popular quickly. It spread across the United States and then around the world. To this day, it is played around the world by people of all ages.



SOCIAL STUDIES NOTES

MIDDLE SCHOOL MADNESS
PAGE 36



VISUAL ARTS: POSTER

“Creating a Poster”

Students will select from a variety of symbols, images and ideas to communicate their reflection on “success.”



Time on the Clock: Designate 50 to 60 minutes for this.

Pregame: Teacher Preparation

- Duplicate the *Poster* worksheet on page 39 for each student.
- Provide photos of posters so students can identify what a poster is. Art history books from the library or the Internet will provide good resources.
- Collect the Equipment Needed.

Equipment Needed

- One copy of the *Poster* worksheet for each student.
- Scrap paper.
- Pens, crayons, paint and/or markers.
- Poster or butcher paper.

Scouting Report: Background Information

Creating art allows students to draw on a range of intelligence, aesthetics and learning styles not addressed in most educational environments. It provides an opportunity for students to represent their ideas, thoughts and goals in ways they cannot accomplish through writing alone. It will enable students to think and see in a new way, using imagery and symbols to communicate their message. While considering the statement “*illustrate your recipe for success*” students should use elements and principles of design and art vocabulary to visually express and describe their ideas; identify imagery in the natural environment; use their imaginations to develop personal discipline and depict their recipe for success.

Familiarize yourself with common imagery and symbols. Choose images indicative to Louisiana history and culture. Consider looking at artwork that contains imagery, imagery in the natural environment and art vocabulary to use as examples. Emphasize that concepts of beauty differ by culture and that taste varies from person to person. Recognize that there are many possibilities and choices in the processes for designing and producing visual arts.

Team Huddle: Introducing the Lesson

- Ask: What is Art? Allow students to share personal feelings or preferences about various works.
- Ask: Why is art important? Discuss the value of art in daily life, the workplace and the community.
- Ask: What does the phrase “*A Picture is Worth One Thousand Words*” mean? Answer: A picture can show what’s going on. When I see pictures in textbooks, it helps me understand what the subject is about. If you look at a picture, it puts more ideas in your head. Sometimes it might take a thousand words to explain the true meaning of the picture.
- Talk about symbols and imagery: What are they? Analyze and interpret art images for their symbolic meaning, purpose, and value in place and time. Identify various uses of imagery and symbols (for example, advertisements, graphic novels, currencies, the Internet, a country or State flag, video and video games, etc.).
- Now, introduce the class to basketball coaching legend John Wooden by reading his bio:
John Wooden was the most successful coach in college basketball history. He is most famous for coaching at UCLA. His team had four perfect 30-0 seasons, 88 consecutive victories, 38 straight NCAA tournament victories and 10 national championships, seven of which were back to back. John Wooden is also known for his inspirational messages and *Pyramid of Success*. His messages were often directed

at how to be a success in life as well as in basketball. Using John Wooden's inspiration, ask the class to illustrate their "*Recipe for Success*."

As great of a coach as John Wooden was, his team didn't win its first national title for 15 years. He had to lay the groundwork for what would become a dynasty. He was a master of developing talent on and off the basketball court. Wooden believed in hard work, perfecting fundamental skills, and the importance of classroom learning.

Warm-Ups (optional): Integrate Physical Activity into Each Lesson

- For improved health benefits, students should be physically active for 60 minutes each day. Many types of physical activities can be done in class without being disruptive or requiring special equipment. Before starting the lesson, perform an activity from the *Energizing Exercises* list in the Additional Resources section for three to five minutes. If time permits, stay active for up to 10 minutes.
- Exercise gets blood flowing to your brain and can wake up your creativity! Take the class on a five-minute walk around the school to look at the different examples of imagery on your campus. A simple destination could be to go outside to see a state flag or the U.S. flag. Be sure to do your homework and know what the symbols on the flags stand for.
- If the weather does not permit you to go outside, take a walk around your school hallways and point out posters, fliers and signs in the hallways.

Step By Step

1. Facilitate a discussion about symbols and images (see Team Huddle).
2. Distribute the *Poster* worksheet.
3. Read aloud the background information of John Wooden. Next, play the :30 second John Wooden PSA located on the curriculum CD or on YouTube at <http://www.youtube.com/watch?v=WO-jlrGPEMs>. Read his quote aloud: "What you've gained as a student will be just as important to you as what you did as a player. As long as you know that you made the effort to do the best of what you are capable, there is no failure. Success on three ... 1, 2, 3!"
4. Facilitate discussion surrounding the meaning of the term "Success," and facilitate discussion surrounding the Team Huddle questions. Brainstorm what John Wooden describes as success. Brainstorm about what a recipe for success might look like. Remind the class that a recipe should have ingredients, quantities and directions for putting the recipe together. Use a chalk-board or whiteboard and allow students to add words, phrases and actions of attaining success.
5. Lead the class through the *Poster* worksheet emphasizing the components of a recipe: Ingredients List, Quantities and Directions.

Overtime: Extending or Varying the Lesson

- Tie the works of famous artists who have painted large murals into your lesson. Consider looking at posters that have been used to advertise the Olympic Games or other sporting events.
- Rather than only drawing onto posters, bring in old sports magazines so students can cut and paste photos they wish to incorporate into their poster.

Team Captains: How to Engage Peer Tutoring

- If a student understands the concept well and has finished ahead of the class, ask him or her to partner with someone who may be struggling with the concept. If he or she can draw well, perhaps that student can teach others how to draw particular objects.
- Ask for volunteers to read aloud the Background paragraphs on the *Poster* worksheet.

Louisiana Academic Standards

This lesson supports the following content areas and curriculum standards:

English Language Arts: ELA-7-M1, ELA-7-M2, ELA-7-M3, ELA-7-M4.

The Arts: VA-CE-M1, VA-CE-M2, VA-CE-M3, VA-CE-M4, VA-CE-M5, VA-CE-M6, VA-AP-M1, VA-AP-M5, VA-AP-M6, VA-HP-M2, VA-HP-M3, VA-HP-M4, VA-CA-M1, VA-CA-M2, VA-CA-M3, VA-CA-M4, VA-CA-M5.

POSTER WORKSHEET

Name: _____ Date: _____

Background

"What you've gained as a student will be just as important to you as what you did as a player. As long as you know that you made the effort to do the best of what you are capable, there is no failure. Success on three ... 1, 2, 3!" – Coach John Wooden

Brainstorm

What do you think coach Wooden meant when he said: "As long as you know that you made the effort to do the best of what you are capable, there is no failure"? Do you agree with this? _____

How would you describe success? Think of examples of successful people you know of or have seen in the media.

What are the key ingredients to success? _____

What can you do to become a successful person? _____

Think about symbols, imagery and art. Think about the key ingredients for success. *What is your recipe for being successful?* What does that look like? Write down a few sentences or key words that answer that question.



On the next page or on scrap paper, begin to sketch out some ideas you have of simple, bold imagery. Create pictures of things that hold meaning to you. We want you to express your personal ideas so you can communicate your "*Recipe for Success*." Write a few sentences to explain your sketch. Make sure to explain why you chose the symbols, colors and imagery in your sketch. _____



POSTER SKETCHING

Sketch out some ideas you have of simple, bold imagery. Create pictures of things that hold meaning to you and your community. We want you to express your personal ideas so you can communicate your “*Recipe for Success.*”

SPORTSMANSHIP AND ETHICAL CONDUCT

“Team Building”

Students will learn about team building through an interactive exercise and discussion.



Time on the Clock: Designate approximately 20-30 minutes for this lesson.

Equipment Needed

- Open space large enough for the class to stand in a circle.

Team Huddle: Introducing the Lesson

Tell the students that they will be participating in a short game called “Can I Get In?” The key element to this exercise is the debriefing you will lead the class through after the game.

Warm-Ups: Optional way to integrate physical activity into your lesson

- Choose a physical activity that promotes team building.
- For improved health benefits, students should be physically active for 60 minutes each day. Many types of physical activities can be done in class without being disruptive or requiring special equipment. Before starting the lesson, perform a team-building activity or an activity from the *Energizing Exercises* list in the Additional Resources section for three to five minutes. If time permits, stay active for up to 10 minutes.

Step By Step

1. Run the Activity (approximately five minutes):
 - Ask your students to form a circle and hold hands.
 - You will need one volunteer to stand outside the circle. Direct the volunteer to try to get inside the circle (WITHOUT HURTING ANYONE).
 - Direct the circle to prevent the outsider from entering (WITHOUT HURTING ANYONE).
 - The activity will end when the “outsider” is able to enter the circle, or when the “outsider” gives up on the task. If you choose, ask for others to switch places so that more classmates get a chance to be in the “outsider” role.
2. Lead your class through debriefing of the activity by asking the following questions (approximately five to 10 minutes):
 - How did it feel being on the outside of the circle?
 - What strategies did the “outsiders” use to try to get into the circle?
 - How did it feel being a part of the circle?
 - Did anyone feel bad for the outsiders? How, if at all, did you act on those feelings?
 - What did you tell yourself that persuaded you to keep the “outsiders” outside the circle?
 - How did people in the circle talk to each other?
 - What did you talk about? Did you do or say anything that you regret?
 - What other choices did the participants in the circle have for including the outsider?

3. Discuss the dynamics of different groups and teams, and how they may choose to change their behavior in the future (approximately five to 10 minutes):
- What are the different groups in your life? At school? (for example, family, teams, organizations, friends)
 - Have any of you ever been new to a team? A school? How would you like to have been treated as an “outsider”? If needed, explain the term “empathy.”
 - What choices or responsibilities do people on a team or clique have for including others?
 - Would you do anything differently if we did this activity again?
 - What do you think is the best way to lead a good team? (for example, including everyone to feel like a contributing member of the team)

Louisiana Academic Standards

This lesson supports the following content areas and curriculum standards:

Health Education: 5-M-1, 5-M-2, 5-M-3, 5-M-4, 5-M-5.

Physical Education: 5-M-1, 5-M-3, 6-M-3, 7-M-1, 7-M-2, 7-M-3.

SPORTSMANSHIP AND ETHICAL CONDUCT

“Team Talk”

The students will come together to discuss the meaning of good sportsmanship and agree on team rules.



Time on the Clock: Designate approximately 20 to 30 minutes for this lesson.

Pregame: Teacher Preparation

- Duplicate the *Team Talk* worksheet on page 47 for each student.
- If your school has rules or principles, make sure to have them on hand.

Equipment Needed

- One copy of the *Team Talk* worksheet for each student.
- Use of a chalkboard or whiteboard.

Team Huddle: Introducing the Lesson

Tell the students that they are all part of the same classroom team. In order to be successful in the classroom, everyone needs to be on the same page. Therefore, today you will decide the classroom rules. The NCAA encourages fair play and good sporting behavior. In order for teams to be successful, teammates need to treat each other with respect. A classroom and your classmates are no different.

Warm-Ups: Optional way to integrate physical activity into your lesson

- Choose a physical activity that promotes team building.
- For improved health benefits, students should be physically active for 60 minutes each day. Many types of physical activities can be done in class without being disruptive or requiring special equipment. Before starting the lesson, perform a team-building activity or an activity from the *Energizing Exercises* list in the Additional Resources section for three to five minutes. If time permits, stay active for up to 10 minutes.

Step By Step

1. Hand out the *Team Talk* worksheet.
2. After the students have had a chance to create a list of their ideas as partners or on their own, facilitate a discussion on what THEY think the classroom team rules should be. Use the chalkboard/whiteboard to record notes. It is essential that the students come up with the principles themselves in order for them to buy in and eventually follow the rules.
3. Feel free to reference school principles or the NCAA's ideas on sportsmanship (See Additional Resources section). Also, the NCAA RESPECT campaign is something that can be easily translated as respect is a term that encompasses the heart of sportsmanship and teamwork.
4. Once the rules are finalized, record them all and keep them in a location that can be easily referenced by the class throughout the school year.

5. Discuss how the students will react to a classmate who breaks a rule. After the students have had the opportunity to discuss and come up with their own ideas, be clear that there are certain regulations that you must follow as an employee of the school. Work together toward a solution that the team can support. Ideas include:
- “Five Fouls” rule that tracks the actions of each student. As with basketball, after committing five fouls, they are asked to “leave the game” or go to the principal’s office.
 - Give extra points on quizzes for model sportsmanship behavior.
 - Create a method for someone who breaks a team rule to work his or her way back into good graces.

Overtime: Extending or Varying the Lesson

- Review the *Sportsmanship from A to Z* worksheet, then create a new one with the students for the classroom. Take it a step further and create a schoolwide sportsmanship code of conduct for your school’s competitions and events.
- In the resources folder on the CD, review the *Implementing a Sportsmanship Program* worksheets.

TEAM TALK WORKSHEET

Name: _____ Date: _____

1. Circle the qualities below that contribute to a great team. Cross out the qualities that make for a poor team.

Cooperating

Accepting leadership from others

Making fun of others

Leading when appropriate

Making all the decisions yourself

Communicating well

Giving teammates credit

Accepting other's ideas

Complimenting team members

Showing respect for authority

Being committed to the team's goals

Questioning authority

Showing concern for people outside the team

Having high self-esteem

Using violence to get your point across

Looking out for teammates

Expressing disagreement in calm words

Looking out only for yourself

2. Add other team-building qualities you have thought of on your own.

3. As partners or on your own, write down what you think some of classroom team rules should be. Share with your class as you decide as a group what your classroom team rules will be.

4. What happens when a rule is broken?

5. Once the team has decided on team rules, make sure that you write them down so you know what they are!

SPORTSMANSHIP FROM A TO Z WORKSHEET

Always adhere to the Golden Rule: Treat others as you want to be treated.

Believe in and follow the rules.

Cooperate with officials and other contest personnel for a well-run contest.

Do unto others as you would have them do unto you.

Encourage your teammates to play hard and fair.

Follow the rules of the contest at all times.

Good sportsmanship is the Golden Rule in action.

Help an opponent up when she or he falls to the ground.

Intercept and modify any behavior that is offensive to others. Let others know that ethnic, disability or gender jokes, racial or religious slurs, taunting, trash talking, and intimidating behavior will not be tolerated.

Judgment calls made by the official are not subject to question or discussion.

Know, understand and appreciate the rules of the game.

Lose without excuses; win without bragging.

Model positive language and behavior.

Never criticize players or coaches for the loss of a game.

Opposing coaches, players, cheerleaders and fans must be respected at all times.

Praise your teammates for a job well done.

Questioning an official's call or making negative comments about an official is unacceptable.

Recognize and show appreciation for outstanding play.

Shake hands with opponents before and/or after the contest and wish them good luck.

Teach sportsmanship and demand that your fellow teammates be good sports.

Understand, accept and abide by the decisions of contest officials.

Victories should be celebrated in a manner that is not offensive to others (no taunting).

Welcome visiting teams, coaches and fans to your home field.

X-ercise self-control and be a good example for your teammate and spectators.

Yelling, booing or heckling is unacceptable behavior.

Zero tolerance for unsportsmanlike behavior.

NCAA Final Four® Events

Bracket Town™ refreshed by Coca-Cola Zero®

Date: Friday, March 30, 2012: Noon – 8 p.m.

Saturday, March 31, 2012: 10 a.m. – 7 p.m.

Sunday, April 1, 2012: Noon – 8 p.m.

Monday, April 2, 2012: Noon – 7 p.m.

Location: Ernest N. Morial Convention Center

Admission: \$10 (ages 12 and older)

\$6 (ages 3-11, college students*, senior citizens [55 and older] and military*)

Free (ages 2 and younger)

*Appropriate ID required. Tickets may be purchased in advance or on the day of the event at the Ernest N. Morial Convention Center. For more information, visit www.NCAA.com/finalfour.

Description: Bracket Town™ refreshed by Coca-Cola Zero® is the ultimate Final Four® fanfest! Fans of all ages can test their skills in the new and improved basketball extravaganza that will bring you closer than ever to NCAA championship action. The latest in video games, digital technology and hands-on interactive experiences — all in an enhanced and energetic environment — will make this a “must see” activity for both Final Four veterans and first-timers alike. Everyone’s a champion at Bracket Town! For more information, visit www.NCAA.com/finalfour.

Final Four Friday® Team Practices

Date: Friday, March 30, 2012

Time: Noon - 4 p.m.

Noon - 12:50 p.m.

Game No. 1 Lower Seed

1 - 1:50 p.m.

Game No. 2 Lower Seed

2:10 - 3 p.m.

Game No. 1 Higher Seed

3:10 - 4 p.m.

Game No. 2 Higher Seed

Location: Louisiana Superdome

Admission: Free

Description: Come watch the student-athletes from the 2012 NCAA Final Four teams in their final practice before the national semifinal games. Enjoy the opportunity to hear from each head coach of the participating Final Four teams after the practice session is completed. Fans in attendance will be randomly selected to win national semifinals and championship game tickets throughout the day! Practice times are based on team seeding.



The Reese's® College All-Star Game

Date: Friday, March 30, 2012

Time: 4:30 p.m.

Location: Louisiana Superdome

Admission: Free

Description: The Reese's College All-Star Game features two teams composed of the top collegiate senior student-athletes in the country. For the third year, the game will be played in the Final Four venue and will provide Indiana residents and other NCAA basketball fans the chance to see many of the best college basketball players perform in action for free!

NCAA® Youth Clinics

Date: Saturday, March 31, 2012

Time: 8:30 a.m. - 12:30 p.m.

Locations: Reily Center at Tulane University
The Alario Center

Admission: Free

Description: NCAA Youth Clinics are a community outreach program that connects underserved populations with selected NCAA championships. The clinics provide resources designed to have a lasting impact and create a sustainable community outreach program that is measurable, transferable and adaptable. Participants receive sport-specific skill instruction from NCAA coaches and student-athletes and get valuable information on fitness, healthy lifestyles and sportsmanship. The clinics are open to youth ages 8 – 16 and feature a session for parents and guardians with information on recruiting, eligibility and youth sports issues. Pre-registration is recommended at www.NCAA.com/youthclinics.

NCAA Final Four® Dribble

Date: Sunday, April 1, 2012

Time: 2 p.m. Start Time; 11 a.m. Registration

Location: Downtown New Orleans

Admission: Free to the first 3,000 participants to register at NCAA.com/finalfour.

Description: Basketball fans, under the age of 18, will have the opportunity to dribble through Downtown New Orleans. Participants will receive a free basketball and T-shirt courtesy of the NCAA. Participants wearing their Final Four Dribble T-shirt will also receive free admission to Bracket Town on event day.

Note: All events are local time. Events, dates, times and locations are subject to change without notice.
Visit NCAA.com/finalfour for more event information.



BASKETBALL TRIVIA

Read the trivia questions at the left. Match the player, coach, team or location on the right with the correct question.

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| 1. What 2012 Final Four host school won NCAA tournament games in 1992, 1993 and 1995? | Carmelo Anthony |
| 2. What United States President became the first to attend the Final Four, where he watched his home state Arkansas team win the national championship in 1994? | Butler |
| 3. Which school advanced to the national championship game in both 2010 and 2011? | Glen "Big Baby" Davis |
| 4. Which LSU player recorded a triple-double, including an all-time tournament record 11 blocked shots, in the 1992 tournament? | Keith Smart |
| 5. Which Indiana player hit the game-winning jumper in the final seconds at the 1987 Final Four in New Orleans? | Tulane |
| 6. Who was the 2003 Final Four's Most Outstanding Player when Syracuse won the last championship held in New Orleans? | George Mason (2006) and VCU (2011) |
| 7. The Colonial Athletic Association sent a team to the Final Four in 2006 and another in 2011. Can you name them? | Michael Jordan |
| 8. What North Carolina freshman made the game-winning basket in the 1982 Final Four in New Orleans? | Connecticut |
| 9. What member of the Boston Celtics helped lead LSU to the 2006 Final Four? | Shaquille O'Neal |
| 10. Which school has won three national championships since 1999? | Bill Clinton |

BASKETBALL TRIVIA - ANSWERS

1. What 2012 Final Four host school won NCAA tournament games in 1992, 1993 and 1995? Tulane
2. What United States President became the first to attend the Final Four, where he watched his home state Arkansas team win the national championship in 1994? Bill Clinton
3. Which school advanced to the national championship game in both 2010 and 2011? Butler
4. Which LSU player recorded a triple-double, including an all-time tournament record 11 blocked shots, in the 1992 tournament? Shaquille O'Neal
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9. What member of the Boston Celtics helped lead LSU to the 2006 Final Four? Glenn "Big Baby" Davis
10. Which school has won three national championships since 1999? Connecticut

SWEET SIXTEEN WORD SCRAMBLE

Unscramble the letters below to find the names and team nicknames of the 16 schools that competed in the 2011 NCAA® Division I Men's Basketball Championship Sweet Sixteen.

University or College

SAKNSA

AFLIROD

IGRIIAVN MTNLOAEOWCHM

OOIH EASTT

QTREUATEM

TRELUB

IHRCDNOM

NOWSSCNII

CKYUTNEK

AOINRAZ

ILFARDO TEATS

ABGRIHM UNGOY

EUKD

NAS DOEGI ETATS

THRNO AINCRAOL

UINCCNTTCOE

Nickname

SAHWAKJY

TARGOS

MSRA

ECKYESBU

LGEDON ALEGES

LDLOGBUS

RSDPESI

GSABERD

DLTSCAWI

LTSCWIDA

SOENSLEMI

SRAOGUC

LUBE DLEVSI

ZCESTA

REHAETLS

SKHSIEU

SWEET SIXTEEN WORD SCRAMBLE – ANSWERS

University or College	Nickname
Kansas	Jayhawks
Florida	Gators
Virginia Commonwealth	Rams
Ohio State	Buckeyes
Marquette	Golden Eagles
Butler	Bulldogs
Richmond	Spiders
Wisconsin	Badgers
Kentucky	Wildcats
Arizona	Wildcats
Florida State	Seminoles
Brigham Young	Cougars
Duke	Blue Devils
San Diego State	Aztecs
North Carolina	Tar Heels
Connecticut	Huskies

NCAA BASKETBALL® VOCABULARY

Match each definition on the left with the appropriate vocabulary on the right.

Retrieval of a missed shot	Backcourt
One of the player positions, usually played by the shortest team members	Backspin
A shot made from outside the arc	Center
The team in possession of the ball	Jump ball
Moving the feet illegally	Dunk
To tap the basketball to the floor	Pass
Player gets credit for this after passing the ball to a teammate who scores immediately	Tip-off
A basket worth one point	Travel
A lob from one player to another who scores usually by dunking the ball	Assist
A spin that reverses the motion of the ball	Rebound
Stoppage of play for a designated length of time	Dribble
Throwing, batting or deflecting the ball	Shot
A shot worth two or three points	Offense
Tossing the ball up, usually at midcourt	Guard
One of the player positions, usually played by the tallest team members	Turnover
An attempt to throw the ball into the basket to score	Free throw
The primary ball handler	Field goal
To drive, force or stuff the ball through the basket	Alley-oop
To lose the ball to the defense without taking a shot	Point guard
The defensive half of the court	Three-pointer
The start of the game	Timeout

NCAA BASKETBALL® VOCABULARY – ANSWERS

Retrieval of a missed shot	Rebound
One of the player positions, usually played by the shortest team members	Guard
A shot made from outside the arc	Three-pointer
The team in possession of the ball	Offense
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To lose the ball to the defense without taking a shot	Turnover
The defensive half of the court	Backcourt
The start of the game	Tip-off

Favorite Books List of the NCAA Student-Athlete Advisory Committees

The NCAA has a large governance structure made up of many different committees, councils and cabinets. The NCAA Student-Athlete Advisory Committees are a part of this process. These 79 student-athlete leaders review NCAA issues and proposals, and like student councils, they represent their peers and provide input on issues related to student-athlete welfare. In fact, they voice the opinions and concerns of the more than 400,000 student-athletes from NCAA colleges and universities in Divisions I, II and III. Each national divisional committee is composed of both female and male student-athletes from different sports teams, schools and conferences.

The NCAA Student-Athlete Advisory Committees believe in the importance of education and want you to be inspired to learn. To show their support, they have compiled a list of their favorite books from their middle school years. Look through this list, and maybe you will find a new favorite book!

The Adventures of Huckleberry Finn by Mark Twain

All-American Girl by Meg Cabot

The Chronicles of Narnia by C.S. Lewis

Frindle by Andrew Clements

The Giver by Lois Lowry

The Golden Compass by Philip Pullman

Harry Potter Series by J.K. Rowling

Hatchet by Gary Paulsen

The Hobbit by J.R.R. Tolkien

Holes by Louis Sachar

Lord of the Flies by William Golding

The Outsiders by S.E. Hinton

A Series of Unfortunate Events by Lemony Snicket

Sisterhood of the Traveling Pants by Ann Brashares

To Kill a Mockingbird by Harper Lee

The View from Saturday by E.L. Konigsburg

The Wave by Todd Strasser/Morton Rhue

Where the Red Fern Grows by Wilson Rawls

A Wrinkle in Time by Madeleine L'Engle

The Year of Secret Assignments by Jaclyn Moriarty

The mission of the National Collegiate Athletic Association Student-Athlete Advisory Committees is to enhance the total student-athlete experience by promoting opportunity, protecting student-athlete welfare and fostering a positive student-athlete image.

INTERNET SITES TO VISIT

- National Collegiate Athletic Association®: www.NCAA.org and www.NCAA.com
- NCAA Men's Final Four®: [**www.NCAA.com/finalfour**](http://www.NCAA.com/finalfour)
- Naismith Memorial Basketball Hall of Fame: www.hoophall.com
- Amateur Athletic Union: www.aausports.org
- USDA Team Nutrition: www.fns.usda.gov/TN/
- NCAA Hall of Champions®: www.ncaahallofchampions.org
- NCAA Sportsmanship and Ethical Conduct page: www.NCAA.org/sportsmanship
- The official online community for youth basketball brought to you by the NCAA and the NBA: www.ihoops.com
- The President's Council on Fitness, Sports & Nutrition: www.fitness.gov
- Greater New Orleans Sports Foundation: www.gnosports.com



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Basketball Organization Of:



LOUISIANA ACADEMIC STANDARDS DETAILED

Content Area, Grade Level	Content Strand/Standard	Benchmarks 5 – 8	Grade Level Expectations (GLEs)	Health	Language Arts and Essay Contest	Mathematics	Science and Recycling Contest	Social Studies	Visual Arts and Poster Contest	Health and Physical Education Contest	Sportsmanship and Ethical Conduct
English Language Arts, Grade 5	1. Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.	ELA-1-M1, ELA-1-M3, ELA-1-M4	GLE: 1 - 4, 7, 8		•			•			
English Language Arts, Grade 5	2. Students write competently for a variety of purposes and audiences.	ELA-2-M1, ELA-2-M2, ELA-2-M3, ELA-2-M4, ELA-2-M5, ELA-2-M6	GLE: 18 - 25		•						
English Language Arts, Grade 5	3. Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.	ELA-3-M2, ELA-3-M3, ELA-3-M4, ELA-3-M5	GLE: 27 - 31		•						
English Language Arts, Grade 5	4. Students demonstrate competence in speaking and listening as tools for learning and communicating.	ELA-4-M1, ELA-4-M2, ELA-4-M3, ELA-4-M4	GLE: 32 - 39		•			•			
English Language Arts, Grade 5	5. Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.	ELA-5-M2	GLE: 43		•			•			
English Language Arts, Grade 5	6. Students read, analyze, and respond to literature as a record of life experiences.	ELA-6-M1	GLE: 9					•			
English Language Arts, Grade 5	7. Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.	ELA-7-M1, ELA-7-M2, ELA-7-M3, ELA-7-M4	GLE: 12 - 17		•			•	•		
English Language Arts, Grade 6	1. Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.	ELA-1-M1, ELA-1-M3, ELA-1-M4	GLE: 1, 6, 7		•			•			
English Language Arts, Grade 6	2. Students write competently for a variety of purposes and audiences.	ELA-2-M1, ELA-2-M2, ELA-2-M3, ELA-2-M4, ELA-2-M6	GLE: 17 - 22, 24		•						
English Language Arts, Grade 6	3. Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.	ELA-3-M2, ELA-3-M3, ELA-3-M4, ELA-3-M5	GLE: 25, 26, 28 - 30		•						
English Language Arts, Grade 6	4. Students demonstrate competence in speaking and listening as tools for learning and communicating.	ELA-4-M1, ELA-4-M2, ELA-4-M3, ELA-4-M4	GLE: 31 - 38		•			•			
English Language Arts, Grade 6	5. Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.	ELA-5-M2	GLE: 42, 43		•			•			
English Language Arts, Grade 6	6. Students read, analyze, and respond to literature as a record of life experiences.	ELA-6-M1	GLE: 8					•			
English Language Arts, Grade 6	7. Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.	ELA-7-M1, ELA-7-M2, ELA-7-M3, ELA-7-M4	GLE: 11, 15, 16		•			•	•		

Content Area, Grade Level	Content Strand/Standard	Benchmarks 5 – 8	Grade Level Expectations (GLEs)	Health	Language Arts and Essay Contest	Mathematics	Science and Recycling Contest	Social Studies	Visual Arts and Poster Contest	Health and Physical Education Contest	Sportsmanship and Ethical Conduct
English Language Arts, Grade 7	1. Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.	ELA-1-M1, ELA-1-M3, ELA-1-M4	GLE: 1, 4, 5		•			•			
English Language Arts, Grade 7	2. Students write competently for a variety of purposes and audiences.	ELA-2-M1, ELA-2-M2, ELA-2-M3, ELA-2-M4, ELA-2-M5, ELA-2-M6	GLE: 15 - 22		•						
English Language Arts, Grade 7	3. Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.	ELA-3-M2, ELA-3-M3, ELA-3-M4, ELA-3-M5	GLE: 23, 24, 25, 27		•						
English Language Arts, Grade 7	4. Students demonstrate competence in speaking and listening as tools for learning and communicating.	ELA-4-M1, ELA-4-M2, ELA-4-M3, ELA-4-M4	GLE 28 - 36		•			•			
English Language Arts, Grade 7	5. Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.	ELA-5-M2	GLE: 40, 41		•						
English Language Arts, Grade 7	6. Students read, analyze, and respond to literature as a record of life experiences.	ELA-6-M1	GLE: 6					•			
English Language Arts, Grade 7	7. Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.	ELA-7-M1, ELA-7-M2, ELA-7-M3, ELA-7-M4	GLE: 9 - 14		•			•	•		
English Language Arts, Grade 8	1. Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.	ELA-1-M1, ELA-1-M3	GLE: 1, 4		•			•			
English Language Arts, Grade 8	2. Students write competently for a variety of purposes and audiences.	ELA-2-M1, ELA-2-M2, ELA-2-M3, ELA-2-M4, ELA-2-M5, ELA-2-M6	GLE: 15 - 22		•			•			
English Language Arts, Grade 8	3. Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.	ELA-3-M2, ELA-3-M3, ELA-3-M4, ELA-3-M5	GLE: 23 - 27		•			•			
English Language Arts, Grade 8	4. Students demonstrate competence in speaking and listening as tools for learning and communicating.	ELA-4-M1, ELA-4-M2, ELA-4-M3, ELA-4-M4	GLE 28 - 36		•			•			
English Language Arts, Grade 8	5. Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.	ELA-5-M2	GLE: 40, 41		•			•	•		
English Language Arts, Grade 8	6. Students read, analyze, and respond to literature as a record of life experiences.	ELA-6-M1	GLE: 6					•			
English Language Arts, Grade 8	7. Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.	ELA-7-M1, ELA-7-M2, ELA-7-M3, ELA-7-M4	GLE: 9 - 14		•			•	•		

Content Area, Grade Level	Content Strand/Standard	Benchmarks 5 – 8	Grade Level Expectations (GLEs)	Health	Language Arts and Essay Contest	Mathematics	Science and Recycling Contest	Social Studies	Visual Arts and Poster Contest	Health and Physical Education Contest	Sportsmanship and Ethical Conduct
Health Education, Grade 5 - 8	1. Students will comprehend concepts and strategies related to health promotion and disease prevention.	1-M-2	-----	•						•	
Health Education, Grade 5 - 8	3. Students will demonstrate the ability to practice positive health behaviors and reduce health risks.	3-M-1, 3-M-2	-----	•						•	
Health Education, Grade 5 - 8	5. Students will demonstrate individual and interpersonal communication skills necessary to enhance health.	5-M-1, 5-M-2, 5-M-3, 5-M-4, 5-M-5	-----	•						•	•
Health Education, Grade 5 - 8	6. Students will demonstrate the ability to advocate for personal, family, and community health.	6-M-1, 6-M-4	-----	•						•	
Mathematics, Grade 5	1. Number and Number Relations	N-1-M, N-2-M, N-5-M, N-6-M, N-8-M	GLE: 1, 2, 4, 6 - 11, 13	•		•					
Mathematics, Grade 5	2. Algebra	A-4-M	GLE: 28			•					
Mathematics, Grade 5	3. Measurement	M-2-M, M-4-M, M-5-M, M-6-M	GLE: 16 - 19, 22, 23	•		•					
Mathematics, Grade 5	5. Data Analysis, Probability and Discrete Math	D-1-M, D-2-M	GLE: 28 - 31	•		•					
Mathematics, Grade 5	6. Patterns, Relations and Functions	P-3-M	GLE: 28			•					
Mathematics, Grade 6	1. Number and Number Relations	N-1-M, N-2-M, N-5-M, N-6-M, N-7-M, N-8-M	GLE: 1 - 6, 8 - 13	•		•					
Mathematics, Grade 6	2. Algebra	A-4-M	GLE: 38			•					
Mathematics, Grade 6	3. Measurement	M-2-M, M-5-M	GLE: 20, 21, 22, 31	•		•					
Mathematics, Grade 6	5. Data Analysis, Probability and Discrete Math	D-1-M, D-2-M	GLE: 29 - 32	•		•					
Mathematics, Grade 6	6. Patterns, Relations and Functions	P-2-M, P-3-M	GLE: 37, 38			•					
Mathematics, Grade 7	1. Number and Number Relations	N-1-M, N-2-M, N-5-M, N-7-M, N-8-M	GLE: 1, 2, 5 - 11	•		•					
Mathematics, Grade 7	2. Algebra	A-4-M	GLE: 18, 19			•					
Mathematics, Grade 7	3. Measurement	M-4-M, M-5-M	GLE: 21 - 23	•		•					
Mathematics, Grade 7	6. Patterns, Relations and Functions	P-3-M, P-4-M	GLE: 19, 40, 41			•					
Mathematics, Grade 8	1. Number and Number Relations	N-2-M, N-5-M, N-6-M, N-8-M	GLE: 2, 3, 6 - 9, 18, 30	•		•					
Mathematics, Grade 8	2. Algebra	A-4-M	GLE: 11, 13, 15, 16			•					
Mathematics, Grade 8	3. Measurement	M-2-M, M-4-M, M-5-M, M-6-M	GLE: 19, 21, 22, 30	•		•					
Mathematics, Grade 8	5. Data Analysis, Probability and Discrete Math	D-1-M, D-2-M	GLE: 26, 34, 37 - 41	•		•					
Mathematics, Grade 8	6. Patterns, Relations and Functions	P-2-M, P-3-M, P-4-M	GLE: 46 - 48								
Physical Education, Grade 5 - 8	3. Exhibits a physically active lifestyle.	3-M-2, 3-M-3, 3-M-4	-----							•	
Physical Education, Grade 5 - 8	4. Achieves and maintains a health-enhancing level of physical fitness.	4-M-1, 4-M-2, 4-M-3	-----							•	
Physical Education, Grade 5 - 8	5. Demonstrates responsible personal and social behavior in physical activity settings.	5-M-1, 5-M-3	-----							•	•

Content Area, Grade Level	Content Strand/Standard	Benchmarks 5 – 8	Grade Level Expectations (GLEs)	Health	Language Arts and Essay Contest	Mathematics	Science and Recycling Contest	Social Studies	Visual Arts and Poster Contest	Health and Physical Education Contest	Sportsmanship and Ethical Conduct
Physical Education, Grade 5 - 8	6. Demonstrates an understanding and respect for differences among people in physical activity settings.	6-M-3	-----					•			•
Physical Education, Grade 5 - 8	7. Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.	7-M-1, 7-M-2, 7-M-3	-----							•	•
Science, Grade 5	4. Earth and Space Science	ESS-M-A7	GLE: 32				•				
Science, Grade 5	5. Science and the Environment	SE-M-A1, SE-M-A3, SE-M-A4	GLE: 35, 36, 49, 50				•				
Science, Grade 6	5. Science and the Environment	SE-M-A4	GLE: 39, 51				•				
Science, Grade 8	4. Earth and Space Science	ESS-M-A7	GLE: 19				•				
Science, Grade 8	5. Science and the Environment	SE-M-A3	GLE: 50				•				
Social Studies, Grade 5	4. History (Time, Continuity and Change)	H-1A-M1, H-1A-M2, H-1A-M3, H-1A-M4	GLE: 21 - 24					•			
Social Studies, Grade 6	4. History (Time, Continuity and Change)	H-1A-M1, H-1A-M4	GLE: 15, 16, 19					•			
Social Studies, Grade 7	4. History (Time, Continuity and Change)	H-1A-M1, H-1A-M3, H-1A-M4	GLE: 44, 46 - 48					•			
Social Studies, Grade 8	4. History (Time, Continuity and Change)	H-1A-M1	GLE: 63					•			
The Arts, Grade 5 - 8	Creative Expression	VA-CE-M1, VA-CE-M2, VA-CE-M3, VA-CE-M4, VA-CE-M5, VA-CE-M6	-----						•		
The Arts, Grade 5 - 8	Aesthetic Perception	VA-AP-M1, VA-AP-M2, VA-AP-M3, VA-AP-M5, VA-AP-M6	-----						•		
The Arts, Grade 5 - 8	Historical and Cultural Perspective	VA-HP-M2, VA-HP-M3, VA-HP-M4	-----						•		
The Arts, Grade 5 - 8	Critical Analysis	VA-CA-M1, VA-CA-M2, VA-CA-M3, VA-CA-M4, VA-CA-M5	-----						•		

The NCAA® and Sportsmanship and Ethical Conduct

As an association, the NCAA is proud of its role in promoting good sporting behavior and ethical conduct in college sports. In 1997, the NCAA member colleges and universities created a Committee on Sportsmanship and Ethical Conduct, representing schools and conference offices from Divisions I, II and III. The mission of the committee is to develop and maintain sportsmanship and ethical conduct in all aspects of collegiate athletics by developing and implementing strategies that promote the values of respect, fairness, civility, honesty and responsibility.

The committee created a plan to:

- Develop educational programs for coaches, administrators, fans and student-athletes;
- Establish NCAA Sportsmanship Awards for student-athletes and administrators to recognize and reinforce positive behaviors; and
- Build relationships with outside groups focused on sportsmanship and good behavior, including the Citizenship Through Sports Alliance (CTSA).

Definitions

The NCAA Committee on Sportsmanship and Ethical Conduct created the following definitions for sportsmanship and ethical conduct:

- Sportsmanship is a set of behaviors to be exhibited by student-athletes, coaches, game officials, administrators and fans in athletics competition. These behaviors are based on values including respect, fairness, civility, honesty and responsibility.
- Ethical conduct is a set of guiding principles with which each person follows the letter and spirit of the rules. Such conduct reflects a higher standard than law because it includes, among other principles, fundamental values that define sportsmanship.

Standards of Behavior

NCAA member colleges and universities must have the following standards in place for sportsmanship and ethical conduct:

- The college or university must have written policies and procedures related to sporting and ethical conduct.
- The school can use the conference sporting conduct policy.
- The policies and procedures must be shared with the school's student-athletes, coaches and support groups (for example, alumni, boosters, cheerleaders, band, etc.).
- The school must provide education to boosters, staff members, student-athletes, coaches and support groups.

RESPECT Campaign

The NCAA Committee on Sportsmanship and Ethical Conduct conducted extensive research regarding this issue. Based on membership and public surveys, the committee reached the following conclusions:

- Fan conduct is the most serious and pressing issue.
- Coaches and student-athletes believe they should be responsible for establishing expectations of appropriate behavior.
- Athletics administrators should enforce guidelines for appropriate behavior, addressing negative incidents when they occur.
- In terms of defining sportsmanship, respect and integrity are two words that consistently resonate with the membership.

In response, the committee launched a sportsmanship initiative titled “RESPECT,” involving a communication plan and creative materials for member institutions and conferences to implement. The committee unveiled the initiative at the 2009 NCAA Convention.

Implementing a Sportsmanship Program

The following ideas for implementing a sportsmanship program in your school or community are courtesy of the Minnesota State High School Association and the University of Texas at Austin Sportsmanship Manual.

1. With the assistance of participants, develop a Code of Good Sportsmanship and print a copy of it in event programs and on signs, banners and posters.
2. Review the Code of Good Sportsmanship with the student body, coaches, teams, cheerleaders and band members.
3. Begin a column or Sportsmanship Hall of Fame in your school newspaper that identifies and recognizes groups and/or individuals who demonstrate good sportsmanship.
4. Send a letter to each visiting team’s principal, athletics director, coach and cheerleading squad to welcome them to your school.
5. Create a newsletter that continually educates students and families on the benefits of sportsmanship.
6. Post welcome signs in each team’s locker room.
7. Have the public-address announcer welcome guests and request the home team’s fans stand and applaud when guests are introduced. Before games or during timeouts, the announcer also could read a statement encouraging sportsmanship and proper respect for opponents and game officials.
8. Organize a good sportsmanship board or committee to create positive feelings between two schools and communities.
9. Use pregame announcements to help promote good sportsmanship throughout the contest.
10. Before the beginning of a home contest, have a team member read on the public address system a statement about sportsmanship to the crowd. This statement should be prepared by the student-athlete and should reflect the educational values of the game to be staged and how learning takes precedence over winning.
11. Create a one-week promotion at your school focusing on sportsmanship, with the winning group named at an assembly. Such promotions could include a poster, essay or float contest.
12. Develop a speakers bureau. Administrators, coaches and selected student-athletes could talk with local adult civic organizations about sportsmanship. Student-athletes could deliver talks to peers or younger students to stress good sportsmanship.
13. Challenge your principal or superintendent to write commentaries for school district newsletters.

14. Send public service announcements to local radio and television stations on a regular basis. When you contact the station's public service or sports director, ask if a coach, student-athlete or cheerleader can tape the announcement for playback on the air.
15. Develop a school board statement or policy that stresses that athletics events are educational events during which sportsmanship is a priority, that attendance at an athletics event is a privilege and that inappropriate behavior by any party will be dealt with appropriately.
16. Select a "good sport" of the week or month. This could be a student-athlete, coach, student or fan.
17. Discuss sportsmanship with other schools in your district. In addition to holding meetings, consider discussing recognition vehicles, such as an all-sportsmanship team or a school award.
18. Recognize good performance by other teams. If an opposing team advances, attend the team's games to show support or send a congratulatory note.
19. Create banners that convey the messages of good sportsmanship and welcome opponents to your school.
20. Create a sportsmanship evaluation form for visitors to your school to fill out and drop off after contests.

ENERGIZING EXERCISES LIST

As a part of each lesson, lead students in doing more of the following Energizing Exercises for at least three to five minutes. Longer is even better! Before exercise, review the following facts about physical activity:

- Kids and teens need at least 60 minutes of physical activity every day. It is acceptable to add up to 60 minutes in smaller chunks of at least 10 minutes throughout the day.
- Physical activity helps to improve self-esteem and feelings of well-being; increase fitness level; and build and maintain bones, muscles and joints.
- It also helps you to stay at a healthy weight and reduces the risk for future health problems.

WARM-UP OR COOL-DOWN ACTIVITIES*

ACTIVITY	ORGANIZATION	TEACHING CUES
Head Circles	Do 8-10 repetitions of each exercise.	Roll head from side to side bringing the chin down in front.
Shoulder Shrugs		Up and down.
Shoulder Rolls		Forward and back.
Arm Circles		Gently circle arms forward and backward.
Arm Stretches	All stretches should be static (no bouncing) and held for 8-10 seconds	Bring arm across body, gently pressing on the elbow with other hand. Reach one hand up and drop it down parallel to spine. Gently press on the elbow with the other hand. Change arms.
Chest Stretch		Clasp hands behind back. Lift up and away from body.
Ladder		Extend arms above head and reach up, alternating hands.
Side Bends		Spread feet comfortably, raise one hand above head, arm touching ear and lean slightly. The other hand supports hips. Change sides.
Trunk Twists		Spread feet comfortably. Twist body slowly from side to side.
Lunges		Spread feet, bend one knee to stretch inner thigh. Make sure foot and bent knee are facing the same direction. Change legs.
Hamstring Stretch	"Hamstrings" refer to the group of muscles located between the knee and hip in the back of the leg.	With feet close together and knees slightly bent, curl over and reach for ankles or toes. Cross feet and hold. Change feet. Spread feet apart, knees slightly bent, reach for the opposite foot/ankle and raise other hand and look at it.
Quadriceps Stretch	"Quadriceps" are between the knee and hip in the front of the leg.	Balancing on one foot, bend other leg and gently pull the foot back behind the opposite hand. Keep knees in alignment with body.

Calf Stretch

Step and lean forward with one foot, bend knee, keep back heel on the ground. Both feet should be facing forward. Lean back, bend the back leg, and straighten the front leg. Change feet.

Foot Circles

Balancing on one foot, circle other foot slowly, both directions. Change feet.

**Adapted from Sports, Play, and Active Recreation for Kids (S.P.A.R.K.)*

ENERGIZING EXERCISES*

ACTIVITY	ORGANIZATION	TEACHING CUES
Curl-ups	Students should focus on working abdominal muscles as opposed to “reaching” with arms and hands.	Lie on back, knees bent, feet flat on floor, place arms by sides, palms facing down. On cue, slide fingertips 3-4 inches along ground. Return to original position.
Push-ups	Scattered, alone	Lie face down, place hands even with chest line and just wider than shoulders; point fingers straight ahead. Push up until arms are straight; lower body until elbows bend at 90 degrees, keeping the back straight.
Jumping Jacks	Scattered, alone	
Ski Jumps		Feet together, jump side to side, keeping knees bent. Then jump forward and back.
Flat Tires	Push-up position	Start in push-up position, go down slowly (4 counts) and make sound of a flat tire (shhh). Wiggle or push self back up to ready position.
Jump Rope (imitate)		Alternate feet, both feet or one foot.
Wall Push-ups	Scattered, along wall	Feet should be shoulder width apart and 3 feet from a wall.
Jog in Place		Can be performed to music. Ask students to “freeze” and hold when the music stops. Repeat.
Dance	Play music	Let students free style or do a group dance.
March in Place/ Knee Lifts		Alternate lifting knees waist high in front. Keep back straight.
Heel Taps	Performed to music or cadence	Feet together with right foot stationary, tap left heel forward and bring back to center. Repeat with right heel. Continue alternating sides.
Side Lunge		Feet together with left foot stationary, take large step to the right with right foot, toe pointed in, heel pressed to the ground. Repeat movement, stepping with left foot. Alternate sides.
Forward Lunges		Make sure to keep the knee behind the toes.
Jump Turns		From standing position, jump up and turn body simultaneously. Use quarter, half, three-quarter and full turns. Prepare by bending and extending knees. Throw arms up to assist jump.
Single Leg Balance		Use arms to help balance. Once this becomes easy, use specific arm positions, such as folded across the chest, on the hips, on the head, and behind the back.



Play Catch	Using a beach ball	Make it interactive by asking students to count each touch or stand on one foot until they touch the ball.
Book Walk		Students walk while balancing a book on their head.
Fitness Circuit		Choose several exercises for students to perform for 30 seconds, 30-second rest, switch stations.

**Adapted from Sports, Play, and Active Recreation for Kids (S.P.A.R.K.)*

MyPyramid For Kids

Eat Right. Exercise. Have Fun.

MyPyramid.gov

Grains	Vegetables	Fruits	Milk	Meat & Beans
<p>Make half your grains whole</p> <p>Start smart with breakfast. Look for whole-grain cereals.</p> <p>Just because bread is brown doesn't mean it's whole-grain. Search the ingredients list to make sure the first word is "whole" (like "whole wheat").</p>	<p>Vary your veggies</p> <p>Color your plate with all kinds of great-tasting veggies.</p> <p>What's green and orange and tastes good? Veggies! Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.</p>	<p>Focus on fruits</p> <p>Fruits are nature's treats – sweet and delicious.</p> <p>Go easy on juice and make sure it's 100%.</p>	<p>Get your calcium-rich foods</p> <p>Move to the milk group to get your calcium. Calcium builds strong bones.</p> <p>Look at the carton or container to make sure your milk, yogurt, or cheese is lowfat or fat-free.</p>	<p>Go lean with protein</p> <p>Eat lean or lowfat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled – not fried.</p> <p>It's nutty, but true. Nuts, seeds, peas, and beans are all great sources of protein, too.</p>

For an 1,800-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.

Eat 6 oz. every day; at least half should be whole	Eat 2 1/2 cups every day	Eat 1 1/2 cups every day	Get 3 cups every day; for kids ages 2 to 8, it's 2 cups	Eat 5 oz. every day
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Oils Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.

Find your balance between food and fun

- Move more. Aim for at least 60 minutes everyday, or most days.
- Walk, dance, bike, rollerblade – it all counts. How great is that!

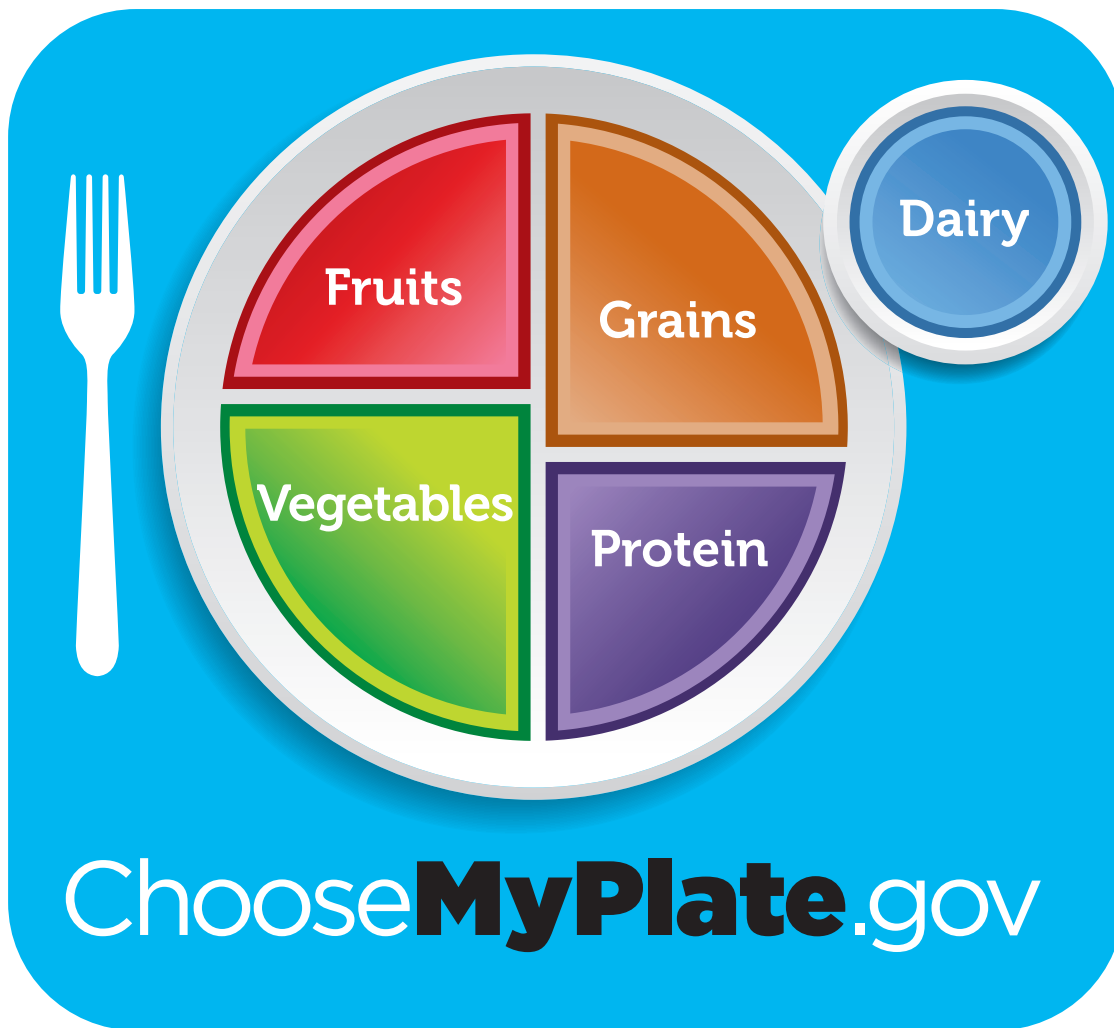
Fats and sugars – know your limits

- Get your fat facts and sugar smarts from the Nutrition Facts label.
- Limit solid fats as well as foods that contain them.
- Choose food and beverages low in added sugars and other caloric sweeteners.

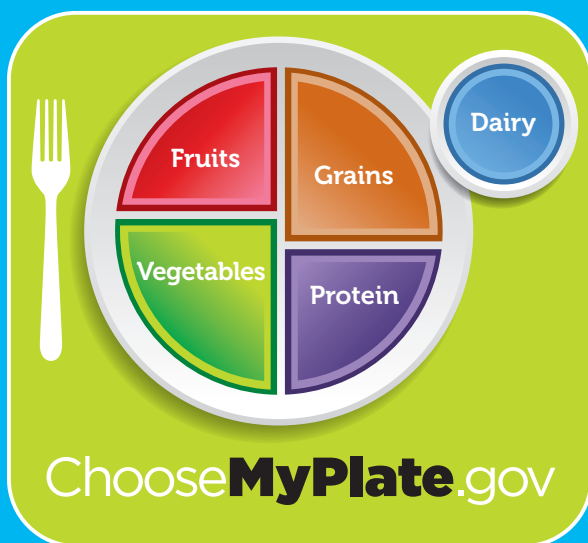
U.S. Department of Agriculture
Food and Nutrition Service
September 2005
FNS-301

USDA

2015 Dietary Guidelines for Americans



What's on your plate?



Before you eat, think about what and how much food goes on your plate or in your cup or bowl. Over the day, include foods from all food groups: vegetables, fruits, whole grains, low-fat dairy products, and lean protein foods.



Make half your plate fruits and vegetables.



Make at least half your grains whole.



Switch to skim or 1% milk.



Vary your protein food choices.

Using the Nutrition Facts Panels–Test

Using the Nutrition Facts Panels below:

- Circle the nutrients that have a HIGH % DV for nutrients.
- Circle the Serving Size, and amount of calories on each label.

Write the name of a common object (a deck of cards, for example) equal to the Serving Size amount for each label.

30. Candy, red licorice

Nutrition Facts		
Serving Size 1 strip (9g)		
Servings Per Container 8		
Amount Per Serving		
Calories 30		
%Daily Value*		
Total Fat	0g	0 %
Saturated Fat	0g	0 %
Trans Fat	0g	
Cholesterol	0mg	0 %
Sodium	20mg	1 %
Total Carbohydrate	6g	2 %
Dietary Fiber	0g	0 %
Sugars	4g	
Protein	0g	
Vitamin A	0%	Vitamin C 0%
Calcium	0%	Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.

31. Cantaloupe

Nutrition Facts		
Serving Size 1/4 melon (157g)		
Servings Per Container 4		
Amount Per Serving		
Calories 50		
%Daily Value*		
Total Fat	0g	0 %
Saturated Fat	0g	0 %
Trans Fat	0g	
Cholesterol	0mg	0 %
Sodium	30mg	1 %
Total Carbohydrate	12g	4 %
Dietary Fiber	2g	7 %
Sugars	14g	
Protein	1g	
Vitamin A	120%	Vitamin C 100%
Calcium	2%	Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.

32. Carrots, canned

Nutrition Facts		
Serving Size 1/2 cup (73g)		
Servings Per Container 4		
Amount Per Serving		
Calories 20		
%Daily Value*		
Total Fat	0g	0 %
Saturated Fat	0g	0 %
Trans Fat	0g	
Cholesterol	0mg	0 %
Sodium	30mg	1 %
Total Carbohydrate	4g	1 %
Dietary Fiber	1g	4 %
Sugars	2g	
Protein	0g	
Vitamin A	200%	Vitamin C 4%
Calcium	0%	Iron 2%

* Percent Daily Values are based on a 2,000 calorie diet.

Extra Credit: Using food labels above, add up the total foods, for each of three nutrients.

	Vitamin A	Fiber	Iron
Carrots	_____	_____	_____
Cantaloupe	_____	_____	_____
Total	_____ % DV	_____ % DV	_____ % DV

- Write in the recommended amounts of food for each food group for a total of 2,000 calories for a day in the first column.
- Fill in the Amount of Food YOU Need in the second column in the chart.



Fill in your— Gender: Activity level:	Age:
MyPyramid food group amounts at 2,000 calories	Fill in YOUR Amounts
Fruits Group	cups
Vegetables Group	cups
Milk Group	cups or equivalent
Meat & Beans Group	ounces or equivalent
Grains Group	ounces or equivalent

Using the Nutrition Facts panels—ANSWERS

- Circle the nutrients that have a HIGH % DV.
- Circle the Serving Size and Calories on each label.
- Write the name of a common object (such as a deck of cards) equal to the Serving Size amount for each label.

30. Candy, red licorice

Nutrition Facts	
Serving Size 1 strip (9g)	
Servings Per Container 8	
Amount Per Serving	
Calories 30	
%Daily Value*	
Total Fat 0g	0 %
Saturated Fat 0g	0 %
Trans Fat 0g	
Cholesterol 0mg	0 %
Sodium 20mg	1 %
Total Carbohydrate 6g	2 %
Dietary Fiber 0g	0 %
Sugars 4g	
Protein 0g	
Vitamin A 0%	Vitamin C 0%
Calcium 0%	Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.

31. Cantaloupe

Nutrition Facts	
Serving Size 1/4 melon (157g)	
Servings Per Container 4	
Amount Per Serving	
Calories 50	
%Daily Value*	
Total Fat 0g	0 %
Saturated Fat 0g	0 %
Trans Fat 0g	
Cholesterol 0mg	0 %
Sodium 30mg	1 %
Total Carbohydrate 12g	4 %
Dietary Fiber 2g	7 %
Sugars 14g	
Protein 1g	
Vitamin A 120%	Vitamin C 100%
Calcium 2%	Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.

32. Carrots, canned

Nutrition Facts	
Serving Size 1/2 cup (73g)	
Servings Per Container 4	
Amount Per Serving	
Calories 20	
%Daily Value*	
Total Fat 0g	0 %
Saturated Fat 0g	0 %
Trans Fat 0g	
Cholesterol 0mg	0 %
Sodium 30mg	1 %
Total Carbohydrate 4g	1 %
Dietary Fiber 1g	4 %
Sugars 2g	
Protein 0g	
Vitamin A 200%	Vitamin C 4%
Calcium 0%	Iron 2%

* Percent Daily Values are based on a 2,000 calorie diet.

Extra Credit: Using food labels above, add up the total % DV in two foods, for each of three nutrients.

	Vitamin A	Fiber	Iron
Carrots	200	4	2
Cantaloupe	120	7	0
Total	320% DV	11% DV	2% DV

- Write in the recommended amounts of food for each food group for a total of 2,000 calories for a day in the first column.
- Fill in the Amount of Food YOU Need in the second column in the chart.



Fill in your – Gender: Activity level:	Age:
MyPyramid food group amounts at 2,000 calories	Fill in YOUR Amounts
Fruits 2 cups	cups
Vegetables 2½ cups	cups
Milk 3 cups or equivalent	cups or equivalent
Meat & Beans 5½ ounces or equivalent	ounces or equivalent
Grains 6 ounces or equivalent	ounces or equivalent

Nutrition Facts Cards

Look for Nutrition Facts Labels on all packaged and processed foods in the supermarket.

- Nutrition Facts do not appear on all foods, such as fresh bakery products, some food items sold individually, and foods at restaurants and concession stands.

- Supermarkets do display the nutrient content of a good number of fresh fruits and vegetables, and fresh seafood and meats.

Blank

Nutrition Facts			
Serving Size			
Servings Per Container			
Amount Per Serving			
Calories	Calories from Fat		
		%Daily Value*	
Total Fat	g	%	
Saturated Fat	g	%	
Trans Fat	0g		
Cholesterol	mg	%	
Sodium	mg	%	
Total Carbohydrate	g	%	
Dietary Fiber	g	%	
Sugars	g		
Protein	g		
Vitamin A	%	Vitamin C	%
Calcium	%	Iron	%
* Percent Daily Values are based on a 2,000 calorie diet.			

1. Apricots, dried

Nutrition Facts		
Serving Size 5 (1/4 cup) (30g)		
Servings Per Container 10		
Amount Per Serving		
Calories	100	
		%Daily Value*
Total Fat	0g	0 %
Saturated Fat	0g	0 %
Trans Fat	0g	
Cholesterol	0mg	0 %
Sodium	0mg	0 %
Total Carbohydrate	25g	8 %
Dietary Fiber	0g	0 %
Sugars	12g	
Protein	1g	
Vitamin A 80% • Vitamin C 4%		
Calcium 0% • Iron 10%		
* Percent Daily Values are based on a 2,000 calorie diet.		

2. Beans, kidney, canned

Nutrition Facts		
Serving Size 1/2 cup (128g)		
Servings Per Container 4		
Amount Per Serving		
Calories	110	
%Daily Value*		
Total Fat	0g	0 %
Saturated Fat	0g	0 %
Trans Fat	0g	
Cholesterol	0mg	0 %
Sodium	440mg	18 %
Total Carbohydrate	20g	7 %
Dietary Fiber	8g	33 %
Sugars	3g	
Protein	7g	
Vitamin A	0%	• Vitamin C 2%
Calcium	4%	• Iron 8%
* Percent Daily Values are based on a 2,000 calorie diet.		

3. Beef patty, broiled

Nutrition Facts		
Serving Size 3 ounces (85g)		
Servings Per Container 6		
Amount Per Serving		
Calories	230	Calories from Fat 140
%Daily Value*		
Total Fat	16g	24 %
Saturated Fat	6g	31 %
<i>Trans</i> Fat	0g	
Cholesterol	75mg	25 %
Sodium	300 mg	20 %
Total Carbohydrate	0g	0 %
Dietary Fiber	0g	0 %
Sugars	0g	
Protein	21g	
Vitamin A 0% • Vitamin C 0%		
Calcium 0% • Iron 10%		
* Percent Daily Values are based on a 2,000 calorie diet.		

4. Bell pepper, sliced

Nutrition Facts		
Serving Size 5 slices (1/2 cup)(75g)		
Servings Per Container 4		
Amount Per Serving		
Calories 20		
		%Daily Value*
Total Fat	0g	0 %
Saturated Fat	0g	0 %
Trans Fat	0g	
Cholesterol	0mg	0 %
Sodium	0mg	0 %
Total Carbohydrate	5g	2 %
Dietary Fiber	1g	5 %
Sugars	2g	
Protein	1g	
Vitamin A 10% • Vitamin C 110%		
Calcium 0% • Iron 0%		
* Percent Daily Values are based on a 2,000 calorie diet.		

5. Bread, white

Nutrition Facts		
Serving Size 1 slice (34g)		
Servings Per Container 108		
Amount Per Serving		
Calories	90	Calories from Fat 15
%Daily Value*		
Total Fat	1.5g	2 %
Saturated Fat	0g	0 %
<i>Trans</i> Fat	0g	
Cholesterol	0mg	0 %
Sodium	140mg	6 %
Total Carbohydrate	16g	5 %
Dietary Fiber	1g	0 %
Sugars	2g	
Protein	2g	
Vitamin A 0% • Vitamin C 0%		
Calcium 0% • Iron 6%		
* Percent Daily Values are based on a 2,000 calorie diet.		

Nutrition Facts Cards

6. Burrito, bean

Nutrition Facts		
Serving Size 1 burrito (198g)		
Servings Per Container 1		
Amount Per Serving		
Calories	380	Calories from Fat 110
%Daily Value*		
Total Fat	12g	18 %
Saturated Fat	4g	20 %
<i>Trans</i> Fat	0g	
Cholesterol	10mg	3 %
Sodium	1100mg	46 %
Total Carbohydrate	55g	18 %
Dietary Fiber	13g	52 %
Sugars	3g	
Protein	13g	
Vitamin A	45%	Vitamin C 0%
Calcium	15%	Iron 15%
* Percent Daily Values are based on a 2,000 calorie diet.		

7. Cabbage, raw

Nutrition Facts		
Serving Size 1 cup (85g)		
Servings Per Container 6		
Amount Per Serving		
Calories	25	Calories from Fat 0
%Daily Value*		
Total Fat	0g	0 %
Saturated Fat	0g	0 %
<i>Trans</i> Fat	0g	
Cholesterol	0mg	0 %
Sodium	25mg	1 %
Total Carbohydrate	6g	2 %
Dietary Fiber	2g	8 %
Sugars	3g	
Protein	1g	
Vitamin A	8%	Vitamin C 60%
Calcium	4%	Iron 0%
* Percent Daily Values are based on a 2,000 calorie diet.		

8. Cake with frosting

Nutrition Facts		
Serving Size 1 slice (66g)		
Servings Per Container 10		
Amount Per Serving		
Calories	250	Calories from Fat 90
%Daily Value*		
Total Fat	10g	16 %
Saturated Fat	3g	14 %
<i>Trans</i> Fat	3g	
Cholesterol	5mg	0 %
Sodium	190mg	8 %
Total Carbohydrate	39g	13 %
Dietary Fiber	1g	0 %
Sugars	0g	
Protein	3g	
Vitamin A	0%	Vitamin C 0%
Calcium	6%	Iron 4%
* Percent Daily Values are based on a 2,000 calorie diet.		

9. Cake, angel food

Nutrition Facts		
Serving Size 1 slice (50g)		
Servings Per Container 10		
Amount Per Serving		
Calories	130	
%Daily Value*		
Total Fat	0g	0 %
Saturated Fat	0g	0 %
<i>Trans</i> Fat	0g	
Cholesterol	0mg	0 %
Sodium	250mg	11 %
Total Carbohydrate	29g	10 %
Dietary Fiber	0g	0 %
Sugars	0g	
Protein	3g	
Vitamin A	0%	Vitamin C 0%
Calcium	4%	Iron 0%
* Percent Daily Values are based on a 2,000 calorie diet.		

10. Candy, chocolate bar

Nutrition Facts		
Serving Size 1 candy bar (46g)		
Servings Per Container 1		
Amount Per Serving		
Calories	230	Calories from Fat 110
%Daily Value*		
Total Fat	12g	18 %
Saturated Fat	7g	37 %
<i>Trans</i> Fat	0g	
Cholesterol	10mg	3 %
Sodium	35mg	1 %
Total Carbohydrate	30g	10 %
Dietary Fiber	1g	4 %
Sugars	27g	
Protein	3g	
Vitamin A	0%	Vitamin C 0%
Calcium	6%	Iron 2%
* Percent Daily Values are based on a 2,000 calorie diet.		

11. Carrots, raw, mini

Nutrition Facts		
Serving Size 2/3 cup (85g)		
Servings Per Container 4		
Amount Per Serving		
Calories	35	
%Daily Value*		
Total Fat	0g	0 %
Saturated Fat	0g	0 %
<i>Trans</i> Fat	0g	
Cholesterol	0mg	0 %
Sodium	45mg	2 %
Total Carbohydrate	6g	2 %
Dietary Fiber	2g	8 %
Sugars	3g	
Protein	1g	
Vitamin A	200%	Vitamin C 2%
Calcium	2%	Iron 2%
* Percent Daily Values are based on a 2,000 calorie diet.		

Nutrition Facts Cards

12. Cereal, cornflakes, sweetened

Nutrition Facts	
Serving Size 3/4 cup (29g)	
Servings Per Container 13	
Amount Per Serving	
Calories 110	
%Daily Value*	
Total Fat 0g	0 %
Saturated Fat 0g	0 %
Trans Fat 0g	
Cholesterol 0mg	0 %
Sodium 190mg	8 %
Total Carbohydrate 26g	9 %
Dietary Fiber 1g	0 %
Sugars 12g	
Protein 2g	
Vitamin A 25%	Vitamin C 25%
Calcium 0%	Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet.

13. Cheese, American

Nutrition Facts	
Serving Size 1 ounce (55g)	
Servings Per Container 16	
Amount Per Serving	
Calories 210	Calories from Fat 150
%Daily Value*	
Total Fat 17g	26 %
Saturated Fat 11g	54 %
Trans Fat 0g	
Cholesterol 50mg	17 %
Sodium 790mg	33 %
Total Carbohydrate 1g	0 %
Dietary Fiber 0g	0 %
Sugars 1g	
Protein 12g	
Vitamin A 15%	Vitamin C 0%
Calcium 35%	Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.

14. Cheese, mozzarella, part skim

Nutrition Facts	
Serving Size 1 ounce (28g)	
Servings Per Container 8	
Amount Per Serving	
Calories 70	Calories from Fat 40
%Daily Value*	
Total Fat 4.5g	7 %
Saturated Fat 3g	14 %
Trans Fat 0g	
Cholesterol 15mg	5 %
Sodium 130mg	5 %
Total Carbohydrate 1g	0 %
Dietary Fiber 0g	0 %
Sugars 0g	
Protein 7g	
Vitamin A 4%	Vitamin C 0%
Calcium 20%	Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.

15. Chicken breast, baked, skinless

Nutrition Facts	
Serving Size 3 ounces (85g)	
Servings Per Container 2	
Amount Per Serving	
Calories 140	Calories from Fat 25
%Daily Value*	
Total Fat 3g	5 %
Saturated Fat 1g	4 %
Trans Fat 0g	
Cholesterol 70mg	24 %
Sodium 65mg	3 %
Total Carbohydrate 0g	0 %
Dietary Fiber 0g	0 %
Sugars 0g	
Protein 26g	
Vitamin A 0%	Vitamin C 0%
Calcium 0%	Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet.

16. Corn

Nutrition Facts	
Serving Size 1/2 cup (125g)	
Servings Per Container 4	
Amount Per Serving	
Calories 90	Calories from Fat 10
%Daily Value*	
Total Fat 1g	2 %
Saturated Fat 0g	0 %
Trans Fat 0g	
Cholesterol 0mg	0 %
Sodium 360mg	15 %
Total Carbohydrate 18g	6 %
Dietary Fiber 3g	12 %
Sugars 6g	
Protein 2g	
Vitamin A 0%	Vitamin C 6%
Calcium 0%	Iron 2%

* Percent Daily Values are based on a 2,000 calorie diet.

17. Deli meat, bologna

Nutrition Facts	
Serving Size 1 slice (28g)	
Servings Per Container 18	
Amount Per Serving	
Calories 90	Calories from Fat 70
%Daily Value*	
Total Fat 8g	12 %
Saturated Fat 3.5g	18 %
Trans Fat 0g	
Cholesterol 20mg	7 %
Sodium 310mg	13 %
Total Carbohydrate 1g	0 %
Dietary Fiber 0g	0 %
Sugars 1g	
Protein 3g	
Vitamin A 0%	Vitamin C 0%
Calcium 0%	Iron 2%

* Percent Daily Values are based on a 2,000 calorie diet.

Nutrition Facts Cards

18. Doughnut, glazed

Nutrition Facts		
Serving Size 1 doughnut (60g)		
Servings Per Container 6		
Amount Per Serving		
Calories	240	Calories from Fat 120
%Daily Value*		
Total Fat	14g	21 %
Saturated Fat	3.5g	17 %
Trans Fat	4g	
Cholesterol	5mg	0 %
Sodium	210mg	9 %
Total Carbohydrate	27g	9 %
Dietary Fiber	1g	0 %
Sugars	10g	
Protein	4g	
Vitamin A	0 %	Vitamin C 0 %
Calcium	2 %	Iron 2 %
* Percent Daily Values are based on a 2,000 calorie diet.		

↓ LOW=5% or less HIGH=20% or more ↑

19. Egg, hard cooked

Nutrition Facts		
Serving Size 1 egg (50g)		
Servings Per Container 6		
Amount Per Serving		
Calories	80	Calories from Fat 50
%Daily Value*		
Total Fat	5g	8 %
Saturated Fat	1.5g	8 %
Trans Fat	0g	
Cholesterol	210mg	71 %
Sodium	60mg	3 %
Total Carbohydrate	1g	0 %
Dietary Fiber	0g	0 %
Sugars	0g	
Protein	6g	
Vitamin A	6 %	Vitamin C 0 %
Calcium	2 %	Iron 4 %
* Percent Daily Values are based on a 2,000 calorie diet.		

↓ LOW=5% or less HIGH=20% or more ↑

20. Fish sticks

Nutrition Facts		
Serving Size 6 fishsticks (95g)		
Servings Per Container 4		
Amount Per Serving		
Calories	250	Calories from Fat 130
%Daily Value*		
Total Fat	14g	22 %
Saturated Fat	2.5g	13 %
Trans Fat	3g	
Cholesterol	20mg	7 %
Sodium	430mg	18 %
Total Carbohydrate	21g	7 %
Dietary Fiber	1g	4 %
Sugars	2g	
Protein	10g	
Vitamin A	0 %	Vitamin C 0 %
Calcium	2 %	Iron 2 %
* Percent Daily Values are based on a 2,000 calorie diet.		

↓ LOW=5% or less HIGH=20% or more ↑

21. Frozen fruit juice bar

Nutrition Facts		
Serving Size 1 juice bar (92g)		
Servings Per Container 10		
Amount Per Serving		
Calories	80	
%Daily Value*		
Total Fat	0g	0 %
Saturated Fat	0g	0 %
Trans Fat	0g	
Cholesterol	0mg	0 %
Sodium	0mg	0 %
Total Carbohydrate	19g	6 %
Dietary Fiber	0g	0 %
Sugars	0g	
Protein	1g	
Vitamin A	0 %	Vitamin C 15 %
Calcium	0 %	Iron 0 %
* Percent Daily Values are based on a 2,000 calorie diet.		

↓ LOW=5% or less HIGH=20% or more ↑

22. Fruit juice, grape

Nutrition Facts		
Serving Size 8 FL OZ (240g)		
Servings Per Container 8		
Amount Per Serving		
Calories	130	
%Daily Value*		
Total Fat	0g	0 %
Saturated Fat	0g	0 %
Trans Fat	0g	
Cholesterol	0mg	0 %
Sodium	10mg	0 %
Total Carbohydrate	32g	11 %
Dietary Fiber	0g	0 %
Sugars	30g	
Protein	1g	
Vitamin A	0 %	Vitamin C 100 %
Calcium	0 %	Iron 2 %
* Percent Daily Values are based on a 2,000 calorie diet.		

↓ LOW=5% or less HIGH=20% or more ↑

23. Fruit juice, orange plus calcium

Nutrition Facts		
Serving Size 8 FL OZ (249g)		
Servings Per Container 8		
Amount Per Serving		
Calories	110	
%Daily Value*		
Total Fat	0g	0 %
Saturated Fat	0g	0 %
Trans Fat	0g	
Cholesterol	0mg	0 %
Sodium	0mg	0 %
Total Carbohydrate	26g	9 %
Dietary Fiber	0g	0 %
Sugars	22g	
Protein	2g	
Vitamin A	0 %	Vitamin C 180 %
Calcium	35 %	Iron 0 %
* Percent Daily Values are based on a 2,000 calorie diet.		

↓ LOW=5% or less HIGH=20% or more ↑

Nutrition Facts Cards

24. Fruit punch drink

Nutrition Facts	
Serving Size 8 FL OZ (248g)	
Servings Per Container 8	
Amount Per Serving	
Calories 120	
%Daily Value*	
Total Fat 0g	0 %
Saturated Fat 0g	0 %
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0 %
Sodium 55mg	2 %
Total Carbohydrate 30g	10 %
Dietary Fiber 0g	0 %
Sugars 29g	
Protein 0g	
Vitamin A 0%	Vitamin C 120%
Calcium 0%	Iron 2%
* Percent Daily Values are based on a 2,000 calorie diet.	

25. Gravy

Nutrition Facts	
Serving Size 1/4 cup (58g)	
Servings Per Container 8	
Amount Per Serving	
Calories 30	Calories from Fat 10
%Daily Value*	
Total Fat 1.5g	2 %
Saturated Fat 0.5g	3 %
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0 %
Sodium 320mg	14 %
Total Carbohydrate 3g	1 %
Dietary Fiber 0g	0 %
Sugars 0g	
Protein 2g	
Vitamin A 0%	Vitamin C 0%
Calcium 0%	Iron 2%
* Percent Daily Values are based on a 2,000 calorie diet.	

26. Ice cream, vanilla

Nutrition Facts	
Serving Size 1/2 cup (65g)	
Servings Per Container 18	
Amount Per Serving	
Calories 150	Calories from Fat 90
%Daily Value*	
Total Fat 10g	15 %
Saturated Fat 6g	30 %
<i>Trans</i> Fat 0g	
Cholesterol 35mg	12 %
Sodium 30mg	1 %
Total Carbohydrate 14g	5 %
Dietary Fiber 0g	0 %
Sugars 11g	
Protein 2g	
Vitamin A 8%	Vitamin C 0%
Calcium 6%	Iron 0%
* Percent Daily Values are based on a 2,000 calorie diet.	

27. Kiwi fruit

Nutrition Facts	
Serving Size 2 kiwi fruit (154g)	
Servings Per Container 5	
Amount Per Serving	
Calories 100	Calories from Fat 10
%Daily Value*	
Total Fat 1g	2 %
Saturated Fat 0g	0 %
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0 %
Sodium 0mg	0 %
Total Carbohydrate 22g	7 %
Dietary Fiber 5g	21 %
Sugars 16g	
Protein 2g	
Vitamin A 2%	Vitamin C 250%
Calcium 6%	Iron 4%
* Percent Daily Values are based on a 2,000 calorie diet.	

28. Milk, 1% Lowfat

Nutrition Facts	
Serving Size 8 fl oz (244g)	
Servings Per Container 8	
Amount Per Serving	
Calories 100	Calories from Fat 25
%Daily Value*	
Total Fat 2.5g	4 %
Saturated Fat 1.5g	8 %
<i>Trans</i> Fat 0g	
Cholesterol 10mg	3 %
Sodium 125mg	5 %
Total Carbohydrate 12g	4 %
Dietary Fiber 0g	0 %
Sugars 11g	
Protein 8g	
Vitamin A 10%	Vitamin C 4%
Calcium 30%	Iron 0%
* Percent Daily Values are based on a 2,000 calorie diet.	

29. Milk, 1% Lowfat chocolate

Nutrition Facts	
Serving Size 8 fl oz (250g)	
Servings Per Container 8	
Amount Per Serving	
Calories 160	Calories from Fat 25
%Daily Value*	
Total Fat 2.5g	4 %
Saturated Fat 1.5g	8 %
<i>Trans</i> Fat 0g	
Cholesterol 5mg	2 %
Sodium 150mg	6 %
Total Carbohydrate 26g	9 %
Dietary Fiber 1g	5 %
Sugars 0g	
Protein 8g	
Vitamin A 10%	Vitamin C 4%
Calcium 30%	Iron 4%
* Percent Daily Values are based on a 2,000 calorie diet.	

Nutrition Facts Cards

30. Peanuts, dry roasted

Nutrition Facts	
Serving Size 1/4 cup (37g)	
Servings Per Container 10	
Amount Per Serving	
Calories 220	Calories from Fat 170
%Daily Value*	
Total Fat 18g	28 %
Saturated Fat 2.5g	13 %
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0 %
Sodium 300mg	13 %
Total Carbohydrate 8g	3 %
Dietary Fiber 3g	12 %
Sugars 2g	
Protein 9g	
Vitamin A 0%	Vitamin C 0%
Calcium 0%	Iron 4%
* Percent Daily Values are based on a 2,000 calorie diet.	

↓ LOW=5% or less HIGH=20% or more ↑

31. Orange

Nutrition Facts	
Serving Size 1 orange (131g)	
Servings Per Container 1	
Amount Per Serving	
Calories 60	
%Daily Value*	
Total Fat 0g	0 %
Saturated Fat 0g	0 %
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0 %
Sodium 0mg	0 %
Total Carbohydrate 15g	5 %
Dietary Fiber 3g	13 %
Sugars 12g	
Protein 1g	
Vitamin A 6%	Vitamin C 120%
Calcium 6%	Iron 0%
* Percent Daily Values are based on a 2,000 calorie diet.	

↓ LOW=5% or less HIGH=20% or more ↑

32. Peach halves, canned in light syrup

Nutrition Facts	
Serving Size 1/2 cup (125g)	
Servings Per Container 4	
Amount Per Serving	
Calories 70	
%Daily Value*	
Total Fat 0g	0 %
Saturated Fat 0g	0 %
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0 %
Sodium 5mg	0 %
Total Carbohydrate 18g	6 %
Dietary Fiber 2g	7 %
Sugars 0g	
Protein 1g	
Vitamin A 8%	Vitamin C 6%
Calcium 0%	Iron 2%
* Percent Daily Values are based on a 2,000 calorie diet.	

↓ LOW=5% or less HIGH=20% or more ↑

33. Peas

Nutrition Facts	
Serving Size 1/2 cup (80g)	
Servings Per Container 4	
Amount Per Serving	
Calories 60	
%Daily Value*	
Total Fat 0g	0 %
Saturated Fat 0g	0 %
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0 %
Sodium 70mg	3 %
Total Carbohydrate 11g	4 %
Dietary Fiber 4g	18 %
Sugars 4g	
Protein 4g	
Vitamin A 10%	Vitamin C 15%
Calcium 0%	Iron 6%
* Percent Daily Values are based on a 2,000 calorie diet.	

↓ LOW=5% or less HIGH=20% or more ↑

34. Pineapple, canned in juice

Nutrition Facts	
Serving Size 1/2 cup (125g)	
Servings Per Container 4	
Amount Per Serving	
Calories 70	Calories from Fat 0
%Daily Value*	
Total Fat 0g	0 %
Saturated Fat 0g	0 %
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0 %
Sodium 0mg	0 %
Total Carbohydrate 20g	7 %
Dietary Fiber 1g	0 %
Sugars 18g	
Protein 1g	
Vitamin A 0%	Vitamin C 20%
Calcium 0%	Iron 0%
* Percent Daily Values are based on a 2,000 calorie diet.	

↓ LOW=5% or less HIGH=20% or more ↑

35. Pizza, pepperoni, for one

Nutrition Facts	
Serving Size 1 small pizza (113g)	
Servings Per Container 1	
Amount Per Serving	
Calories 290	Calories from Fat 140
%Daily Value*	
Total Fat 16g	25 %
Saturated Fat 3.5g	18 %
<i>Trans</i> Fat 1g	
Cholesterol 15mg	5 %
Sodium 700mg	29 %
Total Carbohydrate 26g	9 %
Dietary Fiber 1g	4 %
Sugars 3g	
Protein 10g	
Vitamin A 0%	Vitamin C 0%
Calcium 10%	Iron 10%
* Percent Daily Values are based on a 2,000 calorie diet.	

↓ LOW=5% or less HIGH=20% or more ↑

Nutrition Facts Cards

36. Pork loin chop, lean, broiled

Nutrition Facts		
Serving Size 3 ounces (85g)		
Servings Per Container 6		
Amount Per Serving		
Calories	170	Calories from Fat 60
%Daily Value*		
Total Fat	7g	10 %
Saturated Fat	2.5g	12 %
Trans Fat	0g	
Cholesterol	70mg	23 %
Sodium	55mg	2 %
Total Carbohydrate	0g	0 %
Dietary Fiber	0g	0 %
Sugars	0g	
Protein	26g	
Vitamin A	0%	Vitamin C 0%
Calcium	2%	Iron 4%
* Percent Daily Values are based on a 2,000 calorie diet.		

37. Pork, spareribs

Nutrition Facts		
Serving Size 3 ounces (85g)		
Servings Per Container 1		
Amount Per Serving		
Calories	270	Calories from Fat 170
%Daily Value*		
Total Fat	19g	29 %
Saturated Fat	7g	34 %
Trans Fat	0g	
Cholesterol	90mg	30 %
Sodium	80mg	3 %
Total Carbohydrate	0g	0 %
Dietary Fiber	0g	0 %
Sugars	0g	
Protein	24g	
Vitamin A	0%	Vitamin C 0%
Calcium	4%	Iron 8%
* Percent Daily Values are based on a 2,000 calorie diet.		

38. Potato, French fries, super size

Nutrition Facts		
Serving Size 1 serving (176g)		
Servings Per Container 1		
Amount Per Serving		
Calories	540	Calories from Fat 230
%Daily Value*		
Total Fat	26g	40 %
Saturated Fat	4.5g	23 %
Trans Fat	5g	
Cholesterol	0mg	0 %
Sodium	350mg	15 %
Total Carbohydrate	68g	23 %
Dietary Fiber	6g	24 %
Sugars	0g	
Protein	8g	
Vitamin A	0%	Vitamin C 35%
Calcium	2%	Iron 8%
* Percent Daily Values are based on a 2,000 calorie diet.		

39. Pudding, chocolate cup

Nutrition Facts		
Serving Size 1 snack cup (113g)		
Servings Per Container 6		
Amount Per Serving		
Calories	170	Calories from Fat 50
%Daily Value*		
Total Fat	6g	9 %
Saturated Fat	1.5g	7 %
Trans Fat	0g	
Cholesterol	0mg	0 %
Sodium	190mg	8 %
Total Carbohydrate	26g	9 %
Dietary Fiber	0g	0 %
Sugars	18g	
Protein	2g	
Vitamin A	0%	Vitamin C 0%
Calcium	6%	Iron 2%
* Percent Daily Values are based on a 2,000 calorie diet.		

40. Salad greens

Nutrition Facts		
Serving Size 1 1/2 cup (85g)		
Servings Per Container 6		
Amount Per Serving		
Calories	15	
%Daily Value*		
Total Fat	0g	0 %
Saturated Fat	0g	0 %
Trans Fat	0g	
Cholesterol	0mg	0 %
Sodium	15mg	1 %
Total Carbohydrate	3g	1 %
Dietary Fiber	2g	8 %
Sugars	1g	
Protein	1g	
Vitamin A	80%	Vitamin C 20%
Calcium	2%	Iron 4%
* Percent Daily Values are based on a 2,000 calorie diet.		

41. Soda, orange

Nutrition Facts		
Serving Size 8 fl oz (240g)		
Servings Per Container 1.5		
Amount Per Serving		
Calories	120	
%Daily Value*		
Total Fat	0g	0 %
Saturated Fat	0g	0 %
Trans Fat	0g	
Cholesterol	0mg	0 %
Sodium	35mg	1 %
Total Carbohydrate	32g	11 %
Dietary Fiber	0g	0 %
Sugars	32g	
Protein	0g	
Vitamin A	0%	Vitamin C 0%
Calcium	0%	Iron 0%
* Percent Daily Values are based on a 2,000 calorie diet.		

Nutrition Facts Cards

42. Strawberries

Nutrition Facts		
Serving Size 1 cup (144g)		
Servings Per Container 4		
Amount Per Serving		
Calories	45	
%Daily Value*		
Total Fat	0.5g	1 %
Saturated Fat	0g	0 %
<i>Trans</i> Fat	0g	
Cholesterol	0mg	0 %
Sodium	0mg	0 %
Total Carbohydrate	10g	3 %
Dietary Fiber	3g	13 %
Sugars	8g	
Protein	1g	
Vitamin A	0 %	Vitamin C 140 %
Calcium	2 %	Iron 4 %

* Percent Daily Values are based on a 2,000 calorie diet.

43. Tomato

Nutrition Facts		
Serving Size 1 tomato (4oz)(123g)		
Servings Per Container 1		
Amount Per Serving		
Calories	25	
%Daily Value*		
Total Fat	0g	0 %
Saturated Fat	0g	0 %
<i>Trans</i> Fat	0g	
Cholesterol	0mg	0 %
Sodium	10mg	0 %
Total Carbohydrate	6g	2 %
Dietary Fiber	1g	6 %
Sugars	4g	
Protein	1g	
Vitamin A	15 %	Vitamin C 40 %
Calcium	0 %	Iron 4 %

* Percent Daily Values are based on a 2,000 calorie diet.

44. Tortilla chips

Nutrition Facts		
Serving Size 1 ounce (28g)		
Servings Per Container 1		
Amount Per Serving		
Calories	140	Calories from Fat 60
%Daily Value*		
Total Fat	7g	11 %
Saturated Fat	1.5g	8 %
<i>Trans</i> Fat	0g	
Cholesterol	0mg	0 %
Sodium	120mg	5 %
Total Carbohydrate	18g	6 %
Dietary Fiber	1g	4 %
Sugars	0g	
Protein	2g	
Vitamin A	0 %	Vitamin C 2 %
Calcium	0 %	Iron 4 %

* Percent Daily Values are based on a 2,000 calorie diet.

45. Tortilla, corn

Nutrition Facts		
Serving Size 2 tortillas (52g)		
Servings Per Container 10		
Amount Per Serving		
Calories	120	Calories from Fat 10
%Daily Value*		
Total Fat	1.5g	2 %
Saturated Fat	0g	0 %
<i>Trans</i> Fat	0g	
Cholesterol	0mg	0 %
Sodium	85mg	3 %
Total Carbohydrate	24g	8 %
Dietary Fiber	3g	11 %
Sugars	0g	
Protein	3g	
Vitamin A	0 %	Vitamin C 0 %
Calcium	10 %	Iron 4 %

* Percent Daily Values are based on a 2,000 calorie diet.

46. Vegetable soup, chunky

Nutrition Facts		
Serving Size 1 cup (240g)		
Servings Per Container 2		
Amount Per Serving		
Calories	120	Calories from Fat 35
%Daily Value*		
Total Fat	3.5g	6 %
Saturated Fat	0.5g	3 %
<i>Trans</i> Fat	0g	
Cholesterol	0mg	0 %
Sodium	1010mg	42 %
Total Carbohydrate	19g	6 %
Dietary Fiber	1g	5 %
Sugars	0g	
Protein	4g	
Vitamin A	120 %	Vitamin C 10 %
Calcium	6 %	Iron 10 %

* Percent Daily Values are based on a 2,000 calorie diet.

47. Yogurt, lowfat vanilla

Nutrition Facts		
Serving Size 1 cup (245g)		
Servings Per Container 1		
Amount Per Serving		
Calories	220	Calories from Fat 40
%Daily Value*		
Total Fat	4.5g	7 %
Saturated Fat	3g	15 %
<i>Trans</i> Fat	0g	
Cholesterol	15mg	4 %
Sodium	140mg	6 %
Total Carbohydrate	38g	13 %
Dietary Fiber	0g	0 %
Sugars	34g	
Protein	10g	
Vitamin A	6 %	Vitamin C 4 %
Calcium	30 %	Iron 0 %

* Percent Daily Values are based on a 2,000 calorie diet.

MIDDLE SCHOOL MADNESS CONTEST: ESSAY

Hosted in conjunction with the 2012 NCAA Final Four, the Middle School Madness Essay Contest is for girls and boys in grades six, seven and eight. Students may choose to submit an essay addressing the topic:

“What is your Recipe for Success?”

Contest Rules and Guidelines

Essay Rules and Guidelines

- Teachers should review the “Language Arts: Essay” lesson when introducing the essay contest to their classrooms.
- The essay should be typed, double spaced, and not more than 200 words in length.
- Each essay entry must have a cover page with the following information included: student’s name, gender, grade level, school name, phone number and teacher’s name.

General Rules and Guidelines

- The essays will be judged on creativity, language skills and relevance to the theme.
- Each contest entry must be accompanied by a signed NCAA publicity release form (page 55).
- A student may submit only one essay entry.
- Essays should not make reference to any professional or collegiate sports teams or include any reference to any household brand names. Entries with these references will not be considered for judging or public display.

Deadlines

Teachers must submit all classroom entries with the contest submission form (page 54) and publicity release forms (page 55) to Jeremy Boyce not later than Friday, February 24, 2012. Subject to change.

Prizes

The New Orleans Local Organizing Committee will select six grand-prize winners from each school (one boy/one girl per classroom per grade) in the essay contest. All grand-prize winners will receive a complimentary field trip to NCAA Final Four Friday at the Louisiana Superdome on Friday, March 30, 2012, to include lunch, transportation and reserved seating at the Louisiana Superdome. Winning essays will also be displayed in key locations around New Orleans.

All schools that have 50 percent student participation will receive equipment for use in their physical education programs and a monetary honorarium from the NCAA for school supplies.

Contact Information

For more information about the Middle School Madness contests, contact Jeremy Boyce, New Orleans Local Organizing Committee, at 504/619-6103 or by email at jboyce@gnosf.org.

Additional Information

Rules and decisions of the judges are final. The NCAA reserves the right to substitute prizes of equal or greater value. Contest void where prohibited.

MIDDLE SCHOOL MADNESS CONTEST: POSTER

Hosted in conjunction with the 2012 NCAA Final Four, the Middle School Madness Poster Contest is for girls and boys in grades six, seven and eight. Students may choose to submit a poster addressing the topic:

“What is your Recipe for Success?”

Poster Contest Rules and Guidelines

- Teachers should review the “Visual Arts: Poster” lesson when introducing the poster contest to their classrooms.
- The poster must be two dimensional (not to exceed 24 inches by 36 inches).
- Each poster must have the following information printed neatly on the back: student’s name, gender, grade level, school name, phone number and teacher’s name.

General Rules and Guidelines

- The posters will be judged on creativity and relevance to the theme.
- Each contest entry must be accompanied by a signed NCAA publicity release form (page 55).
- A student may submit only one poster entry.
- Posters should not make reference to any professional or collegiate sports teams or include any reference to any household brand names. Entries with these references will not be considered for judging or public display.

Deadlines

Teachers must submit all classroom entries with the contest submission form (page 54) and publicity release forms (page 55) to Jeremy Boyce not later than Friday, February 24, 2012. Subject to change.

Prizes

The New Orleans Local Organizing Committee will select six grand-prize winners from each school (one boy/one girl per classroom per grade) in the poster contest. All grand-prize winners will receive a complimentary field trip to NCAA Final Four Friday at the Louisiana Superdome, on Friday, March 30, 2012, to include lunch, transportation and reserved seating at the Louisiana Superdome. Winning posters will also be displayed in key locations around New Orleans.

All schools that have 50 percent classroom participation will receive equipment for use in their physical education programs, as well as a monetary honorarium from the NCAA for learning tools and school supplies.

Contact Information

For more information about the Middle School Madness contests, contact Jeremy Boyce, New Orleans Local Organizing Committee, at 504/619-6103 or by email at jboyce@gnosf.org.

Additional Information

Rules and decisions of the judges are final. The NCAA reserves the right to substitute prizes of equal or greater value. Contest void where prohibited.

MIDDLE SCHOOL MADNESS CONTEST: RECYCLING

Hosted in conjunction with the 2012 NCAA Final Four, the Middle School Madness Recycling Contest is a team contest for boys and girls in grades six, seven and eight. Classrooms are challenged to work together to recycle the most paper — measured in pounds. The goal of the recycling contest is to promote positive behavior and to educate middle school students on the importance of improving their environment and giving back to their community.

Contest rules and guidelines

- Teachers should review the “Science: Environmental Impact” lesson when introducing this contest to their classrooms.
- Individual classrooms should collect various types of paper to be recycled. Acceptable paper items include newspaper, phone books, magazines/brochures, envelopes, copy paper, notebook paper, corrugated cardboard, stickers, labels and cards.
- Classrooms will be provided boxes for the recycled paper collection, along with a tracking sheet that teachers will complete and return to the New Orleans Local Organizing Committee for tallying throughout the six-week contest. Teachers should tally their classroom’s total weight once per week beginning Monday, January 9, to Friday, February 17 and record the weekly weight on the recycling tracking sheet.
- The New Orleans Local Organizing Committee will arrange pickup of recycled items throughout the contest.
- Each contest entry (tracking sheet) must be accompanied by signed NCAA publicity release forms (page 55).
- Each school is allowed to submit one collection and tracking sheet per classroom.

Deadlines

Teachers must submit the completed recycling contest tracking sheet with the contest submission form (page 54) and publicity release forms (page 55) to Jeremy Boyce not later than Friday, February 24, 2012. Subject to change.

Prizes

The New Orleans Local Organizing Committee will select four grand-prize winners (one classroom per participating school) in the recycling contest. All grand-prize winners will receive a complimentary field trip to NCAA Final Four Friday at the Louisiana Superdome, on Friday, March 30, 2012, to include lunch, transportation and reserved seating at the Louisiana Superdome.

All schools that have 50 percent classroom participation will receive equipment for use in their physical education programs, as well as a monetary honorarium from the NCAA for learning tools and school supplies.

Contact Information

For more information about the Middle School Madness contests, contact Jeremy Boyce, New Orleans Local Organizing Committee, at 504/619-6103 or by email at jboyce@gnosf.org.

Additional Information

Rules and decisions of the judges are final. The NCAA reserves the right to substitute prizes of equal or greater value. Contest void where prohibited.

MIDDLE SCHOOL MADNESS CONTEST: HEALTH AND PHYSICAL EDUCATION

Hosted in conjunction with the 2012 NCAA Final Four, the Health and Physical Education Contest is for boys and girls in grades six, seven and eight. Students are challenged to participate in 60 minutes of physical activity per day, five days a week and complete one healthy eating goal each week for six weeks. The goal of this contest is to encourage students to make physical activity and good nutrition part of their everyday lives. Proper nutrition combined with regular physical activity work together for better health.

Contest Rules and Guidelines

- Teachers should review the “Health” lesson and the Energizing Exercises list in the Additional Resources section when introducing this contest to their students.
- Students participate in physical activity for 60 minutes per day, five days a week (or on school days) and complete one healthy eating goal each week beginning Monday, January 9, to Friday, February 17, 2012, and record their activity on the health and physical education contest tracking log.
- Students that complete this contest by participating in physical activity for 60 minutes per day, five days a week and complete a healthy eating goal for six weeks will also receive the Presidential Active Lifestyle Award (PALA) from the President’s Council on Fitness, Sports and Nutrition.
- Completed health and physical education tracking logs must be submitted by Friday, February 24, 2012.

Contest Instructions

- Choose a variety of activities so that students can make healthy nutrition choices and be physically active each day.
- Participate in at least 60 minutes of physical activity per day, five days a week (or on school days). Record the number of minutes spent being active each day on the tracking log.
- Choose a weekly healthy eating goal and build upon those goals throughout the contest. Choose one healthy eating goal each week and record it on the tracking log. Refer to the *MyPlate* tips and *What’s on MyPlate* tips in the additional resources section to help you choose your nutrition goals. Healthy eating goals may include:
 1. At least half of my plate were fruits and vegetables.
 2. At least half of the grains that I ate were whole grains.
 3. I chose fat-free or low-fat (1%) milk, yogurt or cheese.
 4. I drank water instead of sugary drinks.
 5. I chose lean sources of protein.
 6. I compared sodium (salt) in foods such as soup and frozen meals and chose foods with less sodium.
 7. I ate seafood this week.
 8. I ate smaller portions.
- Keep track of your progress, be creative and have fun.

Deadlines

Teachers must submit the completed health and physical education tracking logs with the contest submission form (page 54) and publicity release forms (page 55) to Jeremy Boyce not later than Friday, February 24, 2012. Subject to change.



Prizes

One classroom per participating school will receive a complimentary field trip to NCAA Final Four Friday at the Louisiana Superdome March 30, 2012, which will include lunch, transportation and reserved seating at the Louisiana Superdome.

Students that complete their log for at least six weeks will also receive The Presidential Active Lifestyle Award (PALA).

All schools that have at least 50 percent classroom participation will receive equipment for use in their physical education programs, and a monetary honorarium from the NCAA for learning tools and school supplies.

Contact Information

For more information about the Middle School Madness contests, contact Jeremy Boyce, New Orleans Local Organizing Committee, at 504/619-6103 or by e-mail at jboyce@gnosf.org.

Additional Information

The President's Challenge encourages all Americans to make physical activity and good nutrition part of their everyday lives. Regardless of age, background or ability, the President's Challenge can help motivate individuals to move more often and eat healthy! PALA+ can help all Americans jumpstart or maintain a healthy lifestyle. For more information, go to www.presidentschallenge.org.

Rules and decisions of the judges are final. The NCAA reserves the right to substitute prizes of equal or greater value. Contest void where prohibited.

Louisiana Academic Standards

This lesson supports the following content areas and curriculum standards:

Health Education: 1-M-2, 3-M-1, 3-M-2, 5-M-1, 5-M-2, 5-M-3, 5-M-4, 5-M-5, 6-M-1, 6-M-4.

Physical Education: 3-M-2, 3-M-3, 3-M-4, 4-M-1, 4-M-2, 4-M-3, 5-M-1, 5-M-3, 7-M-1, 7-M-2, 7-M-3.

