



PRO FOOTBALL HALL OF FAME YOUTH AND EDUCATION

FAMILY & CONSUMER SCIENCES

ACTIVITY GUIDE 2019-2020



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Cooking with the Pros



Goals/Objectives:

Students will:

- Investigate recipes in food preparation.
- Demonstrate skill in preparing recipes.
- Demonstrate proper letter-writing skills.

National Standards: 14.0 - Nutrition and Wellness

Methods/Procedures:

- Working individually or in small groups, have students acquire recipes from their favorite football players using sources such as *NBC Sunday Night Football Cookbook* produced by Melcher Media and published by Time Inc. Home Entertainment, which offers "150 great family recipes from America's Pro Chefs and NFL Players."
- Have students write letters to players (see addresses on pages FF4 and FF5) asking for their favorite recipes and fitness tips. Using correct letter-writing methods, have them peer review each other's letters. Students should then create a final, type-written letter and send it. Hopefully, they will receive a response.
- Have students work cooperatively with group members to prepare selected recipes.
- Have the students write a follow-up thank you note to those football players who responded to their inquiries. Include a photo of the prepared recipe.

Materials:

- The book *NBC Sunday Night Football Cookbook*, published by Time Inc. Home Entertainment, copyright 2008 by NBC Universal, Inc.

Assessment:

- Acceptable performance on all instructional activities.



Determining the Nutritional Value of Foods

Goals/Objectives:

Students will:

- Define nutrient density
- Identify valuable nutrients needed for good health and fitness
- Analyze food product labels and recipes for nutritional value using the "Finger Method."
- Compare empty calorie foods (junk foods), nutrient neutral foods, and nutrient dense foods for nutritional value.

Common Core Standards: 14.0 - Nutrition and Wellness:

Methods/Procedures:

- Using available resources, have students research the functions of the nutrients needed for good health and fitness (i.e. protein, carbohydrates, fats, vitamins, and minerals).
- Explain to students that everything we eat isn't necessarily good for us and for optimum health and fitness, we need to include more nutrient dense foods in our diet. (Nutrient dense foods provide a significant source of protein, vitamin A, vitamin C, the B-complex vitamins, calcium, iron, and fiber with not too much fat and calories.)
- Demonstrate the "Finger Method" of analyzing food product labels and recipes while reviewing the handout "Nutrient Density: Analyzing Product Labels and Recipes for Nutritional Value."
- Divide the class into pairs. Distribute a food product or recipe to each team and have them use the "Finger Method" to determine its nutritional value. Share responses with the whole class.
- Have students work independently to complete the "Determining the Nutritional Value of Foods" worksheet provided on the following pages.

Materials:

- Nutrition resources such as videos, computer software, textbooks, and internet
- Handout: "Nutrient Density: Analyzing Product Labels and Recipes for Nutritional Value"
- Food products and recipes that provide nutritional information

Assessment:

- Acceptable performance on all instructional activities

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Nutrient Density



Analyzing Product Labels and Recipes for Nutritional Value

Nutrient density is a way of categorizing foods that are good for you. Nutrient dense foods have more healthy nutritional characteristics than unhealthy ones. They provide significant source of certain valuable nutrients (vitamin A, vitamin C, B-complex vitamins, calcium, iron, protein, and fiber) while at the same not supplying too much fat and calories.

A fast and easy way to determine the nutrient density of foods is called the "Finger Method." It can be used on product labels and recipes that provide nutritional information.

The following chart explains the procedure.

Labels and recipes that DO NOT report the B-complex vitamins (thiamin, niacin, and riboflavin)	Labels and recipes that DO report the B-complex vitamins (thiamin, niacin, and riboflavin)
Put one finger up for: Vitamin A Vitamin C 10%/100 R.E. Calcium 10%/60mg Iron 10%/100mg Protein 10%/1.8mg Fiber 10%/6g or more 10%/3g or more	Put one finger up for: Vitamin A 10%/100 R.E. Vitamin C 10%/60mg Calcium 10%/100mg Iron 10%/1.8mg Protein 10%/6g or more Fiber 10%/3g or more Thiamin 10% Niacin 10% Riboflavin 10%
Put one finger down for: Total fat 10%/6g or more Calories 200 or more per serving	Put one finger down for: Total fat 10%/6g or more Calories 200 or more per serving OR Put two fingers down for: Total fat 30%/18g or more Calories Over 400 per serving

Final Analysis:		
Fingers Down	=	These foods are pure "junk foods". They have too much fat and/or calories for the nutrients provided.
Zero Fingers	=	These foods are nutrient neutral and are not really good or bad for you. They are either low in fat and/or calories or high in valuable nutrients.
Fingers Up	=	These foods are nutrient dense and are good for you. Valuable nutrients are available without much fat and/or calories.



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Nutrient Density

Example #1: Apple Pie

Recipe that Does Not report the B-complex vitamins (thiamin, niacin, and riboflavin)		Recipe that Does report the B-complex vitamins (thiamin, niacin, and riboflavin)	
Calories	424	Calories	424
Fat	15 grams	Fat	15 grams
Protein	6%	Protein	6%
Vitamin A	3%	Vitamin A	3%
Vitamin C	6%	Vitamin C	6%
Calcium	1%	Calcium	1%
Iron	7%	Iron	7%
Fiber	Not reported	Fiber	Not reported
		Thiamin	16%
		Niacin	9%
		Riboflavin	9%
Fingers Up:	0	Fingers Up:	+1 Thiamin
Fingers Down:	-1 calories	Fingers Down:	-2 calories
	-1 fat		-1 fat
Total:	-2	Total:	-2

Example #2: Halibut Asparagus Stir-Fry

Recipe that Does Not report the B-complex vitamins (thiamin, niacin, and riboflavin)		Recipe that Does report the B-complex vitamins (thiamin, niacin, and riboflavin)	
		Calories	160
		Fat	2 grams
		Protein	38%
		Vitamin A	6%
		Vitamin C	18%
		Calcium	4%
		Iron	6%
		Fiber	3 grams
		Thiamin	10%
		Niacin	16%
		Riboflavin	10%
		Fingers Up:	+1 Protein
			+1 Vitamin C
			+1 Thiamin
			+1 Niacin
			+1 Riboflavin
			+1 Fiber
		Fingers Down:	0
		Total:	+6

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Nutrient Density



Example #3: Pear Sauce

Recipe that Does Not report the B-complex vitamins (thiamin, niacin, and riboflavin)	Recipe that Does report the B-complex vitamins (thiamin, niacin, and riboflavin)	
	Calories	15
	Fat	0 grams
	Protein	*
	Vitamin A	*
	Vitamin C	*
	Calcium	*
	Iron	*
	Fiber	1 gram
	Thiamin	*
	Niacin	*
	Riboflavin	*
	*= trace amounts	
	Fingers Up:	0
	Fingers Down:	0
	Total:	0



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Determining Nutritional Value of Foods

Determine the nutritional values of the following recipes:

Lamb Chops Supreme <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> Calories: 453 Protein: 32% Thiamin: 13% Calcium: 4% Fingers up: _____ </div> <div style="width: 30%;"> Fat: 39g Vitamin A: 7% Riboflavin: 19% Iron: 9% Fingers Down: _____ </div> <div style="width: 30%;"> Sodium: 166mg Vitamin C: 7% Niacin: 31% Fingers Remaining: _____ </div> </div> <p>How healthy is this recipe?</p> <div style="display: flex; justify-content: space-between;"> A. Nutrient Dense B. Nutrient Neutral C. Empty Calorie Food </div>		
Broiled fish with Dill Sauce <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> Calories: 188 Protein: 43% Thiamin: 4% Calcium: 4% Fingers up: _____ </div> <div style="width: 30%;"> Fat: 8g Vitamin A: 6% Riboflavin: 6% Iron: 6% Fingers Down: _____ </div> <div style="width: 30%;"> Sodium: 364mg Vitamin C: 2% Niacin: 23% Fingers Remaining: _____ </div> </div> <p>How healthy is this recipe?</p> <div style="display: flex; justify-content: space-between;"> A. Nutrient Dense B. Nutrient Neutral C. Empty Calorie Food </div>		
Quiche Casserole <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> Calories: 375 Protein: 31% Calcium: 41% Fingers up: _____ </div> <div style="width: 30%;"> Fat: 28 Vitamin A: 22% Iron: 11% Fingers Down: _____ </div> <div style="width: 30%;"> Sodium: 475mg Vitamin C: 6% Fingers Remaining: _____ </div> </div> <p>How healthy is this recipe?</p> <div style="display: flex; justify-content: space-between;"> A. Nutrient Dense B. Nutrient Neutral C. Empty Calorie Food </div>		
Vegetable Risotto <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> Calories: 150 Fat: 5 Cholesterol: 4mg Calcium: 107mg Fingers up: _____ </div> <div style="width: 30%;"> Carbohydrate: 20g Fiber: 2g Protein: 7g Sodium: 253mg Fingers Down: _____ </div> <div style="width: 30%;"> Iron: 2mg Vitamin A: 93 RE Vitamin C: 59mg Fingers Remaining: _____ </div> </div> <p>How healthy is this recipe?</p> <div style="display: flex; justify-content: space-between;"> A. Nutrient Dense B. Nutrient Neutral C. Empty Calorie Food </div>		
Almond Pumpkin Chiffon Pudding <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> Calories: 170 Fat: 5 Saturated Fat: 1g Cholesterol: 4mg Fingers up: _____ </div> <div style="width: 30%;"> Carbohydrates: 25g Fiber: 1g Protein: 7g Calcium: 136mg Fingers Down: _____ </div> <div style="width: 30%;"> Iron: 1mg Vitamin A: 700 RE Vitamin C: 2mg Sodium: 65mg Fingers Remaining: _____ </div> </div> <p>How healthy is this recipe?</p> <div style="display: flex; justify-content: space-between;"> A. Nutrient Dense B. Nutrient Neutral C. Empty Calorie Food </div>		

Determining Nutritional Value of Foods



Breakfast Casserole

Calories: 385
Sodium: 912mg
Protein: 18g
Calcium: 13%
Fingers up: _____

Fat: 24g
Carbohydrates: 27g
Vitamin A: 14%
Iron: 11%
Fingers Down: _____

Cholesterol: 133mg
Fiber: 1g
Vitamin C: 12%
Fingers Remaining: _____

How healthy is this recipe?

A. Nutrient Dense

B. Nutrient Neutral

C. Empty Calorie Food

Tex-Mex Chicken

Calories: 262
Fat: 3g
Cholesterol: 55mg
Sodium: 237mg
Fingers up: _____

Carbohydrates: 36g
Fiber: 0g
Protein: 24g
Calcium: 25mg
Fingers Down: _____

Iron: 2mg
Vitamin A: 18 RE
Vitamin C: 23mg
Fingers Remaining: _____

How healthy is this recipe?

A. Nutrient Dense

B. Nutrient Neutral

C. Empty Calorie Food

Layered Mexican Salad

Calories: 117
Fat: 3g
Cholesterol: 3mg
Sodium: 349mg
Fingers up: _____

Carbohydrates: 19g
Fiber: 3g
Protein: 6g
Calcium: 77mg
Fingers Down: _____

Iron: 2mg
Vitamin A: 121 RE
Vitamin C: 18mg
Fingers Remaining: _____

How healthy is this recipe?

A. Nutrient Dense

B. Nutrient Neutral

C. Empty Calorie Food

Lemon Poppy Seed Cake

Calories: 217
Fat: 7g
Cholesterol: 18mg
Sodium: 219mg
Fingers up: _____

Carbohydrates: 34g
Fiber: 1g
Protein: 4g
Calcium: 69mg
Fingers Down: _____

Iron: 1mg
Vitamin A: 83 RE
Vitamin C: 2mg
Fingers Remaining: _____

How healthy is this recipe?

A. Nutrient Dense

B. Nutrient Neutral

C. Empty Calorie Food

Seven Layer Bars

Calories: 453
Fat: 8g
Vitamin A: 3%
Riboflavin: 4%
Iron: 2%
Fingers up: _____

Protein: 2g
Sodium: 76mg
Vitamin C: 0%
Niacin: 1%
Fingers Down: _____

Carbohydrates: 15g
Potassium: 90mg
Thiamin: 1%
Calcium: 4%
Fingers Remaining: _____

How healthy is this recipe?

A. Nutrient Dense

B. Nutrient Neutral

C. Empty Calorie Food



Game Plan for Helping the Teenage Years be a Winning Season

Goals/Objectives:

Students will:

- Define the Pro Football Hall of Fame's Gold Standards of Character: Commitment, Integrity, Courage, Respect & Excellence.
- Demonstrate understanding of the traits associated with the Pro Football Hall of Fame's Gold Standards of Character.
- Demonstrate understanding that good character is essential for achieving success in life.
- Be inspired to embrace good character in order to live more meaningful and effective lives.
- Recognize the importance of good role models in the lives of teenagers.
- Recognize how decisions made in life during the teenage years affect future success.
- Identify self-destructive behaviors in which teenagers may participate.
- Conduct research and present findings on a selected self-destructive behavior.

National Standards: 12.0 - Human Development, 13.0 - Interpersonal Relationships

Methods/Procedures:

- Introduce the attributes of good character by having students participate in one of "The Heart of a Hall of Famer" series. Have them complete the accompanying "Character in the NFL" activity. If you cannot participate in this series, the Hall of Fame has archived video of past programs: <http://www.profootballhof.com/engage/heart-of-a-hall-of-famer/> or visit the Pro Football Hall of Fame Youth/Education YouTube Page at <https://www.youtube.com/user/profootballhofedu>
- Tell students that, while not all NFL players display good character and make good choices at all times, most recognize their influence on young people and strive to be good role models both on and off the field. Discuss the importance of teenagers having good role models to emulate. Talk about the fact that just like football, the game of life has many choices and teenagers need tools to help them make good decisions. Choosing self-forming ways of behaving will contribute to teenagers' growth and development. However, choosing self-destructive ways of behaving will have an adverse impact.
- Have a conversation about the characteristics of self-destructive behaviors (i.e. threaten physical, social, emotional, or cognitive well-being of self and others, tear down self-esteem, result in harmful consequences for self and others, involve uncaring actions, and hurt family, friends, or community). Then, brainstorm a list of self-destructive behaviors teenagers may engage in that would negatively impact their lives and their ability to reach their potential (i.e. eating disorders, physical abuse, substance abuse, isolation, bullying, promiscuity, gambling, gang involvement, self-loathing).
- Instruct students to complete "NFL Players Give Back" worksheet. They will select five NFL players and investigate their participation in humanitarian or charitable events. They will also identify five NFL players that specifically use their celebrity to help out at-risk youth. Have students share with class any motivational stories and effective strategies these NFL players have used along the way to reach their own potential.

Game Plan for Helping the Teenage Years be a Winning Season



- Review instructions and rubric for the Self-Destructive Behavior Presentation. Tell students that they will pretend to be a former or current NFL player and volunteer their time to inform a group of at-risk teenagers about a particular self-destructive behavior that is detrimental to their development. They will conduct research and present their findings using a PowerPoint Presentation or a Prezi Presentation.

Materials:

- Activity: Character in the NFL for the Heart of a Hall of Famer Series
- Worksheet: NFL Players Give Back
- Handout: Self-Destructive Behavior Presentation Instructions and Rubric
- Internet, books, magazines, newspapers, etc.
- Computer and Smartboard or projector and screen

Assessment:

- Acceptable performance on all instructional activities.



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NFL Players Give Back

Name: _____

Name five NFL players that participate in humanitarian or charitable events. Give a brief description of something specific they have done.

1. _____

2. _____

3. _____

4. _____

5. _____

Name five NFL players that use their celebrity to help out at-risk youth. Give a brief description of something specific they have done.

1. _____

2. _____

3. _____

4. _____

5. _____

Self-Destructive Behavior Presentation Instructions

**Instructions:**

- You are a former or current NFL player and are volunteering your time to help some at-risk teenagers in your community. Specifically, you have been assigned the task of informing a group of teenagers about a self-destructive behavior that is detrimental to their development. Select one of the self-destructive behaviors, brainstormed in class, as a topic for an investigation.
- Research the topic using the Internet, books, magazines, newspapers, etc. You must use three different references. Be sure to site your sources.
- You will create a PowerPoint, or Prezi presentation as a means to inform your at-risk audience. It must include the elements listed below. However, any information you feel is important and relevant should be used. Make sure to label each element and provide detailed information.
 - * Description/Definition of the self-destructive behavior
 - * Prevalence of teen participation in the self-destructive behavior (statistics)
 - * Reasons why some teens participate in the self-destructive behavior (risk factors)
 - * Prevention and Treatment for teen offenders
- You will present the information to the class (at-risk students). Be sure to begin with a brief bio of yourself. Facts can reflect your life both on and off the football field.
- Print the slides of your presentation to turn in.
- See rubric on the following page



Self-Destructive Behavior Presentation Rubric

Rubric:

	Unsatisfactory	Needs	Satisfactory	Exemplary	Score
Slide Topics	One topic is included 1 point	Two topics are included 2 points	Three topics are included 3 points	All four topics are included 4 points	
Slide Focus	Information presented is not specific to teenagers, it applies to all age groups 2 points	Information presented is specific to teenagers however a lot of the information presented applies to other age groups 4 points	Information presented is specific to teenagers however some of the information presented applies to other age groups 6 points	All information presented is specific to teenagers 8 points	
Information Provided	There are slides with incorrect information and they lack enough detail to provide a thorough understanding of the topics 8 points	There are slides with incorrect information but they have enough detail to provide a thorough understanding of the topics 16 points	All slides have correct information but some lack enough detail to provide a thorough understanding of the topic 24 points	All slides have correct information and enough detail to provide a thorough understanding of the topics 32 points	
Color/ Graphics/ Mechanics	Slides are lacking in color and graphics, and contain several grammatical errors or errors that affect comprehension 4 points	Slides are lacking in color and graphics, or contain several grammatical errors or errors that affect comprehension 8 points	Slides contain ample color and graphics, but contain several grammatical errors or errors that affect comprehension 12 points	Slides contain ample color and graphics, and contain few to no grammatical errors or errors that affect comprehension 16 points	
Presentation	Presenter read each slide, did not use eye contact except between slides, and was difficult to hear and understand 4 points	Presenter read each slide, did not use eye contact except between slides, but was easy to hear and understand 8 points	Presenter had to look at/read off of the slides the majority of time (not well-rehearsed) or was difficult to understand 12 points	Presenter was well-rehearsed, spoke with clarity and volume, and used eye contact 16 points	
				Total	
					76 points plus 4 points for being ready for presentation = 80 points

Girls and Tackle Football

**Goals/Objectives:**

Students will:

- Research female participation in tackle football.
- Practice solving practical problems using the REASON Model (see next page).

National Standards: FACS: 12.0 - Human Development, 13.0 - Interpersonal Relationships

Methods/Procedures:

- Ask students if playing tackle football is appropriate for middle school, junior high school, and high school girls?
- Working in small cooperative learning groups, have students use the REASON Model to solve the following practical problem: Mackenzie is in the ninth grade at a suburban comprehensive high school. She is an honor student and very popular among her peers. During her elementary and middle school years, she continually played on soccer teams in the community's soccer league, as well as several club teams. She would very much like to play football on the high school's team, but is getting some resistance from her male peers, coaches, and school administration. However, her family supports her in everything she does. Add additional contextual information to the scenario as needed. Guide students to topics of research that would assist them in selecting a reasonable solution. Suggestions include:
 - * A historical perspective of girls playing tackle football.
 - * The impact of Title IX on female participation in high school and college athletics.
 - * Profiles of current middle school, junior high school, and high school female football players and the positions they play.
 - * States' rule governing girls in football and other contact sports.
 - * The National Women's Football Association
 - * The physiological differences among genders and the impact on playing contact sports.
- In a large group, have students debate whether or not girls should play tackle football in middle school, junior high school, and high school. Research from Activity 1 will help student support their points of view.

Materials:

- Access to: www.angelfire.com/sports/womenfootball
- Access to computers
- Girls in Football Bibliography (located on above website)
- The REASON Model information sheet (provided on the following pages)
- Practical Problem Think Sheet (provided on the following pages)
- Rubric for Practical Problem Think Sheet (provided on the following pages)

Assessment:

- Acceptable performance on Practical Problem Think Sheet
- Participation in class discussion



The REASON Model

Name: _____

One way to make sure you are reasoning through a problem is to record your thoughts about the problem and possible solutions to the problem. Use this worksheet to implement the REASON model for solving practical problems.

Recognize the Problem

Practical problems can be very complex. Sometimes, just identifying the problem itself can be a real challenge. Each practical problem has a unique context, and the context of the problem can influence the solution. At this point, it is important to consider what a person really wants to happen when the problem is resolved.

Consider:

- What is the real problem?
- Why is it important to address the problem?
- What is the context of the problem?
- Who is involved?
- What are the desired ends you want to achieve?

Evaluate Information Needed to Solve the Problem

Solving practical problems requires both factual and value information. Factual information includes the concepts and knowledge that will help in developing and evaluating choices. Value information includes personal values, the values of others involved, and values that will help you in making an ethical choice.

Consider:

- What factual information is needed?
- Where can you obtain this factual information?
- What are your personal values regarding this problem situation and which of these are most important?
- What are the values of others involved in the situation?

Analyze Choices and Consequences

There is always more than one choice involved in a practical problem. Doing nothing about the situation is a choice and so is choosing another option. Sometimes there may be many choices. Each choice carries with it possible positive and negative consequences for self and others.

Consider:

- What choices are possible?
- What are the short-term and long-term consequences of each choice?
- What are the consequences for you and for others?

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The REASON Model



Select the Best Choice

Making a decision about which alternative is best means evaluating each alternative against the value information and desired ends. A win-win situation for all involved is desirable for the choice to be an effective one.

Consider:

- Which choice best reflects the values you have and the ends you desire regarding this problem?
- Which choice would result in the most positive consequences for you and others?
- Which choice works best for this particular situation?

Outline and Implement a Plan for Action

Problems are not solved until a reasoned decision is put into action. Action requires careful planning.

Consider:

- What skills do you need to carry out this choice?
- What resources do you need to carry out this choice?
- What barriers exist that might prevent you from taking action and how can you overcome these barriers?
- How can you organize the various tasks needed to achieve this solution?

Note the Results of Your Action(s)

Evaluating the outcome of a choice will help determine the success of the solution and what was learned from solving the problem.

Consider:

- Would you make the same choice again? Why or why not?
- What have you learned?
- How will this problem-solving experience affect your problem-solving in the future?
- Did your actions enhance the well-being of self and others?
- Were your actions ethical?



Practical Problem-Solving Think Sheet

Name: _____

One way to make sure you are reasoning through a problem is to record your thoughts about the problem and possible solutions to the problem. Use this worksheet to implement the REASON model for solving practical problems.

Recognize the Problem

1. Identify the problem. Be Specific.

2. What is the context of the problem? What situational factors affect the problem?

3. Define your needs and wants. Explain what you would like to gain from the resolution of the problem.

Evaluate the Information Needed to Solve the Problem

1. List those values important enough to affect your decision.

2. What factual information do you need to solve the problem?

Practical Problem-Solving Think Sheet



Analyze Choices and Consequences

Choices	Consequences for self: Positive and Negative	Consequences for OTHERS in- volved: Positive and Negative



Practical Problem-Solving Think Sheet

Select the Best Choice

Make a decision that you feel is best for your situation and explain why.

Outline and Implement a Plan for Action

List the steps, in order, that you would take to carry out your decision.

Note the Results of Your Actions

1. What were the consequences, both positive and negative, for yourself and others involved?

2. How would you have changed your plan?

Rubric for Practical Problem Solving Think Sheet



Criteria	3	2	1
Recognize the Problem			
State the Problem	Problem is stated accurately.	Problem is stated in unclear terms.	Problem is stated incorrectly.
Context	Completely identifies and explains the situational factors of the problem that will influence solving the problem.	Identifies the context of the problem, but omits some important situational factors.	Incorrectly assesses situational factors of the problem.
Desired Ends	Accurately describes the needs and wants desired when the problem is solved.	Describes either the needs or wants desired when the problem is solved.	Lacks understanding of desired needs and wants when the problem is solved or describes them in vague terms.
Evaluate the Information Necessary to Solve the Problem			
Value Information (values, interests, aptitudes, skills, personality and learning styles)	Accurately identifies all value information relevant to the problem.	Identifies some, but not all value information relevant to the problem.	Identifies value information that is not relevant to the problem.
Factual Information	Identifies reliable, factual information from a variety of sources.	Identifies appropriate factual information, but lacks depth and understanding. Limited sources cited.	Identifies unreliable factual information.
Analyze the Choices and Consequences			
Choices	Identifies at least 3 possible alternatives to solving the problem.	Identifies only 2 possible alternatives to solving the problem.	Identifies only 1 possible alternative to solving the problem.
Consequences	Able to describe in detail the consequences for self and others for each alternative.	Lists the consequences for either self or others, but not for both. More detail may be needed.	Consequences listed, however, little detail is given and may be irrelevant to the problem. Consequences are not given for each alternative.
Select the Best Choice	Selection has positive consequences for all involved (win-win situation) and meets the desired needs and wants.	Selection produces a win-lose situation or doesn't meet the desired needs and wants.	Selection is not justified and lacks reason.
Outline and Implement a Plan for Action	A detailed plan is developed for putting the decision into action.	A plan is developed for putting the decision into action but lacks detail.	A plan is developed for putting the decision into action, but details are omitted.
Note the Results of Your Actions	Responses to questions demonstrate in-depth thought and details.	Responses to questions are lacking in-depth thought and details.	Responses to questions are answered without thought or detail.



Scoring a Healthy Weight

Goals/Objectives:

Students will:

- Recognize that childhood/teen obesity is a national epidemic.
- Describe causes for the rising number of young people who are overweight in this country.
- Calculate their Body Mass Index and determine their weight status
- Give tips for safe, successful weight management.

National Standards: 14.0 - Nutrition and Wellness

Methods/Procedures:

- Give current statistics regarding childhood/teen obesity. For example, according to the U.S. Department of Health and Human Services, Center for Disease Control and Prevention, about 17.4% of adolescents, ages 12 to 19, are overweight. This number has tripled in the last 30 years.
- Discuss risks for being overweight (i.e. strain on bones, muscles, and internal organs, walking and even breathing take extra effort, hypertension, high blood cholesterol, coronary heart disease, type 2 diabetes, and certain kinds of cancers).
- Discuss why the number of people who are overweight is rising (i.e. modern living makes it easier to eat more food and the wrong types of food, people are less active, people eat for the wrong reasons, genetics).
- Explain to students that one method health professionals use to determine healthy weight is Body Mass Index (BMI), which uses a ratio of body weight to height. It is not a foolproof measure of health or fitness. Athletes and other people with large muscle mass have higher BMI and are not overweight.
- Formula for finding BMI: $\text{weight in pounds} \times 703 \div \text{height in inches, squared (height times itself)} = \text{BMI}$
 - * Example:
 - * Suppose a fifteen-year-old female weighs 120 pounds and stands 5 feet 4 inches (64 inches). Her BMI calculations would look like this:
 - * $120 \times 703 = 84,360$
 - * $64 \times 64 = 4,096$
 - * $84,360 \div 4,096 = 21$
- Have students complete the Calculating Body Mass Index worksheet.
- Explain that weight management is a calorie budget. Calories are units used to measure the energy supplied by food. Whether a person gains, loses, or maintains weight depends on how many calories are taken in and how many are spent.
 - * If a person gets more calories in a day than the body uses, the extra calories are stored as body fat. Over time, he/she will gain weight.
 - * If a person uses more calories in a day than he/she gets from food, he/she will lose weight.
 - * If a person uses an equal number of calories in a day as are eaten, his/her weight will stay the same
- Discuss weight management techniques (i.e. set reasonable goals, choose healthy foods, increase physical activity).

Materials:

- Calculating Body Mass Index worksheet

Assessment:

- Participation in class discussion
- Correct responses to Calculating Body Mass Index worksheet

Calculating Body Mass Index



Name: _____

Directions: Use the formula below to calculate your body mass index (BMI). Write responses in the spaces provided. After determining your BMI, find a chart to figure out your weight status.

1. Weight in lbs. x 703 ÷ Height in inches squared (height x height) = BMI

$$\frac{\text{_____}}{\text{(weight in lbs)}} \times 703 = \text{_____} A$$

$$\frac{\text{_____}}{\text{(height in inches)}} \times \frac{\text{_____}}{\text{(height in inches)}} = \text{_____} B$$

$$\frac{\text{_____} A}{\text{_____} B} = \text{_____} \text{ (BMI)}$$

2. My BMI score falls into the _____ percentile. Therefore, my weight status category is _____.

3. Visit <http://www.cdc.gov/nccdphp/dnpa/bmi/> to get your status category and percentile.

Weight Status Category:	Percentile Range:
Underweight	Less than the 5th percentile
Healthy weight	5th percentile up to the 85th percentile
Overweight	85th percentile to less than the 95th percentile
Obese	Equal to or greater than the 95th percentile



FAMILY AND CONSUMER SCIENCES

Sports Nutrition

Goals/Objectives:

Students will:

- Describe how physical activity affects Football Players' nutritional needs.
- Analyze what's best to eat and drink before, during, and after a football practice or game.
- Distinguish between fact and myths regarding sports nutrition

Common Core Standards: 14.0 - Nutrition and Wellness

Methods/Procedures:

- Have students investigate MyPlate by going to choosemyplate.gov. Inform students that the eating plan supplies Football Players with all the nutrients they need. With increased energy and fluid requirement, Football Players need to consume more than the minimum number of servings recommended. Additionally, they should be sure to get:
 - * Plenty of carbohydrates. Football Players need extra calories for energy. They should get most of them from nutrient-dense foods high in complex carbohydrates.
 - * Enough, but not too much protein. Physical activity along with sufficient amount of protein will help build muscles. Extra protein is stored as fat.
 - * Enough vitamins and minerals. Football Players should eat calcium-rich foods for healthy bones, and iron-rich foods for oxygenated blood.
 - * Enough water. Football Players should replenish the water lost through perspiration. Each pound of weight loss from sweating needs to be replaced by 2 cups of fluid.
- Review the functions of the essential nutrient, water. Discuss how the need is increased during a Football practice or game and what the health dangers are from dehydration. Have students address what types of fluids should be consumed and why, what physical activities pose the greatest challenges (running, weight training, etc.), and how these challenges can be overcome through rehydration.
- Have students create a sample menu for a high performance meal to be eaten several hours before a Football Game. They should trade with a classmate to evaluate each other's meal plan. Using nutrient analysis software, have them analyze the nutritional value of their meal plan.
- Brainstorm food myths regarding sports nutrition such as making weight, bulking up, high-protein diets, and carbohydrate loading. Have students evaluate the nutritional consequences of each myth.

Materials:

- Computers
- Nutrient analysis computer software
- Internet

Assessment:

- Acceptable performance on all instructional activities.

Power for Performance



Name: _____

1. Complete the following schedules for fluid intake before, during and after a Football practice or game.

Time Frame	Drink This Much
2 to 2 1/2 hours before activity	
15 minutes or less before activity	
Every 15 minutes during activity	
After Activity	

2. Select the best word(s) that complete(s) the following scenario.

A. Banana	B. Candy Bar	C. Complex Carbohydrates	D. Dehydration
E. Electrolytes	F. Fluids	G. Nauseated	H. Sports Drink

Before his first football game, Brandon ate a big bowl of cereal, a bagel and an orange to get plenty of _____. To make sure he would have enough _____, he took a bottle of water with him to the game. A teammate offered him a _____, but he was afraid it would make him jittery. He ate a _____ instead. The day was warm and many players suffered from _____. Brandon scored a touchdown, but his leg muscles cramped up. He drank a cola on the sideline, but it made him feel _____. His coach gave him several glasses of a _____. "You need to replace _____," he said.

3. Circle the best choice for the missing word in each sentence.

- The MyPlate eating plan provides Football Players with all the (nutrients or calories) they need.
- Football Players require more than the minimum number of (foods or servings) because of their energy needs.
- Football Players should get most of the extra calories they need from (fats or carbohydrates).
- Complex carbohydrates produce (energy or muscle).
- The body uses protein for (growth or energy).
- MyPlate guidelines suggest Football Players eat foods rich in (calcium or iron) for healthy bones.
- Football Players' bodies sweat to reduce (body weight or body heat) during a workout or competition.
- Football Players need to replace the (fluids or calories) lost during a workout or competition.
- It takes 2 cups of water to replace each (ounce or pound) lost to sweat.

4. Joe weighs only 155 pounds, but he wants to make the football team in the fall. He has decided to eat a lot of steak and ice cream every day all summer to gain weight. How could his actions affect his ability to compete and his general health? Describe a better plan for reaching his goal.



Career Exploration

Goals/Objectives:

Students will:

- Identify NFL careers.
- Conduct an exploratory interview to get an insider's view of a particular career.
- Investigate career opportunities that reflect their interests, abilities, and personality.
- Utilize various sources of career information.

National Standards: 1.0 - Career, Community, and Family Connections:

Methods/Procedures:

- Have students complete the following career worksheets and activities provided on the following pages:
 - * Careers in the NFL from A to Z
 - * NFL Careers Scramble
 - * Career Matching
 - * Career Future
 - * Career Activities

Materials:

- Career worksheets and activity descriptions
- Career reference books including:
 - * Dictionary of Occupational Titles
 - * Occupational Outlook Handbook (OOH)
 - * Guide for Occupational Exploration
 - * Occupational Outlook Quarterly
- Computer program "Ohio Career Information System (OCIS)"
- Internet access to career/job/vocation sites (i.e. <http://stats.bls.gov>)

Assessment:

- Acceptable performance on all instructional activities.

Careers in the NFL from A to Z



Name: _____

There are hundreds of jobs in the NFL in addition to being an athlete. See if you can think of one job for each letter in the alphabet.

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____
- G. _____
- H. _____
- I. _____
- J. _____
- K. _____
- L. _____
- M. _____
- N. _____
- O. _____
- P. _____
- Q. _____
- R. _____
- S. _____
- T. _____
- U. _____
- V. _____
- W. _____
- X. _____
- Y. _____
- Z. _____



NFL Careers Scramble

Name: _____

Directions: Unscramble the following NFL related careers

1. HACCO _____
2. ARPYEL GAMNETEEN _____
3. NRLSJTUOIA _____
4. ROPAHOPGHTER _____
5. KEPONUGREDRS _____
6. NOWRE _____
7. TENARIR _____
8. CTSUO _____
9. CINTSAATISTI _____
10. KETICT SEALS _____
11. NEMPIQTUE GNAMARE _____
12. EFREREE _____
13. POMRTORE _____
14. RECNUONNA _____
15. ENTAG _____

FAMILY AND CONSUMER SCIENCES

NFL Career Matching



Name: _____

Directions: Match the careers on the left with the correct definition on the right:

- | | |
|-----------------------------|---|
| _____ Player's Agent | A. Good with computers and networking. Oversees all technology applications for teams. |
| _____ Game Official | B. Requires a keen eye, fast reflexes, stamina, self-control, and knowledge of rules and ability to make quick and correct decisions. |
| _____ Sports Photographer | C. Has a strong science background with an emphasis on anatomy and physical therapy for athletes. |
| _____ Sports Psychologist | D. Makes sure the stadiums and arenas are operable and safe for both players and fans. |
| _____ Facilities Manager | E. Participates in contract negotiations, arranges personal appearances and sets up endorsements for commercial products. |
| _____ Director of IT | F. Advises athletes on how to eat to perform their best. |
| _____ Official Statistician | G. Expert in mathematics, bookkeeping, statistics and operating a computer. |
| _____ Scout | H. Artist who uses a camera to capture the single action of an individual's successes as well as defeats. |
| _____ Athletic Trainer | I. Evaluates potential players as well as next week's opponents. |
| _____ Sports Nutritionist | J. Helps athletes cope with pressure. |



NFL Career Future

Name: _____

The NFL can offer a ticket to fame and fortune. However, only a small percentage of people actually become professional athletes. Even those who do must some day retire and begin new careers. Education is the key to the future.

Think about the types of NFL career possibilities that exist for a person with your interests, abilities, and personality. Project yourself into the future and choose one occupation that interests you. Answer the following questions using any resources available (parents, relatives, career mentors, teachers, guidance counselors, Internet and printed material).

- What education and training would I need?
- What skills and aptitude should I have?
- Is there an age requirement? If so, what is it?
- What would my work environment be like?
- What hours would I spend on the job?
- What is the starting salary?
- What are the opportunities for advancement in this line of work?
- What are the benefits of the career?
- What is the dress code?
- What specific duties would I perform?
- What are the advantages and disadvantages of the job?

Now that you know more about the career, is it still something you would like to pursue?
Yes or no and why?

FAMILY AND CONSUMER SCIENCES

NFL Career Activities



Teachers: The following are classroom career development activities for you and your students to enjoy. Feel free to adapt or copy these ideas to suit your classroom.

- 1. CAREER PRACTICE:** Pretend you are a reporter for a large newspaper. You are asked to do an interview with a player after a big game. Prepare yourself by writing some questions to ask this professional player. Then ask your questions to a classmate who is pretending to be that player.
- 2. MUSEUM CREATION:** Create a museum in your school. Help students decide on a theme for the museum. Allow every student to volunteer for a museum-related job (i.e. collectors, labelers, researchers, public relations staff, art designers, tour guides, and security). Next, decide on the objects to be collected and from where and whom you are going to collect them. Design a brochure with an invitation to be distributed to other classes and parents. In the brochure make sure to include where the museum is located, hours of operation, cost (if any), and a brief description about what else is available at the museum. Have a grand opening with reporters and photographers. Have Fun!
- 3. PROFESSIONALS' PERSPECTIVE:** Invite people to class who are in or retired from sports related careers (i.e. sportswriter, radio or TV broadcaster, coach, advertising agency, artist, athlete, retailer, sports statistician, referee, etc). Ask these community resource people to share how they began their careers, what training, education, and qualifications they needed for that career.
- 4. RÉSUMÉ:** Develop a resumé that could be used to apply for sports related or museum careers.
- 5. CAREER COLLAGE:** Have each student choose a career in which he/she is interested and create a collage to illustrate that career. Make a class scrapbook of dream careers.
- 6. CAREER DAY:** Have students plan a career day for the whole school. Invite community resource people to address their careers and answers questions from students.

**The Hall of Fame welcomes any suggestions for classroom activities.
Please share your thoughts and ideas by contacting the Educational Programs Staff at
Education@ProFootballHOF.com.**



Gaining Yardage with Goals

Goals/Objectives:

Students will:

- Learn the importance of setting goals
- Demonstrate the SMART goals method of setting goals
- Identify some personal short-term and long-term goals they want to work toward achieving
- Create a visualization of a goal they want to achieve before the end of the school year

National Standards: 12.0-Analyze factors that impact human growth and development

Methods/Procedures:

- Activity #1:
 - Write G O A L vertically on chart paper. Have students work in pairs to brainstorm words or phrases that begin with each of the letters to describe why a person would set goals. Examples include:
 - * G: (gain skills)
 - * O: (organize self)
 - * A: (achievement)
 - * L: (long range plan)
- Activity #2: Why Set Goals?
 - Divide group into teams of 3 – 4 students. Each team will need a pencil and piece of paper on which to keep their score. Give each team one tennis ball. Put a bucket about 10 feet in front of each team.
 - The person who is going to throw must either be blindfolded or have their back to the bucket. Have each person on the team try to throw the ball in the bucket without looking (maybe spin around a couple times before they throw).
 - Scoring: Give one point if the ball hits the bucket, three points if the ball goes in the bucket and then bounces out and five points if the ball goes in the bucket and stays in.
 - Significance: Tell students if you don't have any goals, then you won't know which direction you are heading or how to get there. Blindly throwing the tennis ball shows how hard it is to hit a goal you can't see or haven't set.

Gaining Yardage with Goals



- Activity #3: Degree of Difficulty in Setting Goals
 - First Round:
 - * Move each team's bucket about 35 to 40 feet in front of each team. Give each team three tennis balls. Have one member of each team go out and stand by the bucket. Each team member gets to throw three tennis balls at the bucket. The person's job by the bucket is to return the balls for the next person. Rotate positions so everyone gets a chance to throw. Have the teams keep a running score of how many balls go into the bucket. Give one point if the ball hits the bucket, three points if the ball goes in the bucket and then bounces out and five points if the ball goes in the bucket and stays in.
 - * Significance: Tell students goals that are too difficult hardly ever get achieved
 - Second Round:
 - * Move the buckets in closer to about 20 feet. Repeat the same procedure as before. Check scores.
 - Third Round:
 - * Move the bucket closer to 3 feet and repeat the process once again.
 - * Significance: Tell Students goals that are too easy are not much of a challenge.
 - Fourth Round:
 - * Move the buckets back out to the 20 foot mark. Have one team member pick up the bucket and help get the tennis ball to land in the bucket by trying to catch it in the bucket. They may move only after the person throwing the ball has released it in the air. The procedure should be the same as previously used. Check scores.
 - * Significance: Tell students that it is easier to accomplish a goal when someone helps you.
- Discussion Questions for Activities #2 and #3:
 1. How did it feel when you were trying to get it in the bucket without seeing it?
 2. How can the blindfolded throw be compared to not having any goals?
 3. Are goals important? Why or why not?
 4. How did you feel when you were trying to hit the bucket at 35-40 feet?
 5. How did you feel when you were trying to hit the bucket at 20 feet?
 6. How did you feel when you were trying to hit the bucket at 3 feet?
 7. How was it different when someone was moving the bucket to help you make it in?
 8. How did you feel when you were the person moving the bucket?
 9. Should you set goals that are really difficult to reach? Explain.
 10. What are some examples of goals that are difficult to reach?



Gaining Yardage with Goals

11. Should you set goals that are easy to reach? Explain.
 12. What are some examples of goals that are easy to reach?
 13. What are some ways that people can help you reach your goals?
 14. What happens when other people set goals for you to accomplish rather than you setting your own goals?
 15. How can drugs, gangs, sexual activity or other self-destructive behaviors hurt your chances of reaching your goals?
- Activity #4: Setting SMART Goals
 - Tell students that goals can be set in seven areas of life which contribute to a person's overall level of wellness: physical, social, emotional, mental, vocational, financial, and spiritual.
 - The first step in achieving goals is to write them down using the SMART goal format:
 - * Specific: State exactly what is to be done.
 - * Measurable: Include how the goal can be measured.
 - * Attainable: Determine steps to reach the goal.
 - * Realistic: Do not set goals for something unrealistic.
 - * Time Bound: State when the goal will be met.
 - Example of a SMART financial goal:
 - * Specific - I plan to save for a down payment on a new car
 - * Measurable – I plan to save \$5,000 for a down payment on a new car
 - * Attainable – I plan to save \$5,000 for a down payment on a new car by saving \$200 per monthly paycheck
 - * Realistic – It is realistic to save \$200 from each monthly paycheck for a down payment on a car because I usually waste money on unnecessary items instead of saving it
 - * Time Bound – I plan to save \$5,000 for a down payment on a new car by saving \$200 from each monthly paycheck for two years and one month (25 months)
 - Read the following goal statements and have students determine what part is missing (specific, measurable, attainable, realistic, or time bound):
 - * Wellness Goal #1
I plan to raise my grade in Math from an F to an A by the end of the nine weeks. I will do this by working hard in class, completing all of my homework, and studying for tests. (Realistic)
 - * Wellness Goal #2
By the end of the first grading period, I will get an A by working hard in class, completing all of my homework, and studying for all of my tests. (Specific)

Gaining Yardage with Goals

* Wellness Goal #3

I plan to raise my grade in Math from a B to an A by the end of the first grading period. (Attainable)

* Wellness Goal #4

I plan to raise my grade in Math by the end of the first grading period. I will do this by working hard in class, completing all of my homework, and studying for tests. (Measurable)

* Wellness Goal #5

I plan to raise my grade in Math from a B to an A. I will do this by working hard in class, completing all of my homework, and studying for tests. (Time Bound)

- Working in small groups, have students rewrite on chart paper some incomplete goal statement like the ones below to make them SMART goals. Display chart paper and have students in the class critique.
 - * I want to get in better shape.
 - * I want to save money for college.
 - * I want to feel better about myself.
 - * I want to have more friends.
 - * I want to figure out what I want to do for a job when "I grow up."

Materials:

- Chart paper
- Markers
- Pencil and paper
- Tennis balls
- Bucket
- Measuring tape
- Assessment materials

Assessment:

Acceptable performance on one of the following projects:

- Letter Project

Write a letter to yourself that includes the following in the body of the letter:

- Identify the benefits of setting goals
- Define short term and long term goals
- Describe the SMART goal setting process
- Identify at least one personal SMART goal you intend to achieve before the end of the school year.
- Provide your personal address on the stamped envelope provided. Your letter will be mailed to you at the end of the school year.



Gaining Yardage with Goals

- Poster Project

Create a poster to inform students at the retreat about the importance and method of setting goals, and construct at least one SMART goal to be achieved before the end of the school year.

- Poster board
- Title
 - * Include your name(s)
 - * Title of your poster
- Body
 - * Identify the benefits of setting goals
 - * Define short term and long term goals
 - * Describe the SMART goal setting process
 - * Identify at least one personal SMART goal you intend to achieve before the end of the school year.
- Use graphics, color and font sizes to make your poster interesting to read

FAMILY AND CONSUMER SCIENCES

Answer Key



Power For Performance

1. At least 2 cups (500ml) of water, juice or milk; 2 cups (500ml) of water, or sports drink; 1/2 cup (125ml) of water or sports drink; 2 cups (500ml) of water or sports drink for every pound of weight lost during the activity
2. C, F, B, A, D, G, H, E
3. Nutrients, serving, carbohydrates, energy, energy, calcium, body heat, fluids, pounds
4. Answer varies

Determining Nutritional Values

Lamb Chops – 4, 4, 0, B
Broiled Fish – 2, 1, 1, A
Quiche Casserole – 4, 2, 2, A
Vegetable Risotto – 3, 0, 3, A
Almond-Pumpkin – 3, 0, 3, A
Breakfast Casserole - 5,2,3,A
Tex-Mex Chicken - 2,1,1,A
Layered Mexican Salad - 4,0,4,A
Lemon Poppy Seed Cake - 0,2,-2,C
Seven Layer Bars - 0,3,-3,C

Careers in NFL from A to Z

Possible Answers

A = Agent
B = Broadcaster
C = Coach
D = Doctor
E = Equipment Manager
F = Field Judge
G = Groundskeeper
H = Head Linesman
I = Intern
J = Journalist
K = Kinesiologist
L = Lawyer
M = Mascot
N = Nutritionist
O = Owner
P = Photographer
Q = Quarterback
R = Referee
S = Scout
T = Trainer
U = Umpire

V = Vendor

W = Writer

X = X-Ray Technician

Y = Yoga Instructor

Z = Zeppelin Driver

Sports Career Scramble

1. Coach
2. Designer
3. Journalist
4. Photographer
5. Groundskeeper
6. Owner
7. Trainer
8. Scout
9. Statistician
10. Ticket Sales
11. Equipment Manager
12. Referee
13. Promoter
14. Announcer
15. Agent

Career Matching

Player's Agent - E
Game Official - B
Sports Photographer - H
Sports Psychologist - J
Facilities Manager - D
Director of IT - A
Official Statistician - G
Scout - I
Athletic Trainer - C
Sports Nutritionist - F