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| **UNIT NAME: Nutrition for Athletic Performance**  **AUDIENCE: College Athletes**  **TIME: Four lessons, 30-45 min/each, 1x/week** | |
| **DESIRED RESULTS** | |
| **ESTABISHED GOALS:**     * FCS Competencies and Standards   14.2.1 Analyze the effect of nutrients on health, appearance, and peak performance.   * Academy of Nutrition and Dietetics Position Papers   Nutrition and Athletic Performance (March, 2009)  Total Diet Approach to Healthy Eating (February, 2013) | |
| **UNDERSTANDINGS:**   * Consuming a balanced meal/snack before physical activity can boost performance * Consuming a nutrient dense recovery meal/snack fuels muscles and decreases the likelihood of injury * Dehydration decreases performance ability and is dangerous for athletes * Not all “sports” products are fit for every workout | **ESSENTIAL QUESTIONS:**   * What are a few variables that can impact your workout performance? * How do you feel your performance is affected when you are not adequately hydrated? * If you have too little or too much energy, how do you think this could affect your performance? * How can you be sure to eat a healthy snack? |
| **STUDENTS WILL KNOW:**   * At the end of this unit, students will be able to distinguish the differences between appropriate snacks for pre-workout, post-workout, and during workout. * At the end of this unit, students will be able to identify one reason why carbohydrates are most important before a workout, and protein is most important proceeding a workout. * At the end of this unit, students will be able to identify the amount of water they should consume surrounding physical activity. * At the end of this unit, students will be able to distinguish between nutritionally balanced and nutritionally empty convenience snacks. | **STUDENTS WILL BE ABLE TO:**   * At the end of this unit, students will be able to construct a balanced pre-workout meal. * At the end of this unit, students will be able to construct a balanced post-workout (recovery) meal. * At the end of this unit, students will be able to explain how much water they need pre-work out, post-workout, and during physical activity, using their own water bottles. * At the end of this unit, students will be able to name three nutritionally balanced convenient snacks. |
| **ASSESSMENT EVIDENCE** | |
| **ASSESSMENT TOOLS:**   * Calculating Energy Needs using Harris Benedict Equation * Ball pass: “What Have I Learned?” Activity * Convenience Foods Exhibit: What Will Fuel You & What Will Weigh You Down? (class will collectively decide by show of hands which snacks in the exhibit are good choices for fueling a physical activity) * Picture Matching Activity * Post Evaluation: “Hot Potato” Game * Class Discussion: What Did You Learn from Podcast on Hydration? | |
| **LEARNING PLAN** | |
| **LEARNING ACTIVITIES:**  Lesson #1 (Cognitive): Estimating Energy Needs   * Estimating Energy Needs Handout (Harris Benedict Equation) * Determining Activity Level: Do you need less calories on “rest days”? * Eat Right for Resistance Training (Adapted from Academy of Nutrition and Dietetics Handout) Leading to discussion: Are all calories created equal in sports training? * Ball pass: “What have I learned?”   Lesson #2 (Affective): Snack for Fuel   * Convenience Foods Exhibit   + Display of candy bars in disguise: foods advertised as “nutrition bars” or “protein bars” but comparable to candy bar labels   + The longer the list of ingredients: the less desirable!   + Other foods/beverages displayed: protein powders, sports drinks, energy drinks   Lesson # 3 (Psychomotor): Pre-workout/Post-workout Meals:   * Get-Fit Guy “What to Eat Before and After Exercising” (Greenfield, 2011) * Picture Matching Activity * Match pictures of different combinations of foods- students tape pictures under appropriate category on the board. * Post-Evaluation * Instructor will toss squishy pumpkin ball (like a “hot potato”) and say “pre”, “post”, or “during”. Student that catches ball will answer an appropriate snack for the category given. Student will pass ball to another student and game will continue.   Lesson #4 Hydration:   * Podcast: “How Much Water Should I Drink?” (Monica Reinagel, “The Nutrition Diva”) * Discuss main points in article “Hydrate Right” (Academy of Nutrition and Dietetics, Jan. 2013) * “Eat Your Water” PowerPoint Presentation: Foods that contain high water content (Adapted from Health Magazine at Health.com) * The Greatist Infographic (How much to hydrate pre-work out, post-workout, and during workout) | |
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