

MODULE FOD2020: NUTRITION & THE ATHLETE

Level: Intermediate

Theme: Nutrition

Prerequisite: FOD1010 Food Basics

Module Description: Students learn to prepare foods that help athletes to meet their training and performance nutritional needs.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> describe the role of food and nutrients in athletic performance 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> concept test consisting of questions on: <ul style="list-style-type: none"> – role of <i>Canada’s Food Guide to Healthy Eating</i>, foods and nutrients in athletic performance – digestion, absorption, metabolism – energy use in the body – role of water in the body – protein and muscle development – athlete’s versus non-athlete’s nutritional needs – athlete’s body composition – nutritional needs during training, pre-event and during the event. <p><i>Assessment Tool</i> Food for Today (<i>section quizzes, chapter and unit tests</i>) Food for Life (<i>Teacher’s Resource</i>) Sport Nutrition for the Athletes of Canada Workbook for Athletes</p> <p><i>Standard</i> Correctly answer a minimum of 50% of questions</p>	<p>20</p>

MODULE FOD2020: NUTRITION & THE ATHLETE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify and describe strategies for achieving optimal nutrition for the athlete • interpret nutrition information and misinformation directed to the athlete • select, prepare and evaluate foods that will meet the athlete’s needs 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • analysis in which the student will plan meals that satisfy <i>Canada’s Food Guide to Healthy Eating</i> and meet the athlete’s energy requirements and motivational needs with an appropriate balance of carbohydrates, fats and proteins, including: <ul style="list-style-type: none"> – training diet for three days – precompetition meal eaten at home – precompetition meal eaten “on the road.” <p><i>Assessment Tool</i> <i>Training Diet Assessment/Precompetition Meal Assessment, FOD2020–1</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • analysis in which the student applies established criteria in the analysis of nutrition information directed to athletes. <p><i>Assessment Tool</i> <i>Nutrition Information Analysis, FODNIA</i> <i>DINE Healthy, computerized dietary analysis</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> • practical lab experiences in which the student prepares foods to satisfy the athlete’s food needs for five of the following contexts: <ul style="list-style-type: none"> – high carbohydrate intake – adequate protein intake – pre-event nutrition – nutrition during event – post-event nutrition – pre-event nutrition when eating “on the road.” <p><i>Assessment Tool</i> <i>Lab Assessment: Intermediate Level, FODLAB–2</i> <i>Product Standard Scorecard: Nutrition & the Athlete, FOD2020–2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	<p>10</p> <p>10</p> <p>40</p>

MODULE FOD2020: NUTRITION & THE ATHLETE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the personal or career relevance of the competencies developed within the module • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • analysis: For at least three of the products prepared, the student will complete an analysis of the product. <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • module reflection in which the student will complete one of the following: <ul style="list-style-type: none"> – <i>Reflection Log: Intermediate Level, FODREF–2</i> – <i>Field Trip Assessment, FODFTA</i> – <i>Article or Audio-visual Review, FODAVR</i> – <i>Career Research: Intermediate Level, FODCAR–2.</i> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nutrition	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • appraise the role of nutrition as a key factor in enhancing athletic performance • relate <i>Canada’s Food Guide to Healthy Eating</i> to achievement of optimal nutrition • describe the role of digestion, absorption and metabolism in the utilization of nutrients in food • describe the athlete’s energy requirements 	

MODULE FOD2020: NUTRITION & THE ATHLETE (continued)

Concept	Specific Learner Expectations	Notes
Nutrition (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • relate energy release systems in the body to the nature of physical activity and to nutrient availability, including: <ul style="list-style-type: none"> – availability and use of glucose and glycogen – aerobic versus anaerobic energy systems – intensity and duration of physical activity – carbohydrate content in the diet – impact of training on energy utilization • relate water loss during exercise to the need for adequate fluid intake in preventing dehydration • explain protein structure and function within the context of muscle development • explain the tendency toward inadequate calcium and iron intakes among certain groups of athletes • compare the nutritional needs of an athlete in training with those of all healthy individuals • describe normal and/or ideal body composition considering the demands of specific activities. 	<p>Contact versus endurance sports.</p>
Nutrition and Management	<ul style="list-style-type: none"> • list and describe the nutrition objectives of the athlete’s training diet • list and describe the nutrition objectives of foods immediately before and during competition • compare the impact of short duration and endurance events on the athlete’s nutrition needs • appraise and revise strategies for altering energy balance in order to achieve healthy weight loss and weight gain • describe factors that influence the athlete’s eating patterns, including: <ul style="list-style-type: none"> – psychological needs – beliefs, taboos, superstitions – acceptability of food – availability of foods 	<p>Competition anxiety.</p> <p>Personal preferences, familiar versus unfamiliar foods</p> <p>Eating “on the road,” fast foods, restaurants.</p>

MODULE FOD2020: NUTRITION & THE ATHLETE (continued)

Concept	Specific Learner Expectations	Notes
Nutrition and Management (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • relate the impact of eating patterns to nutritional status • identify methods of maintaining and enhancing nutritional status, within the constraints imposed by various eating patterns. 	
Preparation	<ul style="list-style-type: none"> • plan, prepare and evaluate foods to satisfy athletes needs for: <ul style="list-style-type: none"> – high carbohydrate intake – adequate protein intake – pre-event nutrition – nutrition during event – post-event nutrition – pre-event nutrition when eating “on the road.” 	
Food Selection and Consumerism	<ul style="list-style-type: none"> • compare foods using nutrition labelling • identify criteria for the athlete to use in evaluating nutrition information and misinformation • identify and appraise nutrition information and misinformation directed toward athletes • plan, prepare and evaluate foods, snacks, meals and diets for achieving optimal nutrition within various contexts. 	<p>Advertising that promotes commercial products; e.g., amino acid supplements, sports drinks.</p> <p>Nutritional ergogenic (performance enhancing) aids; e.g., bee pollen.</p> <p>Promotion of diets that eliminate certain foods; e.g., beef, milk.</p> <p>High carbohydrate intake, weight loss or weight gain, adequate protein intake for increasing muscle mass, pre-event nutrition, nutrition during an event, post-event nutrition, eating “on the road.”</p>
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> • demonstrate skills and techniques for the safe and sanitary handling of tools and equipment. 	

MODULE FOD2020: NUTRITION & THE ATHLETE (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	<p><i>The student will:</i></p> <ul style="list-style-type: none"> describe career options where skills developed in Nutrition & the Athlete are particularly important. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interests and values?</p> <p>What competencies have been developed (technical skills, knowledge, attitudes).</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>