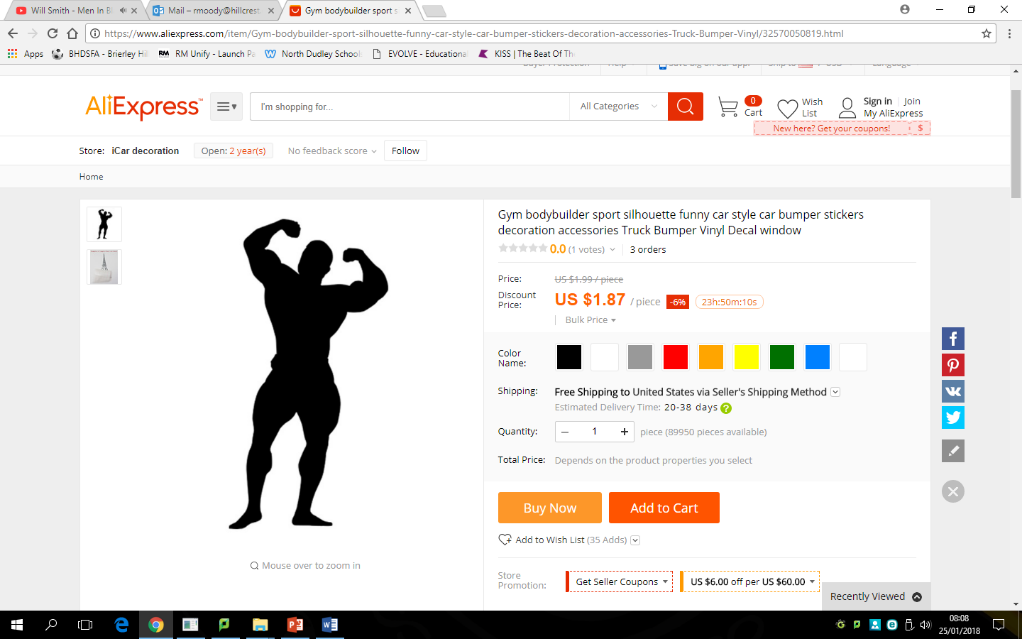
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| --- | --- | --- |
|  | **Notes** | **Achieved**  **(signed by Mr Moody)** |
| **LO1** |  |  |
| **LO2** |  |  |
| **LO3** |  |  |
| **LO4** |  |  |



Name:

**Unit R045:** Sports nutrition

**LO1:**

**Know about the nutrients needed for a healthy, balanced diet**

Learners must be taught:

* Characteristics of a balanced diet, i.e.
* meets the nutritional requirements of an individual
* includes foods from all of the food groups (e.g. meat and dairy, fruit and vegetables, fats and sugars)
* contains a variety of foods
* suits the needs/tastes of the individual (e.g. accounting for allergies/intolerance to some ingredients)
* what nutrients are (e.g. chemicals a living organism needs in order to live and grow)
* The role of nutrients in a healthy, balanced diet, i.e.
* carbohydrates (e.g. quick supply of energy)
* fats (e.g. slower supply of energy, transport some vitamins around the body)
* proteins (e.g. repair muscle damage)
* fibre (e.g. helps maintain healthy bowels)
* water (e.g. keeps the body hydrated)
* vitamins and minerals (e.g. help strengthen bones, maintain a healthy immune system)
* Food sources of nutrients, i.e.
* carbohydrates (e.g. pasta, potatoes)
* fats (e.g. dairy products, fish)
* proteins (e.g. meat, pulses)
* fibre (e.g. cereals, wholemeal bread)
* Vitamins and minerals (e.g. fresh fruit and vegetables).

**LO2:**

**Understand the importance of nutrition in sport**

Learners must be taught:

* The importance of nutrition before, during and after exercise, i.e.
* before (e.g. hydrate, provide energy source, quick energy boost)
* during (e.g. stay hydrated, replenish carbohydrates if lengthy exercise)
* after (e.g. rehydrate straight away, eat a meal containing carbohydrates and protein within 2 hours to aid recovery)
* The reasons for the varying dietary requirements of different activity types, i.e.
* endurance/aerobic activities (e.g. marathon running, cross country skiing)

– Carbohydrate loading, hydration

– Energy needed for long periods

– High levels of hydration needed to sustain activity over long periods

* short, intense/anaerobic activities (e.g. 400m swim, a game of basketball)

– Carbohydrates (not carbo-loading), low fat

– energy for short, sharp bursts of activity, aid recovery)

* strength based activities (e.g. weightlifting)

– High in protein, 5-7 meals every day

– build muscle mass, limit excess body fat

* The use of dietary supplements, i.e.
* definition of dietary supplements (e.g. products that provide nutrients which are either missing or being consumed in insufficient quantities)
* types of dietary supplements used in sport (e.g. multi-vitamins, protein powders, herbs, creatine)
* why they are used in sport (e.g. speed up recovery, increased energy, speed up the burn off of fat)
* issues associated with the use of supplements (e.g. confusion over which are/are not allowed in sport, links to potential health risks/injuries)

**LO3**

**Know about the effects of a poor diet on sports performance and participation**

Learners must be taught:

* the definition of malnutrition (e.g. a condition which results from an unbalanced diet in which some nutrients are lacking, missing, taken in excess or taken in the wrong proportion)

* The effects of overeating on sports performance and participation, i.e.
* if you are overweight your fitness will deteriorate (e.g. your flexibility, agility and stamina will decrease)
* you lose confidence and become anxious about participating
* you can develop a range of illnesses (e.g. high blood pressure, arthritis) which prevent you from participating in certain activities
* eating large amounts immediately before participating in a sports activity can make you feel sick during participation
* The effects of under eating on sports performance and participation, i.e.
* you will have less energy (e.g. not taking in enough carbohydrates) and tire quickly
* your muscles and bones weaken, increasing the risk of injury
* your concentration becomes impaired
* you may develop an eating disorder (e.g. anorexia) and train too hard leading to injury and/or illness
* you may develop an illness which prevents you from participating (e.g. kidney infections)
* The effects of dehydration on sports performance and participation, i.e.
* you can overheat leading to heat stroke
* your concentration becomes impaired
* you will tire more quickly
* You become ill during participation (e.g. vomiting).

**LO4:**

**Be able to develop diet plans for performers**

Learners must be taught:

* How to design a diet plan, i.e.
* gather details about the performer that the diet plan is for (e.g. age, gender, any allergies or religious beliefs, food budget, cooking skill, the type of activity they perform in)
* clarify the aims of the diet plan (e.g. to lose weight, to increase length of time for which they can train prior to taking part in an event)
* set realistic goals which can be measured (e.g. to lose 2 pounds per week)
* the time of the year (e.g. is the performer training for an event, is it off season, what fruit and vegetables are available at that time of year)
* duration of the diet plan (e.g. suitable length to achieve goals)
* suitability of diet plan (e.g. diet meets the needs of the performer, proportions of the various nutrients are appropriate)
* organisation of diet plan (e.g. meals scheduled for set intervals, timing of a meal fits around other activities)
* How to evaluate the effectiveness of the diet plan, i.e.
* recording the outcomes objectively (e.g. measuring weight, diaries/journals of plan put into action)
* recording the outcomes subjectively (e.g. interviewing performer - is training feeling easier?, Are you more tired after training?, Are you bored with eating the same things?)
* ○ improvement (e.g. increase the number of meals but reduce the portion size).

