

Final Project - Sports Nutrition

FN 345L - Winter 2017

Professor Chan

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Report

Our presentation on sports nutrition was given at International Polytechnic High School, to a freshman health/physical education class. The class included boys and girls in the 9th grade from a mixed ethnic background. The reason why our group chose iPoly students was because one of our group members already had a contact within the school, and because of the convenient location next to Cal Poly. We were invited by one of the teachers, Ms. Darshan, to present to her health class of 9th graders.

Originally we had discussed talking to the students about selecting healthy snacks on campus since they do not have a cafeteria. This leaves students with the options of either a packed lunch from home, or to purchase food through Cal Poly's dining services. We had already created a learning needs assessment and lesson plan for this original topic. Once Ms. Darshan suggested we focus on food for maximum performance, we changed our focus, and developed our lesson plan around sports nutrition.

We presented in the multi-purpose room at iPoly. It was a fairly small room, where the students were facing the projector, and had their backs facing the whiteboard. The projecting computer was also situated behind the students, which made it difficult for each person to individually control the progression of their slides. Even though we had not anticipated this, due to practicing together, we were able to rely on one another to progress through each slide. The setup of the classroom also made it difficult to switch positions during topic transitions, so we ended up standing in one spot the whole time. It also made the activity challenging, as there was a row of desks setup in front of the white board in the back of the room. We were able to improvise though, and make the best of the situation. The students were engaged in both the presentation and activity, and the overall setup of the room was conducive to learning.

Our learning objectives were chosen because we thought they covered the most important concepts regarding sports nutrition and maximum performance. We wanted to make sure that we provided the students with a base understanding that they could build upon when making healthier choices, especially considering our time was so limited. The learning objectives were basic, and easily obtained by our audience. We incorporated the cognitive theory, with an emphasis on discovery learning, and utilized different learning styles through

our activity for our learning theories. Some information was a review, while most of it was new discussion that sparked questions and dialogue about how this incorporated into their everyday lives. There were even students who pulled out their snack foods during the presentation to check the food labels for the topics that we were discussing. We felt that all of our learning objectives were appropriate for our audience, and that was reflected in our post evaluations.

We used a pre- and post assessment to measure the success of meeting our learning objectives. Our post evaluations did show an increase in understanding. The pre-assessment reflected that 62% of the students were not confident about the meals they were choosing before and after exercise. The post assessments showed that only 29% of students still did not feel confident after the presentation. That was a decrease of 33%. The below table shows the distribution of the confidence level of the students before and after our presentation.

| Distribution of Confidence Levels of Students | | | | | | | | | | | | |
|---|-----|---|---|---|---|----|---|---|----|---|----|-------|
| Assessment Scoring | N/S | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Total |
| Number of Students- Pre-assessment | 1 | 1 | 1 | 2 | 3 | 13 | 3 | 9 | 1 | 1 | 0 | 35 |
| Number of Students - Post assessment | 1 | 1 | 1 | 1 | 0 | 6 | 3 | 7 | 11 | 4 | 0 | 35 |

*N/S = no score

Please see below for copies of the pre and post assessments.

Evaluation of Experience

Overall, the presentation went really well. We felt that we met our learning objectives, the students were engaged with the presentation, we sparked interest in a classroom competition, maximized our time while staying within our time limit, and created a new connection with Ms. Darshan for future Cal Poly students. We do wish that we had been aware of the classroom setting and the rule regarding the whiteboard before the presentation, but we were able to think on our feet, and overcome obstacles before they became issues. For example, the activity was not as organized as expected. Initially, pictures of different meals were to be distributed to the students so they could separate them into “Before Exercise” meals and “After Exercise” meals on the whiteboards at the back of the classroom. Tape was prepared, but it was not until the middle of the activity that everyone was told not to use tape to stick pictures on the whiteboards. The activity was still impactful, and concluded with holding up the distributed pictures and categorizing them. Other areas that we would change, are making sure to be more prepared for questions about sports drinks, and including information about caffeine, juices, and energy drinks within the hydration portion of the presentation. We also would have incorporated time for questions during the presentation instead of planning for them afterward. We switched gears, and did this anyway, but there would have been less stress about time if we would have done it from the beginning. Generally, the presentation went well, and we felt that it was a success despite the changes that we would make in the future.

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