

Lesson 6: Food and Nutrition Myths and Misconceptions Related to Physical Activity and Sport Performance

Introduction

In this lesson students examine food and nutrition myths and misconceptions, and how they affect day-to-day physical activity participation and sport performance, as well as overall health. By investigating these myths, students will increase their ability to make fact-based decisions about food (including fluids) and add to their skills as educated and informed physical activity participants.



Specific Learning Outcome

12.NU.10 Demonstrate understanding of how food and nutrition myths and misconceptions can affect day-to-day physical activity participation and sport performance and overall health.



Key Understandings

- Myths and misconceptions about food and nutrition relate to many areas of life, including physical activity and sport performance.
 - Food choices based on accurate, current nutrition information are likely to support good health and physical activity performance.
 - Food and nutrition myths are often cited or suggested in consumer publications (e.g., magazines, newspapers) by special interest groups, by poorly informed writers, or to sell specific products.
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Essential Questions

1. What are some common food and nutrition myths related to physical activity and sport performance?
 2. Where can reliable and accurate food and nutrition information be obtained?
 3. Why do food and nutrition myths persist?
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Background Information

There are numerous myths and misconceptions about food and nutrition related to health and physical activity and sport performance. They result in misunderstandings about the nutrient value of, and the potential benefits or harm derived from, certain foods and fluids.

It is important to understand that the nutritional needs of individuals participating in physical activity will depend on a variety of factors, such as

- the type of physical activity
- the duration of the activity session
- the intensity of the activity
- the age and gender of the participant
- the environment in which the activity takes place (e.g., air temperature, humidity, time between sessions)



Suggestion for Instruction / Assessment

Sport Nutrition Investigation: Myth, Fact, or Not Sure?

Some common myths or misconceptions about food and nutrition related to physical activity and sport performance are presented in RM 13–NU. The myth and fact statements may be placed on index cards for this learning activity.

Directions/Description

- Divide the class into several groups.
- Divide the cards provided in RM 13–NU evenly among the groups.
- Assign one person in each group to read aloud the statements on the cards to the group. After hearing a statement, the group places the card under one of the following headings: Myth, Fact, or Unsure.
- Once each group has placed each of their cards under one of the three headings, allow the class to review the placement of the cards, and provide a final opportunity to change any of the cards to a different heading.

NOTE TO TEACHER

Reword some of the myth statements into fact statements.

Students may suggest other myths. They may also ask for clarification from various sources. Be cautious of where answers to these queries come from. Use information from a reliable medical source, registered dietician, or nutritionist. Do not direct students to diet or weight-loss websites, journals, or magazines.

- Now have three students (one per heading) reveal to the class each card placed under the respective headings by reading aloud the description on the back of the card. For the Unsure group, have the class use either a show of hands or the Opinion Lines strategy (see Appendix E) to determine the applicable location (Myth or Fact) of each card, and then read the description on the back of the card.
- After all the descriptions have been read, lead a class discussion to clarify any information on the myths or misconceptions about food and nutrition related to physical activity and sport performance.



Refer to RM 13–NU: Sport Nutrition Investigation: Myth or Fact?

REFERENCES



For additional information, refer to the following resources:

Coaching Association of Canada. "Sport Nutrition Resources." *Sport Nutrition*. 2005. <www.coach.ca/eng/nutrition/resources.cfm>.

Gatorade Sport Science Institute. "Nutrition and Performance." *Sports Science Library*. 2007. <www.gssiweb.com/Article_List.aspx?topicid=2&subtopicid=108>.

Health Canada. *Eating Well with Canada's Food Guide*. Ottawa, ON: Health Canada, 2007. Available online at <www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html>.

Livestrong.com. "Eat Well." *Diet and Nutrition*. 2008. <www.livestrong.com/eat-well/>.

PowerBar: Power to Push. *Nutrition and Training*. <<http://engage.powerbar.com/ca/NutritionResource/Default.aspx>>.

Public Health Agency of Canada. *Canada's Physical Activity Guide for Youth*. Ottawa, ON: Public Health Agency of Canada, 2002. Available online at <www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at <www.edu.gov.mb.ca/k12/cur/physhlth/>.

