

**PERFORMANCE**

# **PACK**

**Coach's Guide**



**AMERICAN DAIRY  
ASSOCIATION INDIANA INC.™**

*WinnersDrinkMilk.com*

# COACH'S LESSON PLAN

As a coach and educator, you understand that training and practice are just part of what it takes for your students to perform at their best. Mental health, rest, and, of course, proper nutrition significantly impact their results. Fueling their bodies with the most nutritious foods will give student performers the energy and stamina needed to put in the work, the strength and power to perform, and will support both their mental and physical health.

The Performance Pack Coach's Lesson Plan is designed to help you increase your students' knowledge of nutrition principles through nine simple activity sessions.

## Each lesson can be done in less than 30 minutes and includes:

- Coach's instruction sheet for activities
- Printable handouts for students to take home
- Short video clips from experts on each topic area

## Sessions will discuss things like:

- Hydration
- Meal timing
- Macro and micronutrients

These lessons will help students to apply nutrition principals and plan their own meals and snacks for "game day" and every day.

Before beginning, please download the following [resource](#) from the American Dairy Association Indiana Inc. website: ["A Coach's Guide to Nutrition."](#)

# PERFORMANCE STARTS WITH YOU

## Respecting the Performer Within

### Activity Focus

Performers obtain self-respect.

### Objectives

1. Performers will respect themselves and not hold themselves up to cultural norms.
2. Performers will have one positive self-talk strategy.

### Supplemental Videos

*Pick one from the following:*

- [Dove commercial \(female\)](#)
- [Male photoshop](#)
- [Allure \(female focus\)](#)
- [Teen Image](#)

### Materials Needed

- Computer with speakers (to play video)
- Internet access
- Handouts
- Student lesson kit
- A Coach's Guide to Nutrition

### Preparation

- Play the supplemental video to check connection and that the speakers work
- Print out the handouts, page 5 of Coach's Guide to Nutrition
- Hang up the Suicide Prevention Lifeline Signs in common areas



# PERFORMANCE STARTS WITH YOU CONT.

## Procedure

- Play the video (5 minutes)
- Discuss the video and read the team question found on page 50 in “A Coach’s Guide to Nutrition” (5-10 minutes)
- Students complete corresponding lesson in “Student Lesson Kit” (10-15 minutes)
  - Emphasize that this is for them and no one will see what they write.
- Create a team affirming statement (5 minutes)

## Answers to Activities

This is for each student to reflect on. If people are having difficulty coming up with an affirming statement, try to write one as a team.

## Handouts

Print out the following pages:

- Lesson 1, Performance Starts with You of the Performance Pack Student Lesson Kit
- Page 51 of “A Coach’s Guide to Nutrition”



# MACROS: CARBS IN ACTION

## Activity Focus

Performers understand the benefits of carbohydrates.

## Objectives

1. Understand the benefits of carbohydrates.
2. Identify the types of carbohydrates.
3. Know how many grams of carbohydrates are needed for them to perform their best.

## Supplemental Videos

*Pick one from the following:*

- [Sports Nutrition 101 – Carbs](#)

## Materials Needed

- Computer with speakers (to play video)
- Internet access
- Handouts
- Student lesson kit
- A Coach's Guide to Nutrition

## Preparation

- Play the supplemental video to check connection and that the speakers work
- Print out the handouts



# MACROS: CARBS IN ACTION CONT.

## Procedure

- Play the video (5 minutes)
- Discuss the video and read the team question found on page 10 in “A Coach’s Guide to Nutrition” (5 minutes)
- Students complete corresponding lesson in “Student Lesson Kit” (10-15 minutes)
- Review worksheet as a group (5-10 minutes)

## Answers to Activities

**The equation is:** Weight in pounds multiplied by recommended carbohydrate grams/pound = recommended range grams of carbs

**For example:** A 180-pound performer with very light intensity workout intensity training would require 252-414 grams of carbohydrates

## Carb Chart

Total grams listed in the chart should not exceed their carbohydrate range.

Competition day may have more carbohydrates based on the activity level difference from what they think is a normal day. The performer should change their carb needs based on the type of activity.

The goal is to get each performer to understand that needs will change based on activity intensity.

## Handouts

Print out the following pages:

- Lesson 2, Macros: Carbs in Action of the Performance Pack Student Lesson Kit
- Page 11, 60 and 61 of “A Coach’s Guide to Nutrition”
- Handout found on ADAI website’s [Sports Nutrition page](#)
  - Nutrition Across the Lifespan: teenagers, 13-18 years

# MACROS: PROTEIN IN ACTION

## Activity Focus

Performers understand the benefits of protein.

## Objectives

1. Understand the benefits of protein.
2. Identify the types of vegetarian diets.
3. Know how many grams of protein are needed for them to perform their best.

## Supplemental Videos

- [Sports Nutrition 101 – Protein](#)

## Materials Needed

- Computer with speakers (to play video)
- Internet access
- Handouts
- Student lesson kit
- A Coach's Guide to Nutrition

## Preparation

- Play the supplemental video to check connection and that the speakers work
- Print out the handouts

## Procedure

- Play the video (5 minutes)
- Discuss the video and read the team question found on page 12 in "A Coach's Guide to Nutrition" (5 minutes)
- Students complete corresponding lesson in "Student Lesson Kit" (10-15 minutes)
- Review worksheet as a group (5-10 minutes)



# MACROS: PROTEIN IN ACTION CONT.

## Answers to Activities

**The equation is:** Weight in pounds multiplied by recommended protein grams/pound = recommended range grams of protein

**For example:** A 180-pound endurance performer will require 99-119 grams of protein.

## Protein Chart

Total grams listed in the chart below should not exceed their protein range as defined above. Use page 13 of “A Coach’s Guide to Nutrition” as a reference.

## Vegetarian Diets Chart

Students should list alternative protein sources for each meal based on the vegetarian diet listed. As they list their protein sources, the students can simply search the nutrient profile for each item. In the third column, the student needs to list the nutrients missing from that item. Some nutrients missing could be iron, omega-3, calcium and vitamin D/B12.

### As a reference

- Lacto-Vegetarian diets do not consume animal proteins except for milk products.
- Lacto-Ovo Vegetarian diets do not consume animal proteins except for milk and egg products.

## Handouts

Print out the following pages:

- Lesson 3, Macros: Protein in Action of the Performance Pack Student Lesson Kit
- Page 13, 46, 47, 53, 60 and 61 of “A Coach’s Guide to Nutrition”
- Handouts found on ADAI website’s [Sports Nutrition page](#)
  - Whey Quality Matter Infographic
  - Strong Inside Infographic
  - New Wheys to Boost Infographic
  - Dairy Protein Pamphlet

# MACROS: FAT IN ACTION

## Activity Focus

Performers understand the benefits of fats.

## Objectives

1. Understand the benefits of fats.
2. Identify the types of fats.
3. Understand the meaning of a food recall.

## Supplemental Videos

- [Sports Nutrition 101 – Fats](#)

## Materials Needed

- Computer with speakers (to play video)
- Internet access
- Handouts
- Student lesson kit
- A Coach's Guide to Nutrition

## Preparation

- Play the supplemental video to check connection and that the speakers work
- Print out the handouts



# MACROS: FAT IN ACTION CONT.

## Procedure

- Play the video (5 minutes)
- Discuss the video and read the team question found on page 14 in “A Coach’s Guide to Nutrition” (5 minutes)
- Students complete corresponding lesson in “Student Lesson Kit” (10-15 minutes)
- Review worksheet as a group (5-10 minutes)

## Answers to Activities

### Fat Types:

- Steak (saturated)
- Sunflower Oil (polyunsaturated fat)
- Walnuts (polyunsaturated fat - omega 3)
- Olive Oil (polyunsaturated fat - omega 6)
- Crisco/Lard (trans fat)
- Avocado (monounsaturated fat)
- Almonds (monounsaturated fat)
- French Fries (trans fat)

## Handouts

### Print out the following pages:

- Lesson 4, Macros: Fat in Action of the Performance Pack Student Lesson Kit
- Page 15, 17 and 61 of “A Coach’s Guide to Nutrition”



# NUTRITION FACTS PANEL

## Putting Knowledge to Action

### Activity Focus

Performers understand the Nutrition Facts Panel.

### Objectives

1. Understand how to read a Nutrition Facts Panel.
2. Identify the aspects of the Nutrition Facts Panel.
3. Know how to use the Percent Daily Value.

### Supplemental Videos

- [Understanding the Nutrition Facts Panel](#)

### Materials Needed

- Computer with speakers (to play video)
- Internet access
- Handouts
- Student lesson kit
- A Coach's Guide to Nutrition

### Preparation

- Play the supplemental video to check connection and that the speakers work
- Print out the handouts



# NUTRITION FACTS PANEL CONT.

## Procedure

- Play the video (5 minutes)
- Discuss the video and read the team question found on page 20 in “A Coach’s Guide to Nutrition” (5 minutes)
- Students complete corresponding lesson in “Student Lesson Kit” (10-15 minutes)
- Review worksheet as a group (5-10 minutes)
- For extra time or allow students to view on their own, use the [Interactive Nutrition Facts Label](#)

## Answers to Activities

### Answers are:

- Breakfast: Grains - like oatmeal or slice of toast or granola
- Lunch: Vegetables - like a small side salad or tomatoes/lettuce to the sandwich
- Dinner: Fruit - consider adding mango salsa on top of the salmon or a side of pineapple
- Ask them if there are other items they would change in the meal? Would they add a snack on this day? If so - what type of snack?

### Nutrition Facts Panels:

- Add number 1 to the eating plan because of the low amount of fat with the high amount of iron and calcium.
- What meal would you eat this food item? Accept all answers.
- What other food items would you add to make this a Performance Plate? Accept fruits, grains (like granola), and cheese (something with more protein).

## Handouts

Print out the following pages:

- Lesson 5, Nutrition Facts Panel of the Performance Pack Student Lesson Kit
- Page 17, 21 and 61 of “A Coach’s Guide to Nutrition”
- Handouts found on ADAI website’s [Sports Nutrition page](#)
  - Nutrition Facts Panel Education Handouts

# HYDRATION

## Activity Focus

Performers understand the importance of hydration.

## Objectives

1. Understand the benefits of hydration.
2. Identify the signs of dehydration.
3. Know how to properly hydrate during and after performance.

## Supplemental Videos

- [Sports Nutrition 101 - Hydration](#)

## Materials Needed

- Computer with speakers (to play video)
- Internet access
- Handouts
- Student lesson kit
- A Coach's Guide to Nutrition

## Preparation

- Play the supplemental video to check connection and that the speakers work
- Print out the handouts

## Procedure

- Play the video (5 minutes)
- Discuss the video and read the team questions found on page 30, 34 and 36 in "A Coach's Guide to Nutrition" (5 minutes)
- Students complete corresponding lesson in "Student Lesson Kit" (10-15 minutes)
- Review worksheet as a group (5-10 minutes)



# HYDRATION CONT.

## Answers to Activities

**Hydration Equation:** To start off, let's calculate how many ounces of water you should drink daily.

\_\_\_\_\_pounds (weight) divided by 2 = \_\_\_\_\_ounces of water daily

**For example:** A 180-pound performer would require 90 ounces of water daily.

**Discussion question:** What are signs that tell us we are thirsty? Accept answers such as: feeling thirsty, cramps or twitches, feeling tired, feeling lightheaded/dizzy, dry mouth and strong smelling urine that is yellow.

## Schedule Drink Breaks:

Practice Begins \_\_\_\_\_ Length of Practice \_\_\_\_\_

How many times should you drink 2-3 gulps of water during practice?

\_\_\_\_\_ length of practice (in minutes) divided by 15 minutes = \_\_\_\_\_ times to drink water

**For example:** A 1-hour long practice would require four (4) drinking times.

**Caffeine:** Looking at the beverage options below, which one meets the recommended caffeine amount for teens to drink daily? Accept coffee, 2 black teas, 3 green teas, cola - anything that totals to 100 mg

**Electrolytes:** To test your electrolyte knowledge, which of the following drinks is the best to refuel lost electrolytes? Answer- any milk option. Why? Accept any answer stating a variety of nutrients milk provides.

## Handouts

Print out the following pages:

- Lesson 6, Hydration of the Performance Pack Student Lesson Kit
- Page 31, 33, 35, 37, 43 and 61 of "A Coach's Guide to Nutrition"
- Handouts found on ADAI website's [Sports Nutrition page](#)
  - Milk nature's sports drink
  - Think Your Drink

# ALLERGIES AND INTOLERANCES

## Activity Focus

Performers understand the differences between allergies and intolerances.

## Objectives

1. Understand the differences between allergies and intolerances.
2. Identify anaphylactic shock.

## Supplemental Videos

- [Food Allergies vs Intolerance](#)

## Materials Needed

- Computer with speakers (to play video)
- Internet access
- Handouts
- Student lesson kit
- A Coach's Guide to Nutrition

## Preparation

- Play the supplemental video to check connection and that the speakers work
- Print out the handouts



# ALLERGIES AND INTOLERANCES

## Procedure

- Play the video (5 minutes)
- Discuss the video (5 minutes)
- Students complete corresponding lesson in “Student Lesson Kit” (10-15 minutes)
- Review worksheet as a group (5-10 minutes)

## Answers to Activities

### Alternative meal options for allergies/intolerances chart

- Accept the following answers:
  - Peanut allergy - any menu without peanuts or peanut butter. Because tree nuts are related agriculturally, other nuts may cause an allergic reaction too.
  - Celiac disease - nothing with gluten - such as pasta, bread, cereal. Even some seasonings are made with gluten.
  - Milk intolerance - not able to drink fluid milk, but they can have cheese or yogurt. Lactaid milk is another option.
  - Milk nature's sports drink
- What potential nutrients may these diets be missing?
  - Accept any of the following answers: calcium, vitamin D, folate (cereals are typically fortified with it), niacin, B12

## Handouts

### Print out the following pages:

- Lesson 7, Allergies and Intolerances of the Performance Pack Student Lesson Kit
- Page 61 of “A Coach's Guide to Nutrition”
- Handouts found on ADAI website's [Sports Nutrition page](#)
  - Lactose intolerance pamphlet



# REFUEL: TIMING IS EVERYTHING

## Activity Focus

Performers understand how to recover using nutrients.

## Objectives

1. Understand the benefits of carbohydrates.
2. Identify the recovery optimal time frame.
3. Know how to make a snack to refuel.

## Supplemental Videos

- [Sports Nutrition 101 – Refuel](#)

## Materials Needed

- Computer with speakers (to play video)
- Internet access
- Handouts
- Student lesson kit
- A Coach's Guide to Nutrition

## Preparation

- Play the supplemental video to check connection and that the speakers work
- Print out the handouts



# REFUEL: TIMING IS EVERYTHING CONT.

## Procedure

- Play the video (5 minutes)
- Discuss the video and read the team questions found on page 22, 24 and 26 in “A Coach’s Guide to Nutrition” (5 minutes)
- Students complete corresponding lesson in “Student Lesson Kit” (10-15 minutes)
- Review worksheet as a group (5-10 minutes)

## Answers to Activities

What are some of your favorite breakfast food items? Accept all answers. For some ideas, feel free to talk about overnight oats, smoothies and yogurt parfaits. How many performers have ever tried one of them?

What are healthy snack options that can travel well? Accept all answers. For some ideas, consider granola bars, trail mix, fresh fruit, or cheese stick. To tie in previous discussions - ask the performers - what is an appropriate portion size of these snacks?

Create a day’s worth of meals/snacks below and identify when you would eat your snacks (based on practices or games). Accept all answers that follow the Macros to Myplate and allow them to use page 23 or 25 of “A Coach’s Guide to Nutrition” for ideas

**Discussion:** What are the main differences on each menu? How did the timing of your meals/ snacks change from a weekday to weekend? Did you calculate sleeping in on a weekend? Or if you have a weekend competition - which snack items pack easily? Which of the snacks listed on pages 23 or 25 of “A Coach’s Guide to Nutrition” have you tried? Which ones do you like?

- The differences in each menu should be a) timing b) if the performer has a weekend competition. This may require more fuel as they are working longer. Accept answers that refer to the Macros to Myplate diagram.

## Handouts

Print out the following pages:

- Lesson 8, Refuel: Timing is Everything of the Performance Pack Student Lesson Kit
- Page 17, 23, 25, 27 and 61 of “A Coach’s Guide to Nutrition”
- Handouts found on ADAI website’s [Sports Nutrition page](#)
  - Yogurt Brochure
  - Refuel with Milk
  - Flavored Milk in Schools

# MICRONUTRIENTS VS. SUPPLEMENTS

## Activity Focus

Performers understand the benefits of micronutrients.

## Objectives

1. Understand the benefits of micronutrients
2. Identify types of micronutrients
3. Know the difference between micronutrients and supplements

## Supplemental Videos

- [Sports Nutrition 101 – Recap.](#)

## Materials Needed

- Computer with speakers (to play video)
- Internet access
- Handouts
- Student lesson kit
- A Coach's Guide to Nutrition

## Preparation

- Play the supplemental video to check connection and that the speakers work
- Print out the handouts
- Make sure performers bring laptops



# REFUEL: TIMING IS EVERYTHING CONT.

## Procedure

- Play the video (5 minutes)
- Discuss the video and read the team question found on page 40 in “A Coach’s Guide to Nutrition” (5 minutes)
- Students complete corresponding lesson in “Student Lesson Kit” (10-15 minutes)
- Review worksheet as a group (5-10 minutes)

## Answers to Activities

### Micronutrients in Action

- To calculate the daily value of the micronutrients, simply multiply the daily value percentage by the daily requirement. For example: 1,300 mg of calcium is needed, and consuming 1 pint of 1% chocolate milk provides 25% of that daily value, then the chocolate milk would provide 325 mg ( $1,300 \times .25 = 325$ ).
- Performers can find food items’ micronutrient profiles by simply searching the food item name with a nutrition facts panel in a web browser (i.e., 1 cup of Greek Yogurt Nutrient Facts Panel). Sometimes it is easier to view this in the images.
- [The USDA FoodData Central database](#) can also be used for fresh produce.
- Tip: some of the food items may have multiple nutrients.
- Accept all answers that equal the micronutrients daily requirements.

## Handouts

Print out the following pages:

- Lesson 9, Micronutrients vs. Supplements of the Performance Pack Student Lesson Kit
- Page 41, 49 and 61 of “A Coach’s Guide to Nutrition”
- Handouts found on ADAI website’s [Sports Nutrition page](#)
  - 13 Nutrients in Milk
  - Cheese Nutrient infographic
  - Rethink Your Drink