



THE ATHENA PROGRAM: **SESSION 1**

LEARNING OBJECTIVES

1. Athletes will learn the goals of the ATHENA Program.
2. Athletes will learn how muscles use carbohydrates and proteins.
3. Athletes will learn examples of foods high in carbohydrates, proteins and fats.

PREPARATION

1. Assign students to 5 member squads
2. Identify one Squad Leader per squad and train the Squad Leaders prior to this session
3. Bring the roster to Session 1
4. Put materials in the Team Box (see list of materials on page 4 of the Coach Background Information)

MATERIALS

- Coach Manual (with Workbook and Athlete's Guide)
- Workbooks and Squad Leader Manuals
- ATHENA balloon
- Tennis balls, 1 for each squad
- Team Box

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INTRODUCTION TO ATHENA

SESSION 1: ACTIVITY 1 (6 MINUTES)

KEY FOR SQUAD LEADERS AND COACHES:



A WHISTLE OR CHECKMARK MEANS THE COACH READS ALOUD



A STAR MEANS THE SQUAD LEADER READS ALOUD



SHADED BOXES CONTAIN INSTRUCTIONS TO READ TO YOURSELF

INSTRUCTIONS TO COACH:

Help students form their squads by reading the roster of Squad Leaders and members for each squad. Have Squad Leaders get their Manuals, squad members' Workbooks and one ball from the Team Box. Then READ ALOUD.



COACH READS ALOUD

- ✓ ATHENA stands for Athletes Interpreting Healthy Exercise & Nutrition Alternatives.
- ✓ The ATHENA program was developed by experts in sports nutrition and exercise. ATHENA will help you become healthier athletes and us become a better team. We also will learn why drug use and other unhealthy behaviors are especially harmful for athletes.
- ✓ We will meet for eight 45-minute Sessions. Always meet in your squad, because your Squad Leader will be directing most of the activities.

INSTRUCTIONS TO COACH:

Hold up a Workbook and an Athlete's Guide as you READ the points on the next page.

INTRODUCTION TO ATHENA

SESSION 1: ACTIVITY 1 (CONTINUED)



- ✓ You will use these Workbooks in each Session. Please write your name on your Workbook. At the end of each Session, your Squad Leader will collect the Workbooks and store them with her Squad Leader Manual in this Team Box (**point to the Team Box**). Your Workbooks and Manuals should stay in the Team Box between ATHENA Sessions.
- ✓ Next Session you will receive a pocket sized ATHENA Athlete's Guide that you can keep. It has all the information that we will be learning during these Sessions, and you will need to bring it to each of our ATHENA Sessions.
- ✓ You will see that the ATHENA activities are all 'hands-on,' and they are often games or projects. They are designed to be fun and to help you understand and make use of what you learn.
- ✓ The Squad Leaders each have a page like this one. (**Hold up the ATHENA Goal Page, page 13 of this Manual**). We will be using this to keep track of your ATHENA goals.
- ✓ Squad Leaders write your name and the other squad members' names on your Goal Page. It is on page 13 of your Squad Leader Manual. You will refer back to the Goal Page every session.
- ✓ In a minute, two Squad Leaders will give us an overview of the ATHENA program. Before that, each squad should pick a name for your Squad and write it on your Goal Page.

INSTRUCTIONS TO COACH:

Give squads a few minutes to write the names on their Goal Page, then call on the two Squad Leaders who will do the balloon demonstration on the next page. After they are finished with the balloon activity, begin Activity 3 by READING ALOUD on page 5.

BALLOONING BENEFITS

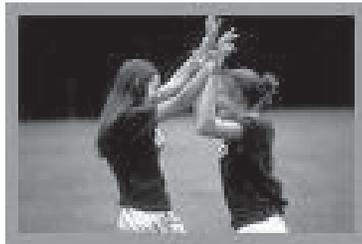
SESSION 1: ACTIVITY 2 (3 MINUTES)

INSTRUCTIONS TO SQUAD LEADERS:

Squad Leader A READS ALOUD while Squad Leader B blows up the balloon and then lets it fly at the end.

Squad Leader A Reads:

- ★ In the ATHENA program we will be learning how to become better as individuals and as a team.
- ★ This balloon has benefits from ATHENA written on it. Right now the benefits seem small, but with each Session they will become easier to see.
- ★ We will gain strength.
- ★ We will gain confidence.
- ★ We will have fun.
- ★ We will eat right.
- ★ We will be healthy.
- ★ We will stay drug-free.
- ★ But all this will only be hot air, and we will lose sight of the benefits if we make poor choices. (Then, '**B**' lets the balloon go.)



Squad Leader B Does:

- ★ Stand holding the balloon.



- ★ Show the balloon to your team. Make sure the team can see the words on the balloon as you blow it up.
- ★ Blow another breath.
- ★ Blow another breath. Then, do not let out any air and hold the balloon above your head until 'A' reads the last line. Then let go of it, (*so it flies around the room*).

INSTRUCTIONS TO SQUAD LEADERS:

Leave the balloon where it lands, high five each other and return to your seats.

DO YOU KNOW JILL ABOUT BEING AN ATHLETE?

SESSION 1: ACTIVITY 3 (14 MINUTES)



COACH READS ALOUD

- ✓ You may be familiar with the 'You don't know Jack' computer games. This Activity is called 'Do you know Jill about being an athlete?' The goal is to get you thinking about what it takes to be your best. You will work in your squads, and your **Squad Leader will lead this Activity**. The questions begin on page 3 of your Workbook, and Squad Leaders are on page 5 of the Manual.

INSTRUCTIONS TO COACH:

Monitor the squads' progress and start the next Activity on page 8 when squads complete this Activity.



SQUAD LEADER READS ALOUD

- ★ I will read the first question and all the possible answers and throw the ball to a person to answer the question. After each question is answered, I will give you more information about the answer. Squad members should be on page 3 of your Workbooks.
- ★ 1. Which two of these are normal for a female during adolescence?
 - voice deepens
 - body weight increases 20 to 30 pounds**
 - body fat percentage increases**
 - vision improves
 - nothing is normal if you are a teenager
- ★ **Answer: b & c. Certain fat cells become more active during adolescence, so that a teenage girl's body fat normally increases, even if she does not eat fat or overeat.**
- ★ Now, the person with the ball reads the next question and all the possible answers and throws the ball to someone else to answer the question. I will still read the correct answer and any additional information.

INSTRUCTIONS TO SQUAD LEADER:

Remember to have squad members read all the possible answers and the bolded answer at the end even if the question is answered correctly.

- ★ 2. For every ten women who smoke, how many want to quit?
 - 9 out of 10**
 - 5 want to quit and start chewing tobacco
 - 0, if they had wanted to quit, they would have
 - all of them
- ★ **Answer: Nine out of 10 women who smoke want to quit. So, it is best not to start something you will want to stop later.**

DO YOU KNOW JILL ABOUT BEING AN ATHLETE?

SESSION 1: ACTIVITY 3 (CONTINUED)

3. What is Title IX (nine)?
- ninth book on the best seller list
 - legislation that created equality in sports for women of all ages**
 - equal rights amendment
 - golf ball made by Titleist
 - largest tidal wave ever seen

★ **Answer: b. Title IX is a provision of the 1972 amendments to the Constitution. It made equality in education and sports for women and men the law. Prior to Title IX, most dollars to support sports went only to men's sports.**

4. Amenorrhea (a-men-or-rhee-a) is the term for not having normal regular menstrual cycles. Compared to athletes with regular menstrual cycles, an athlete with amenorrhea is more likely to develop which of these?
- stress fractures**
 - tendonitis**
 - diabetes
 - all of the above

★ **Answer: a & b. Athletes with amenorrhea have low estrogen levels, which accelerates bone loss. They are at a higher risk for stress fractures and other injuries, such as tendonitis.**

5. What happens to women who strength train?
- it reduces their flexibility
 - they develop big muscles
 - it can weaken their bones
 - it improves muscle strength, flexibility and bone strength**

★ **Answer: d. Your flexibility increases when you strength train. Women can become much stronger without building bigger muscles. Bones are stressed by lifting weights and that strengthens bones.**

6. An athlete who drinks alcohol can expect which of these?
- reduced muscle soreness
 - any effects of alcohol are gone in 24 hours
 - alcohol will supply high octane muscle fuel
 - can cause dehydration or loss of body fluids**

★ **Answer: Only d is true. Alcohol causes muscle damage and can increase muscle soreness. These effects can last several days. Alcohol blocks your body's normal use of carbohydrates, which are your muscles' high octane fuel. Alcohol causes you to make more urine and become dehydrated.**

7. Smoking cigarettes weakens your bones? True or False?

★ **Answer: True. Smoking lowers your level of the female hormone estrogen, and the lower levels result in bone loss.**

DO YOU KNOW JILL ABOUT BEING AN ATHLETE?

SESSION 1: ACTIVITY 3 (CONTINUED)

8. When lifting weights for strength, what happens if you work the same muscle each day?
- a. it reduces muscle soreness
 - b. it impresses the coach and others in the gym
 - c. it really increases your strength
 - d. **it breaks down the muscle, and you can get weaker**

★ **Answer: d. Your muscles need at least one day of rest between strength training workouts so they can repair damage and respond to the strength training.**

9. How does the lung damage from smoking cigarettes compare to the damage from smoking marijuana?
- a. marijuana is only one third as damaging
 - b. marijuana is equally damaging
 - c. **marijuana is three times more damaging**

★ **Answer: c. It is difficult to answer this question, because marijuana can contain other substances. However, because marijuana smokers inhale more deeply, the lung damage is said to be three times worse than smoking tobacco.**

10. What happens to the risk of developing mouth, windpipe, and esophageal cancer when you smoke and drink alcohol?
- a. risk is the same as for people who only smoke
 - b. **risk is 35 times greater than for people who do not smoke and do not drink alcohol**
 - c. risk is the same as for people who only drink alcohol
 - d. risk is the same as getting hit by a meteor

★ **Answer: b. Cancer causing substances called carcinogens are in tobacco smoke. Alcohol is a solvent so it can make carcinogens go into solution better. So, for smokers, drinking alcohol gives them higher exposure to carcinogens.**

11. A teenage athlete's sport performance is affected by which three of these?
- a. **genetics**
 - b. **muscular strength and endurance**
 - c. style of uniform
 - d. **desire to win**
 - e. body weight

★ **Answer: a, b & d: Your genetics, muscular strength and endurance relate to your sport ability. So does your desire to win. Over a broad range of normal weights, percent body fat does not affect sport performance. Athletes of all weights and sizes are champions.**

Squad Leader: Let your Coach know when your squad has finished.

FUELING AND BUILDING YOUR MUSCLES

SESSION 1: ACTIVITY 4 (14 MINUTES)

INSTRUCTIONS TO COACH:

Ask squad members to turn to Workbook page 5. Squad Leaders should be on page 8 of their Manuals, then READ ALOUD.



COACH READS ALOUD

- ✓ Your muscles are like the engine in a car. Just like an engine needs gasoline to run, your muscles need fuel for you to exercise. Your muscles' fuel comes from food.
- ✓ Food is made of nutrients. Three of the major nutrients are:
 - 1) carbohydrates
 - 2) proteins and
 - 3) fats
- ✓ Carbs are sugars or starches. They can be simple carbohydrates made of 1 or 2 sugar molecules linked together, like fruit sugar, table sugar and honey.
- ✓ Or, carbs can be many sugar molecules linked together. Then the sugars become complex carbohydrates found in pasta, potatoes, rice and breads. Simple sugars can go directly into your blood stream. Complex carbs must be digested and broken down to simple sugars before entering your bloodstream. As a result, sugars from complex carbohydrates are released into your blood stream at a slower rate.
- ✓ Your muscles store carbs in muscle cells as glycogen (gly-ko-jen). Those stored sugars make a ready supply for your muscles to use for exercise.
- ✓ Carbohydrates or "carbs" are your muscles high octane or premium fuel. Only carbs can be used for high intensity exercise.
- ✓ Athletes need to eat carbohydrates to fuel their high intensity workouts and to refuel their muscles after a workout.
- ✓ The word sugar might make you think about desserts and certain candies, rather than fruits and pasta. Many desserts do have sugar, but they also have fats. Fats cannot be used as fuel for intense exercise. It is the fat in cakes, candy bars and cookies - not the sugar - that you want to avoid.
- ✓ Car engines also can be given more horsepower, and they may need repairs. Similarly, your muscles can become stronger and need to be maintained and repaired after a workout. To do this, your muscles need protein. The protein you eat supplies the parts for repairing and building stronger and more efficient muscles. Examples of protein foods include chicken, fish, dairy products, meat, eggs, beans and grains.
- ✓ Now, **Squad Leaders will lead the rest of this Activity.**

FUELING AND BUILDING YOUR MUSCLES

SESSION 1: ACTIVITY 4 (CONTINUED)

Squad Leaders take over and READ ALOUD.



SQUAD LEADER READS ALOUD

- ★ You will be classifying foods on page 6 of your Workbook as carbohydrates, protein or high fat foods. First, I will repeat the important points about each nutrient. **(Only the Squad Leaders have the answers on page 10 of your Manual).**
- ★ Carbohydrates or 'carbs' are the only fuel our muscles can use for high intensity exercise like sprinting or lifting weights or other bursts of exercise.
- ★ We need to eat carbs to train hard and refuel our muscles after a workout.
- ★ Look on page 6 of your Workbook. Circle the food items you think are mainly carbohydrates.

INSTRUCTIONS TO SQUAD LEADER:

The pictures and answers are on page 10 of your Manual. Give your squad a minute to mark their answers, then READ the next points. Hold off telling correct answers until all foods are selected.

- ★ Our body also needs protein to repair and strengthen our muscles. If we do not eat enough protein, we cannot maintain our muscles and get faster and stronger, no matter how much we train.
- ★ Place a box around the foods that you think are mainly protein.

Give your squad a minute to mark their answers, then READ ALOUD.

- ★ Some foods are high in fat. They may have some carbs or protein, but most of the calories are from fat. Fat cannot be used to fuel intense exercise or repair our muscles.
- ★ Place an **X** through the foods that are high fat foods.

INSTRUCTIONS TO SQUAD LEADER:

After your squad members mark their answers, name the food one by one and ask the squad whether it is a carbohydrate, protein or high fat food. Tell them the correct answers. Let your coach know when this Activity is completed.

CARB

bread



PROTEIN

tuna



CARB

cereal



HIGH FAT
candy bar



PROTEIN

egg



HIGH FAT
donut



CARB

banana

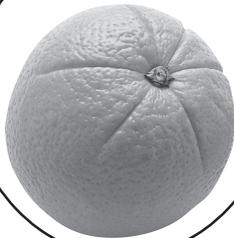


HIGH FAT
french fries



CARB

orange



PROTEIN

turkey



PROTEIN

skim milk



CARB

potato



PROTEIN

low fat bean burrito



CARB

grapefruit



CARB

spaghetti



ATHENA GOAL & WRAP-UP

SESSION 1: ACTIVITY 5 (8 MINUTES)

INSTRUCTIONS TO COACH:

When the squads have completed Activity 4, READ ALOUD.



COACH READS ALOUD

- ✓ At the end of each Session, you will be given a goal. If you make your goal, Squad Leaders will draw a star in that part of the Goal Page during the next Session.
- ✓ Team members can help each other by reminding one another about the goal during our team practices.
- ✓ Today, the **goal for Session 1** is to have a high carb snack before two of your practices or workouts before the next ATHENA Session.

NOTE TO COACH: You may need to modify the goal if your Sessions are scheduled close together. For example, squads could follow up on this goal in a later Session or the goal could be to have a high carb snack before one workout, if there are only a couple of days between Sessions.

- ✓ Remember, to get stronger, you need three things:
 1. carbs to fuel your workouts,
 2. protein to repair and strengthen your muscles, and
 3. exercise training that makes your muscles want to get stronger.
- ✓ Think back on what you have done today and write two new facts you learned in your Workbook on page 7 and page 11 of the Squad Leader Manual.
- ✓ For example, you may have learned that protein is needed to strengthen your muscles.

INSTRUCTIONS TO COACH:

Give your team a minute to write what they have learned and then call on a few students to say what they wrote. Then, READ ALOUD on the next page.

1. _____
2. _____

(Continue reading on the next page)

ATHENA GOAL & WRAP-UP

SESSION 1: ACTIVITY 5 (CONTINUED)



COACH READS ALOUD

- ✓ We will be meeting for Session 2 on _____. Remember, you will be in your squads during each of these meetings.
- ✓ Squad Leaders collect your squad members' Workbooks and place the Workbooks, your Manuals and the balls in the Team Box.
- ✓ Squad Leaders after you have placed things in the Team Box please join me for a quick meeting.
- ✓ Good job team!

INSTRUCTIONS TO COACH:

Meet briefly with Squad Leaders to see if they are having any problems and tell them they are doing a great job. Begin by **READING ALOUD**.

- ✓ Squad Leaders, you are an important part of the ATHENA program. I hope you had fun today.
- ✓ Does anyone have questions about ATHENA or problems with their squad that they would like to talk about? (**Discuss as needed.**)
- ✓ If anything comes up in the future, feel free to talk to me about it.
- ✓ Remember to encourage your squad members to meet their goal of having a high carbohydrate snack before two of our workouts.
- ✓ Nice work everybody!

NOTE TO COACH: Remind your students about their ATHENA goals by hanging your copy of the Goal Page where it will be seen by team members during the week.

END OF SESSION 1

PREVIEW OF SESSION 2:

Next Session team members receive their ATHENA Athlete's Guides and learn about their protein needs. The team discusses the adverse effects of drugs and disordered eating habits on women athletes.

