

「弁当の日」が学生アスリートの食事改善に及ぼす効果 －6週間の事例研究－

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【要 約】

本研究の目的は、一人暮らしの学生アスリートにとって週に一度の「弁当の日」の実践が日々の食生活習慣の改善に及ぼす効果を検証することである。まず初めに、大学生女子バスケットボール部員 22 名を対象に 1 週間の食生活習慣の実態調査を行った。ほとんどの学生に「炭水化物、野菜、タンパク質源の不足」、「菓子類の過剰摂取」などの問題点が明らかになった。各自に結果及び問題点のフィードバックと個別の食事指導をした上で 3 週間後に再び 1 週間の食生活実態調査を行った。その結果、情報提供型のみでの指導では食生活に変化は認められなかった。

次に栄養・食事に関する情報提供に加えて週に一度、一人一品持ち寄りで昼食を食べる「弁当の日」の実施を試みた。毎回の調理作品を写真撮影して記録した。開始から6週間後に学生1人ずつと面談し、食生活状況等の変化について聞き取り調査をした。その結果、自炊する回数が平均で以前の 3 倍以上に増え、それに伴って食事内容や便通の改善、親との会話の増加、など種々の変化が認められた。特に食材と調理方法に関心を持ち出し、より良い食事について積極的に考え、食生活改善に向けての情報を受け入れる事ができるように変化した。

学生アスリートの食生活習慣の改善のためには栄養・食事に関する情報を一方的に与える以前に、定期的に調理をする機会を作ることが重要であるという結果が得られた。

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Effect of a weekly box lunch day on student athletes' meals: Six-week study

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[Abstract]

The purpose of the present study was to evaluate effects of establishing a weekly box lunch day on eating habits of student athletes who live alone. First, when the weekly eating habits of 22 university women's basketball players were examined, it was found that most of the students had problems such as eating too few carbohydrates, vegetables, and protein, and too many sweets. The students were told about the results of the survey and their problems, and given individual dietary advice. Three weeks later, when the dietary survey was repeated, it was found that simply supplying information had not changed their eating habits. Then, in addition to supplying information, a weekly box lunch day was established, in which all the students were required to bring a box lunch. The lunches were photographed in order to provide a record for the present study. When, six weeks later, the women were interviewed in order to check on any changes in their eating habits, it was found that the women reported that the frequency of cooking for themselves had increased to three times or more a week on the average, and that various other changes had occurred, such as improvements in the contents of their meal and their bowel movements and increases in conversations with their parents. The most notable changes were that the women had begun to think positively about their meals, showing concern about the ingredients and the cooking method so as to have better meals, and that they now accepted information about their dietary habits. In conclusion, it is important for the improvement of students' eating habits to provide an opportunity for them to cook regularly, rather than simply giving them information on nutrition and meals.