

# FIRST TERM

## WEEKLY LESSON PLAN – B8

### WEEK 2

| <b>Week Ending:</b> 13-10-2023  | <b>Day:</b>  | <b>Subject:</b> Physical and Health Education  |                          |
|---|--|--|--------------------------|
| <b>Duration:</b> 60mins   |  | <b>Strand:</b> Health Education  |                          |
| <b>Class:</b> B9  | <b>Class Size:</b>   | <b>Sub Strand:</b> Nutrition And Physical Activity   |                          |
| <b>Content Standard:</b><br>B8.1.1.1 Demonstrate understanding of the factors that influence the choice of food and feeding habits in relation to participation in sports and physical activity |  | <b>Indicator:</b><br>B8.1.1.1.1: Examine the factors that influence the choice of food and eating habits in relation to participation in physical activity | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can identify problems associated with unbalanced diet in relation to sports and physical activities   |  | <b>Core Competencies:</b><br>CG5.3: CC9.2: CC9.3:  |                          |
| <b>Reference:</b> P H E Curriculum P.g. 38  |  |  |                          |
| <b>New words:</b> Nutrition, Physical activity, Performance, Diet, Metabolism   |  |  |                          |
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| Phase/Duration  | Learners Activities  | Resources  |                          |
| <b>PHASE 1: STARTER</b>   | <p>Show students two contrasting images: one of an athlete eating a healthy meal (like a salad with grilled chicken) and another of the same athlete eating junk food (like a large burger and fries).</p> <p>Ask: “Which meal do you think will benefit the athlete's performance?”</p> <p>Share performance indicators and introduce the lesson.</p>   |  |                          |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Divide students into small groups and provide each with a case study or a scenario of an athlete's daily routine, both dietary and training-wise.</p> <p>Ask them to identify the pros and cons of the athlete's diet.<br/>Engage in a group discussion where students present their findings, focusing on the potential consequences of a poor diet on the athlete's performance and health.</p> <p>Ask students to form groups and assign each a scenario: for example, an athlete running a marathon after eating junk food, or a swimmer struggling after skipping breakfast.</p> <p>Provide them with some time to prepare.<br/>Allow each group to perform their skit, demonstrating the effects of dietary choices on physical activity.</p> <p>Discuss the key takeaways from each role play.</p> <p>Discuss with learners how unbalanced or poor diet can have detrimental effects on an athlete's performance and overall health.</p> | Charts showcasing nutrients found in different foods   |                          |

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|  | <ul style="list-style-type: none"> <li>• <i>Increased Risk of Injury: Poor nutrition can weaken muscles and bones, making athletes more prone to injuries such as fractures, sprains, and strains.</i></li> <li>• <i>Delayed Recovery: A diet lacking in protein can delay recovery from workouts and injuries, leading to decreased performance levels.</i></li> <li>• <i>Poor Immune System: A diet lacking in essential vitamins and minerals can weaken the immune system, making athletes more susceptible to illnesses and infections.</i></li> <li>• <i>Mental Health Issues: Poor nutrition can also lead to mental health issues such as anxiety, depression, and mood swings, which can affect an athlete's performance and overall well-being.</i></li> </ul> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. How can an unbalance diet affect an athlete`s performance in their sport?</li> <li>2. What steps can an athlete`s take to ensure they maintain a balanced diet that support their training and competition goals?</li> <li>3. Why is nutrition important for someone participating in physical activities?</li> <li>4. How can a high-sugar diet impact an athlete's performance during an event?</li> <li>5. What might be the consequence of skipping meals before a rigorous training session?</li> <li>6. Why is hydration considered a crucial part of nutrition, especially in athletes?</li> </ol> |  |
| <p><b>PHASE 3:</b><br/><b>REFLECTION</b></p> | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>   |  |