

FIRST TERM

WEEKLY LESSON PLAN – B9

WEEK I

Week Ending: 06-10-2023		Day:	Subject: Physical and Health Education	
Duration: 60mins			Strand: Health Education	
Class: B9		Class Size:	Sub Strand: Nutrition And Physical Activity	
Content Standard: B9.1.1.1 Demonstrate understanding of nutritional problems associated with participation in sports physical activities		Indicator: B9.1.1.1.1: Examine the problems associated with unbalanced or poor diet in relation to sports and physical activities		Lesson: 1 of 1
Performance Indicator: Learners can explain unbalance diet and it examples.			Core Competencies: CG5.3: CC9.2: CC9.3:	
Reference: P H E Curriculum P.g. 38				
Keywords:				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Welcome learners back from the holidays. Ask them how they spent their vacation holidays.			
	Share performance indicators and introduce the lesson.			
PHASE 2: NEW LEARNING	Engage learners to explain the term balance diet. A balance diet is a food that provides your body the right proportions of essential nutrients it needs to function optimally. These nutrients include carbohydrate, minerals, proteins, fats, vitamins. Help learners to discuss unbalance diet. An unbalance diet is one that lacks proper proportions of essential nutrients. It often involves excessive consumption of certain food groups while neglecting others. In groups discuss with learners the nutritional problems associated with unbalanced or poor diet related to participation in sports and physical activities. 1. Reduced Energy Levels: A diet lacking in essential nutrients such as carbohydrates, protein, and fats can lead to reduced energy levels, resulting in fatigue and poor performance. 2. Reduced Endurance: A diet lacking in carbohydrates can lead to a decline in endurance levels, making it difficult for athletes to sustain their performance during prolonged physical activities. Assessment i. What is balance diet.			Pictures, wall charts, etc

	ii. State two examples of balance diet. iii. Explain the term unbalance diet.	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

FIRST TERM

WEEKLY LESSON PLAN – B8 WEEK 2

Week Ending: 13-10-2023		Day:	Subject: Physical and Health Education	
Duration: 60mins			Strand: Health Education	
Class: B9		Class Size:	Sub Strand: Nutrition And Physical Activity	
Content Standard: 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		Indicator: B8.1.1.1.1: Examine the factors that influence the choice of food and eating habits in relation to participation in physical activity		Lesson: 1 of 1
Performance Indicator: Learners can identify problems associated with unbalanced diet in relation to sports and physical activities			Core Competencies: CG5.3: CC9.2: CC9.3:	
Reference: P H E Curriculum P.g. 38				
New words: Nutrition, Physical activity, Performance, Diet, Metabolism				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	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). Ask: “Which meal do you think will benefit the athlete's performance?” Share performance indicators and introduce the lesson.			
PHASE 2: NEW LEARNING	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. Ask them to identify the pros and cons of the athlete's diet. 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. 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. Provide them with some time to prepare. Allow each group to perform their skit, demonstrating the effects of dietary choices on physical activity. Discuss the key takeaways from each role play. Discuss with learners how unbalanced or poor diet can have detrimental effects on an athlete's performance and overall health.			Charts showcasing nutrients found in different foods

	• <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> • <i>Delayed Recovery: A diet lacking in protein can delay recovery from workouts and injuries, leading to decreased performance levels.</i> • <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> • <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> <u>Assessment</u> 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? 3. Why is nutrition important for someone participating in physical activities? 4. How can a high-sugar diet impact an athlete's performance during an event? 5. What might be the consequence of skipping meals before a rigorous training session? 6. Why is hydration considered a crucial part of nutrition, especially in athletes?	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

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WEEKLY LESSON PLAN – B8

WEEK 3

Week Ending: 20-10-2023	Day:	Subject: Physical and Health Education	
Duration: 60mins		Strand: Health Education	
Class: B9	Class Size:	Sub Strand: Nutrition And Physical Activity	
Content Standard: B9.1.2.1 Discuss ways to prevent diseases associated with sedentary behaviors and physical inactivity		Indicator: B9.1.2.1.1 Create and perform physical activities to lower the risks associated with sedentary behaviors and physical inactivity	Lesson: 1 of 1
Performance Indicator: Learners can perform physical activities to lower the risks associated with sedentary behaviors and physical inactivity.			Core Competencies: CG5.3: CC9.2: CC9.3:
Reference: P H E Curriculum P.g. 39			
New words: Physical activities, sedentary behaviors, risks, routines			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Display a list of keywords related to the topic on the Board or such as physical activities, sedentary behaviors, risks, and routines. Ask learners to discuss in pairs or small groups what they understand by these keywords and how they relate to each other. Have a class discussion and provide explanations and examples as needed Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Ask learners to recall what they already know about the risks associated with sedentary behaviors and physical inactivity. Discuss the negative effects of leading a sedentary lifestyle and the importance of physical activity for health and well-being. Provide a list of physical activities for reference, including both structured exercises and everyday activities. Discuss different types of activities that people can incorporate into their daily routines to stay active and healthy. • <u>Gardening</u>: Tending to your garden involves activities like planting, weeding, and watering, which can be physically demanding and a great way to stay active. • <u>Riding a Bike</u>: Bicycling is an excellent cardiovascular exercise that can also be used for commuting or leisurely rides. • <u>Playing Games</u>: Engaging in sports like tennis, basketball, or even recreational games like badminton can provide a fun way to get exercise.		Pictures and Charts

	• <u>Jogging</u>: Going for a jog is a popular choice for cardiovascular fitness. It can be done at your own pace and in various locations. • <u>Yoga</u>: Yoga combines physical postures, breathing exercises, and meditation, promoting flexibility, balance, and relaxation. • <u>Dancing</u>: Whether it's formal dance classes or just dancing around your living room, it's a fantastic way to get your heart rate up and enjoy music. • <u>Swimming</u>: Swimming is a full-body workout that's easy on the joints, making it an excellent choice for people of all ages. • <u>Hiking</u>: Exploring nature on hiking trails not only provides physical activity but also offers a mental refreshment. • <u>Household Chores</u>: Activities like vacuuming, mopping, and cleaning can help you burn calories while keeping your home tidy. • <u>Bodyweight Exercises</u>: Simple exercises like push-ups, squats, and planks can be done at home without any equipment. • <u>Walking</u>: Going for a brisk walk is one of the easiest ways to stay active. You can do it almost anywhere and at any time. • <u>Stair Climbing</u>: Opt for stairs instead of elevators or escalators whenever possible to work your leg muscles and improve cardiovascular health. • <u>Jumping Rope</u>: This simple yet effective exercise is great for improving coordination and stamina. • <u>Martial Arts</u>: Practices like karate, judo, or taekwondo offer a combination of physical fitness and self-defense training. • <u>Pilates</u>: Pilates focuses on core strength, flexibility, and overall body awareness through a series of controlled movements. Break the class into small groups and assign each group a specific type of physical activity to discuss and demonstrate. Each group should create and perform a short physical activity routine related to their assigned type (e.g., stretching, aerobic exercises, and household chores). Ask learners: • "How does this type of physical activity help lower the risks associated with sedentary behaviors?" • "Can you think of alternative ways to incorporate this physical activity into your daily routine?" Instruct learners to create their own physical activity routines that can be incorporated into their daily routines to lower the risks associated with sedentary behaviors.	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

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WEEKLY LESSON PLAN – B9

WEEK 4

Week Ending: 27-10-2023	Day:	Subject: Physical and Health Education	
Duration: 60mins		Strand: Health Education	
Class: B9	Class Size:	Sub Strand: Nutrition And Physical Activity	
Content Standard: B9.1.2.1 Discuss ways to prevent diseases associated with sedentary behaviors and physical inactivity		Indicator: B9.1.2.1.1 Create and perform physical activities to lower the risks associated with sedentary behaviors and physical inactivity	Lesson: 1 of 1
Performance Indicator: Learners can perform physical activities to lower the risks associated with sedentary behaviors and physical inactivity.			Core Competencies: CG5.3: CC9.2: CC9.3:
Reference: P H E Curriculum P.g. 39			
New words: Physical activities, sedentary behaviors, risks, routines			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Ask students to remember what they've learned about the dangers of sedentary lifestyles and not exercising enough. Discuss the adverse outcomes of a sedentary way of life and why being active is crucial for health. Share a list of possible exercises and daily physical activities for students to consider. Talk about various daily exercises that individuals can adopt to maintain health, such as: • <u>Group Workouts</u>: Participating in collective activities like Zumba or aerobics can make workouts both fun and sociable. • <u>Outdoor Pursuits</u>: Enjoying outdoor tasks like hiking or sports like soccer can make physical activity enticing. • <u>Relaxation Activities</u>: Yoga and tai chi combine exercise with relaxation, also helping to reduce stress. • <u>Everyday Movement</u> Training: Activities that replicate daily tasks, such as lifting or reaching, help improve general fitness and lessen injury risks. • <u>Family Time</u>: Doing activities with family members, like cycling or playing games, promotes an environment conducive to staying active. • <u>Activity Monitoring</u>: Using tools or apps to check one's exercise routines can be motivating.		Pictures and Charts

	Divide students into groups and give each one a specific exercise type to discuss and show. Each group should devise and showcase a brief activity sequence related to their chosen category (like stretches, cardio drills, or home tasks). Pose questions to the students: • "How does this exercise counteract the dangers of not being active enough?" • "Are there other methods to include this exercise in your day?" Encourage students to design their own daily workout plans that can counter the pitfalls of inactive behaviors.	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

FIRST TERM

WEEKLY LESSON PLAN – B9

WEEK 5

Week Ending: 03-11-2023	Day:	Subject: Physical and Health Education	
Duration: 60mins		Strand: Health Education	
Class: B9	Class Size:	Sub Strand: First Aid, Injury Prevention And Management	
Content Standard: B9.1.3.1 Apply internationally accepted best practices for injury management in sports and physical activity settings		Indicator: B9.1.3.1.1 Demonstrate the effective procedures of injury management in sports and physical activity settings	Lesson: 1 of 1
Performance Indicator: Learners can identify the international best practice procedures for managing injuries and apply basic first-aid knowledge in sports and physical activity settings			Core Competencies: CG5.3: CC9.2: CC9.3:
Reference: P H E Curriculum P.g. 40			
New words: R.I.C.E (Rest, Ice, Compression, Elevation), First-Aid, Injury Prevention, Rehabilitation			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Display pictures of various sports injuries (nothing too graphic) and ask learners to discuss how they think each injury might have occurred and what the first steps in treating them might be. Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Discuss the importance of injury management in sports. Ask learners why they think managing injuries is essential. Guide the discussion towards the points of safety, faster recovery, and continued participation in sports. Introduce the R.I.C.E (Rest, Ice, Compression, Elevation) method. Demonstrate each step using props or volunteers. • Early recognition and assessment of the injury • Protection of the injured area from further harm • Rest and immobilization of the injured area • Ice application to reduce swelling and pain • Compression to reduce swelling and support the injured area • Elevation to reduce swelling and promote fluid drainage • Rehabilitation and return to activity under medical supervision. Ask learners pairs to role-play scenarios where one is the injured party and the other aids using the R.I.C.E method.		Pictures and Charts

	Investigate the role of first-aid in sports injury management. Divide learners into groups and provide them with resources (books, internet access) to research common first-aid techniques for sports injuries. Each group can then present a brief overview of their findings. Discuss injury prevention and rehabilitation. Talk about the importance of warm-ups, proper equipment, and following rules. Introduce basic exercises that can help in rehabilitation after common injuries, ensuring to mention the importance of seeking professional advice for serious injuries. <u>Assessment</u> 1. What does the acronym R.I.C.E stand for and why is it essential in injury management? 2. Why is injury prevention just as important as injury treatment in sports? 3. Name one common first-aid technique for sports injuries. 4. If a friend sprains their ankle during a game, how would you apply the R.I.C.E method?	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

FIRST TERM

WEEKLY LESSON PLAN – B9

WEEK 6

Week Ending: 10-11-2023	Day:	Subject: Physical and Health Education	
Duration: 60mins		Strand: Health Education	
Class: B9	Class Size:	Sub Strand: First Aid, Injury Prevention And Management	
Content Standard: B9.1.3.1 Apply internationally accepted best practices for injury management in sports and physical activity settings		Indicator: B9.1.3.1.1 Demonstrate the effective procedures of injury management in sports and physical activity settings	Lesson: 1 of 1
Performance Indicator: Learners can identify and critique the procedures for injury management.			Core Competencies: CG5.3: CC9.2: CC9.3:
Reference: P H E Curriculum P.g. 40			
New words: R.I.C.E (Rest, Ice, Compression, Elevation), First-Aid, Injury Prevention, Rehabilitation			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners through questions and answers to review learners understanding in the previous lesson Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	In groups, explain the first aid procedures for injury management. - <u>Protection</u>: Protect the injured area from further harm by stopping the activity that caused the injury and immobilizing the area if necessary. - <u>Rest</u>: Rest the injured area to prevent further damage and promote healing. - <u>Ice</u>: Apply ice to the injured area for 20 minutes every 2-3 hours to reduce swelling and pain. - <u>Compression</u>: Apply a compression bandage to the injured area to reduce swelling and support the injured area. - <u>Elevation</u>: Elevate the injured area above heart level to reduce swelling and promote fluid drainage. In groups, guild learners to critique the procedures for injury management. The P.R.I.C.E. procedure is a useful first aid protocol, but it is important to note that it is not a substitute for medical attention. In some cases, more advanced medical treatment may be necessary, and it is important to know when to seek medical attention. Let learners watch a video on first aid procedures and critique the procedures for injury management in small groups		Pictures and Charts

	<u>Assessment</u> In your own words, critique the procedures for injury management	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

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WEEKLY LESSON PLAN – B9

WEEK 7

Week Ending: 17-11-2023	Day:	Subject: Physical and Health Education	
Duration: 60mins		Strand: Health Education	
Class: B9	Class Size:	Sub Strand: First Aid, Injury Prevention And Management	
Content Standard: B9.1.3.1 Apply internationally accepted best practices for injury management in sports and physical activity settings		Indicator: B9.1.3.1.1 Demonstrate the effective procedures of injury management in sports and physical activity settings	Lesson: 1 of 1
Performance Indicator: Learners can identify and critique the procedures for injury management.			Core Competencies: CG5.3: CC9.2: CC9.3:
Reference: P H E Curriculum P.g. 40			
New words: R.I.C.E (Rest, Ice, Compression, Elevation), First-Aid, Injury Prevention, Rehabilitation			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners through questions and answers to review learners understanding in the previous lesson Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	In groups, help learners to demonstrate how to use internationally accepted best practices to manage physical activity-related injuries. a. <u>Strain:</u> - Protect the strained muscle from further injury by stopping the activity that caused the strain and immobilizing the area if necessary. - Rest the strained muscle to prevent further damage and promote healing. - Ice the muscle area for 20 minutes every 2-3 hours to reduce swelling and pain. - Compression can also be applied to reduce swelling and support the injured area. - Elevation of the injured area can be beneficial in reducing swelling and promoting fluid drainage. b. <u>Cuts:</u> - Wash your hands with soap and water. - Wash the cut with soap and water to prevent infection. - Stop the bleeding by applying pressure to the cut with a clean cloth or bandage. - Apply an antibiotic ointment to the cut and cover with a sterile dressing or bandage. - Seek medical attention if the cut is deep, large, or becomes infected.		Pictures and Charts

	c. <u>Dislocation</u>: - Apply ice to the affected area for 20 minutes every 2-3 hours to reduce swelling and pain. - Splint the injured area to prevent further damage and immobilize the affected joint. - Seek medical attention immediately, as dislocations require medical attention to be properly treated.	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

FIRST TERM

WEEKLY LESSON PLAN – B9

WEEK 8

Week Ending: 24-11-2023	Day:	Subject: Physical and Health Education	
Duration: 60mins		Strand: Physical Activity Education	
Class: B9	Class Size:	Sub Strand: Organized Sports And Physical Activity Participation	
Content Standard: B9.2.3.1.Demonstrate the ability to apply movement concepts, principles and strategies in performing non–contact sports		Indicator: B9.2.3.1.1: Apply movement concepts, principles and strategies to perform intermediate level ball and racket sports	Lesson: 1 of 1
Performance Indicator: Learners can apply movement concepts, principles and strategies in learning intermediate level ball and racket sports.			Core Competencies: CG5.3: CC9.2: CC9.3:
Reference: P H E Curriculum P.g. 45			
New words: R.I.C.E (Rest, Ice, Compression, Elevation), First-Aid, Injury Prevention, Rehabilitation			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners through questions and answers to review learners understanding in the previous lesson Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Guide learners to explain the movement concept in learning intermediate level ball and racket sports <i><u>Movement concepts:</u> These are the fundamental concepts that underpin movement and include body awareness, space awareness, effort, and relationships. In learning intermediate level ball and racket sports, it is important to develop a strong understanding of these concepts to effectively execute skills in a game situation.</i> Help learners to explain movement principles in learning intermediate level ball and racket sports <i><u>Movement principles:</u> These are the underlying principles that govern how movement occurs and includes balance, coordination, agility, and power. In learning intermediate level ball and racket sports, it is important to develop these principles to execute complex movements and skills.</i> Engage learners to understand movement strategies in learning intermediate level ball and racket sports. <i><u>Movement strategies:</u> These are the various techniques and tactics used to achieve success in a game situation. In learning intermediate level ball and</i>		Pictures and Charts

	<i>racket sports, it is important to develop strategies that cater to individual strengths and weaknesses.</i> In group discussion, help learners to explain the use of the adapted rules and equipment to foster inclusion This involves the following: <i>a. <u>Modified rules</u>: Modifying the rules of ball and racket sports can make them more inclusive and accessible to a wider range of individuals. This can include reducing the size of the playing surface or the number of players on a team.</i> <i>b. <u>Adapted equipment</u>: Using adapted equipment can also make ball and racket sports more inclusive. This can include using larger or softer balls, lighter rackets, or modified playing surfaces.</i> <i>c. <u>Inclusive coaching</u>: Coaches can foster inclusion by adapting their coaching style to cater to the individual needs of their athletes. This can include using different teaching methods, providing extra support, and building a positive and inclusive team culture.</i> Create and organise small-group competitions to develop confidence, empowerment and collaboration. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

FIRST TERM

WEEKLY LESSON PLAN – B9

WEEK 9

Week Ending: 30-11-2023	Day:	Subject: Physical and Health Education	
Duration: 60mins		Strand: Physical Activity Education	
Class: B9	Class Size:	Sub Strand: Organized Sports And Physical Activity Participation	
Content Standard: B9.2.3.1.Demonstrate the ability to apply movement concepts, principles and strategies in performing non–contact sports		Indicator: B9.2.3.1.2 Apply movement concepts, principles and strategies to perform intermediate level athletics (e.g. throwing, jumping, etc.	Lesson: 1 of 1
Performance Indicator: Learners can apply movement concepts, principles, and strategies in learning intermediate level athletics			Core Competencies: CG5.3: CC9.2: CC9.3:
Reference: P H E Curriculum P.g. 45			
New words: Accessible, Modified, Adapting			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Begin the lesson with a short video clip showcasing intermediate-level throwing and jumping performances in athletics. Ask learners to observe the techniques used and discuss what they notice. Guide a class discussion on the importance of proper form and technique in throwing and jumping. Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Discuss the importance of biomechanics in athletics, focusing on the principles of force, motion, and body mechanics. Highlight key concepts such as projection angle and force transfer in throwing and jumping. Divide the class into small groups. Provide throwing equipment (e.g., javelins, softballs). Guide learners in practicing proper throwing techniques, emphasizing force transfer and projection angle. Encourage peer observation and feedback. Set up jumping stations with cones marking takeoff points. Instruct learners on proper jumping techniques, including the takeoff phase. Allow learners to practice standing broad jumps or vertical jumps. Provide individualized feedback and encourage self-assessment.		Pictures and Charts

	Optionally, use video recording equipment to capture learners' throwing and jumping performances. In pairs or small groups, review the videos, focusing on biomechanical principles and technique. Discuss observations and areas for improvement.	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	