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DepED
DEPARTMENT OF EDUCATION

Lesson Exemplar for PE and Health

Quarter 3
Lesson
3

Lesson Exemplar for PE and Health Grade 7
Quarter 3: Lesson 3 (Week 6)
SY 2024-2025

Development Team

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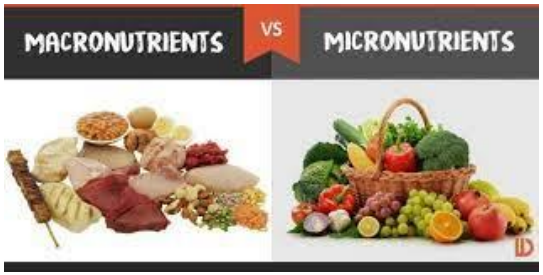
P.E. and Health / QUARTER 3 / GRADE 7

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of healthy eating, common adolescents' nutritional concerns, and dances in promoting community wellness for active and healthy living.
B. Performance Standards	The learners participate in dances in promoting community wellness for active and healthy living.
C. Learning Competencies and Objectives	***Learning Competency*** **1.** Relate healthy eating to physical activity participation.
D. Content	Healthy Eating and Physical Activity Participation
E. Integration	SDG 3: Ensure healthy lives and promote well-being for all at all ages

II. LEARNING RESOURCES
Nutrition for Physical Activity and Athletics - Oklahoma State University. (2019, October 9). https://extension.okstate.edu/fact-sheets/nutrition-for-physical-activity-and-athletics.html Accessed date: December 29, 2023

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	**DAY 1** **1. Short Review** Use the following activities to review the previous lessons:	Teacher may use an activity that is more aligned with the students' prerequisite knowledge.

	• Superhero Showdown Game: Create superhero profiles. How can our bodies become "too light" and "too heavy"? Design superhero characters with their unique powers explaining these nutritional concerns. • Eating Disorder Escape Room: Crack the Code. Your goal is to escape the room of unhealthy habits. Identify and list three strategies to break free from eating disorders and unlock the door to a healthier lifestyle.	
B. Establishing Lesson Purpose	**1. Lesson Purpose** The learners will create a poster focusing on the theme "Ultimate Healthy Day Adventure". The poster should capture and show a day filled with nutritious meals and exciting physical activities. Learners will be able to collaborate and share their ideas and creatively present the important relationship of diet and physical activity in achieving fitness goals.	
C. Developing and Deepening Understanding	**SUB-TOPIC 1: Nutritional Requirements for Physical Activity Participations** **1. Explicitation** Physical Activities requires a healthy and active body, this can be attained by having a healthy diet and proper intake of essential nutrients. There are two essential nutrients that the body needs. Macronutrients are considered bigger nutritional categories, such as carbohydrates, proteins, and fats while Micronutrients belongs to the smaller nutritional categories coming vitamins and minerals like iron, zinc, calcium, folate and vitamins B,C and E. 	Please highlight the role of each nutrient. (Add examples that are local to your place).

a. Macronutrients - Macros-based diets are classified in three ways:

1. Carbohydrates- are the body's primary source of energy, especially during physical activities. These can be consumed from whole grains, fruits, and vegetables.
2. Proteins – is responsible in muscle repair and growth. Lean meats, dairy, beans, and nuts are good sources of proteins.
3. Fats- allows the body to store energy, cushion organs, and helps in absorbing fat-soluble vitamins. Avocados, nuts, and olive oil are good source of fats.

b. Micronutrients - Vitamins and minerals are important for overall health and their role in various bodily functions. Some examples are Iron, Zinc, Calcium, Folate, Vitamin B-6, Vitamin B-12, Vitamin C and Vitamin E which are present in many of our local vegetables and fruits.

Just like any nutrients, water is an essential nutrient for the human body, playing a critical role in various physiological functions. Water is involved in digestion, nutrient transport, temperature regulation, and waste elimination.

Hydration is important throughout the entire physical activity process.

- Pre-Exercise Hydration: Always start any physical activity well-hydrated. Encourage students to drink water in the hours leading up to exercise to ensure adequate fluid levels.
- During Exercise Hydration: Emphasize the need for regular sips of water during physical activities, especially during prolonged or intense sessions. Discuss the impact of varying factors like climate and activity intensity on fluid needs.
- Post-Exercise Hydration: Explain that rehydration after exercise is crucial to replace fluid losses. Encourage students to drink water within the first 30 minutes after physical activity and continue hydrating throughout the day.

DAY 2

2. Worked Example

a. Role of Each Nutrient:

Discuss how each nutrient plays a unique role in supporting physical health and performance.

b. Balanced Diet for Physical Activity:
Emphasize the importance of a balanced diet tailored to support physical activity participation. Relate the consumption of a variety of nutrients to enhanced energy levels, improved recovery, and better overall performance during physical activities.

c. Nutrition recommendations for different types of physical activities. Relate the concept of a balanced diet to the body's ability to meet the energy demands of physical activities effectively:

- Before Exercise or Competition: Eating before exercise or a game is important to avoid low energy levels and support digestion. However, what works best varies from person to person and activity to activity. Some people can eat anything, while others may not feel like eating at all.
- During Exercise or Competition: If the activity lasts less than an hour, you don't typically need to eat during it. But for activities lasting longer, like 60 to 90 minutes, having small sips of a carbohydrate-containing drink and a little food (0.5 grams of carbs per pound of body weight) every hour might help you stay energized. Everyone's different, so find what works for you in practice – don't experiment with new foods during a competition.
- After Exercise or Competition: The most important thing is to drink enough to replace fluids lost during sweating. Eating a small amount of food or drink with carbs (and low in fat, fiber, and protein) within 15 minutes after exercise helps replenish energy stores. The kind of carbs you can tolerate may be different from others.

3. Lesson Activity

Multiple Choices: Choose the letter of the correct answer.

	1.What is the primary role of carbohydrates in the body? A. Build muscles C. Aid digestion B. Provide quick energy D. Support immune function 2. Which nutrient is essential for muscle repair and growth? A. Carbohydrates C. Fats B. Proteins D. Vitamins 3. What is the main function of fats during physical activities? A. Provide quick energy B. Support muscle growth C. Sustain energy during prolonged activities D. Aid in digestion 4. Why is a balanced diet important? A. It helps with weight loss only B. It supports overall health and well-being C. It boosts short-term energy levels D. It prevents nutrient deficiencies 5. Which macronutrient is considered the body's fuel for prolonged activities? A. Proteins C. Fats B. Carbohydrates D. Vitamins 6. What is the recommended timing for consuming a balanced pre-activity snack? A. Immediately before exercise C. 2-3 hours before exercise B. 30-60 minutes before exercise D. During exercise 7. Which signs indicate dehydration during physical activities? A. Feeling energetic and alert B. Dark urine, dizziness, and fatigue C. Increased thirst D. Sweating excessively	The teacher may add questions based on the coverage of the discussion.

	8. When is the ideal time to start rehydrating after physical activity? A. 1 hour after exercise B. Immediately after exercise C. 2-3 hours after exercise D. The next day 9. Why is water considered a vital nutrient for the body? A. It aids in digestion B. It supports muscle growth C. It regulates body temperature and various physiological functions D. It provides long-lasting energy 10. What is the primary purpose of hydration beyond water? A. To increase energy levels B. To improve digestion C. To enhance the taste of food D. To contribute to overall fluid intake	
D. Making Generalizations	**1. Learners' Takeaways** Ask students to expound on the following popular slogans: a. Tell me what you eat, and I will tell you who you are. b. Eat Good or Die Bad c. Healthy foods improve your mood d. Let food be thy medicine; thy medicine shall be thy food **2. Reflection on Learning** Ask the students to answer the following: a. How will you describe your current eating habits or dietary preference? b. What are the changes you are willing to do to improve your current state? c. How would you like to see your-self after changing your eating habits?	You may add more slogans or ask the students about slogans they know.

<table>
<tr><th colspan="2">IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION</th><th>NOTES TO TEACHERS</th></tr>
<tr><td>A. Evaluating Learning</td><td colspan="2">1. Formative Assessment
Healthy Eating and Physical Activity Participation (Poster Making)</td><td>See worksheet for the activity which students will accomplish.</td></tr>
<tr><td rowspan="5">B. Teacher's Remarks</td><td>Note observations on any of the following areas:</td><td>Effective Practices</td><td>Problems Encountered</td><td rowspan="5">The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff.

Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.</td></tr>
<tr><td>strategies explored</td><td></td><td></td></tr>
<tr><td>materials used</td><td></td><td></td></tr>
<tr><td>learner engagement/ interaction</td><td></td><td></td></tr>
<tr><td>others</td><td></td><td></td></tr>
<tr><td>C. Teacher's Reflection</td><td colspan="2">Reflection guide or prompt can be on:

▪ <u>principles behind the teaching</u>
What principles and beliefs informed my lesson?
Why did I teach the lesson the way I did?

▪ <u>students</u>
What roles did my students play in my lesson?
What did my students learn? How did they learn?

▪ <u>ways forward</u>
What could I have done differently?
What can I explore in the next lesson?</td><td>Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.</td></tr>
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