

LESSON PLAN

HEALTH & NUTRITION

NUTRITION &
SPORTS



LESSON OVERVIEW



In this lesson, students will continue their study within the realm of health and nutrition. This lesson will focus on nutrition in a sporting sense; looking at the diets athletes eat in comparison to the general public, considering how healthy and nutritious food can support them in their sporting aspirations and providing opportunities for critical reflection, goal setting and physical activity.

As in the previous lesson, the lifestyle diary will provide a basis for the learning as students are able to consider, explore, rationalise and work towards their goals. Students are encouraged to set SMART goals in this lesson by utilising the SMART method of goal setting. Students are not only more likely to attain their goal using this method, but they will also develop essential goal-setting skills for use throughout their lives.

The SMART method of writing goals was coined by a corporate planning director, George T. Doran, in 1981. The 'SMART' in SMART goals represents an acronym that can be broken down as follows:

Specific – This can be considered a mission statement for your goal. By making your goal specific, you make it extremely clear what you want to achieve and provide a basic overview of the who, what, when, where, which and why of your goal.

Measurable – This is how you will measure your progress against the goal. It can also include the setting of milestones.

Achievable – This portion of the SMART goal process is about motivation, not discouragement. This planning allows you to consider whether you have the tools/skills to achieve if the goal, and if not, how you can attain these tools/skills.

Relevant – The goal should link closely with something else you would like to achieve. For example, if you are working towards competing in a race, a relevant goal is to run a certain length of distance within a certain time.

Time-bound – This relates to the deadline of the goal, or how long you believe it is going to take. This includes setting target dates for milestones and providing a timeline of how you will achieve the goal.

The learning within this lesson relates closely with, and builds on, the content delivered in lesson one. Therefore, it is highly recommended that you review the learning within the first lesson at the beginning of this lesson.

Learning Intentions

Students will understand:

- The importance of a balanced diet in achieving physical fitness goals.
- The differences and similarities between the diets of athletes and the general public.
- How to set SMART goals.
- How to respond to success, challenges and failures within a goal with optimism and persistence.
- The benefits of regular physical activity on overall health and wellbeing.

Resources

- Personal lifestyle diaries for each student (for tips on what to include in these lifestyle diaries please see Appendix A).
- It is recommended that you have access to an IWB for some activities.
- A portion of this lesson is designed to take place outside, it is recommended that you have some open space for this activity.
- Two cones/markers
- We recommend downloading the Beep Test Lite app, or similar, onto a phone or tablet for use during the lesson.
- The **Interactive Game** found at dairy.edu.au/athlete-interactive.

Assessment

There are a number of informal assessment opportunities throughout this lesson including:

- Monitoring students' participation in small and large group discussion to assess for understanding.
- Analysing the goals students choose to set in their lifestyle diaries to assess for understanding of the presented content.

Differentiation

As with all of our lesson plans, we encourage teachers to differentiate the activities by making any necessary modifications in order to cater for diverse student learning needs.

Note: The suggested duration of the activities found within this module may require adjustment to cater for the needs of your students.

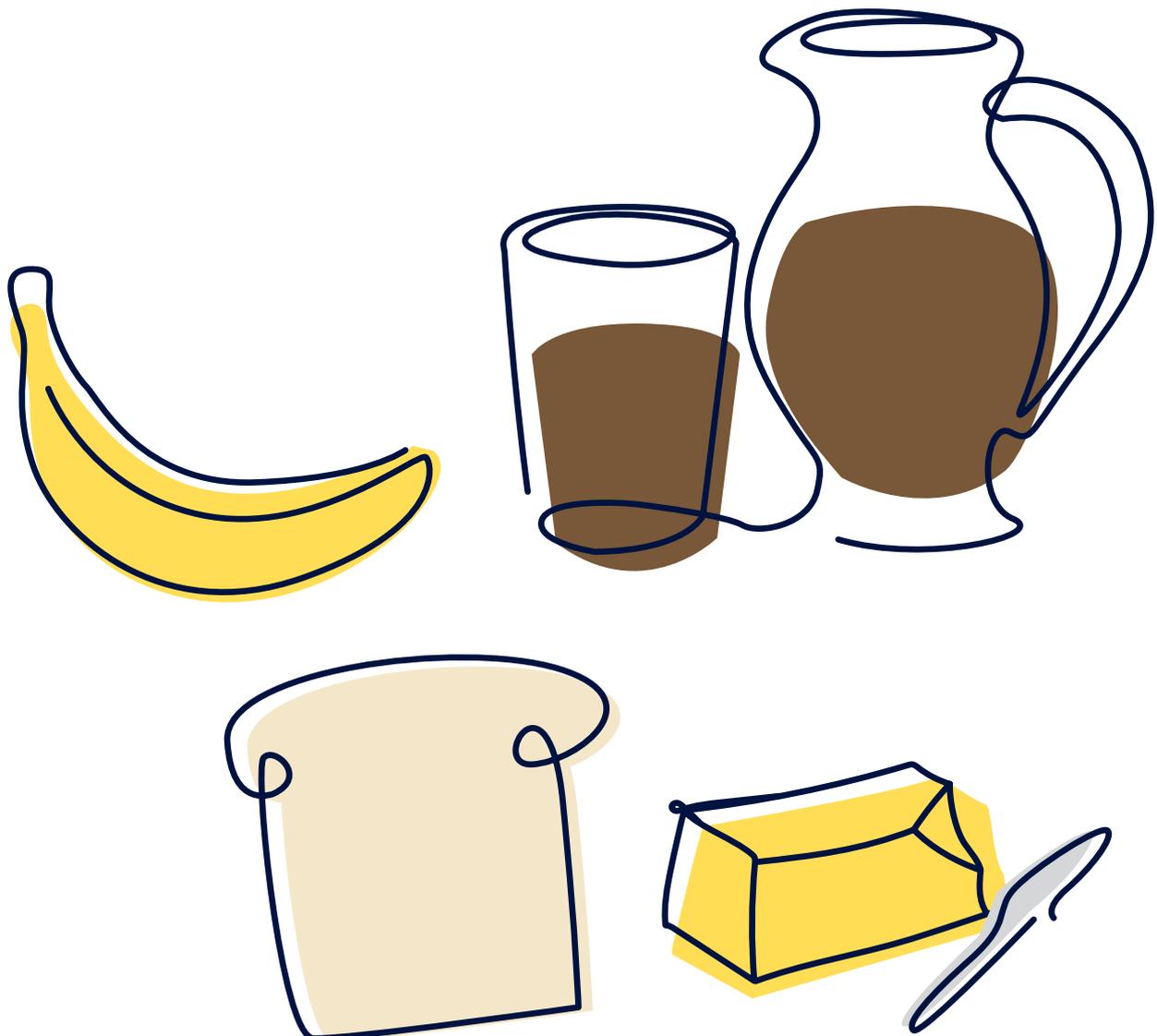
Australian Curriculum Links

Stage Two – Health and Physical Education

- Explore how success, challenge and failure strengthen identities (ACPPS033)
- Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)
- Examine the benefits of physical activity to health and wellbeing (ACPMPO46)

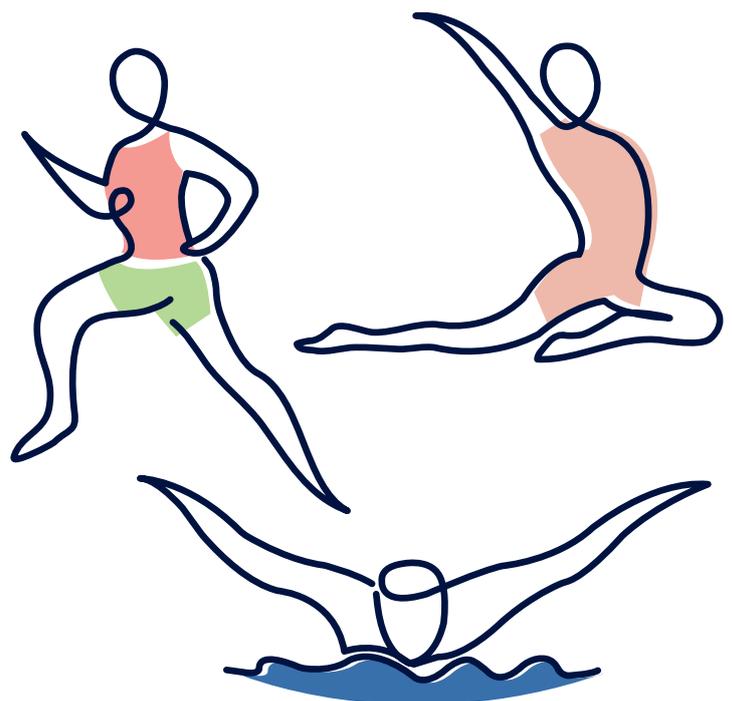
General Capabilities

- Literacy
- Critical & Creative Thinking
- Personal & Social Capacity



INTRODUCTION OF LESSON

1. Begin the lesson by revisiting the content delivered in lesson one. We suggest checking in with the class on how the changes to their morning routines are going, or initiate a brainstorm relating to balanced diets and balanced lifestyles.
2. Explain to the class that in this lesson they will be looking at how nutrition can assist them in sports and physical activity. Throughout the lesson students will have the chance to get outside and get active as well as set some SMART goals in relation to their physical activity.
3. To inspire the students, list some athletes and the incredible things that they have achieved in their respective sports. To further empower students, you may invite the class to share some information about an athlete/sportsperson who inspires them, including why they are inspired by this person. Fantastic examples of this include, but are not limited to:
 - **Haile Gebreselassie (Ethiopia)** – Set multiple world and Olympic records for the men's 5,000 and 10,000 metres before becoming the first man in history to run the Berlin Marathon (42.195km) in less than two hours and four minutes with a time of 2:03:59.
 - **Nadia Comaneci (Romania)** – Won five Olympic medals in 1976 and was the first ever gymnast to score a perfect 10, which she went on to do seven times.
 - **Michael Phelps (America)** – At the Beijing 2008 Olympic Games, Phelps not only set seven different world records, but he also won eight gold medals.
 - **Usain Bolt (Jamaica)** – The fastest human in recorded history, running 100 metres in 9.58 seconds.
 - **Don Bradman (Australia)** – Hailed as the greatest cricketer of all time, he averaged 99.94 runs per innings, the next best average is 61.87 runs per innings.
 - **Ian Thorpe (Australia)** – Winning three gold medals (and two silvers) in Sydney 2000 and then another two at Athens in 2004, Ian Thorpe (otherwise known as the Thorpedo) has won the most gold medals of any Australian athlete.
4. Brainstorm as a class what we believe athletes eat. Is there a difference between what the general public eat and what athletes eat? To further support the learning within this activity, it is suggested that you structure the brainstorm through the use of a Venn Diagram to better scaffold student learning and thinking. Recommended titles for each circle include: **What we eat, what athletes eat**, and the **Australian Guide to Healthy Eating**. As students contribute their ideas, ask them to provide a rationale to encourage higher order thinking.
5. Explain to the class that the **Australian Guide to Healthy Eating** recommends that athletes eat very much the same diet as any other person. It is strongly recommended to athletes that they consume plenty of carbohydrates, especially in the lead up to an event, because they provide large amounts of lasting energy. It is also recommended to athletes that they consume dairy products, as these foods contain lots of vitamins and minerals that our bodies need for muscle recovery after exercise. Like any other person, athletes are strongly encouraged to minimise their intake of high-fat foods such as biscuits, cakes, fried foods and chips.



Teacher Tip: There is a multitude of youtube videos available that show fantastic achievements of athletes. This may be a wonderful way to engage students in the content of this lesson.

STRUCTURE OF LESSON

1. Brainstorm as a class what we want our bodies to achieve. We recommend guiding the discussion by providing some of your own examples. For example, you might like to run 5km, master a new position in yoga, or even learn a new sport. It is important to set an understanding prior to this discussion that everyone has different fitness levels and interests, and therefore we will all have different goals. As a class it is important that we are respectful and supportive of our peers' goals.
2. Explain to students what a SMART goal is, and how to set one. You may like to use a school sporting team as an example for the class. Unpack the example using the sub-headings of a SMART goal to develop students' understanding. An example of this is included below.
 - **S** - The school soccer team wants to score 5 goals in one match.
 - **M** - Record the number of goals scored each match and consider what factors led to this number.
 - **A** - How many goals are we currently scoring? How can we score more? Considering including extra training time for the team.
 - **R** - This goal is relevant because the soccer team would like to win the whole competition.
 - **T** - The deadline for this goal is before the end of season.

Teacher Tip: A detailed explanation of what constitutes a SMART goal is in the overview of this lesson.
3. Explain to the class that for the next activity they will be going outside to participate in a running activity. Prior to taking the students outside ensure that students have their water bottles, hats, and sunscreen on in line with any school policies you may have.
4. When the class is in a suitable environment for physical activity, explain to students that today they will be participating in the beep test. It is important to reinforce that 'the beep test' is simply a name, and that they will not be tested. Students are participating in this exercise as a method for goal setting, and understanding the successes, challenges, and possible failures that come with a goal. The focus of this activity is on positivity, persistence and resilience.
5. Explain to the class that their goal is to run between two cones that are 20 metres apart. The challenge is to get there before they hear the beep. The beeps start off far apart, and the time to travel the distance gets shorter and shorter as they progress through the levels. If a student misses a beep, they must try and catch up before the next beep. If they do not reach the cone before the beep, they need to clear the area for their peers who are still running. Notify the class that there are 21 levels to the test, explain to students that a result between 10-12 is seen as excellent worldwide.
6. Line the class up at the starting point and begin the test. Allow students to participate in it for as long as possible. When all students have finished the beep test, gather the class together and ask students to raise their hands if they believe that they can run for longer.
7. It is at this point that students should set their goals for the second test. Give students one minute to consider what they would like to achieve, and then ask them to share this goal with one of their peers. Remind students to consider SMART goal setting throughout this activity.
8. Once the goals have been set, run the test a second time for the class.
9. When you have completed the test a second time, bring the class together to do some stretching. Recommended stretches are listed below:
 - **Stretching out the neck by tilting the head gently in different directions**
 - **Arm and shoulder stretches**
 - **Calf stretches**
 - **Reaching your toes stretches**
 - **Taking some deep breaths to encourage a sense of calm**As you do this, discuss with the students how they felt about either attaining or not attaining their goals. Remind students of the importance of persistence and resilience in attaining goals and congratulate the class on participating and giving their personal best before returning to the classroom.

CONCLUSION & FURTHER READING

Conclusion of Lesson

1. Upon your return to the classroom, instruct the students to sit at their desks with their lifestyle diaries. Task the students with filling in their diaries to set both an exercise goal and a nutrition goal (encourage class to recall learnings from the first lesson). Remind students to consider SMART goal-setting strategies as they do this. Remind students that their goals are personal to them, their interests and their level of fitness, and that they must be supportive and respectful of the goals of their peers. You can review the goals that were stated in the earlier brainstorm if you feel it will enhance the goals that are set by individual students within the class.
2. To conclude the lesson, invite students to play the **Interactive Game** found at dairy.edu.au/athlete-interactive to consolidate their learning. It is also recommended that the class engages with the game at home as well.

Further Reading and References

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