Fayol Inc. 0547824419

SECOND TERM

WEEKLY LESSON PLAN – B9

WEEK 4

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| **Week Ending:** | | | **Day:** | | **Subject:** Physical and Health Education | | | |
| **Duration:** 60mins | | | | | **Strand:**  Physical Activity Education | | | |
| **Class:** B9 | | **Class Size:** | | | **Sub Strand:** Traditional Rhythmic Gymnastics, Games And Dance | | | |
| **Content Standard:**  B9.2.1.3 Demonstrate understanding of performing a variety of traditional rhythmic gymnastics and adaptations for inclusivity and cultural identity | | | | **Indicator:**  B9.2.1.3.1: Create and classify a variety of traditional rhythmic gymnastics and adaptation according to level of intensity (e.g., low, moderate and high intensity) | | | | **Lesson:**  1 of 1 |
| **Performance Indicator**:  Learners can classify the rhythmic movements into low, moderate and high intensity. | | | | | | **Core Competencies:**  CG5.3: CC9.2: CC9.3: | | |
| **Reference:**  P H E Curriculum Pg. 42 | | | | | | | | |
| **New words:** Physical activities, sedentary behaviors, risks, routines | | | | | | | | |
|  | | | | | | | | |
| Phase/Duration | Learners Activities | | | | | | Resources | |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in traditional rhythmic dance movement and adaptation in their previous lesson.    Share performance indicators with learners. | | | | | |  | |
| PHASE 2: **NEW**  **LEARNING** | Let learners explain the meaning of traditional rhythmic dance movements.  *Traditional rhythmic dance movements encompass specific patterns, steps, gestures, and motions performed in a rhythmic and structured manner within a particular cultural or historical context.*  In groups, help learners to identify and classify the traditional rhythmic dance movements into low, moderate and high intensity activities.  **Low Intensity**  Arm stretches and rotations  Side stretches  Head rolls  Warm-up exercises  Basic footwork  Simple arm and leg movements  **Moderate Intensity**  Turns and leaps  Back bends and bridges  Basic acrobatic movements  Jumps and kicks  Dance steps with added difficulty  **High Intensity**  Complex acrobatic movements  Multiple turns and jumps  Challenging dance sequences  Quick transitions between movements  High-intensity footwork and arm movements  Let learners check their pulse or heartbeat to determine accuracy of classification.  Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.  ASSESSMENT  Group the following activities into low, moderate and high intensity.  *Warm-up exercises, Basic footwork, Back bends and bridges, Basic acrobatic movements, Multiple turns and jumps, Challenging dance sequences* | | | | | | Pictures, wall charts, etc | |
| 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? | | | | | |  | |