**THIRD TERM**

WEEKLY LESSON PLAN- B9

WEEK 5

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| **Week Ending:** | | **Day:** | | | **Subject:** Physical Health Education | | | |
| **Duration:** 60mins | | | | | **Strand:** Physical Activity Education | | | |
| **Class:** B9 | | | **Class Size:** | | **Sub Strand:** Traditional Rhythmic  Gymnastics, Games And Dance | | | |
| **Content Standard:**  B9.2.1.2 Demonstrate understanding of performing a variety of traditional dances and adaptations for inclusivity and cultural identity | | | | **Indicator:**  B9.2.1.2.1: Create a list of various traditional dance movements and adaptations according to level of intensity (e.g., low, moderate and high intensity, etc.) | | | **Lesson:**  1 of 1 | |
| **Performance Indicator**:Learners can list and classify traditional dance games based on intensity. | | | | | | **Core Competencies:**  CG: CP: | | |
| **Reference:**  PHE Curriculum pg 42 | | | | | | | | |
| **Keywords:**  gestures, steps, stomping | | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | | Resources |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in traditional dance movements in their previous lesson.  Share performance indicators with learners. | | | | | | |  |
| PHASE 2: **NEW**  **LEARNING** | Guide learners to list and performance of traditional dance movements and classify the games into low, moderate and high intensity activities.  *Low Intensity:*  *Adowa: Slow and graceful movements with hand gestures and minimal footwork.*  *Kpanlogo: Basic rhythmic steps with arm movements, emphasizing coordination over speed.*  *Agbadza: Smooth and steady movements with occasional foot stomping and clapping.*  *Kolomashie: Relaxed steps with simple arm movements and occasional hip sways.*  *Moderate Intensity:*  *Bamaya: Energetic footwork with syncopated rhythms and occasional jumps or hops.*  *Gota: Lively steps with faster-paced movements, incorporating spins and turns.*  *Bobobo: Medium-paced dance with rhythmic footwork and dynamic arm movements.*  *Borborbor: Vibrant dance characterized by lively steps and expressive gestures, requiring moderate endurance.*  *High Intensity:*  *Adzogbo: Powerful and dynamic dance with fast footwork, jumps, and intricate hand movements.*  *Atsiagbekor: High-energy dance featuring complex rhythms, fast footwork, and intense physical movements.*  *Klama: Vigorous dance style with rapid foot stomping, vigorous arm movements, and acrobatic displays.*  *Gahu: Dynamic dance with rapid footwork, high jumps, and intense body movements, often performed at celebratory events.*  In small groups, let learners think-pair-share and refine classification for class presentation.  Check your pulse or heartbeat to determine accuracy of classification. Higher heartbeat per minute denote high intensity while pulse at resting heartbeat denote low intensity  Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.  Assessment   1. list six various traditional dance movements. 2. Classify the listed traditional dance games based on it intensity. | | | | | | | 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 3. Which aspect of the lesson did you not understand? | | | | | | |  |