

# THIRD TERM

## WEEKLY LESSON PLAN – B8

### WEEK 5

<b>Week Ending:</b> 28-07-2023	<b>Day:</b>	<b>Subject:</b> Physical and Health Education	
<b>Duration:</b> 60mins		<b>Strand:</b> Health Education	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Traditional Rhythmic Gymnastics, Games And Dance	
<b>Content Standard:</b> B8.2.1.1 Perform a variety of traditional games and adaptations for inclusivity and cultural awareness, sensitivity, and appreciation of other		<b>Indicator:</b> B8.2.1.1.1: Classify and perform socio-relational traditional games	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can perform socio –relational traditional games		<b>Core Competencies:</b> CG5.3: CC9.2: CC9.3:	
<b>Reference:</b> P H E Curriculum P.g. 24			
<b>Keywords:</b> awareness, sensitivity, and cultures.			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Begin the lesson by discussing the importance of cultural games in traditional societies.</p> <p>Ask learners if they are familiar with any traditional games and their significance.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Show videos or play recordings of different traditional games and dances from various ethnic groups in Ghana.</p> <p>Provide a brief explanation of each game, its rules, and its cultural significance, such as antoakyire, agblatsetse, kwanikwani, pilolo, etc.</p> <p>Allow learners to observe and absorb the movements, rhythms, and techniques used in the games.</p> <p>Divide learners into small groups and assign each group a specific traditional game to explore and practice.</p> <p><b>PILOLO</b> A non- participant hides the sticks while the participants have either closed their eyes or are not in the same location. The non-participant then shout out “pi-lo-lo”, the participants then run from their hideout to search for the item. A finishing point is indicated where they must sent the stick to be a winner.</p>	First aid kits, bandages, splints	



Provide necessary props or materials for each game, if required.

Have each group perform their chosen traditional game for the rest of the class.

After each performance, ask the performing group to briefly explain the cultural significance of the game they showcased.

Lead a class discussion on the cultural significance of the traditional games explored.

Encourage learners to share their reflections on the movements, rhythms, and social aspects of the games.

Discuss the importance of preserving and celebrating traditional games as part of Ghanaian culture.

**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?