

SECOND TERM

WEEKLY LESSON PLAN – B9

WEEK I

Week Ending: 12-01-2024		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: B9.2.1.1.Demonstrate understanding of performing a variety of traditional games and adaptations for inclusivity and cultural identity		Indicator: B9.2.1.1.1:Perform and classify a variety of traditional games (e.g., socio-relational games, self-directed games, etc.) and adaptation according to level of intensity (low, moderate, and vigorous intensity)	
Performance Indicator: Learners can classify a variety of traditional games and adaptation according to level of intensity		Lesson: 1 of 1	
Core Competencies: CG5.3: CG6.4: CP:			
Reference: P H E Curriculum P.g. 41			
Keywords:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Welcome learners back from the holidays. Ask them how they spent their vacation holidays. Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Let learners explain the meaning of traditional games. <i>Traditional games refers to games and activities that have been passed down through generations within a culture or society.</i> Guide learners to classifying traditional games into different levels of intensity which can be subjective and may depend on factors like rules, player engagement, and individual fitness levels. Low Intensity: Chess (Socio-Relational) - - A socio-relational game that involves minimal physical activity Checkers (Socio-Relational) - Similar to chess, it's low-intensity and focuses on strategy Dominoes (Socio-Relational) - A leisurely game that doesn't require much physical activity. Card Games (Socio-Relational) - Social games with minimal physical effort. Marbles (Self-Directed) Moderate Intensity: Badminton (Socio-Relational) - A self-directed game with moderate-intensity due to quick movements	Pictures, wall charts, etc	

	<p>Table Tennis (Socio-Relational) - Requires agility and moderate physical exertion.</p> <p>Croquet (Socio-Relational) - A moderately active lawn game with strategic elements.</p> <p>Horseshoes (Socio-Relational) - Moderate intensity as it involves throwing and accuracy.</p> <p>Hiking (Self-Directed)</p> <p><u>Vigorous Intensity</u></p> <p>Soccer (Socio-Relational) - A team-based, self-directed game with high-intensity running.</p> <p>Basketball (Socio-Relational) - Requires high-intensity running, jumping, and physical contact</p> <p>Volleyball (Socio-Relational)</p> <p>Tag (Self-Directed) - Intense physical activity, especially for the one being chased.</p> <p>Capture the Flag (Self-Directed)</p> <p>Let learners check their pulse or heartbeat to determine accuracy of classification.</p> <p>Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.</p> <p><u>ASSESSMENT</u></p> <p>Group the following activities into low intensity, moderate and vigorous. <i>Chess, Card Games, Board Games, Table Tennis, Petanque/Bocce Ball, Basketball, Ultimate Frisbee, Tag/Chase Games, Kabaddi</i></p>	
<p>PHASE 3: REFLECTION</p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 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? 	