

# SECOND TERM

## WEEKLY LESSON PLAN – B9

### WEEK 2

<b>Week Ending:</b> 19-01-2024	<b>Day:</b>	<b>Subject:</b> Physical and Health Education	
<b>Duration:</b> 60mins		<b>Strand:</b> Physical Activity Education	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Traditional Rhythmic Gymnastics, Games And Dance	
<b>Content Standard:</b> B9.2.1.2 Demonstrate understanding of performing a variety of traditional dances and adaptations for inclusivity and cultural identity		<b>Indicator:</b> 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.)	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can classify the traditional dance into low, moderate and high intensity activities.		<b>Core Competencies:</b> CG5.3: CG6.4: CP:	
<b>Reference:</b> P H E Curriculum P.g. 41			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in traditional dance and adaptation their previous lesson.</p> <p>Share performance indicators with learners.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Let learners explain the meaning of traditional dance. <i>Traditional dance involves the expressive movement of the human body in a rhythmic and often ceremonial or cultural context. It is deeply rooted in a specific culture history, customs and tradition.</i></p> <p>Guide learners to identify the various traditional dance movements classified according to their level of intensity:</p> <p><b><u>Low-Intensity Traditional Dance Movements</u></b>  <u>Waist Movement:</u> Controlled, rhythmic movements of the hips and waist.  <u>Hand Clapping:</u> Traditional hand-clapping dances with minimal physical exertion.  <u>Slow Steps:</u> Some dances involve slow, deliberate steps with minimal jumping or vigorous movements.</p> <p><b><u>Moderate-Intensity Traditional Dance Movements</u></b>  <u>Kpanlogo Dance:</u> Involves rhythmic footwork and arm movements.  <u>Adowa Dance:</u> Includes moderate footwork and hand gestures.  <u>Agbadza Dance:</u> Features dynamic foot stomping and arm movements.</p> <p><b><u>High-Intensity Traditional Dance Movements</u></b>  <u>Azonto Dance:</u> Known for its energetic legwork and fast-paced movements.</p>	Pictures, wall charts, etc	

	<p><u>Klama Dance</u>: Involves vigorous spinning, jumping, and arm movements.  <u>Bamaya Dance</u>: Features quick footwork and intense physical expressions.  <u>Hip-Hop dance</u></p> <p>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.</p> <p><u>ASSESSMENT</u>  Group the following activities into low, moderate and high intensity.  <i>Foxtrot, Rumba Box Step, Swing Dancing, Cha-Cha, Breakdancing, Flamenco, African Dance</i></p>	
<p>PHASE 3:  <b>REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	