

SECOND TERM

WEEKLY LESSON PLAN – B9

WEEK 3

Week Ending: 26-01-2024	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: B9.2.1.2 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 classify the traditional dance into low, moderate and high intensity activities.		Core Competencies: CG5.3: CG6.4: CP:	
Reference: P H E Curriculum Pg. 41			
Keywords:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners to review their understanding in traditional dance and adaptation their previous lesson.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<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><u>Low-Intensity Traditional Dance Movements</u> <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><u>Moderate-Intensity Traditional Dance Movements</u> <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><u>High-Intensity Traditional Dance Movements</u></p>	Pictures, wall charts, etc	

	<p><u>Azonto Dance</u>: Known for its energetic legwork and fast-paced movements.</p> <p><u>Klama Dance</u>: Involves vigorous spinning, jumping, and arm movements.</p> <p><u>Bamaya Dance</u>: Features quick footwork and intense physical expressions.</p> <p><u>Hip-Hop dance</u></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, moderate and high intensity. <i>Foxtrot, Rumba Box Step, Swing Dancing, Cha-Cha, Breakdancing, Flamenco, African Dance</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? 	