**THIRD TERM**

WEEKLY LESSON PLAN- B9

WEEK 6

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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:**  B9.2.1.3 Demonstrate understanding of performing a variety of traditional rhythmic gymnastics and adaptations for inclusivity and cultural identity | | | | **Indicator:**  B9.2.1.3.1: Create and classify a variety of traditional rhythmic gymnastics and adaptation according to level of intensity (e.g., low, moderate and high intensity) | | | **Lesson:**  1 of 1 | |
| **Performance Indicator**:Learners can classify a variety of traditional rhythmic gymnastics | | | | | | **Core Competencies:**  CG: CP: | | |
| **Reference:**  PHE Curriculum pg 42 | | | | | | | | |
| **Keywords:**  complexity, focusing, coordination | | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | | Resources |
| PHASE 1: **STARTER** | Revise with learners to review their understanding in traditional rhythmic gymnastics in their previous lesson.  Share performance indicators with learners. | | | | | | |  |
| PHASE 2: **NEW**  **LEARNING** | Guide learners to list and performance of traditional rhythmic dance movements and classify the rhythmic movements into low, moderate and high intensity activities.  *Low Intensity:*  *Ribbon Twirling: Involves graceful arm movements with a ribbon, focusing on coordination and flexibility rather than strenuous activity.*  *Hoop Manipulation: Maneuvering a hoop around the body in various patterns, emphasizing fluidity and control without significant exertion.*  *Moderate Intensity:*  *Ball Routine: Performing rhythmic gymnastics movements with a small ball, incorporating moderate levels of coordination, balance, and flexibility.*  *Clubs Routine: Using clubs in rhythmic gymnastics routines, involving moderate arm and wrist strength and coordination.*  *High Intensity:*  *Rope Routine: Involves dynamic jumps, swings, and rotations with a rope, requiring significant upper body strength and cardiovascular endurance.*  *Ribbon and Apparatus Combination: Incorporating multiple apparatuses like ribbon, hoop, ball, and clubs into a routine, increasing the complexity and intensity of movements.*  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. State four variety of traditional rhythmic gymnastics. 2. Classify the listed rhythmic movements into low, moderate and high intensity activities. | | | | | | | 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? | | | | | | |  |