

EaD Comprehensive Lesson Plans



or



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BASIC 7

WEEKLY LESSON PLAN – WEEK 4

Strand:	Physical Activity Education		Sub-Strand:	Traditional/global rhythmic gymnastics, games and dance	
Content Standard:	B7.2.1.1 Demonstrate understanding of variety of traditional games and adaptations for inclusivity and cultural identity				
Indicator (s)	B7.2.1.1.1 Explore and perform a variety of traditional games for skills acquisition, inclusivity and cultural identity.		Performance Indicator: Learners can apply rules in playing traditional games.		
Week Ending	02-02-2024				
Class	B.S.7	Class Size:		Duration:	
Subject	Physical Health Education				
Reference	Physical Health Education Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook				
Teaching / Learning Resources	Poster, Pictures, Video		Core Competencies:	<ul style="list-style-type: none">• Critical Thinking• Problem Solving	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION
MONDAY	Discuss the meaning of traditional games with the Learners.	<div>1. Discuss with Learners 5 features of traditional games.</div> <div>2. Learners brainstorm to identify examples of traditional games in their locality.</div> <div>3. Assist Learners to describe the two types of traditional games.</div> <div>4. Assist learners to play traditional games.</div> <div>Traditional Games ;</div> <div>These are the games that have continued to last for a long time, passing from generation to generation, being transmitted from grandparents to parents and from these to their children, and so on, perhaps undergoing some changes, but maintaining their essence.</div> <div>Features of traditional games<ul style="list-style-type: none">• They arise for a season, disappear, and then reappear.• Some games are played more in winter times since they involve greater physical and body movement, while others arise in times of greater heat (summer).• There are traditional games with preferences regarding: sex, for example: girls play blind hen, cheer, cushion, doll, etc., while boys play for example: balls, spinning top, kites, etc.• Some games are more linked to certain</div>			Engage Learners in small groups to have a traditional game competition.

ages, for example: nursery rhymes, rattles are suitable for younger children as sensory-motor stimuli and others with more complex rules for older children so that they can understand, respect and comply with them. There are also games that are fundamentally practiced by adults.

- They are played by boys and girls for the mere pleasure of playing who decide when, where and how to play.
- They respond to the basic needs of boys and girls.
- The rules are easy to understand, memorize and comply with but are also negotiable as they can be varied.

Examples of Traditional Games;



- Chaskele



- KpitingE



- Counters ball

		 <ul style="list-style-type: none"> ▪ Ampe 	
THURSDAY	Engage Learners in playing traditional games for 10 minutes.	<ol style="list-style-type: none"> 1. Discuss with Learners on the health benefits of playing traditional games. 2. Assist Learners to identify examples of outmoded traditional games. 3. Learners brainstorm to describe ways of modifying outmoded traditional games to have health benefits on those who play them. 4. Assist Learners to practice playing modified traditional games. <p>Health benefits of traditional games;</p> <ul style="list-style-type: none"> Traditional games increase heart rate It also increases oxygen consumption Reduces blood pressure. Playing stimulates brain areas that are responsible for memory formation and complex thought processes for all ages. Engaging in play of traditional games assists in practicing essential cognitive skills, such as decision making, higher level strategic thinking, and problem solving 	Through questions and answers, conclude the lesson.

Name of Teacher:

School:

District: