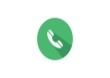
# EaD Comprehensive Lesson Plans

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**BASIC 9**

**WEEKLY LESSON PLAN – WEEK 5**

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| **Strand:** | Physical Activity Education | | | **Sub-Strand:** | | | | | Organized Sports Participation | | | |
| **Content Standard:** | B9.2.3.1 Demonstrate ability to apply movement concepts, principles and strategies in performing non– contact physical activity (e.g., athletics, ball and racket, individual and target activities) | | | | | | | | | | | |
| **Indicator (s)** | B9.2.3.1.1: Apply movement concepts, principles and strategies to perform intermediate level ball and racket physical activities | | | | | | **Performance Indicator:**  Learners can identify strategies for performing ball and racket physical activities. | | | | | |
| **Week Ending** | 09-02-2024 | | | | | | | | | | | |
| **Class** | B.S.9 | | **Class Size:** | |  | | | **Duration:** | | | |  |
| **Subject** | Physical Edu. & Health | | | | | | | | | | | |
| **Reference** | Physical Edu. & Health Curriculum, Teachers Resource Pack, Learners Resource Pack | | | | | | | | | | | |
| **Teaching / Learning Resources** | Poster, Chart, Pictures and Video. | | | | | **Core Competencies:** | | | | * Creativity and Innovation | | |
| **DAY/DATE** | **PHASE 1 : STARTER** | **PHASE 2: MAIN** | | | | | | | | | **PHASE 3: REFLECTION** | |
| **TUESDAY** | Demonstrate on the competency in a variety of motor skills and movement patterns. | 1. Learners brainstorm to identify the principles and strategies for movement and performance. 2. Assist Learners to apply knowledge of concepts, principles, strategies, and tactics related to movement and performance. 3. Discuss with the Learners about the strategies for playing ball and racket activities.   **Strategies for Playing Ball and Racket Games.**   1. **Learn how to hold a racquet with a forehand grip.** Hold the racquet the same way you would shake someone’s hand and then curl your fingers around it. There should be a slight space between your fingertips and the heel of your palm. Your fingers should be low on the handle without going off the edge. Avoid holding the racquet so that it is perpendicular to your arm as this will make it harder to serve.  1. **Learn how to hold a racquet with a backhand grip.** This is done by holding the racquet in the standard forehand grip and then turning the racquet roughly ⅛” clockwise. This is a difficult grip to master but gives the player a more powerful swing.  1. **Practice your strokes.** Depending on your grip style, you will use the according stroke (or method of hitting the ball). Different strokes achieve different ball movements and should be used as is appropriate. The stance for both is similar: knees should be bent and loose, legs should be placed a shoulder-width apart, and torso should be parallel with the side walls.    * Forehand stroke. This should be done similar to a baseball swing, with one knee lowering to the ground but not touching. Remember to try to keep your swing level.    * Backhand stroke. This stroke is done with the racquet beginning near your head, swinging forward around your body and ending behind you.  1. **Practice hitting the ball at different heights.** For any given shot, it is important to understand the different heights at which a ball can be hit. Aiming low, just a few inches off the ground, is called a kill shot and often ends a rally. Aiming higher, one to two feet off the ground, is called a pass shot and is easier to achieve. A pass-kill shot is in between the other two types.  1. **Work on your straight-in shot.** A straight-in shot is when the player hits the ball directly at the front wall so that it bounces back parallel with the side wall. This is a very effective shot because it’s difficult to return. You can take this shot at any height. 2. **Work on your cross-court shot.** A cross-court shot is when the player hits the ball so that it bounces to the opposite corner from where the shot began. This shot can be taken at any height. The intended purpose is to move your opponent out of the center of the court.[[8]](https://www.wikihow.com/Play-Racquetball#_note-10)  1. **Try pinch and splat shots.** A pinch shot is taken low, preferably at kill shot level, and intended to end a rally. It is done by hitting the ball against the far end of the side wall and immediately bouncing off the front wall. Similar to a pinch shot, the splat shot is when a player hits the ball against the side wall (close to them, rather than at the far end as in a pinch shot) and it then hits the front wall in such a way that the opponent should not be able to follow. This is a low shot.  1. **Practice ceiling shots.** A simple ceiling shot should be carefully aimed to hit the front wall before hitting the ceiling. This is a common defensive shot to move your opponent out of the center of the court.  1. **Hit the ball away from your opponent.** The farther away from your opponent you hit the ball, the more they’ll have to rush and run to get to it. This will give you the upper hand because it will tire your opponent out and also give them less time to set up for a strong return shot back to you.  1. **Stay near the center of the court.** Try to stay near the middle of the court, close to the receiving line, in order to have quick access to all areas of the court.If you’re much closer to the front wall, then your opponent can use that against you and try to make the ball fall closer to the back wall. By staying centered, you can ensure that no area of the court is too far away for you to get to.  1. **Aim near corners.** When you’re returning the ball, try to hit it so that it will hit very close to a corner connecting two walls. Doing this might make the ball bounce off of the walls more and faster, quickly changing the angle at which your opponent needs to hit the ball. | | | | | | | | | Reflect on the importance of playing ball and racket activities.  **Exercise;**  Explain 5 strategies for playing ball and racket activities. | |
| **WEDNESDAY** | Briefly explain the concept of “Striking and fielding games”. | 1. Discuss with the Learners about examples of striking and fielding games. 2. Learners brainstorm to identify 5 benefits of playing striking and fielding games. 3. Learners in small groups to discuss and report to the class about how to implement striking and fielding games.   **Benefits of Striking and Fielding Games:**    Implementing striking and fielding base games in physical education can provide numerous benefits for participants. Here are some of the key benefits:  https://static.wixstatic.com/media/65fa05_eca1851784594788a80a2ce6d86996e8~mv2.jpg/v1/fill/w_489,h_367,al_c,q_80,usm_0.66_1.00_0.01,enc_auto/65fa05_eca1851784594788a80a2ce6d86996e8~mv2.jpg   * **Improves Physical Fitness:** Striking and fielding games can help to improve coordination, reaction time, strength, power, and agility, which can help to build a strong foundation for physical fitness. * **Strengthens Athletic and Manipulative Skills:** These games are excellent for developing specific athletic skills such as striking (batting), running, kicking, fielding, pitching, catching and throwing, among others. * **Enhances Teamwork and Social Interaction:** Striking and fielding games promote social interaction and teamwork as participants work together to achieve a common goal. * **Boosts Confidence:** These games are a fun and engaging way to introduce participants to new sports and activities, helping to improve their confidence and self-esteem. * **Increases Cognitive Development:** Striking and fielding games require players to make quick decisions and strategic choices, which can improve cognitive development and problem-solving skills. * **Promotes Stress Relief:** Participating in physical activities such as striking and fielding games can help to relieve stress and improve mental health. * **Fosters Lifetime Physical Activity:** Striking and fielding games are a fun and engaging way to introduce participants to lifelong physical activity, encouraging them to stay active throughout their lives. | | | | | | | | | Engage Learners in playing striking and fielding games. | |

**Name of Teacher: School: District:**