

EaD Comprehensive Lesson Plans



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BASIC 8

WEEKLY LESSON PLAN – WEEK 6

Strand:	Physical Activity Education		Sub-Strand:	Organized Sports Participation	
Content Standard:	B8.2.3.1 Demonstrate ability to apply movement concepts, principles and strategies in performing non– contact physical activity (e.g., athletics, ball and racket, individual and target physical activity)				
Indicator (s)	B8.2.3.1.1- Apply movement concept, principles and strategies to perform beginning-intermediate level ball and racket physical activity.		Performance Indicator; learners can identify examples of movement strategies.		
Week Ending	16-02-2024				
Class	B.S.8	Class Size:		Duration:	
Subject	Physical Education				
Reference	Physical Education Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook.				
Teaching / Learning Resources	Poster, Pictures and Video.		Core Competencies:	<ul style="list-style-type: none">• Critical thinking• Problem Solving	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION
WEDNESDAY	Learners brainstorm to identify examples of movement concepts.	<div>1. Demonstrate on examples of movement concepts whilst Learners observe.</div> <div>2. Discuss with the Learners about the strategies of movement concepts.</div> <div>3. Assist Learners to identify the principles of movement concepts.</div> <div>Create movement strategies based on your understanding of the movement concepts (body awareness, spatial awareness, effort awareness, and relationship). Your understanding of those concepts allows you to create strategies for the larger game.</div> <div>Examples:</div> <div>Football: You are the quarterback in a football game with friends. You would not tell your receiver to run a long way down into the end zone if you knew that you could not throw that far (effort awareness).</div> <div>Badminton: You are playing badminton in your backyard and trying to decide where people will serve the bird from. You know that you have several people who have difficulty in serving the ball (body awareness) and so you accomodate them by having them serve from where they will be successful. This is an adaptive strategy that serves not the goal of winning, but of including everyone</div>			Learners brainstorm to apply movement concepts in learning ball and racket physical activities. Exercise; State 5 strategies of movement.

		so that the game is more successful.	
FRIDAY	Show Learners pictures and video displaying ball and racket activities.	<ol style="list-style-type: none"> 1. Assist Learners to practice playing ball and racket games. 2. Discuss with the Learners about the concepts, principles and strategies of ball and racket games. 3. Demonstrate on the skills in ball and racket physical activities using concepts, principles and Strategies. <p>Paddle Battle</p> <p>This activity allows children to practice and improve their coordination skills over time. Give each student a paddle and a ball. Each student bounces his ball off the paddle, propelling it upwards into the air. The ball should be kept in the air as long as possible with the student remaining within a specific 3 to 5 foot area. Students count how many times they can hit the ball before allowing it to fall. Another variation is for the students to try to keep the ball in the area for a specified amount of time, such as 30 seconds for younger kids and up to a minute for older kids.</p> <p>2Paddle Ball</p> <p>Split the students into pairs and have them find a spot against the wall as far apart from other students as possible. Each student should have a paddle and each pair needs to a ball. Students take turns hitting the ball against the wall with their paddles, using both forehand and backhand techniques. This activity will help students to develop their hand-eye coordination and prepare them for participating in sports, such as racquetball and tennis.</p> <p>3Snatch and Strike</p> <p>Spread hula hoops around the gym, one for each student. Fill half of the hoops with safe projectiles, such as foam balls or shuttlecocks. Students pair off, with one student in the empty hoop and the other in the hoop containing the projectiles. Using the requested technique--either backhand, overhand or underhand--the student in the hoop with the projectiles uses her paddle to hit one of the projectiles to her partner. If her partner can catch the projectile while keeping at least one foot in the hoop, that team gets a point.</p>	<p>Reflect on the skills in ball and racket activities.</p> <p>Exercise;</p> <p>Write 5 examples of ball and racket activities.</p>

		<p>4Throwing</p> <p>For this activity, students use paddles or rackets to throw items, rather than just using them to hit a ball or other projectile. Give students an item that will not bounce such as bean bags. The student then places this item onto his paddle and uses a side-arm motion to throw the bean bag. This requires a different motion that typical throwing would, working different muscles and developing a different area of coordination. Students should start from a specified distance from the wall and should aim to hit the wall in a specified location.</p>	
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School:

District: