

SECOND TERM LESSON PLAN
PHYSICAL AND HEALTH EDUCATION – B7
WEEK 7

Date: 24 th JUNE, 2022	Period:	Subject: Physical and health education	
Duration:		Strand: Physical Activity Education	
Class: B7	Class Size:	Sub Strand: Traditional Rhythmic Gymnastics, Games And Dance	
Content Standard: B7.2.1.1 Demonstrate understanding of the varieties of traditional games and adaptations for inclusivity and cultural identity (e.g. conceptual and cooperative games, etc.)		Indicator: B7.2.1.1.1 Identify and demonstrate the various conceptual and cooperative traditional games	Lesson: 1 of 1
Performance Indicator: Learners can describe how traditional game is organized.			Core Competencies: CC9.6: CG5.3:
Reference: PHE Curriculum P.g. 6			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. State learner expectations for this lesson and Indicate what the lesson will address and how learning will occur.		
PHASE 2: NEW LEARNING	Demonstrate as learners observe how to play some conceptual and cooperative traditional games. Example: 'Oware' game. <u>HOW TO PLAY OWARE</u> Oware is played on a board with 12 large play spaces (houses) around the outside of the board and one large score house for each player in the center. Oware requires 48 Beads of any color. Four Beads are placed into each of the houses to start the game. Players decide who begins the game by rolling a die. ➤ In turns, players pick up all the Beads from any 1 of the houses on their side of the board and redistribute them 1 BEAD per house counter-clockwise including houses on their opponent's side of the board. ➤ If a player has 12 or more Beads to redistribute, they must skip the original house, leaving it empty at the end of the turn.		Picture/video

	<ul style="list-style-type: none"> ➤ If a player's final BEAD is deposited in a house on their side of the board, they take another turn. ➤ At the end of the turn, if the last BEAD is deposited into a house on the opponent's side of the board with exactly 2 or 3 Beads, the player captures all these Beads. ➤ A player may also capture all the Beads in houses prior to the final BEAD played if they also have 2 or 3 Beads in them. If a house has 1, or 4 or more seeds in it, the string of captures is broken. ➤ If a move would capture all Beads on the opponent's side of the board, the capture is forfeited as this would prevent their opponent from continuing the game. ➤ All captured Beads are placed into the player's score house. <p>HOW TO WIN</p> <p>1. To win the game, a player must capture more Beads than their opponent.</p> <p>2. The game ends in a draw if both players have 24 seeds.</p> <p>Help learners to select some conceptual and cooperative traditional games. Example:, ozimzim, ampe, kokrokoo, dame pilolo, etc</p> <p>Guide learners to demonstrate how to perform the selected conceptual and cooperative traditional games between groups (or inter-group) using various adaptations. E.g., by gender, space, rules, etc</p> <p>Record estimate of duration of performance in your self-journal as your effort to increase involvement in physical activity.</p> <p>Assessment: Organize mini game for learners for fun and enjoyment.</p>	
PHASE 3: REFLECTION	Ask learners to tell what they have learnt today.	