


SECOND TERM LESSON PLAN
PHYSICAL AND HEALTH EDUCATION – B7
WEEK 6

Date: 17 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 Share performance indicators with learners.		
PHASE 2: NEW LEARNING	Put learners into small groups, guide them to describe how Ampe and Pilolo traditional game is organized. AMPE  <i>Ampe</i> <i>Ampe, a rhythmic girl game from Ghana, which include clapping, jumping, dancing, singing, activities and a particular fashion style. The girls should wear a short and tight skirt facilitating the necessary movement of the legs. Ampe draws men young men to these event but also girls daring fashion.</i> <i>Pilolo</i>		Picture/video



Pilolo is a non- participants hides the sticks while the participants have either closed their eyes or are not in the same location.

The non- participant then shout “pi-lo-lo”, the participants then run from their hideout to search for the item. A finishing point is indicated where they must send the stick to be a winner.

ASSESSMENT: Describe how to perform mitu mituo and kokrokoo games.

**PHASE 3:
REFLECTION**

Ask learners to tell what they have learnt today.