

**WEEKLY SCHEME OF LEARNING-WEEK NINE (9)**  
**BASIC TWO**

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## WEEKLY SCHEME OF LEARNING- WEEK NINE (9)

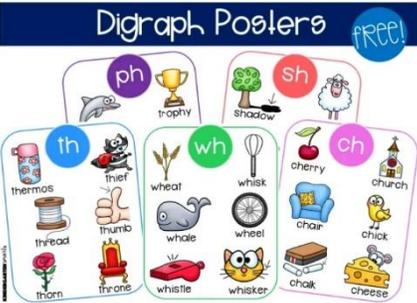
### BASIC TWO

Name of School.....

<b>Week Ending</b>	8 <sup>th</sup> November, 2019.
<b>Class</b>	Two
<b>Subject</b>	<b>ENGLISH LANGUAGE</b>
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	B2.1.4.1.1. B2.2.3.1.2. B2.4.4.1.1. B2.5.4.1.1. B2.6.1.1.1
<b>Performance Indicator</b>	<p>A. Learners can identify characters in a story and relate them to real life situations</p> <p>B. Learners can use words containing digraphs to make meaningful sentences.</p> <p>C. Learners can draw and label objects found in their environment</p> <p>D. Learners can use the simple present tense to express habitual actions (simple truths, interest, feelings and opinions)</p> <p>E. Learners can read a variety of age and level-appropriate books and texts from print and non-print</p>
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

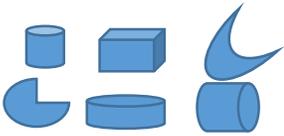
**Core Competencies:** Reading and Writing Skills Personal Development and Leadership Communication and Collaboration

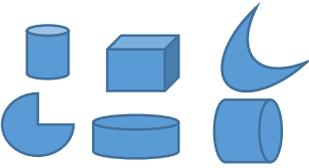
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Have learners recite familiar rhymes.</p> <p><u>ROW, ROW, ROW YOUR BOAT</u> Row, row, row your boat. Gently down the stream Merrily, merrily, merrily, merrily. Life is but a dream.</p>	<p>A. <u>ORAL LANGUAGE</u> Choose a story from learners' background.</p> <p>Tell the story with appropriate actions, gestures, facial expressions, etc.</p> <p>Have learners retell the story and answer questions on it.</p> <p>Let learners say whether or not they have enjoyed the story and why.</p> <p><b>Assessment:</b> Put learners into groups to identify the characters</p>	<p>What have we learnt today?</p> <p>Listening to stories and identifying the characters in it.</p> <p>Ask learners to tell what they have learned and what they will like to learn in the next lesson.</p>

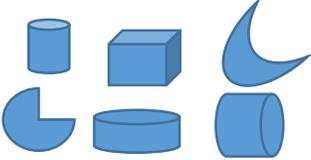
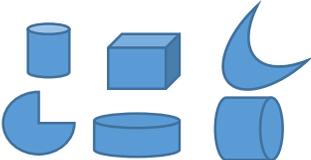
		<p>and their actions and relate them to real life situations.</p>	
<p>Tuesday</p>	<p>Engage learners to play the “Guess-the-word” game.</p> <p>Place a small number of picture cards in front of learners. Tell them you are going to say a word using “snail talk” a slow way of saying words (e.g. /fflllaaag/). Learners have to look at the pictures and guess the word you are saying. Have learners to guess the answer in their head so that everyone gets an opportunity to try it.</p>	<p><b>B. READING</b></p> <p>Use the mystery bag to introduce a new digraph to learners.</p> <p>Have a bag filled with items that have the digraph in the word. For example, for the digraph /ck/, I could have a truck, clock, duck, rock, and sock.</p> <p>I write the digraph on the board, for example: /ck/ and ask students to tell me some words that have that sound.</p> <p>As students make suggestions, write the word on the board.</p> <p>Keep going until learners cannot think of any more words.</p> <p>Paste a digraph chart on the board.</p>  <p>Have learners to match words to a visual item.</p> <p><b>Assessment:</b> Have learners build as many words as possible from digraphs.</p> <p>Have learners form meaningful sentences with the words.</p>	<p>What have we learnt today?</p> <p>Have learners work in pairs, groups or individually to use words containing digraphs to make meaningful sentences in their workbooks</p>

<p>Wednesday</p>	<p>Paste sample word cards on the board</p> <p>Have learners to read out the sentence on the board</p>	<p><b>C. <u>WRITING</u></b></p> <p>Take learners round to look at charts showing labelled objects.</p> <p>Put learners into groups and ask them to choose an area in the environment where they will want to make a list of objects found there (e.g. home, market, shops etc.).</p> <p>Let learners draw and label objects from the area studied by their group.</p> <p>Help them to edit their work particularly spelling and spacing.</p> <p><b>Assessment:</b> Let learners write their names under their work and post their charts on the walls of the classroom for peer review.</p>	<p>What have we learnt today?</p> <p><b>Project:</b> Engage learners in compound labelling.</p> <p>Have learners to write names of things in the school and label them accordingly.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">BASIC TWO</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">BLACKBOARD</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">DUSTBIN</div>
<p>Thursday</p>	<p>Engage learners in a onset and rime game</p> <p>Write onset and rime words on cards. Example.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; font-size: 24px; margin: 0 10px;">c</div> <div style="border: 1px solid black; padding: 5px; font-size: 24px; margin: 0 10px;">at</div> </div> <p>Mix the cards up and place them on a table or in a bowl in front of the class. A pupil picks a card, if she picks an onset, she searches for card with a Rime and vice versa. She then put the two cards together and blend the sounds to read the word and write it on the board.</p>	<p><b>D. <u>WRITING CONVENTIONS AND GRAMMAR USAGE</u></b></p> <p>Tell learners some of the things you do daily in short and simple sentences. E.g. I read stories every day.</p> <p>Create situations for learners to use the structure. e.g.</p> <ul style="list-style-type: none"> <li>i. simple truths –Lemons <b>are</b> sour.</li> <li>ii. Interest – I <b>like</b> playing football.</li> <li>iii. Feelings – I am <b>happy</b>.</li> <li>iv. Opinions – He is a <b>good</b> teacher.</li> </ul> <p>Introduce drills for learners to have practice.</p> <p><b>Assessment:</b> Put learners into small groups to discuss given topics, using the structures</p>	<p>Review the lesson with learners.</p>
<p>Friday</p>	<p>Guide learners to choose and read books during the library period</p>	<p><b>E. <u>EXTENSIVE READING</u></b></p> <p>Use the Author’s chair to introduce the reading/ library time.</p>	<p>Have learners to tell what they read to the whole class</p>

		<p>Have a variety of age and level-appropriate books for learners to make a choice.</p> <p>Introduce narratives, pop-up and flip-the-page texts to learners.</p> <p>Introduce e-books to learners, if available.</p> <p>For each reading session, guide learners to select books.</p>	
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<b>Week Ending</b>	8 <sup>th</sup> November, 2019.		
<b>Class</b>	Two		
<b>Subject</b>	<b>MATHEMATICS</b>		
<b>Reference</b>	Mathematics curriculum Page 33		
<b>Learning Indicator(s)</b>	B2.3.1.1.1		
<b>Performance Indicator</b>	Learners can identify the common features or attributes of a collection of 3D objects (spheres, cylinders, cones, pyramids, cubes) of different dimensions or orientations.		
<b>Strand</b>	Geometry And Measurement		
<b>Sub strand</b>	2D and 3D Shapes		
<b>Teaching/ Learning Resources</b>	Match box, ball, empty cans, cut out shapes etc.		
<b>Core Competencies:</b> Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	<b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner And Teacher)</b>
Monday	<p>Have learners to write number patterns in the air.</p> <p>Bring handy objects to class, call learners to count them.</p> <p>Now use the “how many” to ask pupils about what they counted</p> <p>Sing songs like: We class two We can count etc.</p>	<p>Place different 3D objects into a bag or sensory tub and have your children describe them by feel.</p> <p>Encourage the use of correct terms like face, edge, vertices, curved and flat surfaces</p> <p>Experiment to see how the different objects move. Work in small groups or pairs to build some simple ramps and move the objects down the ramp before sorting them.</p> <p>Have learners to recognize and name 3D objects having specific features or attributes (number of equal faces, types of faces, number of corners, etc.)</p> 	Review the lesson with learners

		<p><b>Assessment:</b> Have learners to recognize and name 3D objects having specific features or attributes</p>	
Tuesday	<p>Engage learners in the game.</p> <p>Clap that number (up to 10).</p> <p>Have learners count in unison as they clap the number.</p>	<p>Go on a 3D shape hunt in the environment. Real world examples can help children understand some math concepts more easily</p> <p>Have learners to recognize and name 3D objects having specific features or attributes (number of equal faces, types of faces, number of corners, etc.)</p>  <p><b>Assessment:</b> Have learners to recognize and name 3D objects having specific features or attributes</p>	Review the lesson with learners
Wednesday	Trace around the base of some 3D objects to discover their 2D face shape. Or stamp them into kinetic sand.	<p>Use paper nets to create different 3D objects</p> <p>Have learners to sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use</p>  <p><b>Assessment:</b> Have learners to recognize and name 3D objects having specific features or attributes</p>	Review the lesson with learners

<p>Thursday</p>	<p>Engage learners to play the “<b>I have.....Who has</b>” game.</p> <p>Give out number cards (from 1-20) to learners at random.</p> <p>Learners are to identify numbers based on tally marks, frames, dice, fingers etc.</p> <p>The first child shouts and mention the number on his card and ask for another number. Example, I have 5....Who has 9?</p>	<p>Have learners to identify examples of these 3D objects in the classroom and community</p> <p>Create some sculptures from recycled materials then count how many different 3D shapes have been used</p>  <p><b>Assessment:</b> Have learners to recognize and name 3D objects having specific features or attributes</p>	<p>Review the lesson with learners</p>
<p>Friday</p>	<p>Have learners to write number patterns in the air.</p> <p>Bring handy objects to class, call learners to count them.</p> <p>Now use the “how many” to ask pupils about what they counted</p>	<p>Have learners to identify examples of these 3D objects in the classroom and community</p> <p>Create some sculptures from recycled materials then count how many different 3D shapes have been used</p>  <p><b>Assessment:</b> Have learners to recognize and name 3D objects having specific features or attributes</p>	<p>Review the lesson with learners</p>

<b>Week Ending</b>	8 <sup>th</sup> November, 2019.		
<b>Class</b>	Two		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 39		
<b>Learning Indicator(s)</b>	B2. 2.1.1.1		
<b>Performance Indicator</b>	Learners can recognize the importance of some cyclic natural phenomena such as dry and wet seasons		
<b>Strand</b>	Cycles		
<b>Sub strand</b>	Earth science		
<b>Teaching/ Learning Resources</b>	Videos and Pictures		
<b>Core Competencies:</b> Personal Development and Leadership Critical Thinking and Problem Solving			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Teacher introduces the lesson to learners.</p> <p>Learners are to list all the words they associate with the topic to be treated.</p> <p>Ask them to put words together to form a definition</p>	<p>Learners recall events that occur and reoccur in a cyclic manner (day and night, merry-go-round). (Refer to Basic 1).</p> <p>Lead learners through poems, rhymes, games and discussions to introduce another cyclic event – wet and dry seasons.</p> <p>The dry season is a period of low rainfall</p> <p>Learners discuss what they like and don't like about the dry season.</p> <p>Some advantages of dry season are;</p> <ul style="list-style-type: none"> <li>• It helps our foods to stay longer without getting spoilt even if it's not refrigerated or warmed</li> <li>• It aids in drying our clothes minutes after washing them etc.</li> </ul>	<p>What have we learnt today?</p> <p>The importance of the dry season</p> <p>Have learners to summarize the main points in the lesson.</p>

	<p>Put students into groups of three 3 and number them 1-3.</p> <p>Put three number statements up to the white board and ask students to explain the corresponding statements to their group.</p> <p>The group who explains well wins.</p>	<p>Have learners to talk about what they like and dislike about the wet season.</p> <p>The wet season is also called rainy season.</p> <p>This is the time of the year when most of a region's annual rainfall occurs</p> <p>Some importance of wet season are; Air quality improves, fresh water quality improves, and vegetation grows substantially, leading to crop yields late in the season, etc.</p> <p>Assess learners by asking them to draw and make posters on the dry and wet seasons and color some human activities that take place during these times.</p>	<p>What have we learnt today?</p> <p>The importance of the wet season</p> <p>Have learners to summarize the main points in the lesson.</p>
	<p>Group learners into three (3), appoint a leader from each group to act as the teacher.</p> <p>Ask them to summarize what was covered in the previous lesson.</p> <p>The class is allowed to pose questions to the leaders.</p> <p>The group who summarizes well wins.</p>	<p>Lead learners to think critically to identify problems related to wet or dry seasons and how such problems can be solved, e.g. how do people get water during dry season?</p> <p>How do people dry their clothes during wet season?</p> <p>What can be done to solve the problem of school compounds getting muddy during the wet season?</p> <p><b>NB:</b> Assist learners to understand the concept of seasons.</p>	<p>What have we learnt today?</p> <p>Identifying problems related to wet or dry seasons and how such problems can be solved</p> <p>Have learners to summarize the main points in the lesson.</p>

<b>Week Ending</b>	8 <sup>th</sup> November, 2019.		
<b>Class</b>	Two		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 22		
<b>Learning Indicator(s)</b>	B2.2.1.1.1.		
<b>Performance Indicator</b>	Learners can describe ways of making the environment clean and safe		
<b>Strand</b>	All Around Us		
<b>Sub strand</b>	The Environment and the Weather		
<b>Teaching/ Learning Resources</b>	Pictures, word cards , chart an videos		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Have learners to sing songs and recite rhymes relating to the lesson	Take a nature walk of the school environment and observe things in the environment, – Man-made and natural: water, trees, stones, animals, buildings, cars, tables, chairs, etc.  Learners talk about things they can do to make the environment clean and safe E.g. planting trees, proper waste disposal, avoid bush burning, avoid defecating in water bodies, legal mining.	What have we learnt today?  Ways of making the environment clean and safe  Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently
	Group learners into three (3), appoint a leader from each group to act as the teacher.  Ask them to summarize what was covered in the previous lesson.  The class is allowed to pose questions to the leaders.  The group who summarizes well wins.	Learners identify ways of protecting land, E.g. do not throw polythene bags, water sachet, and empty cans on the land.  Learners draw and color a clean environment.  <b>Assessment:</b> identify and share roles to learners and have them role play ways of protecting the land.	What have we learnt today?  Ways of making the environment clean and safe  Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently

	<p>Put students into groups of three 3 and number them 1-3.</p> <p>Put three number statements up to the white board and ask students to explain the corresponding statements to their group.</p> <p>The group who explains well wins.</p>	<p>Learners draw people who keep our communities safe E.g. the police, fire service personnel.</p> <p>Learners demonstrate safe practices in the community, E.g. sweeping school compound, picking litter.</p> <p>Learners present their drawings to the class for appraising.</p>	<p>What have we learnt today?</p> <p>Ways of making the environment clean and safe</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p>
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<b>Week Ending</b>	8 <sup>th</sup> November, 2019.		
<b>Class</b>	Two		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 8		
<b>Learning Indicator(s)</b>	B2.1.3.1.1:		
<b>Performance Indicator</b>	Learners can explain the purpose of God's creation.		
<b>Strand</b>	God his creation and attributes		
<b>Sub strand</b>	Purpose of creation		
<b>Teaching/ Learning Resources</b>	Videos and Pictures		
<b>Core Competencies:</b> Appreciation, Truthfulness Caring, Love Communication and Collaboration, Critical Thinking and Problem Solving			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Have learners to listen to stories about God and creation.</p> <p>Learners to watch pictures and videos about creation.</p> <p>Have learners to talk about the videos/pictures and tell the part that interest them most.</p>	<p>Group learners to discuss the usefulness of plants and animals to humankind.</p> <p>Let learners identify the uses of animals and plants.</p> <p><b>Assessment:</b> Let learners draw and color useful plants and animals.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points of the lesson.</p> <p>Give learners task to match pictures of plants and animals to their uses</p>

<b>Week Ending</b>	8 <sup>th</sup> November, 2019.		
<b>Class</b>	Two		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 11		
<b>Learning Indicator(s)</b>	B2.2.1.1.1-2		
<b>Performance Indicator</b>	Learners can identify the ethnic groups in each region in Ghana and state the characteristics of the ethnic groups in Ghana		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	The People Of Ghana		
<b>Teaching/ Learning Resources</b>	Ghana map, videos and pictures.		
<b>Core Competencies:</b> Enhance their cultural identity, critical thinking, and digital literacy as they identify the various ethnic groups.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Paste a Ghana map on the board showing the administrative regions in Ghana.</p> <p>Have learners to talk about what they see.</p>	<p>Guide learners to Identify the administrative regions of Ghana</p> <p>Locate the ethnic groups in each region on a map of Ghana</p> <p>With the aid of a slide or video show, identify the regions and ethnic groups in Ghana</p> <p>Match the ethnic groups with their region</p> <p>List the administrative regions in the order in which they created (starting with the oldest region)</p> <p><b>Assessment:</b> Put learners in two groups.</p> <p>Display word cards with the various ethnic groups and administrative regions written on them.</p>	<p>Review the lesson with learners by</p> <p>Ask pupils to summarize the important points in the lesson.</p>

		<p>Call a member of one group to pick up one of the ethnic groups.</p> <p>Call a member from the other group and let him pick up the administrative region that match the ethnic group</p>	
	<p>Have learners to identify some taboos and oaths in their community.</p>	<p>Guide learners to Identify the characteristics (food, festivals, dressing, language, political institutions, social and economic activities, taboos, oaths etc.) of some of the ethnic groups in Ghana</p> <p>Show documentary or pictures of a festival of one of the ethnic groups</p> <p>Discuss what the documentary entails</p> <p><b>Assessment:</b> have learners relate to some of the characteristics (food, festivals, dressing, language, political institutions, social and economic activities, taboos, oaths etc.) of some of the ethnic groups in Ghana.</p>	<p>Review the lesson with learners by</p> <p>Ask pupils to summarize the important points in the lesson.</p>

<b>Week Ending</b>	8 <sup>th</sup> November, 2019.		
<b>Class</b>	Two		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B2 1.1.1.1 B2 2.1.1.1		
<b>Performance Indicator</b>	Learners can explore own experiences to talk about visual artworks that reflect the history and culture of people in other Ghanaian communities		
<b>Strand</b>	Visual Arts & Performing Arts		
<b>Sub strand</b>	Thinking and Exploring		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools , other materials available in the community		
<b>Core Competencies:</b> Critical Thinking Decision Making Creativity and Innovation Digital Literacy Communication			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Give guidelines of how the project is going to be.  Prepare and plan the days schedule	Have learners to identify symbols of authority; interview and interact with leaders of the community such as ethnic groups and associations (e.g. Ga, Ewe, Akan, Dagaare), heads of institutions and traditional leaders;	Review the lesson with learners
	Give guidelines of how the project is going to be.  Prepare and plan the days schedule	Visit historical sites, museums, galleries, etc.;  Document and record the visits by taking photographs, making videos, making line sketches and collecting objects of historical importance to develop a 'historical learning corner' in the classroom;	Review the lesson with learners

<b>Week Ending</b>	8 <sup>th</sup> November, 2019.		
<b>Class</b>	Two		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian language curriculum Page 81		
<b>Learning Indicator(s)</b>	B2.5.2.1.1		
<b>Performance Indicator</b>	Learners can know what the full stop and the comma are.		
<b>Strand</b>	Writing Conventions		
<b>Sub strand</b>	Integrating Grammar In Written Language (punctuation)		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>Core Competencies:</b> Creativity and innovation Communication and collaboration			
<b>DAYS</b>	<b>PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)</b>
	Let learners demonstrate the morning greeting.	Write simple sentences that are well punctuated on a card (the sentence should have full stops and comma).  Lead learners to read the sentences aloud.  Call learners to read aloud the sentences individually.	Review the lesson with learners
	Have learners to sing songs and recite familiar rhymes relating to the lesson	Discuss what a full stop is with learners.  Assist learners to tell what full stop are.	Review the lesson with learners
	Have learners to sing songs and recite familiar rhymes relating to the lesson	Discuss what a comma is with learners.  Assist learners to tell what commas are.	Review the lesson with learners

<b>Week Ending</b>	8 <sup>th</sup> November, 2019.		
<b>Class</b>	Two		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B2.3.2.3.2		
<b>Performance Indicator</b>	Learners can perform four continuous abdominal curls		
<b>Strand</b>	Physical Fitness		
<b>Sub strand</b>	Aerobics Capacity		
<b>Teaching/ Learning Resources</b>	Drums, laptop, speakers		
<b>Core Competencies:</b> Learners develop personal skills such as perseverance, muscular strength, muscular endurance, cardiovascular endurance by performing four continuous abdominal curls as specific activities.			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner And Teacher)</b>
	Take learners through general and specific warm ups	<p>After warm-ups, learners to lie on the back with fit flat, knees bent and arms on the floor by side with palms down.</p> <p>Lift the head and shoulders forward with hand support and back to the floor on two counts rhythm.</p>   <p>Learners perform the above activities and record their base performance.</p> <p>Give their performance targets and encourage them to work towards them for maintenance and improvement of abdominal muscular strength.</p> <p>This is a test for learners' abdominal muscular strength. Keep records of their performance</p>	Review the lesson with learners