



MINISTRY OF EDUCATION

UPPER PRIMARY LEVEL DESIGNS

LEARNING AREA: PHYSICAL HEALTH EDUCATION

GRADE 5

NOVEMBER 2019



KENYA INSTITUTE OF CURRICULUM DEVELOPEMENT

Essence statement for Physical and Health Education

Physical and Health Education develops resilience, a sense of personal and social responsibility and strategies for living a full and healthy life. The subject fosters all the core competence embedded in the Basic Education Curriculum Framework, that will enable the learner to navigate through life. Through participation in the subject the learner will develop physical skills, knowledge, values and strategies to support challenging, enjoyable, and purposeful life experiences.

Physical and Health Education is in tandem with the following theories; Visible Learning theory where learners need to be able to think about and solve problems, work in teams, communicate through discussions, take initiatives and bring diverse perspectives to their learning and also Vygotsky's social construction theory which postulates that learning takes place within the social environment, where the learner negotiates meanings through interacting, both explicitly and implicitly, with the teacher, peers and materials embedded in the context (BECF2017). Physical and Health Education provides, developmentally appropriate learning progression of skills and concepts in movement. This enables the learner to apply their mental, emotional and social skills which allow for participation in future specific games and sport in pursuit of a career and healthy lifestyle.

The learning area is also designed to develop the learner's creativity and nurture sports talent in the achievement of the learner's full potential. Through Physical and Health Education, the learner is empowered to acquire values and core competencies embed in Basic Education, thus becoming an Engaged, Empowered and Ethical Kenyan citizen.

Subject General Learning Outcomes:

By the end of Upper Primary, the learner should be able to:

1. Perform physical and health activities for enjoyment, survival and self-actualization.
2. Utilize knowledge, skills and values acquired through involvement in Physical and Health Education for safety.
3. Apply knowledge of health and skill fitness principles to make responsible and informed choices for a functional life
4. Improvise a variety of play equipment and use tactical and social skills in outdoor experiences for existence and personal development
5. Acquire a variety of developmentally appropriate movement experiences within the social, cultural, national and international context
6. Exhibit inter and intra personal responsible social behaviors that respect self and others in social settings
7. Appreciate physical activities for recreational and positive use of leisure

GAMES AND SPORTS: ATHLETICS TRUCK EVENTS

16 Lessons for Athletics Truck Events

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Keying questions
1.0 Games and Sports	1.1 Athletics: Track events: 1.1.1 Medium start in sprints 2 Lessons	By the end of the sub strands, the learner should be able to: a) explain the body alignment in Medium Sprint Start b) use drills to practice the Medium Sprint Start in races c) play racing games using the Medium Sprint Start and observe safety d) appreciate the medium sprint start in starting sprint races in athletics.	The learner is guided individually or in groups to: interact with technology to watch a video clip on the Medium Sprint Start <ul style="list-style-type: none"> ▪ demonstrate the body alignment in medium sprint start by running 50m and get feedback from the teacher ▪ practice the medium sprint start and use the provided checklist to give each other feedback ▪ use drills to practice the medium sprint start ▪ play racing games using the medium sprint start and observe safety 	Which are the safety considerations to observe when running the 50m?
1.0 Games and Sports	1.1.2 Elongated start in races 2 Lessons	By the end of the sub strands, the learner should be able to: a) practice the body alignment in Elongated start in races for skill acquisition b) discuss the health benefits gained through participating in running c) use drills to practice the Elongated start in races d) enjoy starting races using the Elongated start	The learner is guided individually or in groups to: use the digital devices to watch a video clip on the Elongated start in races <ul style="list-style-type: none"> ▪ demonstrate the body alignment in Elongated start in races and get feedback from the teacher ▪ practice the Elongated start and use provided checklist to give feedback to each other ▪ use drills to practice the Elongated start in races 	How different is the Elongated start in races from the Medium Sprint Start?

			<ul style="list-style-type: none"> ▪ discuss the health benefits gained by participating in running ▪ observe safety when performing the Elongated start in races ▪ play racing games using the Elongated start in races for fun and enjoyment 	
1.0 Games and Sports	1.1.3: Run through finish technique 1 Lesson	By the end of the sub strands, the learner should be able to: a) explain the 'Run through finish' technique in race to enhance learning b) practice the 'Run through finish' technique for skill acquisition c) observe safety when practicing the 'Run through finish' technique d) appreciate the 'Run through finish' technique in races for a good finish	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ demonstrate the 'Run through finish' and get feedback from the teacher ▪ practice the 'Run through finish' in races and give each other feedback ▪ use drills to practice the 'Run through finish' in races ▪ play racing games and use the 'Run through finish' and observe safety 	Which other method can be used to finish a race?
1.0 Games and Sports	1.1.4 improvising the relay Baton 3 Lessons	By the end of the sub strands, the learner should be able to: a) identify and gather locally available materials for improvising the relay Baton b) creatively improvise age appropriate relay batons for use during relay races c) dispose waste after improvisation for environmental care d) observe safety when improvising the relay Baton to avoid injuries	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ learners interact with digital technology to find out the shape of a relay baton ▪ learners identify and gather locally available materials that can be used to improvise durable relay batons ▪ creatively improvise age appropriate relay Batons using correct measurements 	Why is it important to improvise play items?

		e) use improvised relay Baton to play games for fun and enjoyment	<ul style="list-style-type: none"> ▪ clean the working area and dispose of waste appropriately ▪ play games using improvised batons and observe safety 	
1.0 Games and Sports	1.1.5: Visual Baton exchange 4 Lesson	<p>By the end of the sub strands, the learner should be able to:</p> <ul style="list-style-type: none"> a) practice the visual baton change technique in relays for skill acquisition b) use drill to practice the visual baton change in relays c) Creatively come up with drills to practice the visual baton change technique d) play games that involve visual baton change in relays and observe safety e) display joy when appreciating in the relay races 	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> ▪ Interact with technology to observe the visual baton change in relays ▪ Demonstrate the visual baton exchange technique in relays and get feedback from the teacher ▪ use the provided checklist to give each other feedback when practicing the visual baton exchange technique ▪ Use drills to develop the visual baton change technique in relays ▪ Creatively come up with own drills to practice the visual baton change technique ▪ practice the visual baton change technique and use provided checklist to give each other feedback ▪ Participate in shuttle relays in small groups, and use visual baton exchange while observing safety 	How is relay baton change useful in daily life
1.0 Games and Sports	1.1.6: Hurdles <ul style="list-style-type: none"> ▪ Approach, ▪ Take off, ▪ Flight and hurdle clearance 	By the end of the sub strands, the learner should be able to:	The learner is guided individually or in groups to use digital devices and other sources of information to:	How can respect for classmates be demonstrated during hurdle events?

	4 Lessons	<ul style="list-style-type: none"> a) practice the Approach, Take off, Flight and hurdle clearance for skill acquisition b) use drills and age appropriate hurdles to practice the Approach, Take off, Flight and hurdle clearance for competence in hurdle events c) creatively come up with own drills to practice the Approach, take off, Flight and hurdle clearance d) discuss the safety considerations to observe when performing the hurdle event e) enjoy participating in the hurdle races 	<ul style="list-style-type: none"> ▪ find out what hurdle events are and the distances covered. ▪ watch a video or videos on hurdle clearance ▪ observe the foot placement over the hurdles when clearing ▪ demonstrate the Approach, Take off, Flight and Hurdle clearance and get feedback from the teacher ▪ practice the Approach, Take Off, Flight and Hurdle Clearance and give each other feedback ▪ use drills to practice the Approach, Take Off and Flight and give each other feedback ▪ creatively come up with drills to practice the Approach, Take Off, Flight and Hurdle Clearance ▪ use provided checklist to give each other feedback when practicing the Approach, Take Off, Flight and Hurdle Clearance ▪ practice the approach, take off, flight and hurdle clearance while focusing on: coordination, reaction time and speed ▪ play racing games over age appropriate hurdles and observe safety 	How does participation in hurdle events enhance fitness for an individual?
Core competencies to be developed:				

- **Communication and Collaboration:** as learner practice the hurdle skills and play games together
- **Digital literacy:** as learners use digital devices to watch video clips on the hurdle event
- **Self- efficacy:** as learners demonstrate hurdling
- **Critical thinking and problem solving:** as learners use drills to practice the hurdling skills

Link to PCIs:

- **Safety and security:** the learners observe safety
- **Social justice:** as learner practices fairness by observing rules

Link to Life skills education:

- **Self-management skills:** as the learner develops self-awareness and boosts self esteem through participation in athletics

Link to values:

- **Responsibility:** as the learner use and care improvise batons and take care of the environment and the improvised equipment
- **Social cohesion:** as learners work together in groups irrespective of their backgrounds
- **Fair play and honesty (Spirit of sports values):** as learners participate in athletics and observe rules
- **Health (Spirit of sports values):** as learner enhance their health through participation in athletics

Link to other subjects:

- **Languages:** As they communicate with each other using languages
- **Hygiene and Nutrition Activities:** as learners' clean hands after improvisation
- **Science and technology:** as the learners make use of digital devices to watch video clips

Suggested community service-learning activities

- The learner will practice the skill with the peers during free time in school and at home
- The learner will share the skills with peers from other schools over the holidays or weekends

ASSESSMENT RUBRIC FOR: GAMES AND SPORTS: ATHLETICS - TRUCK

#	Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Skill acquisition (cognitive)	Demonstrates excellent ability in skill performance and volunteers to assist others.	Demonstrates good ability in skill performance	Demonstrates some ability in skill performance	Shows no ability to perform skill without assistance
2.	Sportsmanship Attitude/ values	<ul style="list-style-type: none"> ▪ Displays exemplary Sportsmanship behavior and exhibits genuine concern for others. ▪ Has excellent relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays good sportsmanship behavior and exhibits concern for others ▪ Has positive relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays some sportsmanship like behavior and exhibits little concern for others ▪ Has some relationship with peers and is cooperates minimally in group activities 	<ul style="list-style-type: none"> ▪ Displays no sportsmanship like behavior and exhibits no concern for others ▪ Has no relationship with peers and is uncooperative in group activities
3.	Safety and application of rules	Always stay on task, participates safely, encourages others to be safe and follows instructions.	Stay on task, participates safely and follows instructions.	Occasionally on task and needs prompting to observe safety	Constantly needs supervision to be on task and to observe safety.

ATHLETICS: FIELD EVENTS

15 Lessons for Athletics Field Events

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Keying Questions
1.0 Games and Sports	1.2: Athletics: Field events: 1.2.1 Long jump 1 Lessons	By the end of the sub strands, the learner should be able to: a) familiarize with the facility and the equipment for long jump b) identify the sections of the Long jump area to enhance skill development c) discuss the most appropriate locally available material for filling the long jump pit d) play games that involve jumping for fun and observe safety	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ use provided sketches, pictures or use the digital media to watch images of the long jump facility and observe the take-off board the runway and the jumping pit ▪ discuss the most appropriate locally available material for filling the long jump pit ▪ play games that involve jumping for fun and observe safety 	Which locally available materials can be used to fill in, the long jump pit?
1.0 Games and Sports	1.2.2 Long jump technique 5 Lessons	By the end of the sub strands, the learner should be able to: a) practice the approach run, take off, flight and landing in long jump b) use drills to practice the approach run, take off, flight and landing in long jump c) establish the running rhyme in long jump for accurate stepping on the take-off board d) play games that enhance approach run, take off, flight and landing in long jump and observe safety e) appreciate Long jump as a sport	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ use digital devices and watch video clips of the long jump event and observe the approach run, take off, flight and landing ▪ demonstrate the approach run, take off, flight and landing and get feedback from the teacher ▪ Practice the approach run, take off, flight and landing give each other feedback ▪ Use appropriate drills to practice the approach run, take off, flight and landing 	<ol style="list-style-type: none"> 1. How can skills in long jump be helpful in daily life? 2. Why should an athlete take off from the takeoff board during long jump?

			<ul style="list-style-type: none"> ▪ establish the running rhyme in long jump to establish the take-off foot ▪ use provided checklist to give each other feedback when practicing the approach run, take off, flight and landing ▪ Observe the long jump rules when taking part in the long jump event ▪ Play games for fun and enjoyment and observe safety 	
1.0 Games and Sports	1.2.3 Standing discus 5 Lessons	By the end of the sub strands, the learner should be able to: a) familiarize with the facility, equipment and the sector in discus b) identify and gather locally available materials for improvising the discus c) creatively improvise age appropriate discus d) dispose waste appropriately after improvising for environmental care e) observe safety when improvising the discus f) play games that involve throwing for fun and observe safety	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ use digital devices to watch video clips of the discus facility, equipment and the sector ▪ use digital devices and other sources of information to find out <ul style="list-style-type: none"> ○ the shape of the discus ○ the weight of the discus for their age ▪ learners identify and gather locally available materials that can be used to improvise a durable discus ▪ creatively improvise an age appropriate discus 	Which locally available materials can be used to make the discus?

			<ul style="list-style-type: none"> ▪ clean the working area and dispose waste appropriately ▪ play games using improvised discus and observe safety ▪ play games involving discus throwing area and equipment for fun and enjoyment. 	
1.0 Games and Sports	1.2.4 Standing discus technique 4 Lessons	By the end of the sub strands, the learner should be able to: <ul style="list-style-type: none"> a) practice the stance, grip, swing, release and recovery in standing discus b) use drills to practice the stance, grip, swing, release and recovery in standing discus c) play throwing games using relay batons to practice the stance, grip, swing, release and recovery d) apply rules when practicing the standing discus e) relates well with the team during practice 	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ use digital devices to watch a video clip on the standing discus and observe the <ul style="list-style-type: none"> ○ grip, ○ swing, ○ release and recovery ▪ demonstrate the stance, grip, swing, release and recovery and get feedback from the teacher ▪ practice the standing discus and give each other feedback ▪ use drills to practice the stance, grip, swing, release and recovery ▪ use bean bags to play throwing games and use the stance, grip, swing, release and recovery and observe safety ▪ observe rules when participating in standing discus 	<ol style="list-style-type: none"> 1. Which is the best way to hold/grip the discus when taking a standing throw? 2. Which locally available materials can be used to make the discus?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ▪ Communication and Collaboration: as the learner discuss and communicate with each other in groups 				

- **Digital literacy:** as the learners use digital devices to watch videos on long jump and standing discus
- **Creativity and innovation:** as the learners improvise the discus
- **Self-efficacy:** as the learner demonstrate and practice skills in long jump and standing discus and get feedback
- **Critical thinking and problem solving:** as the learner discuss about the most appropriate materials for making the discus

Link to PCIs:

- **Safety and security:** as the learners ensure safety during skill practice and performance
- **Social justice:** as learner practices fairness by observing rules

Life skills education:

- **Self-management skills:** as the learner develops self-awareness and boosts self esteem
- **Social awareness skills:** friendship formation as the learner shares equipment, plays games with the peers and as they discuss the skill

Link to values:

- **Responsibility** as the learner use and care for the equipment
- **Social cohesion** as learners participate and work together in groups regardless of their backgrounds
- **Respect:** as learners respect each other by being polite when discussing and working in groups
- **Fair play and honesty (Spirit of Sports Value):** as learners participate in Long jump and standing discus
- **Community and solidarity (Spirit of Sports Value):** as learners speak out when rules are not followed and when they make friends with their competitors

Link to other subjects:

- **Languages:** As they communicate with each other
- **Mathematic:** as they learn the correct weight for their discus
- **Art and craft:** as they improvise the discus
- **Science and technology:** as the learners make use of digital devices to watch video clips

Suggested community service-learning activities

- Learner practice the skill with their peers out of school
- Use the skills learnt as members of clubs in the community
- Share the skills with peers from other schools when away from their school

ASSESSMENT RUBRIC FOR: GAMES AND SPORTS: FIELD EVENTS

#	Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Skill acquisition (cognitive)	Demonstrates excellent ability in skill performance and volunteers to assist others.	Demonstrates good ability in skill performance	Demonstrates some ability in skill performance	Shows no ability to perform skill without assistance
2.	Sportsmanship Attitude/ values	<ul style="list-style-type: none"> ▪ Displays exemplary Sportsmanship behavior and exhibits genuine concern for others. ▪ Has excellent relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays good sportsmanship behavior and exhibits concern for others ▪ Has positive relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays some sportsmanship like behavior and exhibits little concern for others ▪ Has some relationship with peers and is cooperates minimally in group activities 	<ul style="list-style-type: none"> ▪ Displays no sportsmanship like behavior and exhibits no concern for others ▪ Has no relationship with peers and is uncooperative in group activities
3.	Safety and application of rules	Always stay on task, participates safely, encourages others to be safe and follows	Stay on task, participates safely and follows instructions.	Occasionally on task and needs prompting to observe safety	Constantly needs supervision to be on task and to observe safety.

GAMES AND SPORTS: ROPE WORK

6 Lessons for Rope Work

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Keying questions
1.0 Games and Sports	1.3 Rope work: 1.3.1 Straddle and Straddle cross 2 Lesson	By the end of the sub strands, the learner should be able to: a) explain the term straddle as used in skipping rope b) practice the straddle and straddle cross for skill acquisition c) observe safety when practicing the straddle to avoid injuries d) play skipping games for fun and enjoyment e) initiate skipping games when with friends	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ interact with digital to observe the straddle ▪ practice the straddle and straddle cross and get feedback from the teacher ▪ practice the straddle while stationery, backwards forwards and with eyes closed ▪ alternate jumping rope with feet together and straddle ▪ play skipping games with friends for fun and enjoyment 	What other combinations can be made in straddle?
1.0 Games and Sports	1.3.2 Skier 2 Lesson	By the end of the sub strands, the learner should be able to: a) explain the term skier as used in skipping rope b) practice the skier for skill acquisition c) observe safety when practicing the skier to avoid injuries d) play skipping games for enjoyment	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ interact with digital to observe the skier ▪ practice the skier and get feedback from the teacher ▪ practice the skier while stationery, backwards forwards and with eyes closed ▪ play games for fun and enjoyment 	Which skipping technique can be combined with skier?
1.0 Games and Sports	1.3.3 Heel taps 2 Lessons	By the end of the sub strand the learner should be able to:	The learner is guided individually and in groups to:	How does skipping contribute to good health?

		<ul style="list-style-type: none"> a) explain the term Heel taps as used in skipping rope b) practice Heel taps for skill acquisition c) observe safety when practicing the skier to avoid injuries d) play games for enjoyment 	<ul style="list-style-type: none"> ▪ interact with digital to observe the Heel taps ▪ practice the Heel taps and get feedback from the teacher ▪ practice the Heel taps while stationery, backwards forwards and with eyes closed ▪ play games for fun and enjoyment 	
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<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> ▪ Communication and collaboration: as the learner’s discuss in groups and play games ▪ Critical thinking and problem solving: as the learners use drills to practices the skipping ▪ Digital literacy: as learners interact with digital devices to watch videos
<p>Link to PCI’s:</p> <ul style="list-style-type: none"> ▪ Safety and security: as learners observe safety when playing games and making passes <p>Life skills education:</p> <ul style="list-style-type: none"> ▪ Self-management skills: as the learner develops self-awareness and boosts self esteem ▪ Social awareness skills: as the learners share equipment, play together and discuss the skill <p>Link to Values:</p> <ul style="list-style-type: none"> ▪ Respect for self and other participants: as learners discuss and show respect for each other’s views and opinions ▪ Responsibility: as they care for the equipment and the environment ▪ Social justice: as they treat each other with love and respect regardless of gender, social or economic background during play ▪ Honesty and fair play: as learners participating in games follow the rules
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ▪ Languages as learners discuss with each other ▪ Science and technology: as the learners interact with digital devices
<p>Suggested Community Service-Learning Activities:</p> <ul style="list-style-type: none"> ▪ Practice the skill out of the school, at home and during leisure ▪ Utilize the skill as member of community clubs ▪ Play peer tutorship in their home areas as they share the skill

ASSESSMENT RUBRIC FOR: GAMES AND SPORTS – ROPE WORK – SKIPPING

#	Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Skill acquisition (cognitive)	Demonstrates excellent ability in skill performance and volunteers to assist others.	Demonstrates good ability in skill performance	Demonstrates some ability in skill performance	Shows no ability to perform skill without assistance
2.	Sportsmanship Attitude/ values	<ul style="list-style-type: none"> ▪ Displays exemplary Sportsmanship behavior and exhibits genuine concern for others. ▪ Has excellent relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays good sportsmanship behavior and exhibits concern for others ▪ Has positive relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays some sportsmanship like behavior and exhibits little concern for others ▪ Has some relationship with peers and is cooperates minimally in group activities 	<ul style="list-style-type: none"> ▪ Displays no sportsmanship like behavior and exhibits no concern for others ▪ Has no relationship with peers and is uncooperative in group activities
3.	Safety and application of rules	Always stay on task, participates safely, encourages others to be safe and follows instructions.	Stay on task, participates safely and follows instructions.	Occasionally on task and needs prompting to observe safety	Constantly needs supervision to be on task and to observe safety.

GAMES AND SPORTS: SOCCER PASSES

6 Lessons for Soccer Passes

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Games and Sports	1.3: Soccer passes : 1.3.1 Push pass 2 lessons	By the end of the sub strands, the learner should be able to: a) practice the push pass for skill acquisition b) use drills to practice the push pass for skill masterly c) use the push pass in playing games and observe safety d) appreciate the push pass as an essential skill when playing soccer	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ Use the digital media to watch how a push pass is taken ▪ Demonstrate a push pass and get feedback from the teacher ▪ practice the push pass and give each other feedback ▪ use drills to practice the push pass ▪ create own drills and practice the push pass ▪ discuss the contribution of the 'spirit of sports value 'Teamwork for good performance- use health or excellence ▪ use the push pass in playing games and observe safety ▪ appreciate the push pass as an essential skill when playing soccer 	Which is the direction of the supporting foot when taking the push pass
1.0 Games and Sports	1.3.2 Wall pass 2 lessons	By the end of the sub strands, the learner should be able to: a) identify the position of the players when the wall pass is taken b) practice the wall pass for skill acquisition c) use drills to practice the wall pass for skill masterly	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ watch a the taking of wall pass in soccer and observe the players position ▪ demonstrate the wall pass and get feedback from the teacher ▪ use drills to practice the wall pass 	1. How many players are involved in a wall pass? 2. Why does the referee award a wall pass?

		<p>d) play minor soccer games and use the wall pass while observing safety</p> <p>e) appreciate wall pass as necessary skill in soccer</p>	<ul style="list-style-type: none"> ▪ observe the rules when taking the wall pass ▪ play minor soccer games and use the wall pass ▪ observe safety while playing the minor soccer game 	
1.0 Games and Sports	<p>1.3.3 Outside of the foot pass</p> <p>2 Lessons</p>	<p>By the end of the sub strands, the learner should be able to:</p> <p>a) identify the part of the body called Outside of the foot for body awareness</p> <p>b) practice passing the ball using the Outside of the foot to enhance learning</p> <p>c) use drills to practice passing the ball using the Outside of the foot for skill masterly</p> <p>d) play modified soccer games for fun and enjoyment while observing safety</p> <p>e) Appreciate passing the ball using the Outside of the foot in soccer</p>	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> ▪ Interact with technology to identify the part of the body called Outside of the foot ▪ demonstrate passing the ball using the Outside of the foot and get feedback from the teacher ▪ use drills to practice passing the ball using the Outside of the foot for skill masterly ▪ discuss the ‘spirit of sports value’ fair play in competitions ▪ play modified soccer games for fun and enjoyment while observing safety ▪ Appreciate passing the ball using the Outside of the foot in soccer 	<p>Which other parts of the body can be used to pass the ball in soccer?</p>
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> ▪ Communication and collaboration: as the learner’s discuss in groups and play games ▪ Critical thinking and problem solving: as the learners use drills to practice the soccer passes ▪ Self-efficacy: volunteer to demonstrate a pass ▪ Digital literacy: as learners interact with digital devices to watch videos 				
<p>PCI’s:</p> <ul style="list-style-type: none"> ▪ Safety and security: as learners observe safety when playing games and making passes 				

- **Life skills:** as learners learn to take care of themselves and their individual limitations and strengths appreciating themselves

Life skills education:

- **Self-management skills:** as the learner develops self-awareness and boosts self esteem
- **Social awareness skills:** as the learners share equipment, play together and discuss the skill

Link to Values:

- **Respect for self and other participants:** as learner uses kind words to refer to others, listen to other point of view during discussions
- **Responsibility:** as the learner takes care of equipment during and after use
- **Social justice:** as the learner interacts with others regardless of background during play
- **Honesty and fair play (spirit of sports value):** as the learner participating in minor games with the others and exercises fairness and honesty
- **Excellence in performance (Spirit of Sports Value):** as the learner treats the opponents with dignity even after winning.

Link to other subjects:

- **Languages** as learners discuss and record their views
- **Science and technology:** as the learners interact with digital devices keep records

Suggested Community Service-Learning Activities:

- Practice the skill out of the school, at home and during leisure
- Utilize the skill as member of community clubs
- Play peer tutorship in their home areas as they share the skill

ASSESSMENT RUBRIC FOR: GAMES AND SPORTS – SOCCER

#	Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Skill acquisition (cognitive)	Demonstrates excellent ability in skill performance and volunteers to assist others.	Demonstrates good ability in skill performance	Demonstrates some ability in skill performance	Shows no ability to perform skill without assistance
2.	Sportsmanship Attitude/ values	<ul style="list-style-type: none"> ▪ Displays exemplary Sportsmanship behavior and exhibits genuine concern for others. ▪ Has excellent relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays good sportsmanship behavior and exhibits concern for others ▪ Has positive relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays some sportsmanship like behavior and exhibits little concern for others ▪ Has some relationship with peers and is cooperates minimally in group activities 	<ul style="list-style-type: none"> ▪ Displays no sportsmanship like behavior and exhibits no concern for others ▪ Has no relationship with peers and is uncooperative in group activities
3.	Safety and application of rules	Always stay on task, participates safely, encourages others to be safe and follows instructions.	Stay on task, participates safely and follows instructions.	Occasionally on task and needs prompting to observe safety	Constantly needs supervision to be on task and to observe safety.

GAMES AND SPORTS: BATTING GAMES - SOFTBALL

22 Lessons for Softball

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Games and Sports	1. 4 Batting games: 1.4.1 Softball: Field, equipment and choosing bat 2 lessons	By the end of the sub strands, the learner should be able to: a) familiarize with the field and the equipment for different players in softball b) demonstrate the procedure for choosing the correct bat for a player c) differentiate between the catcher's mitts and fielding gloves in softball	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ use digital devices or other sources of information to view the softball field and the equipment for different players ▪ demonstrate the procedure for choosing the correct bat and get feedback from the teacher ▪ use digital devices and other sources of information to differentiate between the catcher's mitts and fielding gloves 	How can softball be polarized in primary schools in Kenya?
1.0 Games and Sports	1.4.2: Responsibilities and Qualities infielder 2 Lesson	By the end of the sub strands, the learner should be able to: a) list the responsibilities of infield players for good defense b) outline the qualities of a good infielder for excellent play c) position the infield players in respective positions of play at the start of game d) play games for fun and enjoyment and observe safety	The learner is guided individually or in groups to interact with digital media to find out the: <ul style="list-style-type: none"> ▪ responsibilities of Infield players. ▪ qualities of a good Infielder ▪ discuss the 'Spirit of Sports Value 'Character and Education ▪ play games and observe safety 	Which are the key positions that make up the infield players?

<p>1.0 Games and Sports</p>	<p>1.4.3 Responsibilities and Qualities Outfield player</p> <p>2 Lesson</p>	<p>By the end of the sub strands, the learner should be able to:</p> <ol style="list-style-type: none"> list the responsibilities of Outfield players for good defense outline the qualities of a good Outfield player for excellent play position the Outfield players in respective positions of play at the start of game observe rules when playing softball for safety and fair play play modified softball for fun 	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> ▪ interact with digital media to find out the; ▪ responsibilities of Outfield players. ▪ qualities of a good Outfield ▪ discuss the ‘Spirit of Sports Value ‘Character and Education ▪ play games and observe safety 	<p>Which are the key positions that make up the Outfield players?</p>
<p>1.0 Games and Sports</p>	<p>1.4.4 Stance and C-grip</p> <p>2 lessons</p>	<p>By the end of the sub strands, the learner should be able to:</p> <ol style="list-style-type: none"> practice the stance and grip for hitting use drill to practice the stance and the C-grip for skill masterly play games and use the stance and C-grip for fun and observe safety 	<p>The learner is guided individually or in groups to use digital devices and other sources of information to:</p> <ul style="list-style-type: none"> • observe the stance and the C-Grip ▪ demonstrate the stance and get the teachers feedback ▪ demonstrate the C-Grip and get the teachers feedback ▪ practice the stance and C-Grip and give each other feedback ▪ use drill to practice the stance and the C-grip ▪ use provided checklist to give each other feedback when practicing the stance and the C-grip ▪ play games and use the stance and C-grip and observe safety 	<p>What are the other ways of gripping the ball in softball?</p>

<p>1.0 Games and Sports</p>	<p>1.4.5 The Swing technique 1 lesson</p>	<p>By the end of the sub strands, the learner should be able to:</p> <ul style="list-style-type: none"> a) practice the swing technique in softball for hitting b) use drills to practice the swing technique for accurate hitting c) practice softball skills at won free time for skill masterly 	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> • interact with technology to watch a video clip and observe the swing technique. • Demonstrate the swing technique and get feedback from the teacher • practice the swing technique and give each other feedback • use provided checklist to give each other feedback when practicing the swing technique • play games and observe safety 	<p>Why is it important to observe safety while swinging in softball?</p>
<p>1.0 Games and Sports</p>	<p>1. 4.6 Stance and ball grip</p>	<p>By the end of the sub strands, the learner should be able to:</p> <ul style="list-style-type: none"> a) practice the stance and ball grip for throwing b) use drill to practice the stance and ball grip for skill masterly c) throw the ball using the correct stance and grip d) play softball games and use the stance and ball grip and observe safety e) plays softball for fun and joy 	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> ▪ use the digital media and other sources of information to find out the correct stance and grip when throwing in softball ▪ demonstrate the correct stance and ball grip when throwing and get feedback from the teacher ▪ practice the correct stance and ball grip and throw at a target ten feet away. ▪ practice the correct ball grip and throw from a kneeling position while holding the throwing elbow in place and snapping the wrist when throwing. Keep increasing 	<p>Which other game resembles softball? What is the difference between the two?</p>

			the distance. Move to standing position and keep increasing the distance at a comfortable pace for throwing.	
	1. 4.7 Catching 3 lessons	By the end of the sub strands, the learner should be able to: a) practice the Ready body position for the catching technique b) use drills to practice catching ground and aerial balls c) play games that use the catching skill in softball and observe safety d) appreciate catching as a necessary skill in softball	The learner is guided individually or in groups to: Interact with technology to observe ○ the ready position when catching ○ practice catching aground and aerial balls ▪ demonstrate the ready body position when catching and get feedback from the teacher ▪ demonstrate catching the ground and aerial balls and get feedback from the teacher ▪ use drills to practice the ground and aerial balls and give each other feedback ▪ use provided checklist to give each other feedback when practicing the ready body position, catching the ground and aerial balls ▪ play games that use the catching skill for fun and observe safety	Why is it important to apply courage when catching in softball? Why is it important to use the glove when catching in softball?

1.0 Games and Sports	1.4. 8 Base running and sliding 2 lessons	By the end of the sub strands, the learner should be able to: a) practice base running and sliding in softball for skill acquisition b) discuss the importance of sliding in softball c) use drills to practice the base running and sliding in softball d) play modified softball games for enjoyment and observe safety e) appreciate base running and sliding in softball for as a vital skill	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ interact with technology to observe base running and sliding in softball ▪ demonstrate base running and sliding and get teachers feedback ▪ practice the base running and sliding give each other feedback ▪ play modified softball games and observe safety 	Why is it important to observe safety while swinging in softball?
Core Competences to be developed: <ul style="list-style-type: none"> ▪ Communication and collaboration: as learners practice together in pairs ▪ Digital literacy: as learners watch video clips of softball skills 				
Link to the PCI's: <ul style="list-style-type: none"> ▪ Safety: as the learners observe rules as they play games ▪ Health education: as learners identify and use body parts in practicing activities for fitness Life skills education: <ul style="list-style-type: none"> ▪ Self-management skills: as the learner develops self-awareness and boosts self esteem ▪ Social awareness skills: as the learners share equipment, play together and discuss the skill Link to the Values: <ul style="list-style-type: none"> ▪ Unity: as learners practice skills together ▪ Responsibility: as learners develop patience and perseverance in practicing skills ▪ Social cohesion: as learners compete in drills irrespective of each other's skill level ▪ Character and Education (Spirit of Sports Value): as the learner role models fair play to other team mates ▪ Courage (Spirit of Sports Value): when the learner speaks out on the rules not being followed even if it's his or her team 				
Link to other subjects:				

<ul style="list-style-type: none"> ▪ Languages: when learners are discussing in groups when learners give corrective feedback on performance ▪ Science and technology: as learner uses technology to watch video clips on softball ▪ Mathematics: as the learner takes and record scores as for the other learners
<p>Suggested Community Service-Learning Activities:</p> <ul style="list-style-type: none"> ▪ Learners form teams and clubs in church and out of school community competitions ▪ Visit children’s home and help them make play equipment and play with them ▪ Use skills learnt to form youth sports County teams for leisure and competition ▪ Learners make use of community resources like stadia, hall and open space in playing games and caring for them by cleaning

ASSESSMENT RUBRIC FOR SOFTBALL

#	Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Skill acquisition (cognitive)	Demonstrates excellent ability in skill performance and volunteers to assist others.	Demonstrates good ability in skill performance	Demonstrates some ability in skill performance	Shows no ability to perform skill without assistance
2.	Sportsmanship Attitude/ values	<ul style="list-style-type: none"> ▪ Displays exemplary Sportsmanship behavior and exhibits genuine concern for others. ▪ Has excellent relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays good sportsmanship behavior and exhibits concern for others ▪ Has positive relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays some sportsmanship like behavior and exhibits little concern for others ▪ Has some relationship with peers and is cooperates minimally in group activities 	<ul style="list-style-type: none"> ▪ Displays no sportsmanship like behavior and exhibits no concern for others ▪ Has no relationship with peers and is uncooperative in group activities
3.	Safety and application of rules	Always stay on task, participates safely, encourages others to be safe and follows instructions.	Stay on task, participates safely and follows instructions.	Occasionally on task and needs prompting to observe safety	Constantly needs supervision to be on task and to observe safety.

GAMES AND SPORTS: BATTING GAMES - ROUNDERS

7 Lessons for The Game of Rounders

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Games and Sports	1.5 Batting games: Rounder 1.5.1 Fielding, Throwing, Catching and Stamping 3 lessons	By the end of the sub strands, the learner should be able to: a) practice throwing, catching and stamping in a rounders game b) use drills to practice throwing, catching and stamping for skill masterly c) play games for enjoyment and observe rules for a harmonious game	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ Interact with technology to watch a rounders game and observe throwing, catching and stamping ▪ practice throwing, catching and stamping and get feedback from the teacher ▪ use drills to practice throwing, catching and stamping and give each other feedback ▪ play games and observe rules 	Why is it important to obey rules when playing Rounders?
1.0 Games and Sports	1.5.2 Technical, Tactical approaches And rules of the game 4 lesson	By the end of the sub strands, the learner should be able to: a) explain the terms technical and tactical approaches to enhance learning b) apply technical and tactical approaches when playing the rounders game c) play rounders game apply the rules of the game	The learner is guided individually and in groups to: <ul style="list-style-type: none"> ▪ watch a game of rounders and observe the technical and tactical approaches in softball ▪ find out the rules of rounders ▪ play a game of rounders and apply the rules and technical and tactical observed 	What are the technical and tactical approaches in rounders?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> ▪ Digital literacy: the learners manipulate the digital devices to watch video clips and to find out the meaning of terms ▪ Communication and collaboration: as they discuss and play games together 				

Link to PCIs:

- **Digital literacy:** they manipulate the digital devices to watch video clips
- **Safety:** the learners learn how to observe the rules of the game

Life skills education:

- **Self-management skills:** as the learner develops self-awareness and boosts self esteem
- **Social awareness skills:** as the learners share equipment, play together and discuss the skill

link to Values:

- **Social cohesion:** as learners play rounders games for fun and enjoyment
- **Respect for rules and laws (spirit of sports value):** as learner assists the others when they fall as they are participating in the game

Link to other subjects:

- **Language:** as learners discuss in groups and give each other feed back
- **Science and technology:** as the learners make use of digital devices to watch video clips

Suggested community service-learning activities:

- Learners form community teams to compete in rounders games
- Learners form clubs in the community to further their skills

ASSESSMENT RUBRIC FOR ROUNDERS

#	Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Skill acquisition (cognitive)	Demonstrates excellent ability in skill performance and volunteers to assist others.	Demonstrates good ability in skill performance	Demonstrates some ability in skill performance	Shows no ability to perform skill without assistance
2.	Sportsmanship Attitude/ values	<ul style="list-style-type: none"> ▪ Displays exemplary Sportsmanship behavior and exhibits genuine concern for others. ▪ Has excellent relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays good sportsmanship behavior and exhibits concern for others ▪ Has positive relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays some sportsmanship like behavior and exhibits little concern for others ▪ Has some relationship with peers and is cooperates minimally in group activities 	<ul style="list-style-type: none"> ▪ Displays no sportsmanship like behavior and exhibits no concern for others ▪ Has no relationship with peers and is uncooperative in group activities
3.	Safety and application of rules	Always stay on task, participates safely, encourages others to be safe and follows instructions.	Stay on task, participates safely and follows instructions.	Occasionally on task and needs prompting to observe safety	Constantly needs supervision to be on task and to observe safety.

GAMES AND SPORTS: BALL GAMES: VOLLEYBALL

11 Lessons for Volleyball

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions(s)
<p>1.0 Games and Sports</p>	<p>1.6 Ball Games: Volleyball</p> <p>1.6.1 facility, equipment and positioning</p> <p>2 lesson</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) draw the volleyball field of play for field orientation</p> <p>b) position the volleyball players at the start of game</p> <p>c) identify the equipment used in playing volleyball game for familiarization</p> <p>d) play games for enjoyment and observe safety</p>	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> ▪ interact with technology to view the volleyball field of play and positioning of players at the start of game ▪ use provided sketches or internet to draw the volleyball field of play ▪ interact with technology to identify the equipment used in volleyball game ▪ play games for enjoyment while observing safety 	<p>1. What is recreational volleyball?</p> <p>2. How many types of volleyball game are there?</p>
<p>1.0 Games and Sports</p>	<p>1.6.2 Improvising the volleyball equipment</p> <p>3 lesson</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>identify and gather locally available materials for improvising the volleyball equipment</p> <p>a) creatively improvise age appropriate volleyball equipment</p> <p>b) dispose waste appropriately after improvisation for environmental care</p> <p>c) observe safety when improvising the volleyball equipment to avoid injuries</p>	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> ▪ learners interact with digital technology to find out <ul style="list-style-type: none"> ○ the volleyball equipment (net and uprights) ▪ learners identify and gather locally available materials that can be used to improvise a durable volleyball net and posts ▪ creatively improvise an age appropriate discus ▪ clean the working area and dispose waste appropriately 	<p>Which locally available materials are suitable for making the volleyball equipment?</p>

			<ul style="list-style-type: none"> ▪ play games using improvised discus and observe safety 	
1.0 Games and Sports	1.6.3 Under arm serve 2 Lessons	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) practice the stance, toss and under arm serve in volleyball for skill acquisition b) use drills to practice the stance, toss and under arm serve for skill masterly c) play games for enjoyment and observe safety 	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> ▪ use technology to watch a video clip on the under-arm service and observe the stance, toss and the service ▪ demonstrate the stance, toss and under arm serve in and get feedback from the teacher ▪ practice the stance, toss and under arm serve and give each other feedback ▪ use drills to practice the stance, toss and under arm serve ▪ use provided checklist to give each other feedback when practicing the stance, ▪ toss and underarm serve ▪ play games and observe safety 	How will skills in volleyball be helpful in everyday life?
1.0 Games and Sports	1.6.4 The dig 2 lessons	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) practice the stance and the dig for skill acquisition b) use drills to practice the stance and the dig for skill masterly c) play games for and enjoyment observe safety d) appreciate the Two hands dig pass in volleyball as a skill 	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> ▪ use technology to watch a video on the dig pass and observe the stance and the hand formation ▪ demonstrate the stance and dig pass and get feedback from the teacher ▪ practice the stance and the dig pass and give each other feedback 	How else can the volleyball ball be received other than with hands?

			<ul style="list-style-type: none"> ▪ use drills to practice the stance and the dig pass ▪ use provided checklist to give each other feedback when practicing the stance and the dig pass ▪ play games for enjoyment and observe safety 	
1.0 Games and Sports	1.6.5 The Volley 2 lessons	By the end of the sub strand, the learner should be able to: a) practice the volley for skill acquisition b) use drills to practice the volley for skill masterly c) play games for and enjoyment observe safety d) appreciate the volley as a skill in playing volleyball as a skill	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ use technology to watch a video on the volley and observe the placement of hands and the stance when volleying ▪ demonstrate the volley and get feedback from the teacher ▪ practice the volley and give each other feedback ▪ use drills to practice the volley ▪ use provided checklist to give each other feedback when practicing the volley ▪ play games for enjoyment and observe safety 	Where can you play the volleyball game?
Core Competences to Be Developed:				
<ul style="list-style-type: none"> ▪ Digital literacy: the learners manipulate the digital devices watch video clips ▪ Communication and collaboration: as they practice the skills in pairs and in groups 				
Link to PCIs:				
<ul style="list-style-type: none"> ▪ Digital literacy: they actualize this by watching the clips ▪ Safety: the learners learn how to observe safety during learning sessions 				

<p>Link to Values:</p> <ul style="list-style-type: none"> ▪ Social cohesion: as learners play games for enjoyment ▪ Respect for rules and others: as learners observe rules of the game and safety
<p>Link to other subjects:</p> <p>Language: as learners discuss in groups and give each other feed back</p> <p>Science and technology: as the learner manipulate the digital devices to watch video clips to learn</p>
<p>Suggested community service-learning activities:</p> <ul style="list-style-type: none"> ▪ Guardians take time to train and coach their children for recreation ▪ Learners form clubs in the community to further their skills

ASSESSMENT RUBRIC FOR VOLLEYBALL

#	Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Skill acquisition (cognitive)	Demonstrates excellent ability in skill performance and volunteers to assist others.	Demonstrates good ability in skill performance	Demonstrates some ability in skill performance	Shows no ability to perform skill without assistance
2.	Sportsmanship Attitude/ values	<ul style="list-style-type: none"> ▪ Displays exemplary Sportsmanship behavior and exhibits genuine concern for others. ▪ Has excellent relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays good sportsmanship behavior and exhibits concern for others ▪ Has positive relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays some sportsmanship like behavior and exhibits little concern for others ▪ Has some relationship with peers and is cooperates minimally in group activities 	<ul style="list-style-type: none"> ▪ Displays no sportsmanship like behavior and exhibits no concern for others ▪ Has no relationship with peers and is uncooperative in group activities
3.	Safety and application of rules	Always stay on task, participates safely, encourages others to be safe and follows instructions.	Stay on task, participates safely and follows instructions.	Occasionally on task and needs prompting to observe safety	Constantly needs supervision to be on task and to observe safety.

GAMES AND SPORTS: KABADDI GAME

10 Lessons for Kabaddi

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Games and Sports	1.7 Kabaddi Game: 1.7.1 Facility and position of players 1 lesson	By the end of the sub strand, the learner should be able to: a) familiarize with the Kabaddi field of play for field orientation b) position the kabaddi players in the field before start of game to enhance learning c) Play game for fun and enjoyment d) appreciate the kabaddi field as an essential facility for playing the games	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ Interact with technology to observe the kabaddi field of play ▪ position the players on the field before start of game ▪ Play game for fun and enjoyment 	1. which other game resembles kabaddi 2. How many players play kabaddi game
1.0 Games and Sports	1.7.2 Entry 1 lesson	By the end of the sub strand, the learner should be able to: a) define the term entry as used in kabaddi game to enhance learning b) demonstrate entry techniques for skill acquisition c) use drills to practice entry when playing kabaddi d) appreciate entry as essential in playing the kabaddi game	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ define the term entry as used in kabaddi ▪ Interact with technology to observe the entry technique in kabaddi game ▪ demonstrate entry techniques in the game ▪ use drill to practice entry in kabaddi game ▪ observe rules of entry in kabaddi game 	1. What is entry 2. How is entry made in Kabaddi game?

1.0 Games and Sports	1.7.3 Footwork 2 lessons	By the end of the sub strand, the learner should be able to: a) define the term footwork as used in kabaddi to enhance learning b) demonstrate footwork for skill acquisition a) use drills to practice footwork when playing kabaddi game b) observe rules for successful footwork in kabaddi game c) appreciate footwork as essential in playing kabaddi game	The learner is guided individually or in groups to: ▪ Interact with technology to find out the term footwork in Kabaddi game ▪ Interact with technology to find out the application of footwork in Kabaddi game ▪ demonstrate footwork in Kabaddi game ▪ Learners in groups, practice footwork drills in Kabaddi game ▪ observe rules for successful footwork in kabaddi game	1. Which ballgames apply footwork? 2. What factors contribute to proper footwork?
1.0 Games and Sports	1.7.4 Legal touches 3 Lessons	By the end of the sub strand, the learner should be able to: a) define the terms legal touches in kabaddi to enhance learning b) outline the legal touches in kabaddi for use by the raider a) use drills to practice legal touches in kabaddi b) play small sided Kabaddi games for enjoyment and practicing legal touches. c) appreciate legal touches as essential in playing Kabaddi game	The learner is guided individually or in groups to: ▪ interact with technology to find out which are the legal touches in kabaddi ▪ use drills to practice legal touches in kabaddi ▪ play small sided Kabaddi games and observe safety	How is foot touch performed?
1.0 Games and Sports	1.7.8 Cant 1Lesson	By the end of the sub strand, the learner should be able to: a) practice the ‘Cant’ in Kabaddi for skill acquisition	The learner is guided individually or in groups to: ▪ demonstrate the Cant and get feedback from the teacher	How is ‘cant’ used in Kabaddi game?

		<ul style="list-style-type: none"> b) use drills to practice the 'Cant' for skill masterly c) play small kabaddi games for enjoyment 	<ul style="list-style-type: none"> ▪ practice the 'Cant' and give each other feedback ▪ use drills to practice the 'Cant' ▪ play small kabaddi games for enjoyment 	
1.0 Games and Sports	1. 7.9 Raiding 1Lesson	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a) define the terms raider in kabaddi to enhance learning b) outline the role of the raider in Kabaddi c) practice raiding in Kabaddi game d) play Kabaddi game for enjoyment and observe safety e) appreciate Kabaddi game for leisure and healthy living 	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ interact with technology to find out the term raider in Kabaddi game ▪ discuss the raiders role in Kabaddi ▪ practice raiding in Kabaddi and get feedback from the teacher ▪ use drills to practice Kabaddi ▪ play the Kabaddi game for enjoyment and observe safety 	How can playing Kabaddi improve physical fitness?
Core Competences to Be Developed: <ul style="list-style-type: none"> ▪ Digital literacy: the learners manipulate the digital devises to watch video clips and to find out the meaning of terms ▪ Communication and collaboration: as they discuss and play games together 				
Link to PCIs: <ul style="list-style-type: none"> ▪ Digital literacy: they actualize this by watching the clips ▪ Safety: the learners learn how to observe safety during learning sessions 				
Link to Values: <ul style="list-style-type: none"> ▪ Social cohesion: as learners play kabaddi small games for fun and enjoyment ▪ Respect for rules and others: as learners observe rules of the game and safety 				
Link to other subjects; <ul style="list-style-type: none"> ▪ Language: as learners discuss in groups and give each other feed back ▪ Science and technology: as the learner makes use of the digital devices to watch video clips 				
Suggested community service-learning activities: <ul style="list-style-type: none"> ▪ Learners form community teams to compete in kabaddi games 				

- Guardians take time to train and coach their children for recreation
- Learners form clubs in the community to further their skills

ASSESSMENT RUBRIC FOR KABADDI

#	Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Skill acquisition (cognitive)	Demonstrates excellent ability in skill performance and volunteers to assist others.	Demonstrates good ability in skill performance	Demonstrates some ability in skill performance	Shows no ability to perform skill without assistance
2.	Sportsmanship Attitude/ values	<ul style="list-style-type: none"> ▪ Displays exemplary Sportsmanship behavior and exhibits genuine concern for others. ▪ Has excellent relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays good sportsmanship behavior and exhibits concern for others ▪ Has positive relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays some sportsmanship like behavior and exhibits little concern for others ▪ Has some relationship with peers and is cooperates minimally in group activities 	<ul style="list-style-type: none"> ▪ Displays no sportsmanship like behavior and exhibits no concern for others ▪ Has no relationship with peers and is uncooperative in group activities
3.	Safety and application of rules	Always stay on task, participates safely, encourages others to be safe and follows instructions.	Stay on task, participates safely and follows instructions.	Occasionally on task and needs prompting to observe safety	Constantly needs supervision to be on task and to observe safety.

GAMES AND SPORTS: TAG RUGBY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions(s)
1.0 Games and Sports	1.8 Tag Rugby Game: 1.8.1 Facility and Equipment 3 Lesson	By the end of the sub strand, the learner should be able to: a) familiarize with the tag rugby field for field orientation b) identify the different equipment used in tag rugby. c) select and gather suitable materials for making tags d) creatively make tags for use in playing tag rugby	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ interact with technology to familiarize with the tag rugby field ▪ interact with technology to observe the tags used in tag rugby game ▪ gather suitable materials and make tags ▪ interact with technology to observe the equipment used in tag rugby. 	<ol style="list-style-type: none"> 1. Which locally available materials can be used to make tags for use when playing tag games? 2. Which other game has the same name as Tag rugby?
1.0 Games and Sports	1.8.2 Passing and ball carriage 2 Lessons	By the end of the sub strand, the learner should be able to: a) practice the lateral pass and ball carriage for skill acquisition b) use drills to practice the lateral pass and ball carriage for accuracy c) play games for enjoyment and observe safety in using the lateral pass and ball carriage d) appreciate the lateral pass and ball carriage as skills in tag rugby	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ interact digital devices to watch the ball carriage and lateral pass in tag rugby ▪ use drills to practice the ball carriage and lateral pass ▪ observe safety when using practicing the ball carriage and lateral pass ▪ play games for enjoyment and observe safety 	<ol style="list-style-type: none"> 1. Why is it important to use the lateral pass in Tag rugby? 2. How should the ball be carried in tag rugby?
1.0 Games and Sports	1.8.3 Running 1 lesson	By the end of the sub strand, the learner should be able to: a) practice running technique in tag rugby for skill acquisition	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ practice running technique in tag rugby and get feedback from the teacher 	<ol style="list-style-type: none"> 1. Why is running important in Tag rugby? 2. Why is it important to learn the correct

		<ul style="list-style-type: none"> b) use drills to practice the run to avoid being tagged c) discuss essential team work tactics that make tag rugby interesting. d) play tag rugby and observe the rules 	<ul style="list-style-type: none"> ▪ use drills to practice the run and give each other feedback ▪ discuss the essential team work tactics in tag rugby ▪ play tag rugby and observe the rules 	<p>passing technique in Tag rugby?</p> <p>3. How can teamwork help a team to be successful?</p>
1.0 Games and Sports	<p>1.8.3: Tagging and offside rule</p> <p>2 lessons</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) practice tagging technique and observe the offside rule b) use drills to practice the tag rugby for skill masterly c) play games and observe safety when tagging to avoid injuries d) appreciate running as an essential skill in Tag rugby 	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> ▪ interact with technology to watch a tag rugby game and observe the tagging technique and offside rule ▪ demonstrate tagging technique and get feedback from the teacher ▪ use drills to practice tagging and give each other feedback ▪ play games and observe safety to avoid injuries 	<p>which other tagging games are there?</p>
1.0 Games and Sports	<p>1.8.4 Scoring</p> <p>1 Lesson</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) discuss the scoring system in tag ruby b) practice scoring in tag grubby to enhance learning c) use drills to practice scoring in tag rugby for skill masterly d) observe safety when scoring in tag rugby to avoid injuries e) appreciate scoring as an essential 1 in Tag rugby 	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> ▪ discuss the scoring system in tag ruby ▪ practice scoring in tag grubby and get feedback from the teacher ▪ use drills to practice scoring in tag rugby ▪ observe safety when scoring in tag rugby 	<p>why is scoring important in games?</p>

Core Competences to Be Developed:

- **Digital literacy:** the learners manipulate the digital devices watch video clips
- **Critical thinking and problem solving:** as they discuss the video clips
- **Communication and collaboration:** as they discuss and work in pairs and in groups

Link to PCIs:

- **Digital literacy:** they actualize this by watching the clips
- **Safety:** the learners learn how to observe safety during learning sessions

link to Values:

- **Social cohesion:** as learners play kabaddi small games for fun and enjoyment
- **Love:** as learners play together
- **Peace:** as learners watch video clips and discuss while respecting each other's view

Respect for rules and others: as learners observe rules of the game and safety

Link to other subjects:

- **Language:** as learners discuss in groups and give each other feed back
- **Science and technology:** as the learner manipulate the digital devices to watch video clips to learn

Suggested community service-learning activities:

- Learners form community teams to compete in kabaddi games
- Guardians take time to train and coach their children for recreation
- Learners form clubs in the community to further their skills

ASSESSMENT RUBRIC FOR TAG RUGBY

#	Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Skill acquisition (cognitive)	Demonstrates excellent ability in skill performance and volunteers to assist others.	Demonstrates good ability in skill performance	Demonstrates some ability in skill performance	Shows no ability to perform skill without assistance
2.	Sportsmanship Attitude/ values	<ul style="list-style-type: none"> ▪ Displays exemplary Sportsmanship behavior and exhibits genuine concern for others. ▪ Has excellent relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays good sportsmanship behavior and exhibits concern for others ▪ Has positive relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays some sportsmanship like behavior and exhibits little concern for others ▪ Has some relationship with peers and is cooperates minimally in group activities 	<ul style="list-style-type: none"> ▪ Displays no sportsmanship like behavior and exhibits no concern for others ▪ Has no relationship with peers and is uncooperative in group activities
3.	Safety and application of rules	Always stay on task, participates safely, encourages others to be safe and follows instructions.	Stay on task, participates safely and follows instructions.	Occasionally on task and needs prompting to observe safety	Constantly needs supervision to be on task and to observe safety.

OPTIONAL GAMES AND SPORTS: SWIMMING

12 Lessons for Swimming

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Optional Games and Sports	2.1 Swimming strokes 2.1.1 Breaststroke 6 lessons	By the end of the sub strand, the learner should be able to: a) practice streamlining the body for skill acquisition b) practice the arm and leg action in breaststroke c) demonstrate timing for proper execution of the stroke d) play water games for fun and enjoyment e) appreciate the breaststroke for leisure and fitness	The learner is guided individually or in groups to: interact with technology to watch a video clip on the breaststroke <ul style="list-style-type: none"> ▪ holds the floater between the legs and practice arm action across the width of the pool and get teachers feedback ▪ Hold the floater with outstretched hands and practice the leg kick across the width of the pool and get teachers feedback ▪ practice the arm and the leg action and give each other feedback ▪ demonstrate timing when practicing the breaststroke and get feedback from the teacher ▪ Play water games for fun and enjoyment 	1. Which animal uses the breaststroke to move in water? 2. Why is it important to streamline the body in water?
	2.1.2 Backstroke 4 lessons	By the end of the sub strand, the learner should be able to: a) practice the back stroke for skill acquisition b) demonstrate timing for proper execution of the stroke c) play water games for enjoyment d) appreciate the back stroke for leisure and fitness	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ use digital devices to watch a video clip on the back stroke and observe the body streamlining in water ▪ Practice the back-stroke body and get feedback from the teacher ▪ Play water games for enjoyment 	

2.0 Optional Games and Sports	2.1.3 Side stroke 4 lessons	By the end of the sub-strand, the learner should be able to: a) practice the body and head position for streamlining in water b) practice the leg and arm movements in water for efficiency and speed c) practice breathing for relaxed movement d) tow a floater while using the side stroke for rescue e) play water games for enjoyment f) appreciate the side stroke for leisure and water rescue	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ Interact with technology and watch a video clip on side stroke and observe the Body and head position in water ▪ Interact with technology to observe the leg and arm movement in water ▪ Practice the body and head position in water and get feedback from the teacher ▪ Practice the leg and arm movements in water and get feedback from the teacher ▪ Tow a floater one length of the pull to 	Which stroke is used for rescuing a drowning person?
Core Competences to be developed: <ul style="list-style-type: none"> ▪ Digital literacy: as learners interact with technology in observe the swimming strokes, leg and arm movement in water from the different strokes ▪ Self-efficacy: as learners learn how to swim 				
Link to PCI's: <ul style="list-style-type: none"> ▪ Safety and security: as learners practice use the swimming pool, they should exercise caution and adhere to the swimming pool rules ▪ Health education: as learners practice diving skills for cardiovascular endurance ▪ Life skills education: body awareness: as learners identify body position and body plane in different skills Link to Values: <ul style="list-style-type: none"> ▪ Unity: as learners practice swimming drills in teams ▪ Responsibility: as learners develop confidence and perseverance in practicing diving skills ▪ Social justice: as learners practice skills irrespective of each other's skill level 				

<p>Link to other subjects:</p> <ul style="list-style-type: none"> ▪ Science and Technology: as learners identify and use body planes in diving as learners apply the law of buoyancy ▪ Languages: as learners compete in drill and provide feedback ▪ Religious Studies: as learners appreciate each other's performance during diving
<p>Suggested Community Service-Learning Activities:</p> <ul style="list-style-type: none"> ▪ Learners form community teams to compete in swimming galas ▪ Learners form clubs in the community to further their skills ▪ Learners use swimming skills learnt in rescue missions on water calamities like drowning in the community they live

ASSESSMENT RUBRIC FOR: SWIMMING

#	Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Skill acquisition (cognitive)	Demonstrates excellent ability in skill performance and volunteers to assist others.	Demonstrates good ability in skill performance	Demonstrates some ability in skill performance	Shows no ability to perform skill without assistance
2.	Sportsmanship Attitude/ values	<ul style="list-style-type: none"> ▪ Displays exemplary Sportsmanship behavior and exhibits genuine concern for others. ▪ Has excellent relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays good sportsmanship behavior and exhibits concern for others ▪ Has positive relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays some sportsmanship like behavior and exhibits little concern for others ▪ Has some relationship with peers and is cooperates minimally in group activities 	<ul style="list-style-type: none"> ▪ Displays no sportsmanship like behavior and exhibits no concern for others ▪ Has no relationship with peers and is uncooperative in group activities
3.	Safety and application of rules	Always stay on task, participates safely, encourages others to be safe and follows instructions.	Stay on task, participates safely and follows instructions.	Occasionally on task and needs prompting to observe safety	Constantly needs supervision to be on task and to observe safety.

OPTIONAL GAMES AND SPORTS - FRISBEE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.0 Optional Games and Sports	2.2 Frisbee Game: 2.2.1 Two handed rim catch 2 lessons	By the end of the sub strand, the learner should be able to: a) Practice the Two-handed rim catch in Frisbee for skill acquisition b) observe safety when using the Two-handed rim catch in Frisbee for safety to be safe c) play games for fun and enjoyment d) appreciate the two-handed rim catch in Frisbee as a skill	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ use technology to watch a game of frisbee and observe the two-handed rim catch ▪ demonstrate the two-handed rim catch and get feedback from the teacher ▪ in pairs practice the two-handed rim catch and give each other feedback ▪ use drills to practice the two-handed rim catch in frisbee ▪ play frisbee games for fun and enjoyment 	How else can you catch the disc in frisbee?
2.0 Optional Games and Sports	2.2.2 Cutting 2 Lessons	By the end of the sub strand, the learner should be able to: a) practice cutting in Frisbee for skill acquisition b) use drills to practice cutting in Frisbee c) play games for fun and enjoyment d) appreciate cutting as an essential skill in Frisbee	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ use technology to watch a game of frisbee and observe cutting ▪ practice cutting and get feedback from the teacher ▪ use drills to practice cutting ▪ play frisbee games for fun and enjoyment 	which other skills resemble cutting in frisbee
2.0 Optional Games and Sports	2.2.3 Marking 2 lessons	By the end of the sub strand, the learner should be able to: a) practice marking in Frisbee for skill acquisition	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ use technology to watch a game of frisbee and observe marking 	Where else is the skill marking used?

		<ul style="list-style-type: none"> b) observe safety when marking in Frisbee to avoid injuries c) play games for fun and enjoyment d) appreciate marking in Frisbee 	<ul style="list-style-type: none"> ▪ practice marking and get feedback from the teacher ▪ use drills to practice marking and give each other feedback ▪ play frisbee games for fun and enjoyment 	
2.0 Optional Games and Sports	2.2.4 Pivoting 2 lessons	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) practice pivoting in Frisbee for skill acquisition b) use drills to practice pivoting in frisbee c) observe safety when pivoting in Frisbee to avoid injuries d) play games for fun and enjoyment e) appreciate the marking as a skill in Frisbee 	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> ▪ use technology to watch a game of frisbee and observe pivoting ▪ practice pivoting and get feedback from the teacher ▪ use drills to practice pivoting and give each other feedback ▪ play frisbee games for fun and enjoyment 	Which other game uses the pivot skill?
2.0 Optional Games and Sports	2.2.5 Spirit of the game 2 Lessons	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) discuss the term 'spirit of the game' in Frisbee b) play a Frisbee game and use the spirit of the game to officiating c) discuss how to measure the 'spirit of the game' in Frisbee d) apply the acronym B.E.C.A.L.M in a frisbee game situation 	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> ▪ interact with technology to find out the meaning of the term 'spirit of the game' in Frisbee ▪ play a Frisbee game and use the spirit of game for officiating ▪ illustrate how to measure 'spirit of the game' in Frisbee ▪ discuss the importance of B.E.C.A.L.M in a frisbee game situation 	what is the importance of the 'spirit of the game'?

Core Competences to be developed:

- **Digital literacy:** as learners interact with technology in observing video clips
- **Self-efficacy:** as learners practice picking objects from floor of the pool
- **Critical thinking and problem solving:** as learners maneuver body parts in water

Link to PCI's:

- **Social justice:** as boys and girls practice together irrespective of gender
- **Safety and security:** as learners practice diving. They ensure safety of them by following order in diving
- **Health education:** as learners practice diving skills for cardiovascular endurance
- **Life skills education:** body awareness: as learners identify body position and body plane in different skills

Link to Values:

- **Unity:** as learners practice swimming drills in teams
- **Responsibility:** as learners develop confidence and perseverance in practicing diving skills
- **Social justice:** as learners practice skills irrespective of each other's skill level

Link to other subjects:

- **Science and Technology:** as learners identify and use body planes in diving as learners apply the law of buoyance
- **Languages:** as learners compete in drill and provide feedback
- **Religious Studies:** as learners appreciate each other's performance during diving

Suggested Community Service-Learning Activities:

- Learners form community teams to compete in swimming galas
- Learners form clubs in the community to further their skills
- Learners use swimming skills learnt in rescue missions on water calamities like drowning in the community they live

ASSESSMENT RUBRIC FOR: FRISBEE

#	Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Skill acquisition (cognitive)	Demonstrates excellent ability in skill performance and volunteers to assist others.	Demonstrates good ability in skill performance	Demonstrates some ability in skill performance	Shows no ability to perform skill without assistance
2.	Sportsmanship Attitude/ values	<ul style="list-style-type: none"> ▪ Displays exemplary Sportsmanship behavior and exhibits genuine concern for others. ▪ Has excellent relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays good sportsmanship behavior and exhibits concern for others ▪ Has positive relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays some sportsmanship like behavior and exhibits little concern for others ▪ Has some relationship with peers and is cooperates minimally in group activities 	<ul style="list-style-type: none"> ▪ Displays no sportsmanship like behavior and exhibits no concern for others ▪ Has no relationship with peers and is uncooperative in group activities
3.	Safety and application of rules	Always stay on task, participates safely, encourages others to be safe and follows instructions.	Stay on task, participates safely and follows instructions.	Occasionally on task and needs prompting to observe safety	Constantly needs supervision to be on task and to observe safety.

GYMNASTICS

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
3.0 Gymnastics	3.1 Individual balances 3.1.1 hand balance into splits and hand walk 3 Lesson	By the end of the sub strand the learner should be able to: a) Practice the hand balance into splits and hand walk for skill acquisition b) observe safety when performing the hand balance into splits and hand walk in gymnastics c) appreciate the Hand balance into splits and hand walk for aesthetic value	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ interact with technology to watch video clips on different splits ▪ demonstrate hand balance into splits and hand walk and get feedback from the teacher ▪ practice the Hand balance into splits and hand walk and give each other feedback ▪ display the class the hand balance into splits and hand walk and observe safety 	Which fitness components can be developed by participating in gymnastics
3.0 Gymnastics	3.1.2 Shoulder Roll 2 Lesson	By the end of the sub strand the learner should be able to: a) practice shoulder roll for skill acquisition b) observe safety when performing the shoulder roll to avoid injuries c) appreciate the shoulder roll for self-defence	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ Interact with technology to watch a video on shoulder roll ▪ Demonstrate the shoulder roll and get feedback from the teacher ▪ practice the shoulder roll and give each other feedback ▪ Observe safety when performing the shoulder roll to avoid injuries ▪ Appreciate the shoulder roll for self-defence 	When would the shoulder roll skill become useful in everyday life

<p>3.0Gymnastics</p>	<p>3.1.2 Through Vault into forward roll 2Lessons</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> Practice the through vault into forward roll for skill acquisition observe safety when performing the through vault into forward roll in gymnastics appreciate the through vault into forward roll as essential skills in daily life 	<p>The learner is guided individually and in groups to:</p> <ul style="list-style-type: none"> ▪ interact with technology to observe the through vault into forward roll ▪ demonstrate the through vault into forward roll and get feedback from the teacher ▪ display the through vault into forward roll to the class and observe safety 	<p>Which situations in everyday life would call for the application of Through Vault into forward roll?</p>
<p>3.0Gymnastics</p>	<p>3.1.3 Side Vault 1 Lessons</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> practice the Side Vault for gymnastic display observe rules when performing the Side Vault for own and others safety appreciate Side Vault for use in everyday life 	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> ▪ interact with technology to watch a video clip on side vault ▪ demonstrate the Side Vault and get feedback from the teacher ▪ practice the side vault and give each other feedback ▪ observe safety when performing the side vault 	<p>Which situations in everyday life would call for the application of side vault?</p>
<p>3.0Gymnastics</p>	<p>3.1.4 Cartwheel 2 lessons</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> practice the Cartwheel for skill acquisition observe safety when performing the Cartwheel to avoid injuries appreciate the Cartwheel for self-defence 	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> ▪ Interact with technology to watch a video clip on Cartwheel ▪ Demonstrate the Cartwheel and get feedback from the teacher ▪ practice the Cartwheel and give each other feedback 	<p>Which situations in everyday life would call for the application of Cartwheel?</p>

			<ul style="list-style-type: none"> ▪ display the cartwheel and observe safety 	
3.0Gymnastics	3.1.5 Round -off 2 lessons	By the end of the sub strand the learner should be able to: a) Practice the Round -off for skill masterly b) observe safety when performing the Round -off to avoid injuries c) appreciate the Round -off for self-defence	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ Interact with technology to watch a video clip on Round -off ▪ Demonstrate the Round -off and get feedback from the teacher ▪ practice the Round -off and give each other feedback ▪ display Round -off and observe safety when 	which gymnastic skill is almost similar to round – off?
3.0Gymnastics	3.1.6 Five action sequence 2 lessons	By the end of the sub strand the learner should be able to: a) practice the Five action sequence for skill acquisition b) observe safety when performing the Five action sequence to avoid injuries c) appreciate the Five action sequence for gymnastic display	The learner is guided individually and in groups to: <ul style="list-style-type: none"> ▪ Interact with technology to watch a video clip on sequences in gymnastics ▪ Demonstrate the Five action sequence and get feedback from the teacher ▪ practice the Five action sequence and give each other feedback ▪ display the Five action sequence and observe safety 	why are skills in gymnastics important in everyday life?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> ▪ Digital literacy: the learners manipulate the digital devises watch video clips ▪ Communication and collaboration: as they discuss and work in pairs and in groups 				

Link to PCIs:

- **Safety:** the learners learn how to observe safety during practice and display of the gymnastic skills

link to Values:

- **Social cohesion:** as learners play skip ropes and play games together
- **Respect for rules and others:** as learners observe rules of the game and safety

Link to other subjects:

- **Language:** as learners discuss in groups and give each other feed back
- **Science and technology:** as the learner manipulate the digital devices to watch video clips to learn

Suggested community service-learning activities:

- Learners form community teams to compete in kabaddi games
- Guardians take time to train and coach their children for recreation
- Learners form clubs in the community to further their skills

ASSESSMENT RUBRIC FOR: GYMNASTICS

#	Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Skill acquisition (cognitive)	Demonstrates excellent ability in skill performance and volunteers to assist others.	Demonstrates good ability in skill performance	Demonstrates some ability in skill performance	Shows no ability to perform skill without assistance
2.	Sportsmanship Attitude/ values	<ul style="list-style-type: none"> ▪ Displays exemplary Sportsmanship behavior and exhibits genuine concern for others. ▪ Has excellent relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays good sportsmanship behavior and exhibits concern for others ▪ Has positive relationships with peers and is cooperative in group activities. 	<ul style="list-style-type: none"> ▪ Displays some sportsmanship like behavior and exhibits little concern for others ▪ Has some relationship with peers and is cooperates minimally in group activities 	<ul style="list-style-type: none"> ▪ Displays no sportsmanship like behavior and exhibits no concern for others ▪ Has no relationship with peers and is uncooperative in group activities
3.	Safety and application of rules	Always stay on task, participates safely, encourages others to be safe and follows instructions.	Stay on task, participates safely and follows instructions.	Occasionally on task and needs prompting to observe safety	Constantly needs supervision to be on task and to observe safety.

HEALTH AND FITNESS

8 Lessons for Health and Fitness

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Health and Fitness	4.1 Skill related fitness: 4.1.1 Balance 2 Lessons	By the end of the sub strand, the learner should be able to: a) explain the term balance to enhance learning b) identify exercises that can develop balance for healthy living c) practice physical activities for developing coordination in daily life d) appreciate balance as necessary for functional life	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ use digital devices and other sources interact with technology to explain the term balance ▪ discuss exercises that can be performed to develop balance for body awareness ▪ play games that enhance the development of balance and observe safety 	Which activities can you perform to develop balance?
4.0 Health and Fitness	4.1.2: Agility 2 Lessons	By the end of the sub strand, the learner should be able to: a) define the term agility to enhance learning b) identify activities that can be performed to develop agility in daily life c) practice activities d) appreciate agility in daily life	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ interact with technology to explain the term agility ▪ discuss exercises that can develop agility ▪ play games that enhance the development of agility and observe safety 	which exercises can develop agility?
4.0 Health and Fitness	4.1.3 Reaction Time 2 Lessons	By the end of the sub strand, the learner should be able to: a) define the term Reaction Time to enhance learning	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ interact with technology to explain the term Reaction Time 	Why is reaction time important in everyday life?

		<ul style="list-style-type: none"> b) identify activities that can develop Reaction Time in daily life c) practice activities that enhance develop of Reaction Time in daily life d) appreciate Reaction Time in daily life 	<ul style="list-style-type: none"> ▪ use digital devices to identify activities that develop Reaction ▪ discuss activities develop Reaction Time in daily life ▪ play games that enhance the development of Reaction Time and observe safety 	
4.0 Health and Fitness	4.1.4 Sit and Reach Test 2 Lessons	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) define the term Sit and Reach Test to enhance learning b) explain the importance of Sit and Reach Test in sports c) practice measuring flexibility using Sit and Reach Test d) appreciate the Sit and Reach Test for flexibility 	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> ▪ use digital devices to explain the term Sit and Reach Test ▪ discuss the importance of Sit and Reach Test use the Sit and Reach Test to measure flexibility 	why is it important to take Sit and Reach Test
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> ▪ Digital literacy: as learners interact with technology in observing video clips ▪ Critical thinking and problem solving: as learners think of activities that will enhance building of the skill related components 				
<p>Link to PCI's:</p> <ul style="list-style-type: none"> ▪ Safety and security: as learner practices skill related components of fitness 				
<p>Link to Values:</p> <ul style="list-style-type: none"> ▪ Responsibility: as learner develops skills that they can use to develop the various components of skill related fitness and using them in everyday life. ▪ Social justice: as learner practices skills with the others in a group irrespective of their background 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ▪ Science and Technology: as learner identifies and uses body planes in diving as learners apply the low of buoyance 				

- **Languages:** as learner discusses with the others in a group and uses language that is understood by all
- Suggested Community Service-Learning Activities:**
- Learners form fitness clubs in the school and community to further their skills

ASSESSMENT RUBRIC FOR: HEALTH AND FITNESS

#	Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Agility	<ul style="list-style-type: none"> ▪ Consistently and correctly defines the term agility ▪ Demonstrates exceptional ability in identifying physical activities for developing agility ▪ Exemplarily practices activities for developing agility 	<ul style="list-style-type: none"> ▪ Correctly defines the term agility ▪ Demonstrates the ability in identifying physical activities for developing agility ▪ Accurately practices activities for developing agility 	<ul style="list-style-type: none"> ▪ Struggles to define the term agility ▪ Demonstrates some ability in identifying physical activities for developing agility ▪ practices activities for developing agility 	<ul style="list-style-type: none"> ▪ Unable to define the term speed ▪ Shows no evidence of ability to identify physical activities for developing speed ▪ practices activities for developing speed with assistance
2.	Balance	<ul style="list-style-type: none"> ▪ Consistently and correctly defines the term balance ▪ Demonstrates exceptional ability in identifying physical activities for developing balance ▪ Exemplarily practices activities for developing balance 	<ul style="list-style-type: none"> ▪ Correctly defines the term balance ▪ Demonstrates the ability in identifying physical activities for developing balance ▪ Accurately practices activities for developing balance 	<ul style="list-style-type: none"> ▪ Struggles to define the term balance ▪ Demonstrates some ability in identifying physical activities for developing balance ▪ practices activities for developing balance 	<ul style="list-style-type: none"> ▪ Unable to define the term balance Shows no ability in identifying physical activities for developing balance ▪ Practices activities for developing balance with assistance
3.	Reaction time	<ul style="list-style-type: none"> ▪ Consistently and correctly defines the term reaction time ▪ Demonstrates exceptional ability in identifying 	<ul style="list-style-type: none"> ▪ Correctly defines the term reaction time ▪ Demonstrates the ability in identifying physical activities for developing reaction time 	<ul style="list-style-type: none"> ▪ Sometimes defines the term reaction time ▪ Demonstrates some ability in identifying physical activities for developing reaction time 	<ul style="list-style-type: none"> ▪ Unable to define the term reaction time ▪ Shows no ability in identify physical activities for

		<p>physical activities for developing reaction time</p> <ul style="list-style-type: none"> ▪ Exemplarily practices activities for developing reaction time 	<ul style="list-style-type: none"> ▪ Accurately practices activities for developing reaction time 	<ul style="list-style-type: none"> ▪ Practices activities for developing reaction time 	<p>developing reaction time</p> <ul style="list-style-type: none"> ▪ Practices activities for developing reaction time with assistance
4	Sit and Reach Test	<ul style="list-style-type: none"> ▪ Consistently and correctly defines the term Sit and Reach Test ▪ Correctly and with ease explains the importance of Sit and Reach Test ▪ Accurately and correctly measures flexibility using Sit and Reach Test 	<ul style="list-style-type: none"> ▪ Correctly defines the term Sit and Reach Test ▪ easily explains the importance of Sit and Reach Test ▪ Correctly measures flexibility using Sit and Reach Test 	<ul style="list-style-type: none"> ▪ Sometimes defines the term Sit and Reach Test ▪ explains the importance of Sit and Reach Test with difficulties ▪ measures flexibility using Sit and Reach Test with difficulties 	<ul style="list-style-type: none"> ▪ Unable to define the term Sit and Reach Test without assistance ▪ explains the importance of Sit and Reach Test with assistance ▪ measures flexibility using Sit and Reach with a lot of assistance

FIRST AID IN SPORTS

8 Lessons for First Aid in Sports

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 First Aid in Sports	5.1 Sports Injuries: 5.1.1 Closed wound 2 Lesson	By the end of the sub strand, the learner should be able to: a) explain the term closed wound in First Aid b) list the safety precautions to be applied when dressing a closed wound c) demonstrate how to manage a closed wound to avoid infection d) join the first aid school team during sports day	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ interact with technology to explain the term closed wound ▪ interact with technology to watch a video clip on how to dress a closed wound ▪ discuss in groups ways of ensuring safety while dressing a closed wound ▪ demonstrate how to dress a closed wound and get feedback from the teacher 	Why is it important to manage a closed wound?
5.0 First Aid in Sports	5.1.2 Sprain 2 lesson	By the end of the sub strand, the learner should be able to: a) identify the parts of the body where a sprain may occur b) identify the signs and symptoms of a sprain c) demonstrate the management of a sprain	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ Use digital devices to identify the signs and symptoms of a sprain ▪ discuss the parts of the body where a sprain may occur ▪ Watch a video clip on the management of a sprain ▪ demonstrate how to manage sprain and get feedback from the teacher 	<ol style="list-style-type: none"> 1. Where does a sprain occur in body? 2. How can a sprain be effectively managed?

5.0 First Aid in Sports	5.1.3 Strain 2 lesson	By the end of the sub strand, the learner should be able to: a) identify the parts of the body where a strain may occur b) identify the signs and symptoms of a strain c) demonstrate the management of a strain	The learner is guided individually or in groups to: ▪ use the digital devices to identify the signs and symptoms of a strain ▪ discuss the parts of the body where a strain may occur ▪ watch a video clip on the management of a strain ▪ demonstrate how to manage a strain and get feedback from the teacher	1. Where does a strain occur in body? 2. How can a strain be effectively managed?
5.0 First Aid in Sports	5.1.4 Two person-support method 2 lesson	By the end of the sub strand the learner should be able to: a) demonstrate how to carry an injured person using the Two person- support method b) listens keenly to what the injured person is saying before taking action c) assists to carry an injured teammate to safety	The learner is guided individually or in groups to: ▪ Interact with digital devices to watch a video clip on how to carry an injured person using the Two person- support method ▪ In groups practice carrying an injured person using the Two person- support method and get feedback from the teacher	Why is it important to listen to an injured person before performing First Aid if they are able to talk?
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> ▪ Communication and collaboration: as the learner display teamwork in group activities ▪ Critical thinking and problem solving: as the learner discusses the safety precautions needed when dressing a closed wound ▪ Self-efficacy: as the learner learns how to perform First Aid to injured school mates during school sports events ▪ Digital literacy: as the learner interact with digital devices to watch video clips 				

Links to PCI's:

- **Health related issues:** as the learner manages sports injuries during Physical and Health Education class and during sports
- **Safety:** as they take precautions when managing injuries in physical activities

Links to Life skills education:

Self-management skills: friendship formation as they interact with the others during games

Links to Values:

- **Love:** as the learner shows concern and care for the injured teammates
- **Responsibility:** as the learner gets involved in transporting the injured teammate to safety
- **Teamwork:** as the learner works with the others in a group or team to perform First Aid

Link to other subjects:

- **Home science:** ensuring hygiene and health promotion practices
- **Science and technology:** observing safety for cleanliness
- **Languages:** developing communication skills as they interact in groups

Suggested Community Service-Learning Activities: Learner joins a First Aid club in the school and in the community

ASSESSMENT RUBRIC FOR: FIRST AID IN SPORTS

#	Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1	Closed wound	<ul style="list-style-type: none"> ▪ Correctly and with ease explains the term closed wound ▪ Consistently and correctly lists safety precautions ▪ accurately demonstrate how to manage a closed wound 	<ul style="list-style-type: none"> ▪ Easily explains the term closed wound ▪ correctly lists safety precautions ▪ demonstrate how to manage a closed wound 	<ul style="list-style-type: none"> ▪ Has difficulty explaining the term closed wound ▪ Sometimes lists safety precautions ▪ Struggles to demonstrate how to manage a closed wound 	<ul style="list-style-type: none"> ▪ Not able to explain the term closed wound ▪ rarely lists safety precautions ▪ not able to demonstrate how to manage a closed wound
2	Sprain and strain	<ul style="list-style-type: none"> ▪ Consistently and correctly can identify the signs and symptoms of a strain ▪ Accurately demonstrate the management of a strain 	<ul style="list-style-type: none"> ▪ Correctly can identify the signs and symptoms of a strain ▪ Demonstrate the management of a strain 	<ul style="list-style-type: none"> ▪ Sometimes can identify the signs and symptoms of a strain ▪ Struggles to demonstrate the management of a strain 	<ul style="list-style-type: none"> ▪ Rarely can identify the signs and symptoms of a strain ▪ Not able to demonstrate the management of a strain
3	Two person-support method	Accurately demonstrate how to carry an injured person using the Two person- support method	demonstrate how to carry an injured person using the Two person- support method	Struggles to demonstrate how to carry an injured person using the Two person- support method	Not able to demonstrate how to carry an injured person using the Two person- support method

OUTDOOR AND RECREATIONAL ACTIVITIES

11 Lessons for Outdoor Activities

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Outdoor and Recreational Activities	6.1 Outdoor Activities	By the end of the sub strand, the learner should be able to:	The learner is guided individually or in the group to use digital devices and other sources of information to:	<ol style="list-style-type: none"> 1. What material will you require for an activity? 2. How will you spend the time allocated during an outdoor activity? 3. What safety measures should be observed before and during an outdoor activity?
	6.1.1 Planning an Outdoor activity 3 lesson	<ol style="list-style-type: none"> a) plan an outdoor activity schedule for two days b) identify the most suitable places for an outdoor activity in the county c) explain the health and safety measures to be observed before and during an outdoor activity d) identify the relevant authorities to be informed prior to an outdoor activity e) appreciate the outdoor activities for leisure and recreation 	<ul style="list-style-type: none"> ▪ design an outdoor activity schedule for two days ▪ discuss the most suitable places for an outdoor activity in the county ▪ discuss the health and safety measures to be observed before and during an outdoor activity ▪ discuss the relevant authorities to be informed prior to an outdoor activity 	
6.0 Outdoor and Recreational Activities	6.1.2 Tracking Signs for outdoor activity 3 Lessons	By the end of the sub strand, the learner should be able to:	The learner is guided individually or in groups to use digital devices and other sources of information to:	<ol style="list-style-type: none"> 1. Why is tracking important in an outdoor activity 2. What are some of the physical features you need to look out for when mapping a route
		<ol style="list-style-type: none"> a) define the term tracking signs b) explain the importance of tracking signs for an outdoor activity c) design tracking signs for use during an outdoor activity d) practice laying tracking signs for use during an outdoor an outdoor activity 	<ul style="list-style-type: none"> ▪ discuss materials that can be used to make tracking signs in the local environment ▪ discuss the tracking signs and their uses in outdoor activities ▪ track a route in the school compound for signs masterly 	

			<ul style="list-style-type: none"> ▪ Discuss challenges experienced when marking a track 	
6.0 Outdoor and Recreational Activities	6.1.3 Roles and responsibility 1 Lesson	By the end of the sub strand, the learner should be able to: a) identify the different roles of members during a group’s outdoor activity b) explain the qualities of a good group leader c) appreciate the roles undertaken by the different members in a group	The learner is guided individually or in groups to use digital devices and other sources of information to: <ul style="list-style-type: none"> ▪ discuss the different roles assigned to members during an outdoor activity ▪ discuss the qualities of a good leader group leader 	<ol style="list-style-type: none"> 1. Why should we divide roles for group members? 2. What are the qualities of a good group leader?
6.0 Outdoor and Recreational Activities	6.1.4 Conflict resolution in an outdoor activity 4 lessons	By the end of the sub strand, the learner should be able to: a) identify the causes of conflicts during an outdoor activity b) explain the consequences of conflicts during an outdoor activity c) identify ways of resolving conflicts for unity d) role play conflicts resolution for an outdoor activity	The learner is guided individually or in groups to use digital devices and other sources of information to: <ul style="list-style-type: none"> ▪ discuss the causes of conflicts during an outdoor activity ▪ discuss the consequences of conflicts during an outdoor activity ▪ discuss ways of resolving conflicts ▪ role play conflicts resolution for a group 	<ol style="list-style-type: none"> 1. What are the causes of conflicts in a group? 2. What methods can be used to resolve conflicts?
6.0 Outdoor and Recreational Activities	6.1.5 Food preservation 2 lessons	By the end of the sub strand, the learner should be able to: a) identify the food preservation methods in the community b) demonstrate one method that can be used to preserve food during a two-day outdoor activity c) appreciate the traditional method of food preservation	The learner is guided individually or in groups to use digital devices and other sources of information to: <ul style="list-style-type: none"> ▪ find out the food preservation methods in the community ▪ discuss and demonstrate a food preservation method that can be used to preserve food during an outdoor activity 	What methods can be used to preserve food during an outdoor activity lasting two days?

Core Competences to be developed:

- **Critical thinking and problem solving:** as the learners identify ways of resolving conflicts groups
- **Communication and collaboration:** as learners appreciate and accommodate their individual differences
- **Digital literacy:** as learners develop video and interact with digital content

Link to PCI's:

Safety: as learners learn to amicably resolve conflict

Link to Life skills:

Self-management: skills Self-esteem as learner role plays conflict resolution

Link to Values:

Integrity: as learners practice resolving conflicts peacefully

Social justice: as learners carry out their duties harmoniously

Respect: as learners negotiate and resolve conflicts and respect their leaders

Teamwork: as learners work in pair and groups to accomplish tasks

Link to other subjects:

- **Language:** as they communicate and discuss with each other in groups
- **Mathematics:** as learners logically explore and solve issues
- **Science and technology:** as the learner manipulate the digital devices to watch video clips to learn

Suggested Community Service-Learning Activities: As they mediate and resolve conflicts that arise in a community/school sports day

ASSESSMENT RUBRIC FOR: OUTDOOR ACTIVITIES

#	Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1	Planning an Outdoor activity	<ul style="list-style-type: none"> ▪ Creatively and imaginatively makes a schedule for two-day outdoor activity ▪ Consistently and correctly identify a suitable place for an outdoor activity ▪ Exemplarily explains the health and safety measures to be observed before and during an outdoor activity 	<ul style="list-style-type: none"> ▪ Able to make a schedule for a two-day outdoor activity ▪ correctly identifies a suitable place for an outdoor activity ▪ explains the health and safety measures to be observed before and during an outdoor activity 	<ul style="list-style-type: none"> ▪ make a schedule for a two-day outdoor activity with some assistance ▪ identifies a suitable place for an outdoor activity with some assistance ▪ struggles to explain the health and safety measures to be observed before and during an outdoor activity 	<ul style="list-style-type: none"> ▪ make a schedule for a two-day outdoor activity with a lot of assistance ▪ identifies a suitable place for an outdoor activity with a lot of assistance ▪ not able to explain the health and safety measures to be observed before and during an outdoor activity
	Tracking Signs for outdoor activity	<ul style="list-style-type: none"> ▪ Confidently and with ease explains the importance of tracking signs ▪ Creatively and imaginatively designs tracking signs ▪ Consistently and correctly lays tracking signs 	<ul style="list-style-type: none"> ▪ Easily explains the importance of tracking signs ▪ Imaginatively designs tracking signs ▪ Correctly lays tracking signs 	<ul style="list-style-type: none"> ▪ Explains some of the importance of tracking signs ▪ Designs tracking signs ▪ Lays tracking signs with some assistance 	<ul style="list-style-type: none"> ▪ Struggles to explain the importance of tracking signs ▪ Struggles to design tracking signs ▪ Lays tracking signs with a lot of assistance
2	Roles and responsibility of group members during an outdoor activity	<ul style="list-style-type: none"> ▪ Consistently and correctly identifies the different roles of members in a group ▪ Confidently and with ease explains the qualities of a good leader 	<ul style="list-style-type: none"> ▪ Correctly identifies the different roles of members in a group ▪ Easily explains the qualities of a good leader 	<ul style="list-style-type: none"> ▪ Identifies some roles for the different members in a group ▪ Explains the qualities of a good leader 	<ul style="list-style-type: none"> ▪ Unable to identify without assistance roles of the different members in a group ▪ Unable to explain the qualities of a good leader without assistance

3	Conflict resolution in an outdoor activity	<ul style="list-style-type: none"> ▪ Consistently and correctly identifies the causes of conflicts ▪ Confidently and with ease explains the consequences of conflicts 	<ul style="list-style-type: none"> ▪ Correctly identifies the causes of conflicts ▪ Easily explains the consequences of conflicts 	<ul style="list-style-type: none"> ▪ Identifies some causes of conflicts ▪ Explains the consequences of conflicts with difficulties 	<ul style="list-style-type: none"> ▪ Unable to identify causes of conflicts without assistance ▪ Unable to explain the consequences of conflicts without assistance
4	Food preservation during an outdoor activity	<ul style="list-style-type: none"> ▪ Consistently and correctly identifies food preservation methods in the community ▪ Creatively and imaginatively demonstrate a method of food preserve during an outdoor activity 	<ul style="list-style-type: none"> ▪ correctly identifies food preservation methods in the community ▪ imaginatively demonstrate a method of food preserve during an outdoor activity 	<ul style="list-style-type: none"> ▪ Identifies some food preservation methods in the community ▪ demonstrate a method of food preserve during an outdoor activity 	<ul style="list-style-type: none"> ▪ Identifies food preservation methods in the community with assistance ▪ Unable to demonstrate a method of food preserve during an outdoor activity without assistance
5	Attitude/values	<ul style="list-style-type: none"> ▪ Portrays excellent personal and intrapersonal behavior that respects self and others. ▪ Exhibiting genuine concern for others and has positive relationships with peers. 	<ul style="list-style-type: none"> ▪ Portrays good personal and intrapersonal behavior that respects self and others. ▪ Exhibiting concern for others and has positive relationships with peers. 	<ul style="list-style-type: none"> ▪ Portrays satisfactory personal and intrapersonal behavior that respects self and others. ▪ Sometimes exhibits concern for others 	<ul style="list-style-type: none"> ▪ Rarely portrays personal and intrapersonal behavior that respects self and others and has no concern for others