



TERM 3

WEEK 1: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Perform the front float.

Key inquiry question

Do you know how to kick in water?

Core Learning resources: Children,Pool,Know more teachers' guide pg287.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to perform a warm up activity. Stretch themselves.
25minutes	Lesson development Step 1 Demonstrate to learners how to float using front part.



5 minutes	<p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they practice how to float together.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they express their feelings while swimming.</p> <p>Step 2</p> <p>Ask learners to form a line. Assist them to float in water using front part of the body.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they practice how to float together.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they express their feelings while swimming.</p> <p>Step 3</p> <p>Learners to float on water using front part.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they practice how to float together.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they express their feelings while swimming.</p> <p>Conclusion</p> <p>Relaxation.</p>
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	<p>Ask learners to slowly kick while in the water.</p> <p>Ask the questions e.g How did you feel in water?</p> <p>Extended Activities</p> <p>Learners to practice how to float on water at home.</p>
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Summary: Learners to identify how to float.

Reflection in the lesson/self-remarks:

WEEK 1: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Float on his/her back

Key inquiry question

What did you like about the activity?

Core Learning resources: Children,Pool,Know more teachers' guide pg290.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	Introduction



25minutes	<p>Warm up activity. Learners to perform a warm up activity. Stretch themselves. Guide learners to sprinkle water on themselves.</p> <p>Lesson development</p> <p>Step 1 Demonstrate to learners how to float on their back. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they float on water. Link to Pcls: Lifeskills-coping with emotions as the float on water.</p> <p>Step 2 Ask learners to form a line. Assist them to float in water on their back. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they float on water. Link to Pcls: Lifeskills-coping with emotions as the float on water.</p> <p>Step 3 Learners to float on water using back part. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they float on water. Link to Pcls: Lifeskills-coping with emotions as the float on water.</p>
5 minutes	<p>Conclusion</p>



	<p>Relaxation. Ask learners to slowly kick while in the water.</p> <p>Ask the questions e.g. How did you feel in water?</p> <p>Extended Activities</p> <p>Learners to practice how to float on water at home.</p>
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Summary: Learners to identify how to float on water.

Reflection in the lesson/self-remarks:

WEEK 1: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Swim the free style.

Appreciate other people’s talent of free style.

Key inquiry question

What safety rule do you observe?

Core Learning resources: Children,Pool,Know more teachers’ guide pg293.

Organization of Learning: Outdoor Activitiesindividual and group work.



TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to perform a warm up activity. Stretch themselves. Guide learners to sprinkle water on themselves.
25minutes	Lesson development Step 1 Guide learners to enter the pool using ladder. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they learn together. Link to Pcls: Lifeskills-coping with emotions as they express their feelings to each other. Step 2 Guide learners how to swim freestyle towards toy. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they learn together. Link to Pcls: Lifeskills-coping with emotions as they express their feelings to each other. Step 3 Learners to swim in water freely while observing safety rules.



5 minutes	<p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn together.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they express their feelings to each other.</p> <p>Conclusion</p> <p>Relaxation.</p> <p>Ask learners to slowly kick while in the water.</p> <p>Ask the questions e.g How did you feel in water?</p> <p>Extended Activities</p> <p>Learners to practice how to swim at home.</p>
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Summary: Learners to swim in water freely.

Reflection in the lesson/self-remarks:

WEEK 1: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:



By the end of the end of the sub strand the learner should be able to:

Adjust in water by controlling breath in water.

Key inquiry question

How did you feel in water?

Core Learning resources: Children,Pool,Know more teachers’ guide pg283.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to stretch themselves. Shower with their swimming costumes so that body can get used to water.
25minutes	Lesson development Step 1 Demonstrate how to control breath in water. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they control their breath. Link to Pcls: Life skills-coping with emotions as they breath. Step 2 Guide learners to submerge their heads into water. Learners can do this by blowing bubbles into the water.



<p>5 minutes</p>	<p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they control their breath.</p> <p>Link to Pcls: Life skills-coping with emotions as they breath.</p> <p>Step 3</p> <p>Learners to submerge their heads into water. Learners can do this by blowing bubbles into the water.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they control their breath.</p> <p>Link to Pcls: Life skills-coping with emotions as they breath.</p> <p>Conclusion</p> <p>Relaxation.</p> <p>Guide learners to engage in a static stretching.</p> <p>Ask the questions e.g. How did you feel in water?</p> <p>Extended Activities</p> <p>Learners to practice how to swim at home.</p>
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Summary: Learners to identify how to control breath in water.

Reflection in the lesson/self-remarks:



WEEK 1: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Swimming while kicking in the pool.

Key inquiry question

How did you feel in water?

Core Learning resources: Children,Pool,Know more teachers' guide pg284.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Warm up activity.</p> <p>Learners to stretch themselves. Shower with their swimming costumes so that body can get used to water.</p>
25minutes	<p>Lesson development</p> <p>Step 1</p> <p>Demonstrate to learners how to swim while kicking in the pool.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p>



5 minutes	<p>Values:Respect, cooperation and social justice as they learn together.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they learn how to swim.</p> <p>Step 2 Guide learners to how to kick the water while singing the motor boat rhymes. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn together.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they learn how to swim.</p> <p>Step 3 Learners to kick water in the pool. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn together.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they learn how to swim.</p> <p>Conclusion Relaxation. Ask learners to slowly kick while in the water. Ask the questions e.g How did you feel in water?</p> <p>Extended Activities Learners to practice how to swim at home.</p>
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Summary: Learners to identify how to control breath in water.

Reflection in the lesson/self-remarks:

WEEK 2: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Perform the front float.

Key inquiry question

Do you know how to kick in water?

Core Learning resources: Children,Pool,Know more teachers' guide pg287.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Warm up activity.</p> <p>Learners to perform a warm up activity.</p> <p>Stretch themselves.</p>
25minutes	<p>Lesson development</p> <p>Step 1</p> <p>Demonstrate to learners how to float using front part.</p>



5 minutes	<p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn together.</p> <p>Link to Pcls: Life skills-coping with emotions as they learn how to float.</p> <p>Step 2</p> <p>Ask learners to form a line. Assist them to float in water using front part of the body.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn together.</p> <p>Link to Pcls: Life skills-coping with emotions as they learn how to float.</p> <p>Step 3</p> <p>Learners to float on water using front part.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn together.</p> <p>Link to Pcls: Life skills-coping with emotions as they learn how to float.</p> <p>Conclusion</p> <p>Relaxation.</p> <p>Ask learners to slowly kick while in the water.</p> <p>Ask the questions e.g. How did you feel in water?</p>
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	<p>Extended Activities</p> <p>Learners to practice how to float on water while swimming at home.</p>
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Summary: Learners to identify how to float.

Reflection in the lesson/self-remarks:

WEEK 2: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Float on his/her back

Key inquiry question

What did you like about the activity?

Core Learning resources: Children, Pool, Know more teachers' guide pg290.

Organization of Learning: Outdoor Activities individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Warm up activity.</p> <p>Learners to perform a warm up activity.</p> <p>Stretch themselves. Guide learners to sprinkle water on themselves.</p>



25minutes	Lesson development Step 1 Demonstrate to learners how to float on their back. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they learn how to float. Link to Pcls: Lifeskills-coping with emotionsas they learn how to float. Step 2 Ask learners to form a line. Assist them to float in water on their back. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they learn how to float. Link to Pcls: Lifeskills-coping with emotionsas they learn how to float. Step 3 Learners to float on water using back part. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they learn how to float. Link to Pcls: Lifeskills-coping with emotionsas they learn how to float.
5 minutes	Conclusion



	<p>Relaxation.</p> <p>Ask learners to slowly kick while in the water.</p> <p>Ask the questions e.g How did you feel in water?</p> <p>Extended Activities</p> <p>Learners to practice how to float on water while swimming at home.</p>
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Summary: Learners to identify how to float on water.

Reflection in the lesson/self-remarks:

WEEK 2: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Swim the free style.

Appreciate other people’s talent of free style.

Key inquiry question

What safety rule do you observe?

Core Learning resources: Children,Pool,Know more teachers’ guide pg293.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	Introduction



25minutes	<p>Warm up activity. Learners to perform a warm up activity. Stretch themselves. Guide learners to sprinkle water on themselves.</p> <p>Lesson development</p> <p>Step 1 Guide learners to enter the pool using ladder. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they enter the pool using ladder. Link to Pcls: Lifeskills-coping with emotions as they express themselves.</p> <p>Step 2 Guide learners how to swim freestyle towards toy. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they enter the pool using ladder. Link to Pcls: Lifeskills-coping with emotions as they express themselves.</p> <p>Step 3 Learners to swim in water freely while observing safety rules. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they enter the pool using ladder. Link to Pcls: Lifeskills-coping with emotions as they express themselves.</p>
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5 minutes	<p>Conclusion</p> <p>Relaxation.</p> <p>Ask learners to slowly kick while in the water.</p> <p>Ask the questions e.g How did you feel in water?</p> <p>Extended Activities</p> <p>Learners to practice how to float on water while swimming at home.</p>
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Summary: Learners to swim in water freely.

Reflection in the lesson/self-remarks:

WEEK 2: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Adjust in water by controlling breath in water.

Key inquiry question

How did you feel in water?

Core Learning resources: Children,Pool,Know more teachers' guide pg283.

Organization of Learning: Outdoor Activitiesindividual and group work.



TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to stretch themselves. Shower with their swimming costumes so that body can get used to water.
25minutes	Lesson development Step 1 Demonstrate how to control breath in water. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values: Respect, cooperation and social justice as they learn together. Link to Pcls: Lifeskills-coping with emotions as they express themselves through controlling their breath. Step 2 Guide learners to submerge their heads into water. Learners can do this by blowing bubbles into the water. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values: Respect, cooperation and social justice as they learn together. Link to Pcls: Lifeskills-coping with emotions as they express themselves through controlling their breath. Step 3 Learners to submerge their heads into water. Learners can do this by blowing bubbles into the water.



5 minutes	<p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values: Respect, cooperation and social justice as they learn together.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they express themselves through controlling their breath.</p> <p>Conclusion Relaxation. Guide learners to engage in a static stretching.</p> <p>Ask the questions e.g How did you feel in water?</p> <p>Extended Activities</p> <p>Learners to blow bubbles on water as theycontrol their breath.</p>
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Summary: Learners to identify how to control breath in water.

Reflection in the lesson/self-remarks:

WEEK 2: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:



By the end of the end of the sub strand the learner should be able to:

Swimming while kicking in the pool.

Key inquiry question

How did you feel in water?

Core Learning resources: Children,Pool,Know more teachers’ guide pg284.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Warm up activity.</p> <p>Learners to stretch themselves. Shower with their swimming costumes so that body can get used to water.</p>
25minutes	<p>Lesson development</p> <p>Step 1</p> <p>Demonstrate to learners how to swim while kicking in the pool.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn to swim while kicking the pool.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they swim while kicking the pool.</p> <p>Step 2</p> <p>Guide learners to how to kick the water while singing the motor boat rhymes.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p>



5 minutes	<p>Values:Respect, cooperation and social justice as they learn to swim while kicking the pool.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they swim while kicking the pool.</p> <p>Step 3 Learners to kick water in the pool.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn to swim while kicking the pool.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they swim while kicking the pool.</p> <p>Conclusion Relaxation. Ask learners to slowly kick while in the water.</p> <p>Ask the questions e.g How did you feel in water?</p> <p>Extended Activities</p> <p>Learners to blow bubbles on water as theycontrol their breath.</p>
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Summary: Learners to identify how to control breath in water.

Reflection in the lesson/self-remarks:

PSYCHOMOTOR ACTIVITIES

LEVEL: PP1



WEEK 3: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Traditional games.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Collect materials.

Key inquiry question

1. Where do we get materials for playing games?

Core Learning resources: Locally available materials, Know more teacher's guide pg251

Organization of Learning: Outdoor Activities individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Guide learners to a warm up activity e.g. Jump five times, turn around</p>
25minutes	<p>Lesson development</p> <p>Step 1</p> <p>Identify games for which materials are to be gathered.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they identify games.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they play with each other.</p>



5 minutes	<p>Step 2 Take learners out to collect materials. Explain materials you expect them to gather. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they identify games. Link to Pcls: Lifeskills-coping with emotions as they play with each other.</p> <p>Step 3 Learners to collect materials, remind them not to touch pieces of glass. Return to class with materials and identify importance of materials. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they identify games. Link to Pcls: Lifeskills-coping with emotions as they play with each other.</p> <p>Conclusion Guide learners to a cool down activity e.g. Learners to take a deep breathe through the nose and out through the mouth.</p> <p>Extended Activities Learners to collect play materials at home.</p>
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Summary: Learners to identify play materials.

Reflection in the lesson/self-remarks:



WEEK 3: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Traditional games.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Skip a rope.

Key inquiry question

1. How do you skip using a rope?

Core Learning resources: Body parts,Playground,Ropes,Know more teacher’s guide pg253

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	Introduction Ask learners to jog to the field.
25minutes	Lesson development Step 1 Group learners depending on the number. Demonstrate how to skip a rope. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they demonstrate how to skip. Link to Pcls: Lifeskills-coping with emotions as they express themselves as they play.



5 minutes	<p>Step 2 Guide learners on how to jump and swing on ropes. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they demonstrate how to skip. Link to Pcls: Lifeskills-coping with emotions as they express themselves as they play.</p> <p>Step 3 Learners to jump and swing on ropes. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they demonstrate how to skip. Link to Pcls: Lifeskills-coping with emotions as they express themselves as they play.</p> <p>Conclusion Guide learners to walk on one spot for some minutes. Extended Activities Learners to use a rope to skip at home.</p>
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Summary: Learners to be able to skip a rope.

Reflection in the lesson/self-remarks:

WEEK 3: LESSON 3



SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Traditional games.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Skip a rope.

Key inquiry question

1. How do you skip using a rope?

Core Learning resources: Body parts,Playground,Ropes,Know more teacher’s guide pg253

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	Introduction Ask learners to jog to the field.
25minutes	Lesson development Step 1 Group learners depending on the number. Demonstrate how to skip a rope. Core competence:Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they skip using a rope. Link to Pcls: Lifeskills-coping with emotions as they demonstrate how to skip a rope. Step 2 Guide learners on how to jump and swing on ropes.



5 minutes	<p>Core competence:Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they skip using a rope.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they demonstrate how to skip a rope.</p> <p>Step 3 Learners to jump and swing on ropes.</p> <p>Core competence:Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they skip using a rope.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they demonstrate how to skip a rope.</p> <p>Conclusion Guide learners to walk on one spot for some minutes.</p> <p>Extended Activities</p> <p>Learners to use a rope to skip at home.</p>
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Summary: Learners to be able to skip a rope.

Reflection in the lesson/self-remarks:

WEEK 3: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL



Strand /Theme: Fun games.

Sub strand /sub-Theme: Traditional games.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Identify various traditional and modern games for performance.

Key inquiry question

1. What types of games do you play?

Core Learning resources: Body parts,Playground,Ropes,Know more teacher's guide pg253

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	Introduction Ask learners to jog to the field.
25minutes	Lesson development Step 1 Identify different types of games played by children. Demonstrate how to play some of this game. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they play. Link to Pcls: Life skills-coping with emotions as they play. Step 2 Guide learners to identify different modern and traditional games.



5 minutes	<p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they play.</p> <p>Link to Pcls: Life skills-coping with emotions as they play.</p> <p>Step 3 Learners to identify different modern and traditional games. They play games of their own choice.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they play.</p> <p>Link to Pcls: Life skills-coping with emotions as they play.</p> <p>Conclusion Guide learners to walk on one spot for some minutes.</p> <p>Extended Activities</p> <p>Learners to use a rope to skip at home.</p>
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Summary: Learners to identify games.

Reflection in the lesson/self-remarks:



SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Traditional games.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Collect materials.

Key inquiry question

1. Where do we get materials for playing games?

Core Learning resources: Locally available materials, Know more teacher's guide pg251

Organization of Learning: Outdoor Activities individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Guide learners to a warm up activity e.g. Jump five times, turn around</p>
25minutes	<p>Lesson development</p> <p>Step 1</p> <p>Identify games for which materials are to be gathered.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they gather play materials.</p> <p>Link to Pels: Life skills-coping with emotions as they work together.</p>



5 minutes	<p>Step 2 Take learners out to collect materials. Explain materials you expect them to gather. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they gather play materials.</p> <p>Link to Pcls: Life skills-coping with emotions as they work together.</p> <p>Step 3 Learners to collect materials, remind them not to touch pieces of glass. Return to class with materials and identify importance of materials. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they gather play materials.</p> <p>Link to Pcls: Life skills-coping with emotions as they work together.</p> <p>Conclusion Guide learners to a cool down activity. e.g Learners to take a deep breathe through the nose and out through the mouth.</p> <p>Extended Activities</p> <p>Learners to collect play materials from home and take them to school.</p>
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Summary: Learners to identify play materials.

Reflection in the lesson/self-remarks:



WEEK 4: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Pool safety hygiene.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Identify basic water safety rules in the pool for mastery.

Key inquiry question

Which safety rules did you observe?

Core Learning resources: Children,Pool,Know more teachers' guide pg272.

Organization of Learning: Outdoor Activities individual and group work.

TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to jog for warm up.
25minutes	Lesson development Step 1 Explain safety rules to learners.



<p>5 minutes</p>	<p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justicema they identify rules together.</p> <p>Link to Pcls: Lifeskills-coping with emotions as express themselves.</p> <p>Step 2</p> <p>Guide learners through basic water safety rules they need to observe.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justicema they identify rules together.</p> <p>Link to Pcls: Lifeskills-coping with emotions as express themselves.</p> <p>Step 3</p> <p>Learners to mention safety rules they observe in the swimming pool.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justicema they identify rules together.</p> <p>Link to Pcls: Lifeskills-coping with emotions as express themselves.</p> <p>Conclusion</p> <p>Ask them don't and does in the pool. e.g. What safety rules did you observe in the pool?</p> <p>Extended Activities</p> <p>Learners to practice safety rules while swimming.</p>
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Summary: Learners to identify safety rules in the pool.

Reflection in the lesson/self-remarks:

WEEK 4: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Pool safety hygiene.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Identify swimming safety gears.

Key inquiry question

Which materials do you use in the swimming pool?

Core Learning resources: Children,Pool,Know more teachers' guide pg272.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Warm up activity.</p> <p>Learners to jog for warm up.</p>
25minutes	<p>Lesson development</p> <p>Step 1</p> <p>Show learners the flashcards or charts containing various swimming safety. Identify the swimming gears and their use.</p>



5 minutes	<p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn together.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they play.</p> <p>Step 2 Guide learners identify swimming gears and how they are used.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn together.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they play.</p> <p>Step 3 Learners to mention swimming safety gears and demonstrate how they are used.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn together.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they play.</p> <p>Conclusion Ask the questions e.g. Name one safety gear?</p> <p>Extended Activities Learners to improvise a safety gear on their choice at home.</p>
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Summary: Learners to identify swimming gears.

Reflection in the lesson/self-remarks:

WEEK 4: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Pool safety hygiene.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Role play water rule safety in the pool.

Display ability to use safety materials in water for security.

Key inquiry question

What should do you do before swimming?

Core Learning resources: Children,Pool,Know more teachers' guide pg272.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Warm up activity.</p> <p>Learners to stretch themselves.</p>
25minutes	<p>Lesson development</p> <p>Step 1</p> <p>Explain and demonstrate on how to role play in the baby pool walking.</p>



Core competence: Communication and collaboration-Learners will play all the games in pairs.

Imagination and creativity-Learners will develop imagination and creativity as they play.

Values:Respect, cooperation and social justice as role play in the baby pool.

Link to Pcls: Life skills-coping with emotions as they role play.

Step 2

Guide learners to walk along improvise pool as they observe safety.

Core competence: Communication and collaboration-Learners will play all the games in pairs.

Imagination and creativity-Learners will develop imagination and creativity as they play.

Values:Respect, cooperation and social justice as role play in the baby pool.

Link to Pcls: Life skills-coping with emotions as they role play.

Step 3

Learners to repeat the safety measures as they walk in shallow end of the pool.

Core competence: Communication and collaboration-Learners will play all the games in pairs.

Imagination and creativity-Learners will develop imagination and creativity as they play.

Values:Respect, cooperation and social justice as role play in the baby pool.

Link to Pcls: Life skills-coping with emotions as they role play.



5 minutes	<p>Conclusion</p> <p>Ask the questions e.g. Name one safety gear?</p> <p>Extended Activities</p> <p>Learners to practice safety measures as they walk in shallow end of the pool.</p>
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Summary: Learners to identify swimming gears.

Reflection in the lesson/self-remarks:

WEEK 4: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Pool safety hygiene.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Role play water rule safety in the pool.

Display ability to use safety materials in water for security.

Key inquiry question

What should do you do before swimming?

Core Learning resources: Children,Pool,Know more teachers' guide pg272.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
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5 minutes	Introduction Warm up activity. Learners to stretch themselves.
25minutes	Lesson development Step 1 Explain and demonstrate on how to role play in the baby pool walking. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they role play. Link to Pcls: Lifeskills-coping with emotions as they play. Step 2 Guide learners to walk along improvise pool as they observe safety. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they role play. Link to Pcls: Lifeskills-coping with emotions as they play. Step 3 Learners to repeat the safety measures as they walk in shallow end of the pool. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they role play. Link to Pcls: Lifeskills-coping with emotions as they play.
5 minutes	



	<p>Conclusion</p> <p>Ask the questions e.g. Name one safety gear?</p> <p>Extended Activities</p> <p>Learners to practice safety measures as they walk in shallow end of the pool.</p>
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Summary: Learners to identify swimming gears.

Reflection in the lesson/self-remarks:

WEEK 4: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Pool safety hygiene.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Role play water rule safety in the pool.

Display ability to use safety materials in water for security.

Key inquiry question

What should do you do before swimming?

Core Learning resources: Children,Pool,Know more teachers' guide pg272.

Organization of Learning: Outdoor Activitiesindividual and group work.



TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to stretch themselves.
25minutes	Lesson development Step 1 Explain and demonstrate on how to role play in the baby pool walking. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they socialize and share materials. Link to Pcls: Lifeskills-coping with emotions as they play. Step 2 Guide learners to walk along improvise pool as they observe safety. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they socialize and share materials. Link to Pcls: Lifeskills-coping with emotions as they play. Step 3 Learners to repeat the safety measures as they walk in shallow end of the pool. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they socialize and share materials.



5 minutes	<p>Link to Pcls: Lifeskills-coping with emotions as they play.</p> <p>Conclusion Ask the questions e.g Name one safety gear?</p> <p>Extended Activities</p> <p>Learners to practice safety measures as they walk in shallow end of the pool.</p>
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Summary: Learners to identify swimming gears.

Reflection in the lesson/self-remarks:

WEEK 5: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Demonstrate ability to take care of themselves when playing with water for personal safety.

Key inquiry question

What should do you do before swimming?

Core Learning resources: Children,Pool,Know more teachers’ guide pg279.

Organization of Learning: Outdoor Activitiesindividual and group work.



TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to stretch themselves.
25minutes	Lesson development Step 1 Explain and demonstrate on how to role play in the baby pool walking. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they play in a pool. Link to Pcls: Lifeskills-coping with emotions as they express themselves as they play. Step 2 Guide learners to walk along improvise pool as they observe safety. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they play in a pool. Link to Pcls: Lifeskills-coping with emotions as they express themselves as they play. Step 3 Learners to repeat the safety measures as they walk in shallow end of the pool. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they play in a pool.



5 minutes	<p>Link to Pcls: Lifeskills-coping with emotions as they express themselves as they play.</p> <p>Conclusion Ask the questions e.g Name one safety gear?</p> <p>Extended Activities</p> <p>Learners to practice safety measures as they walk in shallow end of the pool.</p>
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Summary: Learners to identify rules used in the water when swimming.

Reflection in the lesson/self-remarks:

WEEK 5: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Demonstrate basic swimming skills for talent development.

Key inquiry question

How do you feel while reading?

Core Learning resources: Children,Pool,Know more teachers' guide pg270.



Organization of Learning: Outdoor Activities individual and group work.

TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to stretch themselves.
25minutes	Lesson development Step 1 Explain and demonstrate on how to swim in water in styles. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they demonstrate how to swim. Link to Pcls: Lifeskills-coping with emotions as they swim in styles hence relieving their tension. Step 2 Guide learners to swim in water in style. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they demonstrate how to swim. Link to Pcls: Lifeskills-coping with emotions as they swim in styles hence relieving their tension. Step 3



5 minutes	<p>Learners to repeat swimming in different styles in water.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they demonstrate how to swim.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they swim in styles hence relieving their tension.</p> <p>Conclusion</p> <p>Ask the questions e.g How do you feel in water.</p> <p>Extended Activities</p> <p>Learners to practice swimming in different styles at home.</p>
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Summary: Learners to identify how to swim in water.

Reflection in the lesson/self-remarks:

WEEK 5: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Demonstrate ability to take care of themselves when playing with water for personal safety.



Key inquiry question

What should do you do before swimming?

Core Learning resources: Children,Pool,Know more teachers' guide pg279.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Warm up activity. Learners to stretch themselves.</p>
25minutes	<p>Lesson development</p> <p>Step 1 Explain and demonstrate on how to role play in the baby pool walking. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they role play. Link to Pcls: Lifeskills-coping with emotions as they role play in the baby pool.</p> <p>Step 2 Guide learners to walk along improvise pool as they observe safety. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they role play. Link to Pcls: Lifeskills-coping with emotions as they role play in the baby pool.</p> <p>Step 3</p>



5 minutes	<p>Learners to repeat the safety measures as they walk in shallow end of the pool.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they role play.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they role play in the baby pool.</p> <p>Conclusion</p> <p>Ask the questions e.g Name one safety gear?</p> <p>Extended Activities</p> <p>Learners to practice swimming in different styles at home.</p>
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Summary: Learners to identify rules used in the water when swimming.

Reflection in the lesson/self-remarks:

WEEK 5: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Demonstrate basic swimming skills for talent development.

Key inquiry question



How do you feel while reading?

Core Learning resources: Children,Pool,Know more teachers' guide pg270.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to stretch themselves.
25minutes	Lesson development Step 1 Explain and demonstrate on how to swim in water in styles. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they swim. Link to Pcls: Lifeskills-coping with emotions as they express themselves. Step 2 Guide learners to swim in water in style. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they swim. Link to Pcls: Lifeskills-coping with emotions as they express themselves. Step 3 Learners to repeat swimming in different styles in water.



5 minutes	<p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they swim.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they express themselves.</p> <p>Conclusion Ask the questions e.g How do you feel in water.</p> <p>Extended Activities Learners to practice swimming in different styles at home.</p>
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Summary: Learners to identify how to swim in water.

Reflection in the lesson/self-remarks:

WEEK 5: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Have fun in playing in water.

Key inquiry question

What should do you do before swimming?



Core Learning resources: Children,Pool,Know more teachers' guide pg279.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to stretch themselves.
25minutes	Lesson development Step 1 Explain and demonstrate on how to role play in the baby pool walking. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they role play in the baby pool. Link to Pcls: Life skills-coping with emotions as they express themselves. Step 2 Guide learners to walk along improvise pool as they observe safety. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they role play in the baby pool. Link to Pcls: Life skills-coping with emotions as they express themselves. Step 3 Learners to repeat the safety measures as they walk in shallow end of the pool.



5 minutes	<p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they role play in the baby pool.</p> <p>Link to Pcls: Life skills-coping with emotions as they express themselves.</p> <p>Conclusion Ask the questions e.g. Name one safety gear?</p> <p>Extended Activities</p> <p>Learners to practice safety swimming at shallow end of swimming pool.</p>
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Summary: Learners to identify rules used in the water when swimming.

Reflection in the lesson/self-remarks:

WEEK 6: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Perform the front float.

Key inquiry question



Do you know how to kick in water?

Core Learning resources: Children,Pool,Know more teachers' guide pg287.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to perform a warm up activity. Stretch themselves.
25minutes	Lesson development Step 1 Demonstrate to learners how to float using front part. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they learn how to float. Link to Pcls: Lifeskills-coping with emotions as they interact with each other. Step 2 Ask learners to form a line. Assist them to float in water using front part of the body. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they learn how to float. Link to Pcls: Lifeskills-coping with emotions as they interact with each other. Step 3



5 minutes	<p>Learners to float on water using front part.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn how to float.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they interact with each other.</p> <p>Conclusion</p> <p>Relaxation.</p> <p>Ask learners to slowly kick while in the water.</p> <p>Ask the questions e.g. How did you feel in water?</p> <p>Extended Activities</p> <p>Learners to practice to float on water using front part with guidance from parents/guardian.</p>
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Summary: Learners to identify how to float.

Reflection in the lesson/self-remarks:

WEEK 6: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:



Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Float on his/her back

Key inquiry question

What did you like about the activity?

Core Learning resources: Children,Pool,Know more teachers’ guide pg290.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Warm up activity.</p> <p>Learners to perform a warm up activity.</p> <p>Stretch themselves. Guide learners to sprinkle water on themselves.</p>
25minutes	<p>Lesson development</p> <p>Step 1</p> <p>Demonstrate to learners how to float on their back.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they carry out activities.</p> <p>Link to Pcls: Life skills-coping with emotions as they express themselves while floating.</p> <p>Step 2</p> <p>Ask learners to form a line. Assist them to float in water on their back.</p>



<p>5 minutes</p>	<p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they carry out activities.</p> <p>Link to Pcls: Life skills-coping with emotions as they express themselves while floating.</p> <p>Step 3 Learners to float on water using back part.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they carry out activities.</p> <p>Link to Pcls: Life skills-coping with emotions as they express themselves while floating.</p> <p>Conclusion Relaxation. Ask learners to slowly kick while in the water.</p> <p>Ask the questions e.g. How did you feel in water?</p> <p>Extended Activities</p> <p>Learners to practice to float on water using back part with guidance from parents/guardian.</p>
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Summary: Learners to identify how to float on water.

Reflection in the lesson/self-remarks:

WEEK 6: LESSON 3



SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Swim the free style.

Appreciate other people's talent of free style.

Key inquiry question

What safety rule do you observe?

Core Learning resources: Children,Pool,Know more teachers' guide pg293.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Warm up activity.</p> <p>Learners to perform a warm up activity.</p> <p>Stretch themselves. Guide learners to sprinkle water on themselves.</p>
25minutes	<p>Lesson development</p> <p>Step 1</p> <p>Guide learners to enter the pool using ladder.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p>



5 minutes	<p>Values:Respect, cooperation and social justice as they share ideas and interact with each other.</p> <p>Link to Pcls: Lifeskills-coping with emotions as express their feelings through carrying out the activities.</p> <p>Step 2</p> <p>Guide learners how to swim freestyle towards toy.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they share ideas and interact with each other.</p> <p>Link to Pcls: Lifeskills-coping with emotions as express their feelings through carrying out the activities.</p> <p>Step 3</p> <p>Learners to swim in water freely while observing safety rules.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they share ideas and interact with each other.</p> <p>Link to Pcls: Lifeskills-coping with emotions as express their feelings through carrying out the activities.</p> <p>Conclusion</p> <p>Relaxation.</p> <p>Ask learners to slowly kick while in the water.</p>
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	<p>Ask the questions e.g How did you feel in water?</p> <p>Extended Activities</p> <p>Learners to practice swimming freely with guidance from parents/guardian.</p>
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Summary: Learners to swim in water freely.

Reflection in the lesson/self-remarks:

WEEK 6: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Adjust in water by controlling breath in water.

Key inquiry question

How did you feel in water?

Core Learning resources: Children,Pool,Know more teachers' guide pg282.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Warm up activity.</p>



25minutes	<p>Learners to stretch themselves. Shower with their swimming costumes so that body can get used to water.</p> <p>Lesson development</p> <p>Step 1</p> <p>Demonstrate how to control breath in water.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn together how to control breath.</p> <p>Link to Pcls: Life skills-coping with emotions as they interact with each other.</p> <p>Step 2</p> <p>Guide learners to submerge their heads into water. Learners can do this by blowing bubbles into the water.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn together how to control breath.</p> <p>Link to Pcls: Life skills-coping with emotions as they interact with each other.</p> <p>Step 3</p> <p>Learners to submerge their heads into water. Learners can do this by blowing bubbles into the water.</p>
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5 minutes	<p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn together how to control breath.</p> <p>Link to Pcls: Life skills-coping with emotions as they interact with each other.</p> <p>Conclusion Relaxation.</p> <p>Guide learners to engage in a static stretching. Ask the questions e.g. How did you feel in water?</p> <p>Extended Activities</p> <p>Learners to practice swimming freely with guidance from parents/guardian.</p>
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Summary: Learners to identify how to control breath in water.

Reflection in the lesson/self-remarks:

WEEK 6: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:



Swimming while kicking in the pool.

Key inquiry question

How did you feel in water?

Core Learning resources: Children,Pool,Know more teachers' guide pg284.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to stretch themselves. Shower with their swimming costumes so that body can get used to water.
25minutes	Lesson development Step 1 Demonstrate to learners how to swim while kicking in the pool. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they learn together how to control breath. Link to Pcls: Life skills-coping with emotions as they interact with each other. Step 2 Guide learners to how to kick the water while singing the motor boat rhymes. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.



5 minutes	<p>Values:Respect, cooperation and social justice as they learn together how to control breath.</p> <p>Link to Pcls: Life skills-coping with emotions as they interact with each other.</p> <p>Step 3 Learners to kick water in the pool.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn together how to control breath.</p> <p>Link to Pcls: Life skills-coping with emotions as they interact with each other.</p> <p>Conclusion Relaxation. Ask learners to slowly kick while in the water.</p> <p>Ask the questions e.g. How did you feel in water?</p> <p>Extended Activities</p> <p>Learners to practice swimming freely with guidance from parents/guardian.</p>
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Summary: Learners to identify how to control breath in water.

Reflection in the lesson/self-remarks:

WEEK 7: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL



Strand /Theme: Swimming.

Sub strand/sub-Theme:

Pool safety hygiene.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Identify basic water safety rules in the pool for mastery.

Key inquiry question

Which safety rules did you observe?

Core Learning resources: Children,Pool,Know more teachers' guide pg 272.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to jog for warm up.
25minutes	Lesson development Step 1 Explain safety rules to learners. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they obey safety rules. Link to Pcls: Life skills-coping with emotionsas they express themselves through obeying rules. Step 2



5 minutes	<p>Guide learners through basic water safety rules they need to observe.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they obey safety rules.</p> <p>Link to Pcls: Life skills-coping with emotionsas they express themselves through obeying rules.</p> <p>Step 3</p> <p>Learners to mention safety rules they observe in the swimming pool.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they obey safety rules.</p> <p>Link to Pcls: Life skills-coping with emotionsas they express themselves through obeying rules.</p> <p>Conclusion</p> <p>Ask them don't and does in the pool. e.g. What safety rules did you observe in the pool?</p> <p>Extended Activities.</p> <p>Learners to practice safety rules while swimming.</p>
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Summary: Learners to identify safety rules in the pool

Reflection in the lesson/self-remarks:

WEEK 7: LESSON 2



SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Pool safety hygiene.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Identify swimming safety gears.

Key inquiry question

Which materials do you use in the swimming pool?

Core Learning resources: Children,Pool,Know more teachers' guide pg272.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Warm up activity. Learners to jog for warm up.</p>
25minutes	<p>Lesson development</p> <p>Step 1 Show learners the flashcards or charts containing various swimming safety. Identify the swimming gears and their use.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they identify swimming gears.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they interact with each other.</p>



5 minutes	<p>Step 2 Guide learners identify swimming gears and how they are used. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they identify swimming gears. Link to Pcls: Lifeskills-coping with emotions as they interact with each other.</p> <p>Step 3 Learners to mention swimming safety gears and demonstrate how they are used. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they identify swimming gears. Link to Pcls: Lifeskills-coping with emotions as they interact with each other.</p> <p>Conclusion Ask the questions e.g. Name one safety gear? Extended Activities. Learners to practice safety rules while swimming at home.</p>
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Summary: Learners to identify swimming gears.

Reflection in the lesson/self-remarks:

WEEK 7: LESSON 3



SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Pool safety hygiene.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Role play water rule safety in the pool.

Display ability to use safety materials in water for security.

Key inquiry question

What should do you do before swimming?

Core Learning resources: Children,Pool,Know more teachers' guide pg272.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Warm up activity. Learners to stretch themselves.</p>
25minutes	<p>Lesson development</p> <p>Step 1 Explain and demonstrate on how to role play in the baby pool walking.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p>



<p>5 minutes</p>	<p>Values:Respect, cooperation and social justice as they demonstrate on how to role play.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they interact together.</p> <p>Step 2</p> <p>Guide learners to walk along improvise pool as they observe safety.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they demonstrate on how to role play.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they interact together.</p> <p>Step 3</p> <p>Learners to repeat the safety measures as they walk in shallow end of the pool.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they demonstrate on how to role play.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they interact together.</p> <p>Conclusion</p> <p>Ask the questions e.g. Name one safety gear?</p> <p>Extended Activities.</p> <p>Learners to walk along improvised pools.</p>
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Summary: Learners to identify swimming gears.

Reflection in the lesson/self-remarks:

WEEK 7: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Pool safety hygiene.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Role play water rule safety in the pool.

Display ability to use safety materials in water for security.

Key inquiry question

What should do you do before swimming?

Core Learning resources: Children,Pool,Know more teachers' guide pg272.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to stretch themselves.
25minutes	Lesson development Step 1 Explain and demonstrate on how to role play in the baby pool walking.



5 minutes	<p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they walk on the pool.</p> <p>Link to Pcls: Life skills-coping with emotions as they demonstrate how to swim.</p> <p>Step 2 Guide learners to walk along improvise pool as they observe safety.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they walk on the pool.</p> <p>Link to Pcls: Life skills-coping with emotions as they demonstrate how to swim.</p> <p>Step 3 Learners to repeat the safety measures as they walk in shallow end of the pool.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they walk on the pool.</p> <p>Link to Pcls: Life skills-coping with emotions as they demonstrate how to swim.</p> <p>Conclusion Ask the questions e.g Name one safety gear? Extended Activities.</p>
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	Learners to walk along shallow improvised pools at home.
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Summary: Learners to identify swimming gears.

Reflection in the lesson/self-remarks:

WEEK 7: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Pool safety hygiene.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Role play water rule safety in the pool.

Display ability to use safety materials in water for security.

Key inquiry question

What should do you do before swimming?

Core Learning resources: Children,Pool,Know more teachers’ guide pg272.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to stretch themselves.
25minutes	Lesson development



5 minutes	<p>Step 1 Explain and demonstrate on how to role play in the baby pool walking. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they role pay. Link to Pcls: Life skills-coping with emotions as they interact with each other.</p> <p>Step 2 Guide learners to walk along improvise pool as they observe safety. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they role pay. Link to Pcls: Life skills-coping with emotions as they interact with each other.</p> <p>Step 3 Learners to repeat the safety measures as they walk in shallow end of the pool. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they role pay. Link to Pcls: Life skills-coping with emotions as they interact with each other.</p> <p>Conclusion Ask the questions e.g. Name one safety gear?</p>
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	<p>Extended Activities.</p> <p>Learners to walk along shallow improvised pools at home.</p>
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Summary: Learners to identify swimming gears.

Reflection in the lesson/self-remarks:

WEEK 8: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Traditional games.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Play one love game.

Key inquiry question

What did you like about the game?

What did you not like about the game?

Core Learning resources: Flashcards,Children,Playground,Know more teachers’ guide pg263-264.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Warm up activity.</p> <p>Learners to jog for warm up.</p>
25minutes	<p>Lesson development</p>



Step 1

Demonstrate to learners how to play one love game. Learners to stand in a circle. Let one learner shout one love and each learner stand alone. Shout three love to stand three.

Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.

Values:Respect, cooperation and social justice as they play game.

Link to Pcls: Lifeskills-coping with emotions as express themselves as they play.

Step 2

Guide learners to play the game. Learners to stand in a circle. Let one learner shout one love and each learner stand alone. Shout three loves to stand three.

Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.

Values:Respect, cooperation and social justice as they play game.

Link to Pcls: Lifeskills-coping with emotions as express themselves as they play.

Step 3

Guide learners to play the game. Learners to stand in a circle. Let one learner shout one love and each learner stand alone. Shout three loves to stand three.

Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.

Values:Respect, cooperation and social justice as they play game.

Link to Pcls: Lifeskills-coping with emotions as express themselves as they play.



5 minutes	<p>Conclusion</p> <p>Learners to carry out relaxation or cool down activities.</p> <p>Ask question What do you like about the game?</p> <p>Extended Activities.</p> <p>Learners to play one love game at home.</p>
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Summary: Learners to enjoy playing the game and learn to love each other.

Reflection in the lesson/self-remarks:

WEEK 8: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Traditional games.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Play marble game.

Key inquiry question

Which type of game did you like?

Which type of game did you enjoy?

Core Learning resources: Flashcards,Children,Playground,Know more teachers’ guide pg263-264.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Warm up activity.</p>



25minutes	<p>Learners to warm up by stretching hands, legs and even fingers.</p> <p>Lesson development</p> <p>Step 1</p> <p>Demonstrate to children how marble game is played.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they play water marble game.</p> <p>Link to Pcls: Life skills-coping with emotions as they play.</p> <p>Step 2</p> <p>Draw the first circle and guide each group to draw its circle of about 90cm.Ask learners to put marble in respective circle. Demonstrate in one group how to play the marble.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they play water marble game.</p> <p>Link to Pcls: Life skills-coping with emotions as they play.</p> <p>Step 3</p> <p>Learners to play marbles on their own. They hit a marble and remove it.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they play water marble game.</p> <p>Link to Pcls: Life skills-coping with emotions as they play.</p>
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5 minutes	<p>Conclusion Relation or cool down activity. Learners to breathe in and out. Learners to talk about the experience.</p> <p>Extended Activities.</p> <p>Learners to play marble games at home.</p>
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Summary: Learners to enjoy playing the game.

Reflection in the lesson/self-remarks:

WEEK 8: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Traditional games.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Play the game he/she likes to play most.

Choose the game she/he likes most.

Key inquiry question

Which type of game did you like?
 Which type of game did you enjoy?

Core Learning resources: Flashcards,Children,Playground,Know more teachers’ guide pg263-264.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT



5 minutes	Introduction Warm up activity. Learners to jog for warm up.
25minutes	Lesson development Step 1 Identify type of the game children like. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they share materials. Link to Pcls: Life skills-coping with emotions as they interact with each other. Step 2 Group them according to the game they like. Provide them with the material they need. Guide learners to play the games of their choice. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they share materials. Link to Pcls: Life skills-coping with emotions as they interact with each other. Step 3 Learners to play on their own. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they share materials.



5 minutes	<p>Link to Pcls: Life skills-coping with emotions as they interact with each other.</p> <p>Conclusion Relation or cool down activity. Learners to breathe in and out. Learners to talk about the experience.</p> <p>Extended Activities.</p> <p>Learners to play marble games at home.</p>
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Summary: Learners to enjoy playing the game.

Reflection in the lesson/self-remarks:

WEEK 8: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Traditional games.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Play hide and seek.

Key inquiry question

What did you like about the game?

Core Learning resources: Flashcards,Children,Playground,Know more teachers’ guide pg263-264.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT



5 minutes	Introduction Warm up activity. Learners to jog for five minutes before they start to play.
25minutes	Lesson development Step 1 Explain and demonstrate how to play hide and seek game. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as share play materials. Link to Pcls: Lifeskills-coping with emotions as they express themselves as they play. Step 2 Guide one learner to count to five as he/she closes eyes as others hide. He then searches the others. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as share play materials. Link to Pcls: Lifeskills-coping with emotions as they express themselves as they play. Step 3 Learners to repeat hide and seek game on their own. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as share play materials.



5 minutes	<p>Link to Pcls: Lifeskills-coping with emotions as they express themselves as they play.</p> <p>Conclusion Relation or cool down activity. Learners to stretch themselves. Ask the learners questions about the game e.g What did you like about the game?</p> <p>Extended Activities.</p> <p>Learners to play hide and seek game at home.</p>
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Summary: Learners to enjoy playing the game.

Reflection in the lesson/self-remarks:

WEEK 8: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Traditional games.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Play the musical chair game.

Key inquiry question

What did you like about the game?
 What did you not like about the game?

Core Learning resources: Flashcards,Children,Playground,Know more teachers’ guide pg263-264.

Organization of Learning: Outdoor Activitiesindividual and group work.



TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to jog for warm up.
25minutes	Lesson development Step 1 Demonstrate how to play musical chair game. Ask learners to arrange chairs in semi-circular. Ask learners to stand behind the chairs. Play and stop music suddenly as children rotate the chairs. The learners who remain without a chair to get out. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they play. Link to Pcls: Life skills-coping with emotions as they dance to music. Step 2 Guide learners to play the game. Ask learners to arrange chairs in semi-circular. Ask learners to stand behind the chairs. Play and stop music suddenly as children rotate the chairs. The learners who remain without a chair to get out. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they play. Link to Pcls: Life skills-coping with emotions as they dance to music. Step 3



5 minutes	<p>Learners to arrange chairs in semi-circular. Learners to stand behind the chairs. Play and stop music suddenly as children rotate the chairs. The learners who remain without a chair to get out. They compete until you find the final winner.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they play.</p> <p>Link to Pcls: Life skills-coping with emotions as they dance to music.</p> <p>Conclusion</p> <p>Warm up activity.</p> <p>Learners to breathe in and out.</p> <p>Learners to talk about the experience.</p> <p>Extended Activities.</p> <p>Learners to play hide and seek game at home.</p>
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Summary: Learners to enjoy playing the game.

Reflection in the lesson/self-remarks:

WEEK 9: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:



Walk in the baby pool.

Observe safety rules as they walk in water.

Key inquiry question

How did you feel in water?

Core Learning resources: Children,Pool,Know more teachers’ guide pg280.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Warm up activity.</p> <p>Learners to stretch themselves.</p>
25minutes	<p>Lesson development</p> <p>Step 1</p> <p>Demonstrate to learners how to walk in water.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn together.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they interact with each other.</p> <p>Step 2</p> <p>Guide learners to walk towards the pool. Ensure you keep eye contact with your learners.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn together.</p>



5 minutes	<p>Link to Pcls: Lifeskills-coping with emotions as they interact with each other.</p> <p>Step 3 Learners to participate in walking in water.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn together.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they interact with each other.</p> <p>Conclusion Relaxation. Guide learners to engage in a static stretching.</p> <p>Ask the questions e.g How did you feel in water?</p> <p>Extended Activities.</p> <p>Learners to participate walking in water at home with guidance of caregivers.</p>
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Summary: Learners to identify rules used in the water when swimming.

Reflection in the lesson/self-remarks:

WEEK 9: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.



Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Adjust in water by controlling breath in water.

Key inquiry question

How did you feel in water?

Core Learning resources: Children,Pool,Know more teachers' guide pg282.

Organization of Learning: Outdoor Activitiesindividual and group work.

TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to stretch themselves. Shower with their swimming costumes so that body can get used to water.
25minutes	Lesson development Step 1 Demonstrate how to control breath in water. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they control breath in water. Link to Pcls: Lifeskills-coping with emotions as they control breath in water. Step 2 Guide learners to submerge their heads into water. Learners can do this by blowing bubbles into the water.



5 minutes	<p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they control breath in water.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they control breath in water.</p> <p>Step 3</p> <p>Learners to submerge their heads into water. Learners can do this by blowing bubbles into the water.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they control breath in water.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they control breath in water.</p> <p>Conclusion</p> <p>Relaxation.</p> <p>Guide learners to engage in a static stretching.</p> <p>Ask the questions e.g How did you feel in water?</p> <p>Extended Activities.</p> <p>Learners to blow bubbles into water as they submerge their heads.</p>
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Summary: Learners to identify how to control breath in water.

Reflection in the lesson/self-remarks:

WEEK 9: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL
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Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Walk in the baby pool.

Observe safety rules as they walk in water.

Key inquiry question

How did you feel in water?

Core Learning resources: Children,Pool,Know more teachers' guide pg282.

Organization of Learning: Outdoor Activities individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Warm up activity.</p> <p>Learners to stretch themselves.</p>
25minutes	<p>Lesson development</p> <p>Step 1</p> <p>Demonstrate to learners how to walk in water.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they control breath in water.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they control breath in water.</p>



5 minutes	<p>Step 2 Guide learners to walk towards the pool. Ensure you keep eye contact with your learners.</p> <p>Step 3 Learners to participate in walking in water.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they control breath in water.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they control breath in water.</p> <p>Conclusion Relaxation. Guide learners to engage in a static stretching.</p> <p>Ask the questions e.g How did you feel in water?</p> <p>Extended Activities.</p> <p>Learners to blow bubbles into water as they submerge their heads.</p>
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Summary: Learners to identify rules used in the water when swimming.

Reflection in the lesson/self-remarks:

WEEK 9: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.



Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Adjust in water by controlling breath in water.

Key inquiry question

How did you feel in water?

Core Learning resources: Children,Pool,Know more teachers' guide pg282.

Organization of Learning: Outdoor Activities individual and group work.

TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to stretch themselves. Shower with their swimming costumes so that body can get used to water.
25minutes	Lesson development Step 1 Demonstrate how to control breath in water. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they control breath in water. Link to Pcls: Life skills-coping with emotions as they express their feelings. Step 2 Guide learners to submerge their heads into water. Learners can do this by blowing bubbles into the water. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.



5 minutes	<p>Values:Respect, cooperation and social justice as they control breath in water.</p> <p>Link to Pcls: Life skills-coping with emotions as they express their feelings.</p> <p>Step 3</p> <p>Learners to submerge their heads into water. Learners can do this by blowing bubbles into the water.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they control breath in water.</p> <p>Link to Pcls: Life skills-coping with emotions as they express their feelings.</p> <p>Conclusion</p> <p>Relaxation.</p> <p>Guide learners to engage in a static stretching.</p> <p>Ask the questions e.g How did you feel in water?</p> <p>Extended Activities.</p> <p>Learners to blow bubbles into water as they submerge their heads.</p>
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Summary: Learners to identify how to control breath in water.

Reflection in the lesson/self-remarks:

WEEK 9: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:



Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Swimming while kicking in the pool.

Key inquiry question

How did you feel in water?

Core Learning resources: Children,Pool,Know more teachers’ guide pg284.

Organization of Learning: Outdoor Activities individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Warm up activity.</p> <p>Learners to stretch themselves. Shower with their swimming costumes so that body can get used to water.</p>
25minutes	<p>Lesson development</p> <p>Step 1</p> <p>Demonstrate to learners how to swim while kicking in the pool.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they swim.</p> <p>Link to Pcls: Life skills-coping with emotions as they swim while kicking in the pool.</p> <p>Step 2</p> <p>Guide learners to how to kick the water while singing the motor boat rhymes.</p>



5 minutes	<p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they swim.</p> <p>Link to Pcls: Life skills-coping with emotions as they swim while kicking in the pool.</p> <p>Step 3 Learners to kick water in the pool.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they swim.</p> <p>Link to Pcls: Life skills-coping with emotions as they swim while kicking in the pool.</p> <p>Conclusion Relaxation. Ask learners to slowly kick while in the water.</p> <p>Ask the questions e.g. How did you feel in water?</p> <p>Extended Activities.</p> <p>Learners to kick water in an improvised pool at home.</p>
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Summary: Learners to identify how to control breath in water.

Reflection in the lesson/self-remarks:

WEEK 10: LESSON 1



SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Walk in the baby pool.

Observe safety rules as they walk in water.

Key inquiry question

How did you feel in water?

Core Learning resources: Children,Pool,Know more teachers' guide pg280.

Organization of Learning: Outdoor Activities individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Warm up activity.</p> <p>Learners to stretch themselves.</p>
25minutes	<p>Lesson development</p> <p>Step 1</p> <p>Demonstrate to learners how to walk in water.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p>



5 minutes	<p>Values:Respect, cooperation and social justice as they demonstrate how to walk in water.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they interact with each other.</p> <p>Step 2</p> <p>Guide learners to walk towards the pool. Ensure you keep eye contact with your learners.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they demonstrate how to walk in water.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they interact with each other.</p> <p>Step 3</p> <p>Learners to participate in walking in water.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they demonstrate how to walk in water.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they interact with each other.</p> <p>Conclusion</p> <p>Relaxation.</p> <p>Guide learners to engage in a static stretching.</p> <p>Ask the questions e.g How did you feel in water?</p> <p>Extended Activities.</p>
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	Learners to practice walking on shallow water at home.
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Summary: Learners to identify rules used in the water when swimming.

Reflection in the lesson/self-remarks:

WEEK 10: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Adjust in water by controlling breath in water.

Key inquiry question

How did you feel in water?

Core Learning resources: Children,Pool,Know more teachers' guide pg282.

Organization of Learning: Outdoor Activities individual and group work.

TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to stretch themselves. Shower with their swimming costumes so that body can get used to water.
25minutes	Lesson development Step 1



5 minutes	<p>Demonstrate how to control breath in water.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they control breath</p> <p>Link to Pcls: Lifeskills-coping with emotions as they express themselves.</p> <p>Step 2</p> <p>Guide learners to submerge their heads into water. Learners can do this by blowing bubbles into the water.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they control breath</p> <p>Link to Pcls: Lifeskills-coping with emotions as they express themselves.</p> <p>Step 3</p> <p>Learners to submerge their heads into water. Learners can do this by blowing bubbles into the water.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they control breath</p> <p>Link to Pcls: Lifeskills-coping with emotions as they express themselves.</p> <p>Conclusion Relaxation.</p>
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	<p>Guide learners to engage in a static stretching.</p> <p>Ask the questions e.g How did you feel in water?</p> <p>Extended Activities.</p> <p>Learners to practice walking on shallow water at home.</p>
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Summary: Learners to identify how to control breath in water.

Reflection in the lesson/self-remarks:

WEEK 10: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Walk in the baby pool.

Observe safety rules as they walk in water.

Key inquiry question

How did you feel in water?

Core Learning resources: Children,Pool,Know more teachers' guide pg280.

Organization of Learning: Outdoor Activities individual and group work.

TIME	CONTENT
5 minutes	Introduction



25minute	<p>Warm up activity. Learners to stretch themselves.</p> <p>Lesson development</p> <p>Step 1 Demonstrate to learners how to walk in water. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they demonstrate how to walk in water.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they express themselves.</p> <p>Step 2 Guide learners to walk towards the pool. Ensure you keep eye contact with your learners. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they demonstrate how to walk in water.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they express themselves.</p> <p>Step 3 Learners to participate in walking in water. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p>
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5 minutes	<p>Values: Respect, cooperation and social justice as they demonstrate how to walk in water.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they express themselves.</p> <p>Conclusion</p> <p>Relaxation.</p> <p>Guide learners to engage in a static stretching.</p> <p>Ask the questions e.g How did you feel in water?</p> <p>Extended Activities.</p> <p>Learners to practice walking on shallow water at home.</p>
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Summary: Learners to identify rules used in the water when swimming.

Reflection in the lesson/self-remarks:

WEEK 10: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Adjust in water by controlling breath in water.

Key inquiry question



How did you feel in water?

Core Learning resources: Children,Pool,Know more teachers' guide pg282.

Organization of Learning: Outdoor Activities individual and group work.

TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to stretch themselves. Shower with their swimming costumes so that body can get used to water.
25minutes	Lesson development Step 1 Demonstrate how to control breath in water. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they control breath. Link to Pcls: Lifeskills-coping with emotions as they control breath. Step 2 Guide learners to submerge their heads into water. Learners can do this by blowing bubbles into the water. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they control breath. Link to Pcls: Lifeskills-coping with emotions as they control breath.



5 minutes	<p>Step 3</p> <p>Learners to submerge their heads into water. Learners can do this by blowing bubbles into the water.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they control breath.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they control breath.</p> <p>Conclusion</p> <p>Relaxation.</p> <p>Guide learners to engage in a static stretching.</p> <p>Ask the questions e.g How did you feel in water?</p> <p>Extended Activities.</p> <p>Learners to blow bubble at home.</p>
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Summary: Learners to identify how to control breath in water.

Reflection in the lesson/self-remarks:

WEEK 10: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:



By the end of the end of the sub strand the learner should be able to:

Swimming while kicking in the pool.

Key inquiry question

How did you feel in water?

Core Learning resources: Children,Pool,Know more teachers’ guide pg284.

Organization of Learning: Outdoor Activities individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Warm up activity.</p> <p>Learners to stretch themselves. Shower with their swimming costumes so that body can get used to water.</p>
25minutes	<p>Lesson development</p> <p>Step 1</p> <p>Demonstrate to learners how to swim while kicking in the pool.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn how to swim.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they interact with each other.</p> <p>Step 2</p> <p>Guide learners to how to kick the water while singing the motor boat rhymes.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn how to swim.</p>



5 minutes	<p>Link to Pcls: Lifeskills-coping with emotions as they interact with each other.</p> <p>Step 3 Learners to kick water in the pool.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn how to swim.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they interact with each other.</p> <p>Conclusion Relaxation. Ask learners to slowly kick while in the water.</p> <p>Ask the questions e.g How did you feel in water?</p> <p>Extended Activities.</p> <p>Learners to kick water in the pool.</p>
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Summary: Learners to identify how to control breath in water.

Reflection in the lesson/self-remarks:

WEEK 11: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.



Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Walk in the baby pool.

Observe safety rules as they walk in water.

Key inquiry question

How did you feel in water?

Core Learning resources: Children,Pool,Know more teachers' guide pg280.

Organization of Learning: Outdoor Activities individual and group work.

TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to stretch themselves.
25minutes	Lesson development Step 1 Demonstrate to learners how to walk in water. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values.:Respect, cooperation and social justice as they learn how to walk in water.



5 minutes	<p>Link to Pcls: Lifeskills-coping with emotions as they learn.</p> <p>Step 2 Guide learners to walk towards the pool. Ensure you keep eye contact with your learners. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values.:Respect, cooperation and social justice as they learn how to walk in water.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they learn.</p> <p>Step 3 Learners to participate in walking in water. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values.:Respect, cooperation and social justice as they learn how to walk in water.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they learn.</p> <p>Conclusion Relaxation. Guide learners to engage in a static stretching.</p> <p>Ask the questions e.g How did you feel in water?</p> <p>Extended Activities.</p> <p>Learners to kick water in the pool.</p>
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Summary: Learners to identify rules used in the water when swimming.



Reflection in the lesson/self-remarks:

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WEEK 11: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Adjust in water by controlling breath in water.

Key inquiry question

How did you feel in water?

Core Learning resources: Children,Pool,Know more teachers' guide pg282.

Organization of Learning: Outdoor Activities individual and group work.

TIME	CONTENT
5 minutes	<p>Introduction</p> <p>Warm up activity.</p> <p>Learners to stretch themselves. Shower with their swimming costumes so that body can get used to water.</p>



25minutes	<p>Lesson development</p> <p>Step 1</p> <p>Demonstrate how to control breath in water.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.</p> <p>Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn together.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they express themselves while learning.</p> <p>Step 2</p> <p>Guide learners to submerge their heads into water. Learners can do this by blowing bubbles into the water.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.</p> <p>Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn together.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they express themselves while learning.</p> <p>Step 3</p> <p>Learners to submerge their heads into water. Learners can do this by blowing bubbles into the water.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.</p>
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5 minutes	<p>Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they learn together.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they express themselves while learning.</p> <p>Conclusion</p> <p>Relaxation.</p> <p>Guide learners to engage in a static stretching.</p> <p>Ask the questions e.g How did you feel in water?</p> <p>Extended Activities.</p> <p>Learners to kick water in the pool.</p>
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Summary: Learners to identify how to control breath in water.

Reflection in the lesson/self-remarks:

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WEEK 11: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:



Walk in the baby pool.

Observe safety rules as they walk in water.

Key inquiry question

How did you feel in water?

Core Learning resources: Children,Pool,Know more teachers' guide pg280.

Organization of Learning: Outdoor Activities individual and group work.

TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to stretch themselves.
25minutes	Lesson development Step 1 Demonstrate to learners how to walk in water. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice as they walk in water. Link to Pcls: Lifeskills-coping with emotions as they walk in water. Step 2 Guide learners to walk towards the pool. Ensure you keep eye contact with your learners.



5 minutes	<p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they walk in water.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they interact with each other.</p> <p>Step 3 Learners to participate in walking in water.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they walk in water.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they interact with each other.</p> <p>Conclusion Relaxation. Guide learners to engage in a static stretching.</p> <p>Ask the questions e.g How did you feel in water?</p> <p>Extended Activities.</p> <p>Learners to kick water in the pool at home.</p>
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Summary: Learners to identify rules used in the water when swimming.

Reflection in the lesson/self-remarks:

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WEEK 11: LESSON 4



SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Adjust in water by controlling breath in water.

Key inquiry question

How did you feel in water?

Core Learning resources: Children,Pool,Know more teachers' guide pg282.

Organization of Learning: Outdoor Activities individual and group work.

TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to stretch themselves. Shower with their swimming costumes so that body can get used to water.
25minutes	Lesson development Step 1 Demonstrate how to control breath in water.



5 minutes	<p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they control their breath in water.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they interact with each other.</p> <p>Step 2</p> <p>Guide learners to submerge their heads into water. Learners can do this by blowing bubbles into the water.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they control their breath in water.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they interact with each other.</p> <p>Step 3</p> <p>Learners to submerge their heads into water. Learners can do this by blowing bubbles into the water.</p> <p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice as they control their breath in water.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they interact with each other.</p> <p>Conclusion</p> <p>Relaxation.</p> <p>Guide learners to engage in a static stretching.</p>
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	<p>Ask the questions e.g How did you feel in water?</p> <p>Extended Activities.</p> <p>Learners to kick water in the pool at home.</p>
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Summary: Learners to identify how to control breath in water

Reflection in the lesson/self-remarks:

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WEEK 11: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub strand /sub-Theme:

Water orientation.

Specific learning outcome:

By the end of the end of the sub strand the learner should be able to:

Swimming while kicking in the pool.

Key inquiry question

How did you feel in water?

Core Learning resources: Children,Pool,Know more teachers' guide pg284.

Organization of Learning: Outdoor Activities individual and group work.



TIME	CONTENT
5 minutes	Introduction Warm up activity. Learners to stretch themselves. Shower with their swimming costumes so that body can get used to water.
25minutes	Lesson development Step 1 Demonstrate to learners how to swim while kicking in the pool. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice while they kick in the pool. Link to Pcls: Lifeskills-coping with emotions as they interact with each other. Step 2 Guide learners to how to kick the water while singing the motor boat rhymes. Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice while they kick in the pool. Link to Pcls: Lifeskills-coping with emotions as they interact with each other. Step 3 Learners to kick water in the pool.



5 minutes	<p>Core competence: Communication and collaboration-Learners will play all the games in pairs.Imagination and creativity-Learners will develop imagination and creativity as they play.</p> <p>Values:Respect, cooperation and social justice while they kick in the pool.</p> <p>Link to Pcls: Lifeskills-coping with emotions as they interact with each other.</p> <p>Conclusion Relaxation.</p> <p>Ask learners to slowly kick while in the water.</p> <p>Ask the questions e.g How did you feel in water?</p> <p>Extended Activities.</p> <p>Learners to kick water in the pool at home.</p>
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Summary: Learners to identify how to control breath in water.

Reflection in the lesson/self-remarks:

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