**MOVEMENT ACTIVITIES**

**TERM THREE SCHEME OF WORK**

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| **SCHOOL** | | | **GRADE** | | **TERM** | | | **TEACHER’S NAME** | **YEAR** | |
|  | | | 1 | | 3 | | |  |  | |
| **Week** | **Lesson** | | **Strand** | **Sub strand** | | **Specific learning outcome** | | **Key inquiry question** | **Learning experiences** | | **Learning resources** | **Assessment** | | **Rema** |
| **1** | **1** | | **Swimming** | **Sculling water** | | By the end of the sub-strand the learner should be able to: - a) explore the different ways of sculling water, b) watch video clips of people sculling in water for digital literacy,  c) observe rules when playing simple games for own and others safety. | | 1. name any floating technique you know 2. Why is it important to scull water? | ▪ Learners to name object around the school compound that they are able to throw. ▪ Learners to observe the over arm throw skill in the you tube using digital devices such as mobile phones. | | Water body, pool, life jackets, improvised materials  Digital devices such as computer and mobile phones  Video clip | questions, observation,  practical. | |  |
|  | **2** | |  | **Sculling water** | | By the end of the sub-strand the learner should be able to: -  a) acquire the ability to scull in water for survival and water safety, b) demonstrate the ability to scull water for self-confidences) establish relationships while sculling water for critical thinking and problem solving, d) make appropriate play items for creativity and imagination, e) observe rules when playing simple games for own and others safety. | | 1. name any floating technique you know 2. Why is it important to scull water? | ▪ Learners to watch a video clip of other learners sculling water (standing position) | | Water body, pool, life jackets, improvised materials  Digital devices such as computer and mobile phones  Video clip | questions, observation,  practical. | |  |
|  | **3** | |  | **Sculling water** | | By the end of the sub-strand the learner should be able to: -  a) acquire the ability to scull in water for survival and water safety, b) demonstrate the ability to scull water for self-confidences) establish relationships while sculling water for critical thinking and problem solving, d) make appropriate play items for creativity and imagination, e) observe rules when playing simple games for own and others safety. | | 1. name any floating technique you know 2. Why is it important to scull water? | ▪ Learners practice sculling in water by: o at the shallow end of the pool the learner to extend the arms directly out in front, o elbows bent and the hands are positioned slightly wider than the shoulders o the learner’s feet stand on the pool floor and the body in a sitting arm chair position the back leaning on the armchair, | | Water body, pool, life jackets, improvised materials  Digital devices such as computer and mobile phones  Video clip | questions, observation,  practical. | |  |
|  | **4** | |  | **Sculling water** | | By the end of the sub-strand the learner should be able to: -  a) acquire the ability to scull in water for survival and water safety, b) demonstrate the ability to scull water for self-confidences) establish relationships while sculling water for critical thinking and problem solving, d) make appropriate play items for creativity and imagination, e) observe rules when playing simple games for own and others safety. | | 1. name any floating technique you know 2. Why is it important to scull water? | ▪ Learners practice sculling in water by: o at the shallow end of the pool the learner to extend the arms directly out in front, o elbows bent and the hands are positioned slightly wider than the shoulders o the learner’s feet stand on the pool floor and the body in a sitting arm chair position the back leaning on the armchair, | | Water body, pool, life jackets, improvised materials  Digital devices such as computer and mobile phones  Video clip | questions, observation,  practical. | |  |
|  | **5** | |  | **Sculling water** | | By the end of the sub-strand the learner should be able to: -  a) acquire the ability to scull in water for survival and water safety, b) demonstrate the ability to scull water for self-confidences) establish relationships while sculling water for critical thinking and problem solving, d) make appropriate play items for creativity and imagination, e) observe rules when playing simple games for own and others safety. | | 1. name any floating technique you know 2. Why is it important to scull water? | ▪ Learners practice sculling in water by: o at the shallow end of the pool the learner to extend the arms directly out in front, o elbows bent and the hands are positioned slightly wider than the shoulders o the learner’s feet stand on the pool floor and the body in a sitting arm chair position the back leaning on the armchair, | | Water body, pool, life jackets, improvised materials  Digital devices such as computer and mobile phones  Video clip | questions, observation,  practical. | |  |
| **2** | **1** | |  | **Sculling water** | | By the end of the sub-strand the learner should be able to: -  a) acquire the ability to scull in water for survival and water safety, b) demonstrate the ability to scull water for self-confidences) establish relationships while sculling water for critical thinking and problem solving, d) make appropriate play items for creativity and imagination, e) observe rules when playing simple games for own and others safety. | | 1. name any floating technique you know 2. Why is it important to scull water? | o the palms of the hands face downwards and move in a circular or figure-eight motion pressing downwards and close to the water surface o Learner makes movement through the motion force generated by the movement of hands. o The motion keeps the body afloat in an upright position in the water. | | Water body, pool, life jackets, improvised materials  Digital devices such as computer and mobile phones  Video clip | questions, observation,  practical. | |  |
|  | **2** | |  | **Sculling water** | | By the end of the sub-strand the learner should be able to: -  a) acquire the ability to scull in water for survival and water safety, b) demonstrate the ability to scull water for self-confidences) establish relationships while sculling water for critical thinking and problem solving, d) make appropriate play items for creativity and imagination, e) observe rules when playing simple games for own and others safety. | | 1. name any floating technique you know 2. Why is it important to scull water? | o the palms of the hands face downwards and move in a circular or figure-eight motion pressing downwards and close to the water surface o Learner makes movement through the motion force generated by the movement of hands. o The motion keeps the body afloat in an upright position in the water. | | Water body, pool, life jackets, improvised materials  Digital devices such as computer and mobile phones  Video clip | questions, observation,  practical. | |  |
|  | **3** | |  | **Sculling water** | | By the end of the sub-strand the learner should be able to: -  a) appreciate sculling in water for self-esteem, b) play simple water games for creativity, fun and peaceful coexistence,  c) observe rules when playing simple games for own and others safety. | | 1. name any floating technique you know 2. Why is it important to scull water? | ▪ Learners cooperates with others to play simple games while sculling water ▪ Learners to observe safety while playing water games | | Water body, pool, life jackets, improvised materials  Digital devices such as computer and mobile phones  Video clip | questions, observation,  practical. | |  |
|  | **4** | | **GYMNASTICS** | **Single leg balance** | | By the end of the sub-strand, thelearner should be able to:-a) name the parts of the body that are used in Single leg balance for body awareness, b) watch video clips on ballet dance for digital literacy, | | 1. Name the parts of the body in use when perform the Single leg balance? 2. Name some body balances you know | ▪ Learners to name the parts of the body in use when performing the Single leg balance. ▪ Learners to watch video clips of gymnastic displays.. | | Digital devices such as computer and mobile phones  Video clip, field markers, space | questions, observation,  practical. | |  |
|  | **5** | |  | **Single leg balance** | | By the end of the sub-strand, thelearner should be able to:-  a) perform the single leg balance for coordination, balance, strength and space awareness, b) practice performing the single leg balance for coordination, balance, and strength, c) appreciate performing the single leg balance for self-esteem, d) establish relationships while performing the single leg balance for creativity and imagination, e) play games for enjoyment, collaboration and peaceful coexistence, f) observe rules for own and others safety. | | 1. Name the parts of the body in use when perform the Single leg balance? 2. Name some body balances you know | ▪ Learners to be guided on how to perform Single leg balance. ▪ Learners to practice the Single leg balance. ▪ Learners to participate in various activities while using the Single leg balance such as the stork balance balancing bean bags on the head. ▪ Observe rules while performing the Single leg balance for own and others safety | | Digital devices such as computer and mobile phones  Video clip, field markers, space | questions, observation,  practical. | |  |
| **3** | **1** | |  | **Single leg balance** | | By the end of the sub-strand, thelearner should be able to:-  a) perform the single leg balance for coordination, balance, strength and space awareness, b) practice performing the single leg balance for coordination, balance, and strength, c) appreciate performing the single leg balance for self-esteem, d) establish relationships while performing the single leg balance for creativity and imagination, e) play games for enjoyment, collaboration and peaceful coexistence, f) observe rules for own and others safety. | | 1. Name the parts of the body in use when perform the Single leg balance? 2. Name some body balances you know | ▪ Learners to be guided on how to perform Single leg balance. ▪ Learners to practice the Single leg balance. ▪ Learners to participate in various activities while using the Single leg balance such as the stork balance balancing bean bags on the head. ▪ Observe rules while performing the Single leg balance for own and others safety | | Digital devices such as computer and mobile phones  Video clip, field markers, space | questions, observation,  practical. | |  |
|  | **2** | |  | **Single leg balance** | | By the end of the sub-strand, thelearner should be able to:-  a) perform the single leg balance for coordination, balance, strength and space awareness, b) practice performing the single leg balance for coordination, balance, and strength, c) appreciate performing the single leg balance for self-esteem, d) establish relationships while performing the single leg balance for creativity and imagination, e) play games for enjoyment, collaboration and peaceful coexistence, f) observe rules for own and others safety. | | 1. Name the parts of the body in use when perform the Single leg balance? 2. Name some body balances you know | ▪ Learners to be guided on how to perform Single leg balance. ▪ Learners to practice the Single leg balance. ▪ Learners to participate in various activities while using the Single leg balance such as the stork balance balancing bean bags on the head. ▪ Observe rules while performing the Single leg balance for own and others safety | | Digital devices such as computer and mobile phones  Video clip, field markers, space | questions, observation,  practical. | |  |
|  | **3** | |  | **Single leg balance** | | By the end of the sub-strand, thelearner should be able to:-  a) perform the single leg balance for coordination, balance, strength and space awareness, b) practice performing the single leg balance for coordination, balance, and strength, c) appreciate performing the single leg balance for self-esteem, d) establish relationships while performing the single leg balance for creativity and imagination, e) play games for enjoyment, collaboration and peaceful coexistence, f) observe rules for own and others safety. | | 1. Name the parts of the body in use when perform the Single leg balance? 2. Name some body balances you know | ▪ Learners to be guided on how to perform Single leg balance. ▪ Learners to practice the Single leg balance. ▪ Learners to participate in various activities while using the Single leg balance such as the stork balance balancing bean bags on the head. ▪ Observe rules while performing the Single leg balance for own and others safety | | Digital devices such as computer and mobile phones  Video clip, field markers, space | questions, observation,  practical. | |  |
|  | **4** | |  | **T-balance** | | By end of the sub-strand, the learner should be able to: - a) name the parts of the body in use during T balance performance for body awareness, b) watch video clips of T-balance for digital literacy, c) observe rules while performing balances for own and others safety. | | 1. Name the body parts used in T-balance? 2. Name any body balance you know? | • Learners to name the parts of the body in use when performing the in T-balance. • Learners to watch video clips of other learners performing the T balance. • Learners to practice the T-balance individually and with others. • Learners to play games • Learners to obey rules while performing the T-balance for own and others safety | | Digital devices such as computer and mobile phones  Video clip, field markers, space | questions, observation,  practical. | |  |
|  | **5** | |  | **T-balance** | | By end of the sub-strand, the learner should be able to: -  a) perform the T-balance for strength, coordination, balance, and space awareness, b) practice performing the T-balance for coordination, balance and strength, c) appreciate performing the T-balance for self-esteem, | | 1. Name the body parts used in T-balance? 2. Name any body balance you know? | • Learners to name the parts of the body in use when performing the in T-balance. • Learners to watch video clips of other learners performing the T balance. • Learners to practice the T-balance individually and with others. • Learners to play games • Learners to obey rules while performing the T-balance for own and others safety | | Digital devices such as computer and mobile phones  Video clip, field markers, space | questions, observation,  practical. | |  |
| **4** | **1** | |  | **T-balance** | | By end of the sub-strand, the learner should be able to: -  a) perform the T-balance for strength, coordination, balance, and space awareness, b) practice performing the T-balance for coordination, balance and strength, c) appreciate performing the T-balance for self-esteem, | | 1. Name the body parts used in T-balance? 2. Name any body balance you know? | • Learners to name the parts of the body in use when performing the in T-balance. • Learners to watch video clips of other learners performing the T balance. • Learners to practice the T-balance individually and with others. • Learners to play games • Learners to obey rules while performing the T-balance for own and others safety | | Digital devices such as computer and mobile phones  Video clip, field markers, space | questions, observation,  practical. | |  |
|  | **2** | |  | **T-balance** | | By end of the sub-strand, the learner should be able to: -  a) perform the T-balance for strength, coordination, balance, and space awareness, b) practice performing the T-balance for coordination, balance and strength, c) appreciate performing the T-balance for self-esteem, | | 1. Name the body parts used in T-balance? 2. Name any body balance you know? | • Learners to name the parts of the body in use when performing the in T-balance. • Learners to watch video clips of other learners performing the T balance. • Learners to practice the T-balance individually and with others. • Learners to play games • Learners to obey rules while performing the T-balance for own and others safety | | Digital devices such as computer and mobile phones  Video clip, field markers, space | questions, observation,  practical. | |  |
|  | **3** | |  | **T-balance** | | By end of the sub-strand, the learner should be able to: -  a) establish relationships while performing the T-balance for creativity and imagination, b) play games for creativity, enjoyment and peaceful coexistence,  c) observe rules while performing balances for own and others safety. | | 1. Name the body parts used in T-balance? 2. Name any body balance you know? | • Learners to name the parts of the body in use when performing the in T-balance. • Learners to watch video clips of other learners performing the T balance. • Learners to practice the T-balance individually and with others. • Learners to play games • Learners to obey rules while performing the T-balance for own and others safety | | Digital devices such as computer and mobile phones  Video clip, field markers, space | questions, observation,  practical. | |  |
|  | **4** | |  | **Star Balance** | | By the end of the sub-strand, the learner should be able to: - a) name the parts of the body that are in use during the performance of star balance for body awareness, b) watch video clips of star balance for digital literacy, c) observe rules while performing balances for own and others safety | | 1. Name the body parts used in Star balance? 2. Name any body balance you know? | • Learners to answer questions on the parts of the body in use when performing the Star balance • Learners to watch the video clips of other learners performing the Star balance. • Learners to practice the Star balance individually and with others • Learners to collaborate with others and participate in activities using the star balance. • Observe rules when performing the star balance activities for own and others safety. | | Digital devices such as computer and mobile phones  Video clip, field markers, space | questions, observation,  practical. | |  |
|  | **5** | |  | **Star Balance** | | By the end of the sub-strand, the learner should be able to: -  a) perform the star balance for coordination, balance, strength and space awareness, b) practice performing the star balance for coordination, balance, and strength, c) appreciate performing the star balance for self-esteem, | | 1. Name the body parts used in Star balance? 2. Name any body balance you know? | • Learners to answer questions on the parts of the body in use when performing the Star balance • Learners to watch the video clips of other learners performing the Star balance. • Learners to practice the Star balance individually and with others • Learners to collaborate with others and participate in activities using the star balance. • Observe rules when performing the star balance activities for own and others safety. | | Digital devices such as computer and mobile phones  Video clip, field markers, space | questions, observation,  practical. | |  |
| **5** | **1** | |  | **Star Balance** | | By the end of the sub-strand, the learner should be able to: -  a) perform the star balance for coordination, balance, strength and space awareness, b) practice performing the star balance for coordination, balance, and strength, c) appreciate performing the star balance for self-esteem, | | 1. Name the body parts used in Star balance? 2. Name any body balance you know? | • Learners to answer questions on the parts of the body in use when performing the Star balance • Learners to watch the video clips of other learners performing the Star balance. • Learners to practice the Star balance individually and with others • Learners to collaborate with others and participate in activities using the star balance. • Observe rules when performing the star balance activities for own and others safety. | | Digital devices such as computer and mobile phones  Video clip, field markers, space | questions, observation,  practical. | |  |
|  | **2** | |  | **Star Balance** | | By the end of the sub-strand, the learner should be able to: -  a) perform the star balance for coordination, balance, strength and space awareness, b) practice performing the star balance for coordination, balance, and strength, c) appreciate performing the star balance for self-esteem, | | 1. Name the body parts used in Star balance? 2. Name any body balance you know? | • Learners to answer questions on the parts of the body in use when performing the Star balance • Learners to watch the video clips of other learners performing the Star balance. • Learners to practice the Star balance individually and with others • Learners to collaborate with others and participate in activities using the star balance. • Observe rules when performing the star balance activities for own and others safety. | | Digital devices such as computer and mobile phones  Video clip, field markers, space | questions, observation,  practical. | |  |
|  | **3** | |  | **Star Balance** | | By the end of the sub-strand, the learner should be able to: -  a) establish relationships while performing the star balance for creativity and imagination, b) play games for communication, enjoyment and peaceful coexistence, | | 1. Name the body parts used in Star balance? 2. Name any body balance you know? | • Learners to answer questions on the parts of the body in use when performing the Star balance • Learners to watch the video clips of other learners performing the Star balance. • Learners to practice the Star balance individually and with others • Learners to collaborate with others and participate in activities using the star balance. • Observe rules when performing the star balance activities for own and others safety. | | Digital devices such as computer and mobile phones  Video clip, field markers, space, benches | questions, observation,  practical. | |  |
|  | **4** | |  | **Egg roll** | | By the end of the sub-strand, the learner should be able to:- a) explore the different ways of rolling for creativity b) watch various gymnastic rolls for digital literacy, c) perform egg roll for coordination strength and space awareness , d) practice egg roll for coordination strength and self-esteem, e) establish relationships while performing the egg roll for creativity and imagination, f) appreciate performing the egg roll for creativity, g) play games for creativity, fun and peaceful coexistence, h) observe rules when performing rolls for own and others safety, | | 1. Name the body parts used in Egg roll? 2. Mention any roll you know? | • Learners to name the parts of the body used in Egg roll. • Learners to be guided in performing the Egg roll. • Learners to practice the Egg roll through rolling in different directions individual and with others. • Observe rules when performing rolls for safety | | Digital devices such as computer and mobile phones  Video clip, field markers, space, benches | questions, observation,  practical. | |  |
|  | **5** | |  | **Egg roll** | | By the end of the sub-strand, the learner should be able to:- a) explore the different ways of rolling for creativity b) watch various gymnastic rolls for digital literacy, c) perform egg roll for coordination strength and space awareness , d) practice egg roll for coordination strength and self-esteem, e) establish relationships while performing the egg roll for creativity and imagination, f) appreciate performing the egg roll for creativity, g) play games for creativity, fun and peaceful coexistence, h) observe rules when performing rolls for own and others safety, | | 1. Name the body parts used in Egg roll? 2. Mention any roll you know? | • Learners to name the parts of the body used in Egg roll. • Learners to be guided in performing the Egg roll. • Learners to practice the Egg roll through rolling in different directions individual and with others. • Observe rules when performing rolls for safety | | Digital devices such as computer and mobile phones  Video clip, field markers, space, benches | questions, observation,  practical. | |  |
| **6** | **1** | |  | **Egg roll** | | By the end of the sub-strand, the learner should be able to:- a) explore the different ways of rolling for creativity b) watch various gymnastic rolls for digital literacy, c) perform egg roll for coordination strength and space awareness , d) practice egg roll for coordination strength and self-esteem, e) establish relationships while performing the egg roll for creativity and imagination, f) appreciate performing the egg roll for creativity, g) play games for creativity, fun and peaceful coexistence, h) observe rules when performing rolls for own and others safety, | | 1. Name the body parts used in Egg roll? 2. Mention any roll you know? | • Learners to name the parts of the body used in Egg roll. • Learners to be guided in performing the Egg roll. • Learners to practice the Egg roll through rolling in different directions individual and with others. • Observe rules when performing rolls for safety | | Digital devices such as computer and mobile phones  Video clip, field markers, space, benches | questions, observation,  practical. | |  |
|  | **2** | |  | **Egg roll** | | By the end of the sub-strand, the learner should be able to:- a) explore the different ways of rolling for creativity b) watch various gymnastic rolls for digital literacy, c) perform egg roll for coordination strength and space awareness , d) practice egg roll for coordination strength and self-esteem, e) establish relationships while performing the egg roll for creativity and imagination, f) appreciate performing the egg roll for creativity, g) play games for creativity, fun and peaceful coexistence, h) observe rules when performing rolls for own and others safety, | | 1. Name the body parts used in Egg roll? 2. Mention any roll you know? | • Learners to name the parts of the body used in Egg roll. • Learners to be guided in performing the Egg roll. • Learners to practice the Egg roll through rolling in different directions individual and with others. • Observe rules when performing rolls for safety | | Digital devices such as computer and mobile phones  Video clip, field markers, space, benches | questions, observation,  practical. | |  |
|  | **3** | |  | **Egg roll** | | By the end of the sub-strand, the learner should be able to:- a) explore the different ways of rolling for creativity b) watch various gymnastic rolls for digital literacy, c) perform egg roll for coordination strength and space awareness , d) practice egg roll for coordination strength and self-esteem, e) establish relationships while performing the egg roll for creativity and imagination, f) appreciate performing the egg roll for creativity, g) play games for creativity, fun and peaceful coexistence, h) observe rules when performing rolls for own and others safety, | | 1. Name the body parts used in Egg roll? 2. Mention any roll you know? | • Learners to name the parts of the body used in Egg roll. • Learners to be guided in performing the Egg roll. • Learners to practice the Egg roll through rolling in different directions individual and with others. • Observe rules when performing rolls for safety | | Digital devices such as computer and mobile phones  Video clip, field markers, space, benches | questions, observation,  practical. | |  |
|  | **4** | |  | **Bear roll** | | By the end of the sub-strand, the learner should be able to:- a) watch the various gymnastic rolls for digital literacy, b) perform the bear roll for balance, coordination, strength and space awareness, c) practice the bear roll for balance, coordination, strength and self-esteem, d) establish relationships through performing the bear roll for creativity, e) appreciate performing the bear roll for balance, coordination and strength , f) play games for creativity, enjoyment and peaceful coexistence, g) observe rules when performing rolls for own and others safety. | | 1. Name any body roll you know 2. Mention the body parts used when performing the T-balance? | ▪ Name the body parts in use when performing the bear roll ▪ Learners answer questions on the various ways through which the body can roll. ▪ Learners to watch the video clips of other learners performing the bear roll. ▪ Learners to practice the bear roll individually and in groups. ▪ Learners to participate in activities using the bear roll. ▪ Observe rules during the Bear roll activities. | | Digital devices such as computer and mobile phones  Video clip, field markers, space, benches | questions, observation,  practical. | |  |
|  | **5** | |  | **Bear roll** | | By the end of the sub-strand, the learner should be able to:- a) watch the various gymnastic rolls for digital literacy, b) perform the bear roll for balance, coordination, strength and space awareness, c) practice the bear roll for balance, coordination, strength and self-esteem, d) establish relationships through performing the bear roll for creativity, e) appreciate performing the bear roll for balance, coordination and strength , f) play games for creativity, enjoyment and peaceful coexistence, g) observe rules when performing rolls for own and others safety. | | 1. Name any body roll you know 2. Mention the body parts used when performing the T-balance? | ▪ Name the body parts in use when performing the bear roll ▪ Learners answer questions on the various ways through which the body can roll. ▪ Learners to watch the video clips of other learners performing the bear roll. ▪ Learners to practice the bear roll individually and in groups. ▪ Learners to participate in activities using the bear roll. ▪ Observe rules during the Bear roll activities. | | Digital devices such as computer and mobile phones  Video clip, field markers, space, benches | questions, observation,  practical. | |  |
| **7** | **1** | |  | **Bear roll** | | By the end of the sub-strand, the learner should be able to:- a) watch the various gymnastic rolls for digital literacy, b) perform the bear roll for balance, coordination, strength and space awareness, c) practice the bear roll for balance, coordination, strength and self-esteem, d) establish relationships through performing the bear roll for creativity, e) appreciate performing the bear roll for balance, coordination and strength , f) play games for creativity, enjoyment and peaceful coexistence, g) observe rules when performing rolls for own and others safety. | | 1. Name any body roll you know 2. Mention the body parts used when performing the T-balance? | ▪ Name the body parts in use when performing the bear roll ▪ Learners answer questions on the various ways through which the body can roll. ▪ Learners to watch the video clips of other learners performing the bear roll. ▪ Learners to practice the bear roll individually and in groups. ▪ Learners to participate in activities using the bear roll. ▪ Observe rules during the Bear roll activities. | | Digital devices such as computer and mobile phones  Video clip, field markers, space, benches | questions, observation,  practical. | |  |
|  | **2** | |  | **Bear roll** | | By the end of the sub-strand, the learner should be able to:- a) watch the various gymnastic rolls for digital literacy, b) perform the bear roll for balance, coordination, strength and space awareness, c) practice the bear roll for balance, coordination, strength and self-esteem, d) establish relationships through performing the bear roll for creativity, e) appreciate performing the bear roll for balance, coordination and strength , f) play games for creativity, enjoyment and peaceful coexistence, g) observe rules when performing rolls for own and others safety. | | 1. Name any body roll you know 2. Mention the body parts used when performing the T-balance? | ▪ Name the body parts in use when performing the bear roll ▪ Learners answer questions on the various ways through which the body can roll. ▪ Learners to watch the video clips of other learners performing the bear roll. ▪ Learners to practice the bear roll individually and in groups. ▪ Learners to participate in activities using the bear roll. ▪ Observe rules during the Bear roll activities. | | Digital devices such as computer and mobile phones  Video clip, field markers, space, benches | questions, observation,  practical. | |  |
|  | **3** | |  | **Bear roll** | | By the end of the sub-strand, the learner should be able to:- a) watch the various gymnastic rolls for digital literacy, b) perform the bear roll for balance, coordination, strength and space awareness, c) practice the bear roll for balance, coordination, strength and self-esteem, d) establish relationships through performing the bear roll for creativity, e) appreciate performing the bear roll for balance, coordination and strength , f) play games for creativity, enjoyment and peaceful coexistence, g) observe rules when performing rolls for own and others safety. | | 1. Name any body roll you know 2. Mention the body parts used when performing the T-balance? | ▪ Name the body parts in use when performing the bear roll ▪ Learners answer questions on the various ways through which the body can roll. ▪ Learners to watch the video clips of other learners performing the bear roll. ▪ Learners to practice the bear roll individually and in groups. ▪ Learners to participate in activities using the bear roll. ▪ Observe rules during the Bear roll activities. | | Digital devices such as computer and mobile phones  Video clip, field markers, space, benches | questions, observation,  practical. | |  |
|  | **4-5** | |  |  | |  | |  |  | |  |  | |  |
|  |  | |  |  | |  | |  |  | |  |  | |  |