

RATIONALISED CBE LESSON PLANS

GRADE : PP2

TERM : THREE

YEAR :2025

LEARNING AREA: PSYCHOMOTOR ACTIVITIES

TEACHERS NAME:

SCHOOL :

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 sub-strand, the learner should be able to:

Adapt to the environment in readiness for swimming.

Key inquiry question.

What do you like most about being in water?

Learning resources:

Hoops, Pool, Swimming kits, Know more teacher guide pg. 196.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
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5 minutes	Introduction Introduce the lesson by reminding children of safety and hygiene in the pool. Do stretch up activity for warm up.
25minutes	Step 1 Demonstrate to learners how to walk slowly on the pool. Core competence: Critical Thinking- This is acquired as learners make choices on the materials needed for swimming. Self-efficacy- Learners will be able to walk and float safely. Values: Responsibility- Learners keep the water clean and take care of their play materials. Respect- Learners to be encouraged to show respect to other learners as they take turns. Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool. Step 2 Guide learners on how to walk on water. Once learners are in water, go at the front of the pool and ask them to walk towards you. Core competence: Critical Thinking- This is acquired as learners make choices on the materials needed for swimming.

Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Step3

Learners to walk in water towards objects like floatation.

Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming.

Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Conclusion

5 minutes	Ask the learners question. What do you like most about being in water? Extended Activities Learners to walk on shallow water.
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Summary: Learners to be able to adapt in the water for readiness for swimming.

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 sub-strand, the learner should be able to:

Walk on water either by themselves or using floaters.

Key inquiry question.

How did you feel walking on water?

Learning resources:

Hoops, Pool, Swimming kits, Know more teacher guide pg. 195.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by reminding children of safety and hygiene in the pool. Do stretch up activity for warm up.
25minutes	Step 1 Demonstrate to learners how to float on water using floaters and life jacket. Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming. Self-efficacy-Learners will be able to walk and float safely. Values: Responsibility-Learners keep the water clean and take care of their play materials. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool. Step 2 Guide learners on how to float on water using life jacket or floaters. Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming. Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Step3

Learners to repeat this exercise of floatation without close supervision.

Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming.

Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Conclusion

Ask the learners question. What do you like most about being in water?

Extended Activities

5 minutes

Learners to walk on shallow water.

Summary: Learners to be able 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 sub-strand, the learner should be able to:

Swim on their own without floaters.

Key inquiry question.

How did you spread your legs and hands when swimming?

Learning resources:

Hoops, Pool, Swimming kits, Know more teacher guide pg. 195.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by reminding children of safety and hygiene in the pool. Do stretch up activity for warm up.
25minutes	Step 1 Demonstrate to learners how to swim without floaters. Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming. Self-efficacy-Learners will be able to walk and float safely. Values: Responsibility-Learners keep the water clean and take care of their play materials. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool. Step 2 Support learners by the back with their face facing up as they learn to float by themselves. Adjust them over slowly so that

they face into the water. Release them slowly and release them slowly without their knowledge as they flap.

Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming.

Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Step3

Learners to swim on their own without close supervision.

Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming.

Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

5 minutes	Conclusion Ask the learners question. How did you spread your legs and hands when swimming? Extended Activities Learners to swim on shallow end of swimming pool.
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Summary: Learners to be able to swim on their own.

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 sub-strand, the learner should be able to:

Swim on their own without floaters.

Key inquiry question.

How did you spread your legs and hands when swimming?

Learning resources:

Hoops, Pool, Swimming kits, Know more teacher guide pg. 195.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by reminding children of safety and hygiene in the pool. Do stretch up activity for warm up.
25minutes	Step 1 Demonstrate to learners how to swim without floaters. Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming. Self-efficacy-Learners will be able to walk and float safely. Values: Responsibility-Learners keep the water clean and take care of their play materials. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool. Step 2 Support learners by the back with their face facing up as they learn to float by themselves. Adjust them over slowly so that they face into the water. Release them slowly and release them slowly without their knowledge as they flap.

Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming.

Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Step3

Learners to swim on their own without close supervision.

Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming.

Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Conclusion

5 minutes	Ask the learners question. How did you spread your legs and hands when swimming? Extended Activities Learners to swim on shallow end of swimming pool.
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Summary: Learners to be able to swim on their own.

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 sub-strand, the learner should be able to:

Swim on their own without floaters.

Key inquiry question.

How did you spread your legs and hands when swimming?

Learning resources:

Hoops, Pool, Swimming kits, Know more teacher guide pg. 195.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by reminding children of safety and hygiene in the pool. Do stretch up activity for warm up.
25minutes	Step 1 Demonstrate to learners how to swim without floaters. Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming. Self-efficacy-Learners will be able to walk and float safely. Values: Responsibility-Learners keep the water clean and take care of their play materials. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool. Step 2 Support learners by the back with their face facing up as they learn to float by themselves. Adjust them over slowly so that they face into the water. Release them slowly and release them slowly without their knowledge as they flap. Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for

swimming.

Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Step3

Learners to swim on their own without close supervision.

Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming.

Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

5 minutes	Conclusion Ask the learners question. How did you spread your legs and hands when swimming? Extended Activities Learners to swim on shallow end of swimming pool.
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Summary: Learners to be able to swim on their own.

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 sub-strand, the learner should be able to:

Adapt to the environment in readiness for swimming.

Key inquiry question.

What do you like most about being in water?

Learning resources:

Hoops, Pool, Swimming kits, Know more teacher guide pg. 196.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by reminding children of safety and hygiene in the pool. Do stretch up activity for warm up.
25minutes	Step 1 Demonstrate to learners how to walk slowly on the pool. Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming. Self-efficacy-Learners will be able to walk and float safely. Values: Responsibility-Learners keep the water clean and take care of their play materials. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool. Step 2 Guide learners on how to walk on water. Once learners are in water, go at the front of the pool and ask them to walk towards you. Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming. Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Step3

Learners to walk in water towards objects like floatation.

Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming.

Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Conclusion

Ask the learners question. What do you like most about being in water?

Extended Activities

5 minutes

Learners to swim on shallow end of swimming pool.

Summary: Learners to be able to adapt in the water for readiness for swimming.

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 sub-strand, the learner should be able to:

Walk on water either by themselves or using floaters.

Key inquiry question.

How did you feel walking on water?

Learning resources:

Hoops, Pool, Swimming kits, Know more teacher guide pg. 195.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
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5 minutes	Introduction Introduce the lesson by reminding children of safety and hygiene in the pool. Do stretch up activity for warm up.
25minutes	Step 1 Demonstrate to learners how to float on water using floaters and life jacket. Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming. Self-efficacy-Learners will be able to walk and float safely. Values: Responsibility-Learners keep the water clean and take care of their play materials. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool Step 2 Guide learners on how to float on water using life jacket or floaters. Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming. Self-efficacy-Learners will be able to walk and float safely. Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool

Step3

Learners to repeat this exercise of floatation without close supervision.

Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming.

Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool

Conclusion

Ask the learners question. What do you like most about being in water?

Extended Activities

Learners to practice floating on water.

5 minutes

Summary: Learners to be able 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 sub-strand, the learner should be able to:

Swim on their own without floaters.

Key inquiry question.

How did you spread your legs and hands when swimming?

Learning resources:

Hoops, Pool, Swimming kits, Know more teacher guide pg. 195.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
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5 minutes	Introduction Introduce the lesson by reminding children of safety and hygiene in the pool. Do stretch up activity for warm up.
25minutes	Step 1 Demonstrate to learners how to swim without floaters. Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming. Self-efficacy-Learners will be able to walk and float safely. Values: Responsibility-Learners keep the water clean and take care of their play materials. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool. Step 2 Support learners by the back with their face facing up as they learn to float by themselves. Adjust them over slowly so that they face into the water. Release them slowly and release them slowly without their knowledge as they flap. Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming. Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Step3

Learners to swim on their own without close supervision.

Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming.

Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Conclusion

Ask the learners question. How did you spread your legs and hands when swimming?

5 minutes	Extended Activities Learners to practice floating on water.
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Summary: Learners to be able to swim on their own.

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 sub-strand, the learner should be able to:

Swim on their own without floaters.

Key inquiry question.

How did you spread your legs and hands when swimming?

Learning resources:

Hoops, Pool, Swimming kits, Know more teacher guide pg. 195.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
5 minutes	Introduction

25minutes	Introduce the lesson by reminding children of safety and hygiene in the pool. Do stretch up activity for warm up. Step 1 Demonstrate to learners how to swim without floaters. Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming. Self-efficacy-Learners will be able to walk and float safely. Values: Responsibility-Learners keep the water clean and take care of their play materials. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool. Step 2 Support learners by the back with their face facing up as they learn to float by themselves. Adjust them over slowly so that they face into the water. Release them slowly and release them slowly without their knowledge as they flap. Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming. Self-efficacy-Learners will be able to walk and float safely.
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Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Step3

Learners to swim on their own without close supervision.

Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming.

Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Conclusion

Ask the learners question. How did you spread your legs and hands when swimming?

Extended Activities

Learners to practice floating on water.

5 minutes

Summary: Learners to be able to swim on their own.

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 sub-strand, the learner should be able to:

Swim on their own without floaters.

Key inquiry question.

How did you spread your legs and hands when swimming?

Learning resources:

Hoops, Pool, Swimming kits, Know more teacher guide pg. 195.

Organization of Learning:

Outside the classroom/In the field.

TIME	CONTENT
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5 minutes	Introduction Introduce the lesson by reminding children of safety and hygiene in the pool. Do stretch up activity for warm up.
25minutes	Step 1 Demonstrate to learners how to swim without floaters. Core competence: Critical Thinking- This is acquired as learners make choices on the materials needed for swimming. Self-efficacy- Learners will be able to walk and float safely. Values: Responsibility- Learners keep the water clean and take care of their play materials. Respect- Learners to be encouraged to show respect to other learners as they take turns. Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool. Step 2 Support learners by the back with their face facing up as they learn to float by themselves. Adjust them over slowly so that they face into the water. Release them slowly and release them slowly without their knowledge as they flap. Core competence: Critical Thinking- This is acquired as learners make choices on the materials needed for swimming. Self-efficacy- Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Step3

Learners to swim on their own without close supervision.

Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming.

Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Conclusion

Ask the learners question. How did you spread your legs and hands when swimming?

Extended Activities

5 minutes

Learners to practice floating on water.

Summary: Learners to be able to swim on their own.

Reflection in the lesson/self-remarks:

WEEK 3: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub-strand, /sub-Theme: Water orientation.

Specific learning outcome:

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

Adapt to the environment in readiness for swimming.

Key inquiry question.

What do you like most about being in water?

Learning resources:

Hoops, Pool, Swimming kits, Know more teacher guide pg. 196.

Organization of Learning:

Outside the classroom/In the field.

TIME	CONTENT
5 minutes	Introduction

25minutes	Introduce the lesson by reminding children of safety and hygiene in the pool. Do stretch up activity for warm up. Step 1 Demonstrate to learners how to walk slowly on the pool. Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming. Self-efficacy-Learners will be able to walk and float safely. Values: Responsibility-Learners keep the water clean and take care of their play materials. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool. Step 2 Guide learners on how to walk on water. Once learners are in water, go at the front of the pool and ask them to walk towards you. Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming. Self-efficacy-Learners will be able to walk and float safely.
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Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Step3

Learners to walk in water towards objects like floatation.

Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming.

Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Conclusion

Ask the learners question. What do you like most about being in water?

5 minutes	Extended Activities Learners to practice floating on water.
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Summary: Learners to be able to adapt in the water for readiness for swimming.

Reflection in the lesson/self-remarks:

WEEK 3: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub-strand, /sub-Theme: Water orientation.

Specific learning outcome:

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

Walk on water either by themselves or using floaters.

Key inquiry question.

How did you feel walking on water?

Learning resources:

Hoops, Pool, Swimming kits, Know more teacher guide pg. 195.

Organization of Learning:

Outside the classroom/In the field.

TIME	CONTENT
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5 minutes	Introduction Introduce the lesson by reminding children of safety and hygiene in the pool. Do stretch up activity for warm up.
25minutes	Step 1 Demonstrate to learners how to float on water using floaters and life jacket. Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming. Self-efficacy-Learners will be able to walk and float safely. Values: Responsibility-Learners keep the water clean and take care of their play materials. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool. Step 2 Guide learners on how to float on water using life jacket or floaters. Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming. Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Step3

Learners to repeat this exercise of floatation without close supervision.

Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming.

Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Conclusion

Ask the learners question. What do you like most about being in water?

5 minutes	Extended Activities Learners to practice floating on water.
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Summary: Learners to be able to float on water.

Reflection in the lesson/self-remarks:

WEEK 3: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub-strand, /sub-Theme: Water orientation.

Specific learning outcome:

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

Swim on their own without floaters.

Key inquiry question.

How did you spread your legs and hands when swimming?

Learning resources:

Hoops, Pool, Swimming kits, Know more teacher guide pg. 195.

Organization of Learning:

Outside the classroom/In the field.

TIME	CONTENT
5 minutes	Introduction

25minutes	Introduce the lesson by reminding children of safety and hygiene in the pool. Do stretch up activity for warm up. Step 1 Demonstrate to learners how to swim without floaters. Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming. Self-efficacy-Learners will be able to walk and float safely. Values: Responsibility-Learners keep the water clean and take care of their play materials. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool. Step 2 Support learners by the back with their face facing up as they learn to float by themselves. Adjust them over slowly so that they face into the water. Release them slowly and release them slowly without their knowledge as they flap. Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming. Self-efficacy-Learners will be able to walk and float safely.
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Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Step3

Learners to swim on their own without close supervision.

Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming.

Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Conclusion

Ask the learners question. How did you spread your legs and hands when swimming?

Extended Activities

5 minutes

Learners to practice floating on water.

Summary: Learners to be able to swim on their own.

Reflection in the lesson/self-remarks:

WEEK 3: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub-strand, /sub-Theme: Water orientation.

Specific learning outcome:

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

Swim on their own without floaters.

Key inquiry question.

How did you spread your legs and hands when swimming?

Learning resources:

Hoops, Pool, Swimming kits, Know more teacher guide pg. 195.

Organization of Learning:

Outside the classroom/In the field.

TIME	CONTENT
5 minutes	Introduction

25minutes	Introduce the lesson by reminding children of safety and hygiene in the pool. Do stretch up activity for warm up. Step 1 Demonstrate to learners how to swim without floaters. Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming. Self-efficacy-Learners will be able to walk and float safely. Values: Responsibility-Learners keep the water clean and take care of their play materials. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool. Step 2 Support learners by the back with their face facing up as they learn to float by themselves. Adjust them over slowly so that they face into the water. Release them slowly and release them slowly without their knowledge as they flap. Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming.
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Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Step3

Learners to swim on their own without close supervision.

Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming.

Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Conclusion

5 minutes

Ask the learners question. How did you spread your legs and hands when swimming?

Extended Activities

Learners to practice floating on water.

Summary: Learners to be able to swim on their own.

Reflection in the lesson/self-remarks:

WEEK 3: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Swimming.

Sub-strand, /sub-Theme: Water orientation.

Specific learning outcome:

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

Swim on their own without floaters.

Key inquiry question.

How did you spread your legs and hands when swimming?

Learning resources:

Hoops, Pool, Swimming kits, Know more teacher guide pg. 195.

Organization of Learning:

Outside the classroom/In the field.

TIME	CONTENT
5 minutes	Introduction

25minutes	Introduce the lesson by reminding children of safety and hygiene in the pool. Do stretch up activity for warm up. Step 1 Demonstrate to learners how to swim without floaters. Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming. Self-efficacy-Learners will be able to walk and float safely. Values: Responsibility-Learners keep the water clean and take care of their play materials. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool. Step 2 Support learners by the back with their face facing up as they learn to float by themselves. Adjust them over slowly so that they face into the water. Release them slowly and release them slowly without their knowledge as they flap. Core competence: Critical Thinking-This is acquired as learners make choices on the materials
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needed for swimming.

Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

Step3

Learners to swim on their own without close supervision.

Core competence: Critical Thinking-This is acquired as learners make choices on the materials needed for swimming.

Self-efficacy-Learners will be able to walk and float safely.

Values: Responsibility-Learners keep the water clean and take care of their play materials.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to PCIs: Life Skills-Hygiene- Have learners take a shower before getting into the swimming pool.

5 minutes	Conclusion Ask the learners question. How did you spread your legs and hands when swimming? Extended Activities Learners to practice floating on water.
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Summary: Learners to be able to swim on their own.

Reflection in the lesson/self-remarks:

WEEK 4: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

Identify some fun games within their environment for play.

Key inquiry question.

Which fun game do you like most?

Learning resources:

Music artifacts, Resource person, Costumes, Instruments, Know more teacher's guide pg 200-201.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Identify some fun games. Ask learners which game they like most. Demonstrate how to play a fun game. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values. Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step 2

Guide learners to demonstrate games they like. Ask learners what they like from various games.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values. Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step3

Learners to play the game of their choice.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values. Cooperation-Most fun games are played between groups.

5 minutes	Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team. Conclusion Cool down Activity. Learners to breathe in and out. Ask the learners question. Which games do you like the most? Extended Activities Learners to play games of their choice.
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Summary: Learners to identify games.

Reflection in the lesson/self-remarks:

WEEK 4: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

Perform fun games for enjoyment.

Key inquiry question.

What are some of the activities done in fun games?

Learning resources:

Music artifacts, Resource person, Costumes, Instruments, Know more teacher's guide pg 200-201.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Identify some fun games. Ask learners which game they like most. Demonstrate how to play a fun game. Identify activities done in fun games. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values. Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are

improved as learners learn to play with any person or team.

Step 2

Guide learners to demonstrate games they like. Ask learners what they like from various games.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values. Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step3

Learners to play the game of their choice. Learners to perform activities in different games.

Core competence: Collaboration and communication-Learners collaborate in playing games in

5 minutes	groups and communicate effectively to make the games successful. Values. Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team. Conclusion Cool down Activity. Learners to breathe in and out. Ask the learners question. What are some of the activities done in fun games? Extended Activities Learners to play games of their choice at home.
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Summary: Learners to identify activities done in fun games.

Reflection in the lesson/self-remarks:

WEEK 4: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

Identify some fun games within their environment for play.

Key inquiry question.

Which fun game do you like most?

Learning resources:

Music artifacts, Resource person, Costumes, Instruments ,Know more teacher guide pg 200-201.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Identify some fun games. Ask learners which game they like most. Demonstrate how to play a fun game. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values: Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team. Step 2

Guide learners to demonstrate games they like. Ask learners what they like from various games.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step3

Learners to play the game of their choice.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

5 minutes	Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team. Conclusion Cool down Activity. Learners to breathe in and out. Ask the learners question. Which games do you like the most? Extended Activities Learners to play games of their choice at home.
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Summary: Learners to identify games.

Extension Activities:

Reflection in the lesson/self-remarks:

WEEK 4: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

Perform fun games for enjoyment.

Key inquiry question.

What are some of the activities done in fun games?

Learning resources:

Music artifacts, Resource person, Costumes, Instruments ,Know more teacher guide pg 200-201.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Identify some fun games. Ask learners which game they like most. Demonstrate how to play a fun game. Identify activities done in fun games. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values:Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person. Step 2 Guide learners to demonstrate games they like. Ask learners what they like from various games.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values:Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person.

Step3

Learners to play the game of their choice. Learners to perform activities in different games.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values:Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved

5 minutes

as learners learn to play with any person.

Conclusion

Cool down Activity.

Learners to breathe in and out.

Ask the learners question. What are some of the activities done in fun games?

Extended Activities

Learners to play games of their choice at home.

Summary: Learners to identify activities done in fun games.

Reflection in the lesson/self-remarks:

WEEK 4: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

Appreciate and acknowledge each other as they perform the fun games

Key inquiry question.

What are some of the activities done in fun games?

Learning resources:

Music artifacts, Resource person, Costumes, Instruments ,Know more teacher guide pg 200-201.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Identify some fun games. Ask learners which game they like most. Demonstrate how to play a fun game. Identify activities done in fun games. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values: Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any other.

Step 2

Guide learners to demonstrate games they like. Ask learners what they like from various games.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any other.

Step3

Learners to play the game of their choice. Learners to perform activities in different games.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

5 minutes	Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any other. Conclusion Cool down Activity. Learners to breathe in and out. Ask the learners question. What are some of the activities done in fun games? Extended Activities Learners to play games of their choice at home.
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Summary: Learners to identify different games.

Reflection in the lesson/self-remarks:

WEEK 5: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

Perform fun games for enjoyment.

Key inquiry question.

What are some of the activities done in fun games?

Learning resources:

Music artifacts, Resource person, Costumes, Instruments ,Know more teacher guide pg 200-201.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Identify some fun games. Ask learners which game they like most. Demonstrate how to play a fun game. Identify activities done in fun games. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values. Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step 2

Guide learners to demonstrate games they like. Ask learners what they like from various games.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values. Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step3

Learners to play the game of their choice. Learners to perform activities in different games.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values. Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

5 minutes	Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team. Conclusion Cool down Activity. Learners to breathe in and out. Ask the learners question. What are some of the activities done in fun games? Extended Activities Learners to play games of their choice at home.
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Summary: Learners to identify activities done in fun games.

Reflection in the lesson/self-remarks:

WEEK 5: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

Appreciate and acknowledge each other as they perform the fun games

Key inquiry question.

What are some of the activities done in fun games?

Learning resources:

Music artifacts, Resource person, Costumes, Instruments, Know more teacher guide pg 200-201.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Identify some fun games. Ask learners which game they like most. Demonstrate how to play a fun game. Identify activities done in fun games. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values: Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any other. Step 2 Guide learners to demonstrate games they like. Ask learners what they like from various games.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any other.

Step3

Learners to play the game of their choice. Learners to perform activities in different games.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are

5 minutes	improved as learners learn to play with any other. Conclusion Cool down Activity. Learners to breathe in and out. Ask the learners question. What are some of the activities done in fun games? Extended Activities Learners to play games of their choice at home.
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Summary: Learners to identify different games.

Reflection in the lesson/self-remarks:

WEEK 5: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

Perform fun games for enjoyment.

Key inquiry question.

What are some of the activities done in fun games?

Learning resources:

Music artifacts, Resource person, Costumes, Instruments, Know more teacher guide pg 200-201.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Identify some fun games. Ask learners which game they like most. Demonstrate how to play a fun game. Identify activities done in fun games. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values: Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step 2

Guide learners to demonstrate games they like. Ask learners what they like from various games.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step3

Learners to play the game of their choice. Learners to perform activities in different games.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

5 minutes	Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team. Conclusion Cool down Activity. Learners to breathe in and out. Ask the learners question. What are some of the activities done in fun games? Extended Activities Learners to play games of their choice at home.
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Summary: Learners to identify activities done in fun games.

Reflection in the lesson/self-remarks:

WEEK 5: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

Identify some fun games within their environment.

Key inquiry question.

Which fun game do you like most?

Learning resources:

Music artifacts, Resource person, Costumes, Instruments, Know more teacher guide pg 200-201.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Identify some fun games. Ask learners which game they like most. Demonstrate how to play a fun game. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values. Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step 2

Guide learners to demonstrate games they like. Ask learners what they like from various games.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values. Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step3

Learners to play the game of their choice.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values. Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are

5 minutes	improved as learners learn to play with any person or team. Conclusion Cool down Activity. Learners to breathe in and out. Ask the learners question. Which games do you like the most? Extended Activities Learners to play games of their choice at home.
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Summary: Learners to identify games.

Reflection in the lesson/self-remarks:

WEEK 5: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

Play the game of telling time for enjoyment.

Key inquiry question.

How do you play game of telling the game?

Learning resources:

Resource person, Analogue clock, Digital clock, Videos, Know more teacher's guide pg 200-201.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Explain to learners how to read time from analog and digital clock. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values:Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team. Step 2

Divide learners to groups. Guide learners to match analogue clock time with digital clock.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values:Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step3

Learners to play matching analogue clock time with digital clock.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values:Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved

5 minutes	as learners learn to play with any person or team. Conclusion Cool down Activity. Learners to breathe in and out. Ask the learners question. How do you play game of telling the game? Extended Activities Learners to play games of matching analogue clock time with digital clock.
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Summary: Learners to be able to tell time

Reflection in the lesson/self-remarks:

WEEK 6: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

Play marble games for enjoyment.

Key inquiry question.

Which fun game did you enjoy most?

Learning resources:

Resource person, marble, Know more teacher's guide pg 203.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Create a sloping ground which goes for about two metres.Dig a small hole. Demonstrate how to roll marbles in the hole. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values:Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step 2

Guide learners how roll marbles in the holes.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values:Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step3

Learners to roll marbles in the holes alone. The learner who have many marbles emerge the winner.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

5 minutes	Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team. Conclusion Cool down Activity. Learners to breathe in and out. Ask the learners question. Which fun game did you enjoy? Extended Activities Learners to roll marbles at home.
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Summary: Learners to be able to play marble.

Reflection in the lesson/self-remarks:

WEEK 6: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

play the what colour what item game for enjoyment.

Key inquiry question.

Which fun game did you like the most?

Learning resources:

Items of different colours, Resource person, Know more teacher's guide pg 204-205.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Make small note papers form an exercise book and write various materials and colour on each. Fold and mix the notes in a box and make sure no one can see the writing. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values:Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step 2

Guide learners to play the game. Blind fold two learners and let them mix and pick one. Remove the blindfold and let the learner unfold the paper. Read for them what is written on the paper?

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values:Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step3

Learners to walk around the area and choose materials that have been mentioned.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values:Cooperation-Most fun games are played between groups.

5 minutes	Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team. Conclusion Cool down Activity. Learners to breathe in and out. Ask the learners question. Which colour did you learn about? Extended Activities Learners to roll marbles at home.
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Summary: Learners to be able to identify colours and items.

Reflection in the lesson/self-remarks:

WEEK 6: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

Play the game of telling time for enjoyment.

Key inquiry question.

How do you play game of telling the game?

Learning resources:

Resource person ,Analogue clock, Digital clock, Videos. Know more
teacher's guide pg 200-201.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Explain to learners how to read time from analog and digital clock. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values: Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step 2

Divide learners to groups. Guide learners to match analogue clock time with digital clock.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step3

Learners to play matching analogue clock time with digital clock.

5 minutes	Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values: Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team. Conclusion Cool down Activity. Learners to breathe in and out. Ask the learners question. How do you play game of telling the game? Extended Activities Learners to roll marbles at home.
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Summary: Learners to be able to tell time.

Reflection in the lesson/self-remarks:

WEEK 6: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

Play marble games for enjoyment.

Key inquiry question.

Which fun game did you enjoy most?

Learning resources:

Resource person, marble, Know more , teacher's guide pg 203.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Create a sloping ground which goes for about two metres.Dig a small hole. Demonstrate how to roll marbles in the hole. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values:Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step 2

Guide learners how roll marbles in the holes.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values:Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step3

Learners to roll marbles in the holes alone. The learner who have many marbles emerge the winner.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values:Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

5 minutes	Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team. Conclusion Cool down Activity. Learners to breathe in and out. Ask the learners question. Which fun game did you enjoy? Extended Activities Learners to roll marbles at home.
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Summary: Learners to be able to play marble.

Reflection in the lesson/self-remarks:

WEEK 6: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

play the what colour what item game for enjoyment.

Key inquiry question.

Which fun game did you like the most?

Learning resources:

Items of different colours, Resource person, Know more teacher's guide pg 204-205.

Organization of Learning:

Outside the classroom/In the field

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Make small note papers form an exercise book and write various materials and colour on each. Fold and mix the notes in a box and make sure no one can see the writing. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values:Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step 2

Guide learners to play the game. Blind fold two learners and let them mix and pick one. Remove the blindfold and let the learner unfold the paper. Read for them what is written on the paper?

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values:Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step3

Learners to walk around the area and choice materials that have been mentioned.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values:Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Conclusion

Cool down Activity.

Learners to breathe in and out.

Ask the learners question. Which colour did you learn about?

Extended Activities

Learners to play fun game of their choice.

5 minutes

Summary: Learners to be able to identify colours and items.

Reflection in the lesson/self-remarks:

WEEK 7: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Basic skills.

Sub strand /sub-Theme: Locomotive skills.

Specific learning outcome:

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

Identify common terms used in outdoor activities such as climbing/sliding, throwing and catching for correct response.

Key inquiry question

1. Which objects do you enjoy throwing and catching?

Learning resources:

Locally available materials, Know more teacher guide pg164.

Organization of Learning:

Outside the classroom/In the field.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson with a song related to theme e.g Swing, swing.....
25minutes	Lesson development Step 1 Show learners pictures of play objects and items.. Identify play objects. Identify terms used the picture. 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.

Link to Pcls: Lifeskills-coping with emotions.

Step 2

Talk about sliding and climbing objects together with the children.

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.

Link to Pcls: Lifeskills-coping with emotions.

Step 3

Learners to identify activities and terms used during play.

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.

Link to Pcls: Life skills-coping with emotions.

5 minutes	Conclusion Ask learners questions. For example Which objects do you enjoy throwing and catching? Extended Activities Learners to play games of their choice at home.
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Summary: Learners to identify play materials and terms used in play.

Reflection in the lesson/self-remarks:

WEEK 7: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Basic skills.

Sub strand /sub-Theme: Locomotive skills.

Specific learning outcome:

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

Climb and slide on playing objects for enjoyment.

Key inquiry question

1. How do you climb and slide?

Learning resources:

Locally available materials, Know more teacher guide pg164.

Organization of Learning:

Outside the classroom/In the field.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson with a warm up activity Jog on spots for five minutes.
25minutes	Lesson development Step 1 Teach the learners about the safety precautions to take before attempting to use objects. 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. Link to Pcls: Lifeskills-coping with emotions. Step 2 Demonstrate to learners on how to climb and swing. Ask for a volunteer learner and help them to the swing.

5 minutes	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. Link to Pcls: Lifeskills-coping with emotions. Step 3 Learners to climb and swing in turns. 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. Link to Pcls: Lifeskills-coping with emotions. Conclusion Cool down activity. Breathe in and out.
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Ask learners questions. For example How do you climb and slide?

Extended Activities

Learners to swing at home.

Summary: Learners to be able to climb and swing.

Reflection in the lesson/self-remarks:

WEEK 7: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Basic skills.

Sub strand /sub-Theme: Locomotive skills.

Specific learning outcome:

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

Identify common terms used in outdoor activities such as climbing/sliding, throwing and catching for correct response.

Key inquiry question

1. Which objects do you enjoy throwing and catching?

Learning resources:

Locally available materials, Know more teacher guide pg164.

Organization of Learning:

Outside the classroom/In the field.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson with a song related to theme e.g Swing, swing.....
25minutes	Lesson development Step 1 Show learners pictures of play objects and items.. Identify play objects. Identify terms used the picture. 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.

Link to Pcls: Life skills-coping with emotions.

Step 2

Talk about sliding and climbing objects together with the children.

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.

Link to Pcls: Lifeskills-coping with emotions.

Step 3

Learners to identify activities and terms used during play.

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	Values: Respect, cooperation and social justice. Link to Pcls: Life skills-coping with emotions. Conclusion Ask learners questions. For example Which objects do you enjoy throwing and catching? Extended Activities Learners to swing at home.
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Summary: Learners to identify play materials and terms used in play.

Reflection in the lesson/self-remarks:

WEEK 7: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Basic skills.

Sub strand /sub-Theme: Locomotive skills.

Specific learning outcome:

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

Climb and slide on playing objects for enjoyment.

Key inquiry question

1. How do you climb and slide?

Learning resources:

Locally available materials, know more teacher guide pg164-168.

Organization of Learning:

Outside the classroom/In the field.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson with a warm up activity Jog on spots for five minutes.
25minutes	Lesson development Step 1 Teach the learners about the safety precautions to take before attempting to use objects. 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. Link to Pcls: Lifeskills-coping with emotions. Step 2 Demonstrate to learners on how to climb and swing. Ask for a volunteer learner and help them to the swing. Core competence: Communication and collaboration-Learners will play all the games in pairs.

5 minutes	Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Respect, cooperation and social justice. Link to Pcls: Lifeskills-coping with emotions. Step 3 Learners to climb and swing in turns. 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. Link to Pcls: Lifeskills-coping with emotions. Conclusion Cool down activity. Breathe in and out. Ask learners questions. For example How do you climb and slide?
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	Extended Activities Learners to swing at home.
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Summary: Learners to be able to climb and swing.

Reflection in the lesson/self-remarks:

WEEK 7: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Basic skills.

Sub strand /sub-Theme: Locomotive skills.

Specific learning outcome:

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

Observe safety during climbing and sliding on playing objects.

Key inquiry question

1. How do you climb and slide?

Learning resources:

Locally available materials, know more teacher guide pg164-168.

Organization of Learning:

Outside the classroom/In the field.

TIME	CONTENT
5 minute s	Introduction Introduce the lesson with a warm up activity Jog on spots for five minutes.
25min utes	Lesson development Step 1 Teach the learners about the safety precautions to take before attempting to use objects. Core competence: Self-efficacy-Learners have confidence executing locomotive tasks. Learns to discover how to surmount challenges on their own such as climbing. Values: Patience-learners take time to learn how to surmount difficult challenges as they take on various fixed structure. Link to Pcls: Lifeskills-skills of knowing and living with oneself. Step 2 Demonstrate to learners on how to climb and swing. Ask for a volunteer learner and help them to the swing. Core competence: Self-efficacy-Learners have confidence executing locomotive tasks.

Learns to discover how to surmount challenges on their own such as climbing.

Values: Patience-learners take time to learn how to surmount difficult challenges as they take on various fixed structure.

Link to Pcls: Lifeskills-skills of knowing and living with oneself.

Step 3

Learners to climb and swing in turns.

Core competence: Self-efficacy-Learners have confidence executing locomotive tasks.

Learns to discover how to surmount challenges on their own such as climbing.

Values: Patience-learners take time to learn how to surmount difficult challenges as they take on various fixed structure.

Link to Pcls: Lifeskills-skills of knowing and living with oneself.

5

minute

Conclusion

Cool down activity.

s	Breathe in and out. Ask learners questions. For example How do you climb and slide? Extended Activities Learners to swing at home.
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Summary: Learners to be able to climb and swing.

Reflection in the lesson/self-remarks:

WEEK 8: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Basic skills.

Sub strand /sub-Theme: Non- Locomotive skills.

Specific learning outcome:

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

Identify common terms used in turning and twisting activities.

Key inquiry question

1. What are the playing materials and equipment used in twisting and turning?

Learning resources:

Hula hoop, Rings, Round shaped sticks, Knowhow teacher guide pg 172-173.

Organization of Learning:

Outside the classroom/In the field.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson with a warm up activity Learners to stretch themselves.
25minutes	Lesson development Step 1 Teach them on common terms used in turning and twisting. 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. Appreciation-Learners to appreciate the importance of turning and twisting. Link to Pcls: Lifeskills-coping with emotions. Step 2

Demonstrate to learners on how to twist. They lift their hands up for a few seconds then put down. They stretch them wide and hold the position for a few seconds then put the hands in front.

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. Appreciation-Learners to appreciate the importance of turning and twisting.

Link to Pcls: Lifeskills-coping with emotions.

Step 3

Learners to turn and twist on their own in the field.

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. Appreciation-Learners to appreciate the importance of turning and twisting.

5 minutes	Link to Pcls: Lifeskills-coping with emotions. Conclusion Cool down activity. Run slowly on the spot. They breathe in and out. Ask learners questions. For example How do turn and twist? Extended Activities Learners to turn and twist at home.
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Summary: Learners to be able to turn and twist.

Reflection in the lesson/self-remarks:

WEEK 8: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Basic skills.

Sub strand /sub-Theme: Non- Locomotive skills.

Specific learning outcome:

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

Identify common terms used in turning and twisting activities.

Key inquiry question

1. What are the playing materials and equipment used in twisting and turning?

Learning resources:

Hula hoop, Rings, Round shaped sticks, Knowhow teacher guide pg 172-173.

Organization of Learning:

Outside the classroom/In the field.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson with a warm up activity Learners to stretch themselves.
25minutes	Lesson development Step 1 Teach them on common terms used in turning and twisting. 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:Appreciation-Learners to appreciate the importance of turning and twisting. Link to Pcls: Lifeskills-coping with emotions. Step 2

Demonstrate to learners on how to twist. They lift their hands up for a few seconds then put down. They stretch them wide and hold the position for a few seconds then put the hands in front.

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:Appreciation-Learners to appreciate the importance of turning and twisting.

Link to Pcls: Lifeskills-coping with emotions.

Step 3

Learners to turn and twist on their own in the field.

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:Appreciation-Learners to appreciate the importance of turning and twisting.

Link to Pcls: Lifeskills-coping with emotions.

5 minutes**Conclusion****Cool down activity.**

Run slowly on the spot. They breathe in and out.

Ask learners questions. For example How do turn and twist?

Extended Activities

Learners to turn and twist at home.

Summary: Learners to be able to turn and twist.

Reflection in the lesson/self-remarks:

WEEK 8: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Basic skills.

Sub strand /sub-Theme: Non- Locomotive skills.

Specific learning outcome:

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

Turning and twisting for flexibility.

Key inquiry question

1. How do we turn and twist?

Learning resources:

Hula hoop, Rings, Round shaped sticks, Knowhow teacher guide pg 172-173.

Organization of Learning:

Outside the classroom/In the field.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson with a warm up activity Learners to stretch themselves.
25minutes	Lesson development Step 1 Demonstrate to learners how to twist and turn through hula hoop. 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:Appreciation-Learners to appreciate the importance of turning and twisting.

Link to Pcls: Lifeskills-coping with emotions.

Step 2

Guide learners to turn and twist through hula hoop.

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:Appreciation-Learners to appreciate the importance of turning and twisting.

Link to Pcls: Lifeskills-coping with emotions.

Step 3

Learners to turn and twist through hula hoop on their own in the field.

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:Appreciation-Learners to appreciate the importance of turning and twisting.

5 minutes	Link to Pcls: Lifeskills-coping with emotions. Conclusion Cool down activity. Run slowly on the spot. They breathe in and out. Ask learners questions. For example How do turn and twist? Extended Activities Learners to turn and twist at home.
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Summary: Learners to be able to turn and twist.

Reflection in the lesson/self-remarks:

WEEK 8: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Basic skills.

Sub strand /sub-Theme: Non- Locomotive skills.

Specific learning outcome:

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

Turn and twist successfully for flexibility using hula hoops.

Key inquiry question

1. How do we turn and twist?

Learning resources:

Hula hoop, Rings, Round shaped sticks, Knowhow teacher guide pg 172-173.

Organization of Learning:

Outside the classroom/In the field.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson with a warm up activity Learners to stretch themselves.
25minutes	Lesson development Step 1 Demonstrate to learners how to twist and turn through hula hoop. 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:Appreciation-Learners to appreciate the importance of turning and twisting. Link to Pcls: Lifeskills-coping with emotions. Step 2 Guide learners to turn and twist through hula hoop. Core competence: Communication and collaboration-Learners will play all the games in pairs.

5 minutes	Imagination and creativity-Learners will develop imagination and creativity as they play. Values:Appreciation-Learners to appreciate the importance of turning and twisting. Link to Pcls: Lifeskills-coping with emotions. Step 3 Learners to turn and twist through hula hoop on their own in the field. 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:Appreciation-Learners to appreciate the importance of turning and twisting. Link to Pcls: Lifeskills-coping with emotions. Conclusion Cool down activity. Run slowly on the spot. They breathe in and out. Ask learners questions. For example How do turn and twist? Extended Activities
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	Learners to turn and twist through hula hoop at home.
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Summary: Learners to be able to turn and twist.

Reflection in the lesson/self-remarks:

WEEK 8: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Basic skills.

Sub strand /sub-Theme: Non- Locomotive skills.

Specific learning outcome:

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

Turn and twist successfully for flexibility using hula hoops.

Key inquiry question

1. How do we turn and twist?

Learning resources:

Hula hoop, Rings, Round shaped sticks, Knowhow teacher guide pg 172-173.

Organization of Learning:

Outside the classroom/In the field.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson with a warm up activity Learners to stretch themselves.
25minutes	Lesson development Step 1 Demonstrate to learners how to twist and turn through hula hoop. 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. Appreciation-Learners to appreciate the importance of turning and twisting. Link to Pcls: Lifeskills-coping with emotions. Step 2 Guide learners to turn and twist through hula hoop.

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. Appreciation-Learners to appreciate the importance of turning and twisting.

Link to Pcls: Lifeskills-coping with emotions.

Step 3

Learners to turn and twist through hula hoop on their own in the field.

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. Appreciation-Learners to appreciate the importance of turning and twisting.

Link to Pcls: Lifeskills-coping with emotions.

Conclusion

Cool down activity.

5 minutes

Run slowly on the spot. They breathe in and out.

Ask learners questions. For example How do turn and twist?

Extended Activities**Learners to turn and twist through hula hoop at home.****Summary:** Learners to be able to turn and twist.**Reflection in the lesson/self-remarks:**

WEEK 9: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

Play marble games for enjoyment.

Key inquiry question.

Which fun game did you enjoy most?

Learning resources:

Music artifacts, Resource person, marble, Know more teacher guide pg 203.

Organization of Learning:

Outside the classroom/In the field.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Create a sloping ground which goes for about two metres.Dig a small hole. Demonstrate how to roll marbles in the hole. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values: Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team. Step 2 Guide learners how roll marbles in the holes.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step3

Learners to roll marbles in the holes alone. The learner who have many marbles emerge the winner.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as

5 minutes**learners learn to play with any person or team.****Conclusion****Cool down Activity.**

Learners to breathe in and out.

Ask the learners question. Which fun game did you enjoy?

Extended Activities**Learners to roll marbles at home.**

Summary: Learners to be able to play marble.

Reflection in the lesson/self-remarks:

WEEK 9: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

play the what colour what item game for enjoyment.

Key inquiry question.

Which fun game did you like the most?

Learning resources:

Items of different colours, Resource person, Know more teacher, guide pg 204-205.

Organization of Learning:

Outside the classroom/In the field.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Make small note papers form an exercise book and write various materials and colour on each. Fold and mix the notes in a box and make sure no one can see the writing. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values. Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved

as learners learn to play with any person or team.

Step 2

Guide learners to play the game. Blind fold two learners and let them mix and pick one. Remove the blindfold and let the learner unfold the paper. Read for them what is written on the paper?

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values. Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step3

Learners to walk around the area and choice materials that have been mentioned.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

5 minutes

Values. Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Conclusion

Cool down Activity.

Learners to breathe in and out.

Ask the learners question. Which colour did you learn about?

Extended Activities

Learners to roll marbles at home.

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Summary: Learners to be able to identify colours and items.

Reflection in the lesson/self-remarks:

WEEK 9: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

Play the game of telling time for enjoyment.

Key inquiry question.

How do you play game of telling the game?

Learning resources:

Music artifacts, Resource person, Analogue clock, Digital clock,Videos, Know more teachers guide pg 200-201.

Organization of Learning:

Outside the classroom/In the field.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Explain to learners how to read time from analog and digital clock. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values.:Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step 2

Divide learners to groups. Guide learners to match analogue clock time with digital clock.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values.:Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step3

Learners to play matching analogue clock time with digital clock.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values.: Cooperation-Most fun games are played between groups.

5 minutes**Respect-Learners to be encouraged to show respect to other learners as they take turns.****Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.****Conclusion****Cool down Activity.**

Learners to breathe in and out.

Ask the learners question. How do you play game of telling the game?

Extended Activities**Learners to match the analogue clock time with digital clock.**

Summary: Learners to be able to tell time.

Reflection in the lesson/self-remarks:

WEEK 9: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

Play marble games for enjoyment.

Key inquiry question.

Which fun game did you enjoy most?

Learning resources:

Music artifacts, Resource person, marble, Know more teacher guide pg 203.

Organization of Learning:

Outside the classroom/In the field.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Create a sloping ground which goes for about two metres .Dig a small hole. Demonstrate how to roll marbles in the hole. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values: Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step 2

Guide learners how roll marbles in the holes.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step3

Learners to roll marbles in the holes alone. The learner who have many marbles emerge the winner.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

5 minutes	Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team. Conclusion Cool down Activity. Learners to breathe in and out. Ask the learners question. Which fun game did you enjoy? Extended Activities Learners to roll marbles.
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Summary: Learners to be able to play marble.

Reflection in the lesson/self-remarks:

WEEK 9: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

play the what colour what item game for enjoyment.

Key inquiry question.

Which fun game did you like the most?

Learning resources:

Items of different colours, Resource person, Know more teacher guide pg 204-205.

Organization of Learning:

Outside the classroom/In the field.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Make small note papers form an exercise book and write various materials and colour on each. Fold and mix the notes in a box and make sure no one can see the writing. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step 2

Guide learners to play the game. Blind fold two learners and let them mix and pick one. Remove the blindfold and let the learner unfold the paper. Read for them what is written on the paper?

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

5 minutes	Step3 Learners to walk around the area and choice materials that have been mentioned. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values: Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team. Conclusion Cool down Activity. Learners to breathe in and out. Ask the learners question. Which colour did you learn about? Extended Activities
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	Learners to roll marbles.
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Summary: Learners to be able to identify colours and items.

Reflection in the lesson/self-remarks:

WEEK 10: LESSON 1

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

Play marble games for enjoyment.

Key inquiry question.

Which fun game did you enjoy most?

Learning resources:

Items of different colours, Resource person, Know more teacher guide pg 204-205.

Organization of Learning:

Outside the classroom/In the field.

Learning resources:

Music artifacts, Resource person.

Marble, Know more teacher guide pg 203.

Organization of Learning:

Outside the classroom/In the field.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Create a sloping ground which goes for about two metres.Dig a small hole. Demonstrate how to roll marbles in the hole. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step 2

Guide learners how roll marbles in the holes.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step3

Learners to roll marbles in the holes alone. The learner who have many marbles emerge the winner.

5 minutes	Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values: Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team. Conclusion Cool down Activity. Learners to breathe in and out. Ask the learners question. Which fun game did you enjoy? Extended Activities Learners to roll marbles.
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Summary: Learners to be able to play marble.

Reflection in the lesson/self-remarks:

WEEK 10: LESSON 2

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

play the what colour what item game for enjoyment.

Key inquiry question.

Which fun game did you like the most?

Organization of Learning:

Outside the classroom/In the field.

Learning resources:

Items of different colours, Resource person, Know more teacher guide pg 204-205.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Make small note papers form an exercise book and write various materials and colour on each. Fold and mix the notes in a box and make sure no one can see the writing. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values: Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step 2

Guide learners to play the game. Blind fold two learners and let them mix and pick one. Remove the blindfold and let the learner unfold the paper. Read for them what is written on the paper?

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step3

Learners to walk around the area and choose materials that have been mentioned.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

5 minutes	Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team. Conclusion Cool down Activity. Learners to breathe in and out. Ask the learners question. Which colour did you learn about? Extended Activities Learners to play games of their choice.
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Summary: Learners to be able to identify colours and items.

Reflection in the lesson/self-remarks:

WEEK 10: LESSON 3

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

Play the game of telling time for enjoyment.

Key inquiry question.

How do you play game of telling the game?

Organization of Learning:

Outside the classroom/In the field.

Learning resources:

Items of different colours, Resource person, Know more teacher guide pg 204-205.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Explain to learners how to read time from analog and digital clock. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values: Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step 2

Divide learners to groups. Guide learners to match analogue clock time with digital clock.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step3

Learners to play matching analogue clock time with digital clock.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

5 minutes	Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team. Conclusion Cool down Activity. Learners to breathe in and out. Ask the learners question. How do you play game of telling the game? Extended Activities Learners to play games of their choice.
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Summary: Learners to be able to tell time

Reflection in the lesson/self-remarks:

WEEK 10: LESSON 4

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

Play marble games for enjoyment.

Key inquiry question.

Which fun game did you enjoy most?

Organization of Learning:

Outside the classroom/In the field.

Learning resources:

Music artifacts, Resource person, marble, Know more teacher guide pg 203.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Create a sloping ground which goes for about two metres.Dig a small hole. Demonstrate how to roll marbles in the hole. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values: Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team. Step 2

Guide learners how roll marbles in the holes.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step3

Learners to roll marbles in the holes alone. The learner who have many marbles emerge the winner.

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved

5 minutes	as learners learn to play with any person or team. Conclusion Cool down Activity. Learners to breathe in and out. Ask the learners question. Which fun game did you enjoy? Extended Activities Learners to play games of their choice.
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Summary: Learners to be able to play marble.

Reflection in the lesson/self-remarks:

WEEK 10: LESSON 5

SCHOOL	CLASS	DATE	TIME	ROLL

Strand /Theme: Fun games.

Sub strand /sub-Theme: Modern/ Traditional fun games.

Specific learning outcome:

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

play the what colour what item game for enjoyment.

Key inquiry question.

Which fun game did you like the most?

Organization of Learning:

Outside the classroom/In the field.

Learning resources:

Items of different colours, Resource person, Know more teacher guide pg 204-205.

TIME	CONTENT
5 minutes	Introduction Introduce the lesson by warm exercise such as stretching up for about five minutes.
25minutes	Step 1 Make small note papers form an exercise book and write various materials and colour on each. Fold and mix the notes in a box and make sure no one can see the writing. Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful. Values: Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved

as learners learn to play with any person or team.

Step 2

Guide learners to play the game. Blind fold two learners and let them mix and pick one. Remove the blindfold and let the learner unfold the paper. Read for them what is written on the paper?

Core competence: Collaboration and communication-Learners collaborate in playing games in groups and communicate effectively to make the games successful.

Values: Cooperation-Most fun games are played between groups.

Respect-Learners to be encouraged to show respect to other learners as they take turns.

Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team.

Step3

Learners to walk around the area and choose materials that have been mentioned.

Core competence: Collaboration and communication-Learners collaborate in playing games in

5 minutes	groups and communicate effectively to make the games successful. Values: Cooperation-Most fun games are played between groups. Respect-Learners to be encouraged to show respect to other learners as they take turns. Link to Pcls: Skills of knowing and living with others-Interpersonal relationships are improved as learners learn to play with any person or team. Conclusion Cool down Activity. Learners to breathe in and out. Ask the learners question. Which colour did you learn about? Extended Activities Learners to play games of their choice.
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Summary: Learners to be able to identify colours and items.

Reflection in the lesson/self-remarks: