

RATIONALISED CBE LESSON PLANS

GRADE : 8

TERM : THREE

YEAR : 2025

LEARNING AREA: CREATIVE ACTIVITIES

TEACHERS NAME:

SCHOOL :

WEEK 1: LESSON 1

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Volleyball

Sub Strand: Single Hand Dig Pass

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Use a digital device to watch a video clip on volleyball.
2. Observe when and how players apply the single hand dig pass.
3. Explore magazines, newspapers, and journals to gather information on the single hand dig pass.

Key Inquiry Question:

- How does the volley pass make the volleyball game interesting?

| Core competencies | Values | PCIs |
|--|---|---|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

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| <ul style="list-style-type: none"> • Self- efficacy | | |
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Learning Resources:

- Curriculum Design; Creative Arts and Sports, Grade 8
- Pictures/Photographs of volleyball action
- Digital devices (tablets, laptops)
- Magazines, newspapers, journals related to volleyball

Organisation of Learning:

Introduction (5 minutes):

1. Review Previous Lesson: Quick recap of what was learned about volleyball fundamentals.
2. Discussion: Lead a brief discussion on the importance of various volleyball passes, with a focus on the single hand dig pass. Ask students how they think these skills affect the game.

Lesson Development (30 minutes):

Step 1: Video Observation

- In small groups, students will use a digital device to watch a selected video clip on volleyball that highlights the single hand dig pass.
- Guiding Questions: What key positions do players take before using the single hand dig pass? What body movements do they use?

Step 2: Group Discussion

- After the video, each group discusses their observations.
- Encourage students to share specific moments in the video where the single hand dig was used effectively.

Step 3: Magazine Exploration

- Groups are then tasked to browse through available magazines, newspapers, and journals to find articles or photos that relate to the single hand dig pass.
- Guiding Questions: What insights do the articles provide about the usage of the single hand dig pass in real games?

Step 4: Presentation

- Each group shares one interesting fact or observation from their magazine findings.
- Discuss how these observations connect back to the video and the skill of the single hand dig.

Conclusion (5 minutes):

- Summarize Key Points: Recap the objectives of the lesson and what students learned about the single hand dig pass.
- Interactive Activity: Play a quick game where students stand up when they hear "single hand dig pass" and provide a thumbs up or down based on their understanding. This reinforces their comprehension.
- Preview Next Session: Briefly mention what skills will be introduced next in volleyball and pose a question for students to think about.

Extended Activities:

- Skill Practice: Organize a mini-volleyball session where students can practice the single hand dig pass in pairs or small groups.

- Research Assignment: Ask students to investigate the history and evolution of volleyball, focusing on how passing techniques have changed over time and prepare a short report to present in class.
- Create a Poster: Have students create a poster featuring key techniques of the single hand dig pass, including illustrations of proper technique, to display in the gym.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Volleyball

Sub Strand: Single Hand Dig Pass

Specific Learning Outcomes:

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

1. Warm up through high knees, knee raises, half squats, and cool down activities.
2. Demonstrate a single hand dig pass with a partner, who should receive it with a single-handed dig pass.
3. Appreciate feedback from the teacher.

Key Inquiry Question:

- What is a single hand dig pass?

| Core competencies | Values | PCIs |
|--|---|---|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

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| <ul style="list-style-type: none"> • Self- efficacy | | |
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Learning Resources:

- Curriculum Design; Creative Arts and Sports, Grade 8
- Pictures/Photographs
- Digital devices (computing devices, tablets, etc.)

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson by asking students about key points learned.
- Introduce the key inquiry question: "What is a single hand dig pass?"
- Encourage learners to read and discuss relevant content from the learning resources, highlighting the importance of the single hand dig pass in volleyball.

Lesson Development (30 minutes):**Step 1: Warm-Up**

- In groups, guide students through a warm-up session that includes:
- High knees (2 minutes)
- Knee raisers (2 minutes)
- Half squats (2 minutes)

- Cool down stretches (optional 4 minutes).

Step 2: Introduction to Single Hand Dig Pass

- Explain the concept and purpose of the single hand dig pass with a demonstration.
- Discuss key techniques and common mistakes to avoid. Use visual aids from the learning resources to enhance understanding.

Step 3: Paired Practice

- Students pair up to practice the single hand dig pass:
- One student will toss the volleyball to their partner, who will use a single hand dig pass to return it.
- Rotate partners after 5 minutes to experience different passing styles and feedback.

Step 4: Instructor Feedback and Improvement

- Walk around the class to observe student technique and provide individual feedback.
- Encourage students to give constructive feedback to their partners as well.

Conclusion (5 minutes):

- Summarize key points from the lesson: importance of correct technique in the single hand dig pass and the value of feedback.
- Conduct a brief interactive activity where students share one thing they learned about the single hand dig pass.
- Prepare learners for the next session by previewing upcoming topics, such as advanced passing techniques.

Extended Activities:

- Homework Assignment: Find a video online that demonstrates the single hand dig pass. Write a summary of what you learned and mention one important point you noticed.
- Skill Development: Have students practice alone or with family members at home, focusing on improving their single-hand dig pass technique using a soft ball or pillow.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Volleyball

Sub Strand: Single Hand Dig Pass

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Come up with interesting drills that help them practice the single hand dig pass.
2. Practice single hand return with a partner using right hand dig, left hand dig, and alternate hands dig.
3. Play a sack volleyball game for enjoyment.

Key Inquiry Question:

- How many hands should a player use to perform the single hand dig?

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| <ul style="list-style-type: none"> • Self- efficacy | | |
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Learning Resources:

- Curriculum Design; Creative Arts and Sports, Grade 8
- Pictures and Photographs
- Digital devices (e.g., tablets, smartphones for video demonstration)

Organisation of Learning:**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson focusing on basic volleyball skills.
- Lead a discussion where learners read and share insights from provided resources, focusing on the single hand dig concept as a key skill.

Lesson Development (30 minutes):**Step 1:** Drill Brainstorming

- In small groups, students brainstorm and create their own drills for practicing the single hand dig pass. Encourage creativity in their approaches and methods.

Step 2: Partner Practice

- Groups partner up and practice their single hand return. Students will alternate using the right hand dig, left hand dig, and then switch to alternate hands. Remind them to focus on technique.

Step 3: Feedback Session

- After practicing, students give constructive feedback to their partners. Encourage them to use statements like “I liked how you...” and “Next time, maybe try to...”, reinforcing respect and integrity in their communication.

Step 4: Sack Volleyball Game

- Students engage in a fun sack volleyball game, emphasizing the single hand dig pass throughout the game. This will encourage teamwork and application of skills in a playful setting.

Conclusion (5 minutes):

- Summarize the key points discussed: understanding of single hand digs, the importance of practice, and applying skills in a game.
- Conduct a brief interactive activity, such as a quiz or a reflection question about what they learned today.
- Preview upcoming topics by posing open-ended questions, like: “What skills do you think we will focus on next?”

Extended Activities:

- Encourage students to create a video tutorial demonstrating one of the drills they invented for a homework assignment. They can share these videos in the next lesson to foster peer learning.
- Suggest students to attend a local volleyball match or practice outside of school and write a short reflection on the techniques they observe.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Volleyball

Sub Strand: Over Arm Serve

Specific Learning Outcomes:

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

1. Use a digital device to watch a video clip on the over arm serve.
2. Observe the stance and players' movements towards the ball.
3. Engage with various media sources such as magazines, journals, and newspapers on the topic of over arm serve.

Key Inquiry Question(s):

- What is the over arm serve?

| Core competencies | Values | PCIs |
|--|---|---|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

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| <ul style="list-style-type: none"> • Self- efficacy | | |
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Learning Resources:

- Curriculum Design; Creative Arts and Sports, Grade 8
- Pictures and Photographs
- Digital devices (tablets, laptops, etc.)
- Magazines and newspapers

Organisation of Learning:**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on volleyball basics.
- Guide learners to read and discuss relevant content from the textbooks or other materials available, focusing on the definition and importance of the over arm serve.

Lesson Development (30 minutes):**Step 1:** Video Observation

- In groups, learners will use digital devices to watch the video clip at the provided link.
- Focus on the players' stance and their movements as they prepare for the over arm serve.

Step 2: Group Discussion

- After watching, each group will discuss their observations. They should note the correct stance and any other techniques they saw.
- Encourage them to refer to how the players' feet and arm positions contribute to a successful serve.

Step 3: Resource Exploration

- Groups will then look at magazines, journals, and photographs that depict the over arm serve.
- They should identify other players' techniques and compare them with what they observed in the video.

Step 4: Explanation and Sharing

- Each group will prepare a brief presentation explaining what they learned about the over arm serve, incorporating both their video observations and resource findings.
- Groups will share their explanations with the class, focusing on key points such as proper stance and technique.

Conclusion (5 minutes):

- Summarize the key points discussed in groups, highlighting the characteristics of a good over arm serve.
- Conduct a quick interactive quiz where learners guess techniques based on descriptions or pictures, reinforcing what they learned.
- Briefly preview the next session, discussing potential topics or questions about volleyball strategies and gameplay.

Extended Activities:

- Practice Sessions: Organize outdoor practice where learners can try the over arm serve themselves, potentially with a peer coach system.

- Research Assignment: Ask students to research a famous volleyball player known for their serving skills and present their findings in the next class.
- Create a How-To Guide: Each group can create a simple illustrated guide for executing the perfect over arm serve, which can be displayed in class or shared digitally.

Teacher Self-Evaluation:

WEEK 1: LESSON 5

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Volleyball

Sub Strand: Over Arm Serve

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Perform warm-up and cool-down activities.
2. Demonstrate the steps to follow when performing an over-arm serve.
3. Appreciate feedback from the teacher.

Key Inquiry Question(s):

- How many steps should you follow when performing an over-arm serve?

| Core competencies | Values | PCIs |
|--|---|---|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

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| <ul style="list-style-type: none"> • Self- efficacy | | |
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Learning Resources:

- Curriculum Design; Creative Arts and Sports, Grade 8
- Pictures and photographs of volleyball techniques
- Digital devices (for research and videos)
- Computing devices (for interactive learning)

Organisation of Learning:

Introduction (5 minutes):

- Begin with a brief review of the previous lesson, focusing on the importance of serving in volleyball.
- Guide learners to read and discuss relevant content from the learning resources, ensuring they grasp the key concepts, including the significance of warm-up and cool-down activities.

Lesson Development (30 minutes):

Step 1: Warm-Up Activity

- Activity: In groups, learners will perform a warm-up exercise by swinging their arms clockwise for 30 seconds. Start slowly and gradually increase the pace.
- Objective: Prepare the body for physical activity and prevent injury.

Step 2: Cool Down Activity

- Activity: After practicing their serves, learners will walk at a moderate speed, swinging their hands up and down, for a duration of 2–3 minutes to cool down.
- Objective: Help relax the muscles and promote recovery post-activity.

Step 3: Demonstrate the Steps for Over Arm Serve

- Activity: In groups, learners will watch a demonstration video or a teacher-led demonstration of the over-arm serve, followed by practicing the serve themselves.
- Key Steps to Follow:
 1. Position your feet shoulder-width apart.
 2. Hold the ball in your non-dominant hand at waist level.
 3. Swing your dominant arm back, then forward to strike the ball.
 4. Follow through your swing and step forward with the opposite foot.

Step 4: Feedback and Reflection

- Activity: After practicing, groups gather to discuss what they observed and learned from their peers. The teacher circulates to provide feedback. Encourage students to appreciate and positively critique one another.
- Objective: Develop an understanding of skills and the importance of receiving constructive feedback.

Conclusion (5 minutes):

- Summarize the key points of the lesson: the steps for performing an over-arm serve and the value of warm-up and cool-down exercises.
- Conduct a brief interactive activity where learners can ask questions or share what they found most challenging or interesting about the over-arm serve.

- Prepare learners for the next session by previewing the upcoming topics, such as practicing different types of serves or strategies in volleyball.

Extended Activities:

- Volleyball Drills: Have learners practice their over-arm serves in pairs, giving each other feedback on their techniques.
- Research Assignment: Students can research famous volleyball players and their serving techniques, summarizing what makes them effective.
- Video Analysis: Learners can record themselves performing the over-arm serve and review the video to identify areas for improvement.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Volleyball

Sub Strand: Over Arm Serve

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. State the safety measures to observe when performing an over-arm serve.
2. Practice the single-hand dig pass using serving relay in teams.
3. Appraise others' efforts when applying serving and volleying skills in volleyball.

Key Inquiry Question:

- What are the safety measures to apply when performing an over-arm serve?

| Core competencies | Values | PCIs |
|---|---|---|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving • Self-efficacy | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

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Learning Resources:

- Curriculum Design; Creative Arts and Sports, Grade 8
- Pictures/Photographs
- Digital devices (e.g., tablets or laptops for research)
- Computing devices (to access videos/demonstrations)

Organisation of Learning:**Introduction (5 minutes):**

- Review: Start with a brief discussion of the previous lesson on volleyball basics.
- Discussion: Guide learners to look at relevant content from the provided resources, focusing on key concepts, particularly safety.

Lesson Development (30 minutes):**Step 1: Safety Measures Discussion**

- As a class, have learners list and discuss safety measures for performing the over-arm serve (e.g., checking the area is clear, proper warm-up techniques, using the correct technique to avoid injury).

Step 2: Demonstration

- Demonstrate the over-arm serve technique and how to execute the single-hand dig pass.
- Use visual aids or videos to illustrate proper form and technique.

Step 3: Group Activity - Serving Relay

- Divide learners into small teams.
- Each team practices the single-hand dig pass while performing a relay race. Set up two markers for each team: one for serving and one for receiving.
- Emphasize teamwork and proper technique while cheering on their teammates.

Step 4: Peer Appraisal

- Have teams reflect on their performance. In groups, discuss what they did well and what could be improved.
- Encourage learners to provide constructive feedback to each other, focusing on serving and volleying skills.

Conclusion (5 minutes):

- Summarization: Recap key points discussed during the lesson, including safety measures, serving practice, and the importance of peer feedback.
- Interactive Activity: Conduct a quick quiz or a game where learners can shout out safety measures or techniques discussed.
- Preview: Briefly introduce what will be covered in the next session (such as game strategies or advancing into playing matches).

Extended Activities:

- Research Assignment: Learners can research famous volleyball players and present their serving techniques and styles in the next class.

- Skill Journals: Encourage students to keep a skill journal noting their practice sessions, challenges faced, and improvements made.
- Safety Poster: In groups, create a poster illustrating the safety measures in volleyball, which can be displayed in the gym or classroom.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Volleyball

Sub Strand: Minor Games and Basic Rules

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

- 1.Practice volleying in volleyball.
- 2.Apply skills learned in a mini volleyball game while providing feedback to peers.
- 3.Enjoy playing different games involving volleyball.

Key Inquiry Question(s):

- What have you learned about volleyball?

| Core competencies | Values | PCIs |
|---|---|--|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving • Self- efficacy | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

Learning Resources:

- Curriculum Design; Creative Arts and Sports, Grade 8
- Pictures and photographs of volleyball techniques
- Digital devices (computers, tablets) for instructional use

Organisation of Learning:**Introduction (5 minutes):****1. Review Previous Lesson:**

- Briefly discuss the basic rules of volleyball learned in the previous class.
- Ask students to share one key point they remember about volleyball.

2. Discussion:

- Present a few images of volleyball games and players engaging in volleying.
- Encourage students to share their thoughts and experiences related to volleyball, emphasizing the importance of skills like volleying.

Lesson Development (30 minutes):**Step 1: Volleyball Volleying Practice**

- Arrange students in pairs, facing each other.
- Instruct them to practice volleying the ball back and forth.

- Monitor their techniques and encourage them to focus on form—using thumbs and fingers to direct the ball.

Step 2: Mini Volleyball Game Setup

- Organize students into small groups (4-5 students).
- Set up a small playing area and explain the basic rules of the mini game (e.g., rotations, scoring).
- Emphasize the importance of safety during play and how to effectively communicate with teammates.

Step 3: Playing the Mini Volleyball Game

- Let each group play a mini volleyball game.
- Walk around to observe play, ensuring everyone is following the rules and practicing their volleying skills.

Step 4: Feedback Session

- After each game, ask students to provide constructive feedback to their teammates about their volleying technique and teamwork.
- Encourage them to share one thing they did well and one thing they could improve on.

Conclusion (5 minutes):

- Summarise Key Points:
- Review what was practiced in terms of volleying and the collaborative aspect of the mini-game.
- Highlight how feedback is essential for improving skills in sports.

- Interactive Activity:
 - Conduct a quick-fire question round where students can shout out answers to reinforce what they've learned about volleyball.
- Preview Next Session:
 - Briefly introduce the next topic, such as advanced volleyball techniques or strategies.
 - Pose a reflective question: "How can teamwork improve your performance in sports?"

Extended Activities:

- Volleyball Skills Journal: Have students keep a journal where they can track their progress in various skills they practice outside of class.
- Research Assignment: Assign students to research famous volleyball players and prepare a short presentation about their playing style and significant achievements.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Creating and Performing

Sub Strand: Elements of a cultural creative dance.

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Explain the meaning of culture.
2. Study the picture in Learner's Book 8 and answer the questions that follow.
3. Have a desire to learn more about cultural creative dances.

Key Inquiry Questions:

- What is culture?
- What is cultural creative dance?

| Core competencies | Values | PCIs |
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| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

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Learning Resources:

- Spotlight; Performing Arts Learner's Book Grade 8, pg. 34-35
- Pictures/Photographs
- Digital devices/Computing devices

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson about performing arts and their cultural significance.
- Ask students guiding questions to activate prior knowledge: "Can anyone tell me what culture means?"
- Introduce the main concepts of the lesson: culture and cultural creative dance.

Lesson Development (30 minutes):

Step 1: Defining Culture

- In pairs, learners discuss the meaning of culture using their own words.
- Encourage them to think about different aspects of culture, such as traditions, languages, and art forms.
- Ask a few pairs to share their definitions with the class.

Step 2: Exploring the Picture

- Guide learners to look at the picture on pg. 34 of the Learner's Book.
- In pairs, they answer specific questions about the picture, focusing on what elements of culture they see represented.
- Briefly discuss answers as a class.

Step 3: Discussing Dance Elements

- In pairs, learners discuss what they think the elements of a cultural creative dance are.
- Provide prompts to help them think about music, movements, costumes, and themes.
- Share and summarize their thoughts with the class, compiling a list on the board.

Step 4: Reflection and Extension

- Ask learners to think about why cultural dances are important and what they express about a community.
- Have them write down one thing they would like to learn more about regarding cultural dance.

Conclusion (5 minutes):

- Summarize key points discussed about culture and cultural creative dance.
- Conduct a brief interactive activity where students can share one fact about culture from today's lesson.
- Preview the next session's topic about a specific cultural dance and ask learners to think about which dances they find interesting.

Extended Activities:

- Cultural Dance Research Project: Students can choose one cultural dance from around the world and create a presentation that includes its history, significance, and unique elements.
- Dance Workshop: Host a class workshop where students can learn basic steps from a specific cultural dance, encouraging physical engagement with the topic.

- Art Integration: Students can create a visual representation (drawing, painting, collage) that reflects a cultural dance they learned about, and present their artwork to the class.

Teacher Self-Evaluation:

WEEK 2: LESSON 4

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Creating and Performing

Sub Strand: Developing Plot for a Cultural Creative Dance

Specific Learning Outcomes:

- By the end of the lesson, students should be able to:

1. Brainstorm and list five issues affecting their community that can be addressed through a cultural creative dance.
2. Watch a cultural creative dance using the link: <https://tinyurl.com/cyba7ms5>
3. Appreciate the importance of developing a plot for a cultural creative dance.

Key Inquiry Question(s):

- How are the events in a cultural creative dance presented?

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Learning Resources:

- Spotlight; Performing Arts Learner's Book Grade 8 pg. 35-37
- Pictures
- Photographs
- Digital devices
- Computing devices

Organisation of Learning:

Introduction (5 minutes):

1. Review: Start with a brief review of the previous lesson to reinforce concepts.
2. Discussion: Guide learners through relevant content in the learning resources, ensuring key concepts are understood.

Lesson Development (30 minutes):

Step 1: Brainstorming Community Issues

- In small groups, students will brainstorm and list five issues facing their community that could be addressed through cultural creative dance.
- Encourage each group to discuss and write down their ideas on a shared document or chart paper.

Step 2: Viewing a Cultural Creative Dance

- Still in their groups, students will watch the cultural creative dance using the provided link: <https://tinyurl.com/cyba7ms5>.
- After viewing, prompt discussion about the dance. Ask them to consider how the dance communicated different messages and themes.

Step 3: Developing a Dance Plot

- Groups will work together to brainstorm a plot for a cultural creative dance that addresses one of the community issues they identified earlier.
- They should outline the beginning, conflict, rising action, climax, and resolution of their dance narrative.

Step 4: Share and Reflect

- Each group will present a brief summary of their plots to the class.
- Encourage students to provide feedback on their peers' ideas, fostering a collaborative environment.

Conclusion (5 minutes):

- Summarize the key points and learning objectives achieved throughout the lesson.
- Conduct an interactive activity: students can either share their favorite part of the dance or discuss what they learned about plot development in dance.
- Preview the next session, suggesting they think about how different dance elements can convey deeper messages.

Extended Activities:

- Cultural Research Project: Students could research a particular cultural dance form, its origins, and the messages it conveys related to community issues. They could present their findings in a creative format (e.g., poster, slideshow, or performance).
- Dance Creation Workshop: Organize an after-school workshop where students can create a short dance piece based on one of the issues discussed. This could culminate in a performance for the class or the school community.
- Journaling Reflections: Students write journal entries reflecting on the process of developing a dance related to community issues, encouraging both critical thinking and personal connection to the subject matter.

Teacher Self-Evaluation:

WEEK 2: LESSON 5

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Creating and Performing

Sub Strand: The Role of Songs and Instruments in Cultural Creative Dance

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- 1.Name the musical instruments used in the cultural creative dances of their community.
- 2.Explain the role played by these musical instruments in cultural creative dances.
- 3.Appreciate the significance of songs and instruments in cultural creative dances.

Key Inquiry Question(s):

- How are the songs and musical instruments used in cultural creative dances?

| Core competencies | Values | PCIs |
|---|---|--|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving • Self- efficacy | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

Learning Resources:

- Spotlight: Performing Arts Learner's Book Grade 8, pp. 37-39
- Pictures and Photographs of Cultural Dances
- Digital Devices for Research

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson by asking students to share one key takeaway about cultural dances.
- Guide learners to read and discuss content from the learning resources. Focus on understanding the key concepts of music and dance.

Lesson Development (30 minutes):**Step 1: Naming Instruments**

- Facilitate a brainstorming session where students name musical instruments they know that are used in cultural dances within their community. Write their responses on the board.

Step 2: Group Singing

- As a class, turn to the folk song on page 38 and sing it together. Encourage learners to focus on rhythm and expressiveness. Discuss how this song relates to cultural dances.

Step 3: Group Research

- Divide students into small groups. Assign each group a specific musical instrument (e.g., drums, flutes, rattles).
- Instruct them to research the role of their instrument in cultural creative dances. Provide digital devices for quick access to information.

Step 4: Group Presentations

- Have each group present what they learned about their instrument, highlighting its unique role in cultural dances. Encourage students to ask questions.

Conclusion (5 minutes):

- Summarize the key points learned about musical instruments and their importance in cultural dances.
- Conduct a quick interactive activity, such as a “musical charades” where students act out the roles of specific instruments in dance.
- Preview the next session, suggesting they think about how modern songs might connect to cultural dancing.

Extended Activities:

- Instrument Creation: Have students create their own simple musical instruments using everyday materials and share how these could be used in cultural dances.
- Cultural Dance Performance: Organize a cultural dance day where students can showcase dances from their culture, incorporating the instruments discussed.
- Video Research Project: Assign students to create a short video explaining their findings about a specific cultural dance and its associated music.

Teacher Self-Evaluation:

WEEK 3: LESSON 1

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Creating and Performing

Sub Strand: Making simple dance movements to varied cultural idioms

Specific Learning Outcomes:

- By the end of the lesson, learners will be able to:

1. Develop a simple plot for a cultural creative dance that addresses an issue affecting their community.
2. Creatively improvise dance movements to represent actions such as farming, selling, winnowing, milking, and digging.
3. Enjoy creating and performing simple dance movements that reflect varied cultural idioms.

Key Inquiry Question(s):

- Which skills would you demonstrate in your dance?

| Core competencies | Values | PCIs |
|--|---|---|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

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| <ul style="list-style-type: none"> • Self- efficacy | | |
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Learning Resources:

- Spotlight; Performing Arts Learner's Book Grade 8 (pg. 39-40)
- Pictures and Photographs related to cultural dances
- Digital devices and Computing devices for research and creation

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the key points from the previous lesson.
- Lead a discussion on the cultural idioms and dances relevant to the community, encouraging students to share their thoughts.

Lesson Development (30 minutes):

Step 1: Develop a Simple Plot

- In pairs, students brainstorm and develop a simple plot for a creative dance.
- Address an issue impacting their community, such as environmental concerns or cultural heritage.

Step 2: Improvise Dance Movements

- Guide students to creatively improvise dance movements that illustrate the actions identified in their plots (e.g., farming, selling, etc.).
- Encourage experimentation with different movements and expressions to convey their story.

Step 3: Synchronization and Coordination

- Ask pairs to practice their dance movements together, ensuring that they move in a synchronized and coordinated manner.
- Circulate around the room to provide support and feedback.

Step 4: Prepare for Performance

- Allow students time to finalize their dance and prepare for demonstration.
- Encourage them to think about how to best convey their story through movement and expression.

Conclusion (5 minutes):

- Summarize key points regarding plot development and improvisation of dance moves related to cultural idioms.
- Engage the class in an interactive activity, such as a quick group dance or a discussion on what was learned.
- Preview the next session's topics, prompting students to think about how they can incorporate feedback into their upcoming performances.

Extended Activities:

- Research Project: Students can research a specific cultural dance from another country and present their findings on how it relates to issues in that culture.
- Community Dance: Organize a community dance event where students can showcase their cultural dances, inviting family and friends to engage with and celebrate cultural heritage.
- Reflection Journal: Encourage students to keep a reflection journal documenting their creative process, movements created, and any feedback received during practice sessions.

Teacher Self-Evaluation:

WEEK 3: LESSON 2

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Creating and Performing

Sub Strand: Functions of cultural creative dances in society

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Watch cultural creative dances from the Kenya National Drama and Film Festivals.
2. List down the functions of cultural creative dance in society.
3. Appreciate the functions of cultural creative dances in society.

Key Inquiry Question(s):

- How does cultural creative dance benefit the community from which it is derived?

| Core competencies | Values | PCIs |
|---|---|---|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving • Self-efficacy | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

Learning Resources:

- Spotlight; Performing Arts Learner's Book Grade 8 pg. 41-42
- Pictures
- Photographs
- Digital devices (like projectors or smartboards)
- Computing devices (to view videos or access additional materials)

Organisation of Learning:**Introduction (5 minutes):**

1. Review the previous lesson by asking students to share what they learned about the role of performance arts in different cultures.
2. Guide learners to briefly read and discuss pages 41-42 from the Performing Arts Learner's Book, highlighting key concepts related to cultural dances and their societal roles.

Lesson Development (30 minutes):**Step 1: Watch and Analyze**

- With the teacher's supervision, learners will watch selected clips of cultural creative dances from the Kenya National Drama and Film Festivals.
- Encourage students to focus on the elements of storytelling and cultural expression within the dances.

Step 2: Group Discussion

- In small groups, learners will discuss the dances they watched. Prompt them to think about the emotions conveyed, the story behind the dances, and the cultural significance.
- Each group will share one key observation with the class.

Step 3: Identify Functions

- Individually or in pairs, learners will list down the functions of cultural creative dances in society. Provide guiding questions such as:
 - What roles do these dances play in ceremonies, celebrations, or storytelling?
 - How do they unite communities?
 - What educational or moral lessons can be conveyed through these dances?

Step 4: Class Sharing and Reflection

- Invite students to share their lists with the class and facilitate a discussion about the various functions identified.
- Highlight the importance of appreciation and preservation of cultural dances in their communities.

Conclusion (5 minutes):

- Summarize the key points discussed: the significance of cultural dances and their multifaceted roles in society.
- Conduct a brief interactive activity (e.g., a quick quiz on dance functions) to reinforce the main topics.
- Prepare learners for the next session, teasing upcoming discussions on specific cultural dances they may encounter.

Extended Activities:

- Dance Reflection Journal: Ask students to maintain a journal where they can write about any cultural dance they observe outside the classroom (in community events, celebrations, etc.) and reflect on its significance.
- Cultural Dance Presentation: Assign small groups to research a specific cultural dance from Kenya and present its history, purpose, and the community's engagement with it.
- Create a Dance: Encourage students to create their own cultural dance piece based on themes relevant to their community, incorporating storytelling elements and presenting it to the class.

Teacher Self-Evaluation:

WEEK 3: LESSON 3

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Creating and Performing

Sub Strand: Creating a storyline for a cultural creative dance

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Outline the steps to follow to create a storyline for a cultural creative dance.
2. Choose songs to develop the theme of the storyline in a cultural creative dance.
3. Appreciate the importance of a theme in a storyline in a cultural creative dance.

Key Inquiry Question(s):

- What criteria would you use to choose songs for a cultural creative dance?

| Core competencies | Values | PCIs |
|---|---|---|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving • Self-efficacy | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

Learning Resources:

- Spotlight; Performing Arts Learner's Book Grade 8 pg. 71-73
- Pictures
- Photographs
- Digital devices
- Computing devices

Organisation of Learning:**Introduction (5 minutes):**

- Briefly review the previous lesson's key concepts about cultural dances.
- Guide learners to read pages 71-73 of the Performing Arts Learner's Book, discussing with partners what a storyline and theme mean in the context of dance.

Lesson Development (30 minutes):**Step 1: Outlining Storyline Steps**

- In groups, learners discuss and write down the steps to create a storyline for a dance.
- Encourage them to consider elements like the background, characters, setting, and message of the dance.

Step 2: Choosing Songs

- Groups brainstorm and select songs that relate to the theme they want to portray.
- Discuss the criteria for song selection, focusing on lyrics, rhythm, and cultural significance.

Step 3: Practicing Songs

- Groups practice singing or vocalizing the songs they chose, ensuring they capture the mood and theme.
- Encourage creativity in how they might incorporate their chosen songs into the dance.

Step 4: Discussing Importance of Theme

- Groups share their thoughts on why having a strong theme is important for their storyline and dance.
- Facilitate an open discussion that highlights the audience's emotional response and understanding of the performance.

Conclusion (5 minutes):

- Summarize key points learned regarding creating storylines and selecting music.
- Conduct a brief interactive activity, such as a "theme identification" game, where students guess themes based on provided songs.
- Preview next session topics, encouraging learners to think about potential themes for their own dances.

Extended Activities:

- Research Project: Learners can choose a cultural dance from a specific country and create a mini-presentation outlining its history, themes, and music.
- Song Analysis: Have students analyze the lyrics of songs they chose to see how they connect with the theme of their dance.
- Creative Writing: Ask students to write a short narrative or poem that encapsulates the storyline they've outlined for their dance.

Teacher Self-Evaluation:

WEEK 3: LESSON 4

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Creating and Performing

Sub Strand: Creating dance steps, formations, and patterns for the cultural creative dance

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Watch the short link provided to see how some simple dance moves are made. [Dance Resource](<https://timyurl.com/ykvyy78>)
2. Create their own relevant and appropriate dance steps, patterns, and formations.
3. Have fun and enjoy creating dance steps, formations, and patterns for the cultural creative dance.

Key Inquiry Question(s):

- How do music, body, and space help in creating formations and patterns to develop the story-line in the cultural creative dance?

| Core competencies | Values | PCIs |
|--|---|--|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem-solving | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

Problem solving

- Self- efficacy

Learning Resources:

- Spotlight; Performing Arts Learner's Book Grade 8 pg. 73-75
- Pictures & Photographs
- Digital and Computing devices

Organisation of Learning:**Introduction (5 minutes):**

- Review the concepts discussed in the previous lesson regarding dance and movement.
- Guide learners to read and discuss relevant content from the learner's book, highlighting the importance of music, body, and space in dance.

Lesson Development (30 minutes):**Step 1:** Watch the Video

- In their groups, learners will watch the provided link to observe simple dance moves.
- Encourage them to take notes on the steps, formations, and patterns they find interesting.

Step 2: Create Dance Steps

- Each group will brainstorm and create their own dance steps that relate to a chosen cultural theme.
- Guide them in thinking about how their movements and formations can narrate a story or show cultural significance.

Step 3: Practice Dance Steps

- Groups will practice the invented dance steps and formations through guided rehearsal, with time to refine and ensure fluid transitions.

Step 4: Group Performance

- Each group will perform their dance steps for the class.
- Encourage peer feedback focusing on creativity, appropriateness, and teamwork.

Conclusion (5 minutes):

- Summarize the key points of the lesson, including the importance of creativity in dance and the elements of music, body, and space.
- Conduct a brief interactive activity (like a quick reflection or turn-and-talk) to reinforce what was learned today.
- Preview the next session, encouraging students to think about how different cultures express themes through dance.

Extended Activities:

- Create a cultural dance project where students research a culture and create a presentation on their findings, including a short dance performance reflecting that culture's traditions.
- Have students keep a dance journal where they can write and sketch ideas for future dance steps or choreography inspired by their daily lives.

Teacher Self-Evaluation:

WEEK 3: LESSON 5

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Creating and Performing

Sub Strand: Making costumes, make-up, ornaments, and props

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify the characters for a cultural creative dance storyline.
2. Source costumes, make-up, ornaments, and props.
3. Appreciate the importance of costumes, make-up, ornaments, and props in a performance.

Key Inquiry Question(s):

- What factors should you consider when selecting or creating costumes, make-up, ornaments, or props for a cultural creative dance?

| Core competencies | Values | PCIs |
|--|---|---|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

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| • Self- efficacy | | |
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Learning Resources:

- Spotlight; Performing Arts Learner's Book Grade 8 pg. 75-76
- Pictures and photographs of traditional costumes and props
- Digital devices (tablets or computers) for research

Organisation of Learning:

Introduction (5 minutes):

- Begin with a quick review of the previous lesson, focusing on cultural dances and their significance.
- Guide learners to read and discuss relevant excerpts from the learning resources that introduce the significance of costumes, make-up, and props in storytelling through dance.

Lesson Development (30 minutes):

Step 1: Character Identification

- In groups, learners brainstorm and identify the characters that can be portrayed in a cultural creative dance.
- Encourage each group to discuss the characteristics or traits of their chosen characters.

Step 2: Discussion on Costumes and Props

- Learners discuss within their groups what types of costumes, make-up, ornaments, and props would suit their identified characters.

- Highlight the importance of how these elements convey the character's personality and the mood of the storyline.

Step 3: Sourcing

- Each group researches and identifies sources where they can find or create the required costumes, make-up, ornaments, and props.
- Encourage the use of digital devices to look up local craft stores, online shops, or DIY tutorials.

Step 4: Presentation Preparation

- Groups prepare a brief presentation discussing their selected characters, costume ideas, and sourcing, which they will share with the class.
- Remind them to focus on how their choices contribute to the overall performance.

Conclusion (5 minutes):

- Summarize the key points discussed during the lesson, including the importance of costumes and props in performance.
- Conduct a quick interactive activity, such as a "guess the character" game, where students could act out or describe characters without revealing them.
- Prepare learners for the next session by previewing upcoming topics, such as the influence of cultures on dance styles.

Extended Activities:

- Costume Design Project: Learners can design a costume based on a character from a chosen cultural dance, documenting their ideas through sketches and notes.
- Digital Research Project: Assign students to explore the history and significance of costumes in different cultural dances worldwide and present their findings.

3. Class Performance: Organize a mini-performance day where groups can use their costumes and props to showcase a brief cultural dance.

Teacher Self-Evaluation:

WEEK 4: LESSON 1

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Creating and Performing

Sub Strand: Writing a script for the cultural creative performance

Specific Learning Outcomes:

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

1. Identify the components of a cultural creative dance script.
2. Write a script for the cultural creative performance.
3. Appreciate different types of folk dances.

Key Inquiry Question(s):

- What are the components of a cultural creative dance script?

| Core competencies | Values | PCIs |
|---|---|---|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving • Self-efficacy | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

Learning Resources:

- Spotlight; Performing Arts Learner's Book Grade 8 pg. 76-79
- Pictures
- Photographs
- Digital devices
- Computing devices

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on dance and performance.
- Guide learners to read and discuss relevant content from the provided learning resources, focusing on understanding the key concepts related to cultural dance scripts.

Lesson Development (30 minutes):**Step 1: Identifying Components**

- Activity: Start a discussion by asking learners what they think a cultural creative dance script includes.
- Task: Together, list the components such as action, characters, patterns, and formations on the board.
- Outcome: Learners should be able to articulate what makes up a dance script and why each component is important.

Step 2: Analyzing Examples

- Activity: Provide excerpts from real dance scripts.
- Task: In groups, learners analyze these excerpts to find examples of the identified components in action.
- Outcome: Groups share findings, fostering appreciation and understanding of how scripts are structured.

Step 3: Writing a Script

- Activity: Instruct learners to create their own short cultural creative dance script based on a folk dance of their choice.
- Task: They must include at least one character, a specific action, and define a pattern in their script.
- Outcome: Each learner has a draft script that illustrates their grasp of the scriptwriting process.

Step 4: Sharing and Feedback

- Activity: Volunteers share a portion of their scripts with the class.
- Task: Encourage classmates to provide constructive feedback based on the components discussed.
- Outcome: Learners enhance their understanding through peer input.

Conclusion (5 minutes):

- Summarize key points covered: components of a dance script, scriptwriting importance, and different types of folk dances.
- Conduct a brief interactive activity such as a quick quiz or a discussion, prompting learners to reflect on what they learned.

- Preview upcoming topics, such as exploring different folk dances from around the world or performing scripts.

Extended Activities:

- Research Project: Assign students to research a specific cultural folk dance, focusing on its history, significance, and common script elements.
- Script Performance: Encourage learners to form groups and perform a short dance based on their scripts. This could be a fun way to apply what they've learned while collaborating with peers.
- Art & Dance Connection: Have students create a visual representation (like a poster) of the dance they scripted, illustrating components like action, characters, and formations.

Teacher Self-Evaluation:

WEEK 4: LESSON 2

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Creating and Performing

Sub Strand: Ideas and themes in a cultural creative dance

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify the ideas or milestones of the cultural creative dance.
2. Describe how these are organized and expressed by the performers.
3. Choose a theme for a cultural dance and explain ways to interpret this theme through a performance.
4. Appreciate the ideas and themes within cultural creative dances.

Key Inquiry Questions:

- Which ideas and themes can be addressed using cultural creative dance?
- How do we organize ideas in a cultural creative dance?

| Core competencies | Values | PCIs |
|--|---|---|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical think- | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

**ing and problem
solving**

- **Self- efficacy**

Learning Resources:

- Spotlight; Performing Arts Learner's Book Grade 8, pg. 132-134
- Pictures and Photographs
- Digital devices for research and presentation

Organisation of Learning:

Introduction (5 minutes):

- Review: Recap the previous lesson focusing on the significance of culture in dance.
- Discussion: Guide learners to read and discuss relevant content from the assigned sections of their books, emphasizing key concepts such as themes and ideas in performance.

Lesson Development (30 minutes):

Step 1: Understanding Ideas

- Activity: In groups, learners will identify one or two key ideas or milestones observed in a specific cultural creative dance. Encourage them to think about the cultural background and historical context.
- Discussion: Each group will share their findings, discussing how these ideas are expressed through movement, costumes, and music.

Step 2: Organizing Ideas

- Activity: Focus on how the identified ideas relate to each other. Groups will chart out how these ideas are organized in a sequence (beginning, middle, end) within the dance.
- Facilitation: Encourage them to think about transitions and how one theme flows into another. Groups will then present their organization charts to the class.

Step 3: Choosing a Theme

- Activity: Each group will choose a theme for a new cultural dance they could create. They will brainstorm ways they can interpret their chosen theme through dance, music, and storytelling.
- Prompt them with questions to guide their process (e.g., What message do you want to convey? How will the movement reflect your theme?).

Step 4: Incorporating Music and Songs

- Activity: As a creative closure to their planning, groups will select or create a short song or rhythm that corresponds with their dance theme and ideas.
- Allow each group to perform their song in front of the class, encouraging clapping and positive feedback.

Conclusion (5 minutes):

- Summary: Recap the key points learned, emphasizing the learning objectives achieved.
- Interactive Activity: Conduct a quick Q&A session where students can ask questions or share their thoughts about what they found most interesting about cultural creative dance.
- Preview: Briefly discuss the next lesson's focus, such as exploring different cultural styles of dance or storytelling techniques in performance.

Extended Activities:

- Cultural Dance Research Project: Learners can research a specific culture's traditional dance, focusing on its history, themes, and significance, and present their findings in a creative format (e.g., poster, video, or presentation).

- Choreography Challenge: Encourage students to create a short dance piece based on the theme they chose in class, which they can perform for their classmates in the next lesson.
- Dance Documentation: Ask learners to journal their own reflections on how cultural dances communicate stories and themes, including personal experiences with dance.

Teacher Self-Evaluation:

WEEK 4: LESSON 3

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Creating and Performing

Sub Strand: Playing Musical Instruments to Enrich Performance

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

- 1.State the role of musical instruments in a cultural creative dance.
- 2.Demonstrate how they can dance to simple music beats with smooth transitions responding to tempo.
- 3.Have fun and enjoy playing musical instruments to enrich performance.

Key Inquiry Question:

- How do musical instruments contribute to the message of a cultural creative dance?

| Core competencies | Values | PCIs |
|--|---|--|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

ing

- Self- efficacy

Learning Resources:

- Spotlight; Performing Arts Learner's Book Grade 8 pg. 134-137
- Pictures and photographs of cultural dances
- Digital devices for music playback
- Computing devices for research and presentation

Organisation of Learning:

Introduction (5 minutes):

- Begin with a brief review of the previous lesson to activate prior knowledge.
- Guide learners to read and discuss the relevant sections from the learners' book, focusing on the role of musical instruments and their importance in cultural dance.

Lesson Development (30 minutes):

Step 1: Explore the Role of Instruments

- In small groups, learners will discuss the role of various musical instruments in cultural dance. Each group can focus on a specific type of instrument (e.g., drums, flutes, maracas) and prepare to share their findings.
- Encourage students to think about the sounds produced and how these sounds enhance the dance performance.

Step 2: Analyze Dance Formations

- Groups will observe video clips or photographs of cultural dances and discuss how the formations and movements align with the musical elements.
- Prompt them with guiding questions: How do dancers respond to the beat? What messages are conveyed through their movements?

Step 3: Movement and Music Activity

- Learners will participate in a guided activity where they practice dancing to a simple music beat.
- The focus will be on creating smooth transitions as they respond to tempo changes, reinforcing their understanding of rhythm and beat.

Step 4: Instrument Play

- Finally, learners will have the chance to play simple musical instruments (if available) to accompany their dance. Each group can perform a short piece demonstrating what they've learned about the integration of music and dance.

Conclusion (5 minutes):

- Summarize key points about the roles of musical instruments and dance in conveying cultural messages.
- Conduct a brief interactive activity (e.g., a quick round of “What did we learn?” where students share one thing they learned).
- Preview the next session's focus by introducing the concept of creating their own cultural dance pieces.

Extended Activities:

- Instrument Research Project: Each student can research a specific musical instrument used in a cultural dance of their choice, preparing a short presentation to share with the class.

- Cultural Dance Video: Groups can create a short video showcasing a cultural dance they create, integrating the musical elements discussed in class.
- Live Performance: Arrange for a session where local musicians or cultural dance groups can perform, allowing students to experience live music and dance.

Teacher Self-Evaluation:

WEEK 4: LESSON 4

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Creating and Performing

Sub Strand: Kenyan Folk Dance

Specific Learning Outcomes:

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

1. Identify what makes a good folk dance performance.
2. Perform a folk dance from a Kenyan community.
3. Appreciate different cultures through performing folk dances from diverse Kenyan communities and casted masks.

Key Inquiry Question(s):

- How do folk dances represent Kenyan culture?
- What makes a good folk dance performance?

| Core competencies | Values | PCIs |
|--|---|---|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

| | | |
|---|--|--|
| <p>solving</p> <ul style="list-style-type: none"> • Self- efficacy | | |
|---|--|--|

Learning Resources:

- Video clips of various Kenyan folk dances
- Dance masks representing different Kenyan communities
- Worksheets with key characteristics of folk dance performances

Organisation of Learning:**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson on performance arts.
- Ask students to share what they remember about folk dances and their cultural significance.
- Introduce the key inquiry questions and encourage a brief discussion on the importance of folk dance in representing culture.

Lesson Development (30 minutes):**Step 1:** Characteristics of a Good Folk Dance Performance

- Engage the class in identifying elements that contribute to an effective folk dance performance. Use prompts such as:
 - What moves or styles are essential?
 - How does the dancer express emotion and story through movement?
 - What role does the music play?

- Write students' ideas on the board.

Step 2: Learning a Kenyan Folk Dance

- Introduce a folk dance from a specific Kenyan community (e.g., the Maasai Adumu dance).
- Play a video of the dance for students to observe.
- Guide the learners in practicing the steps as a class, breaking it down into manageable segments to ensure everyone can follow along.

Step 3: Performance Practice

- Allow students to practice the dance in small groups.
- Circulate to provide assistance and encourage teamwork to facilitate learning the choreography.

Step 4: Feedback Session

- After practicing, come together as a class and encourage learners to provide constructive feedback. Use prompts such as:
 - What techniques worked well?
 - How could we improve our performance?
 - Discuss the importance of feedback in improving performance skills.

Conclusion (5 minutes):

- Summarize the key points discussed regarding folk dance performance details, the specific dance learned, and the cultural importance.
- Conduct a brief interactive quiz or game that involves identifying different dances or their characteristics to reinforce learning.

- Preview the next session focusing on other cultural dances in Africa and how they reflect their respective societies.

Extended Activities:

- Assign students to research another folk dance from a different Kenyan community and prepare a short presentation on its significance and key moves.
- Encourage learners to create their own dance inspired by the folk dances studied, focusing on storytelling through movement.
- Organize a cultural day where students can showcase folk dances from different communities and dress in traditional attire or masks, fostering appreciation for diversity.

Teacher Self-Evaluation:

WEEK 4: LESSON 5

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Indigenous Kenya Craft

Sub Strand: Basketry; Coil and Stitch Technique

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify coil and stitch technique.
2. Classify the materials used in coil and stitch technique into natural and man-made.
3. Appreciate the coil and stitch technique used in basketry.

Key Inquiry Questions:

- What other man-made and natural materials can be used in basketry?
- What man-made and natural materials in your locality can be used for coil and stitch technique?

| Core competencies | Values | PCIs |
|--|---|---|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

solving

- **Self- efficacy**

Learning Resources:

- Curriculum Design; Creative Arts and Sports, Grade 8
- Pictures and photographs of basketry
- Digital devices with internet access for video viewing
- Computing devices for research

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on traditional crafts and techniques.
- Guide learners through selected pages or sections in the learning resources, prompting them to discuss key concepts related to coil and stitch technique.

Lesson Development (30 minutes):

Step 1: Introduction to Coil and Stitch Technique

- In groups, learners will investigate the coil and stitch technique used in basketry by discussing its definition and importance in traditional crafts.
- Each group will share their understanding with the class, fostering a collaborative learning environment.

Step 2: Classification Activity

- Groups will receive various samples (pictures or real-life examples) of materials used in the coil and stitch technique.
- They will classify these materials into natural (e.g., grasses, reeds) and man-made (e.g., synthetic fibers, plastic) using a chart displayed on the board.
- Each group will present their classifications to the class.

Step 3: Video Learning

- As a class, watch a short video demonstrating the coil and stitch technique in action.
- Students will take notes on the types of materials used and any special techniques highlighted in the video.

Step 4: Real-Life Application Discussion

- Return to groups and ask learners to brainstorm types of natural and man-made materials available in their locality that could be used for basketry.
- Each group will prepare a short list to share with the class.

Conclusion (5 minutes):

- Summarize the key points discussed during the lesson, ensuring all learning objectives are addressed.
- Conduct an interactive activity, such as a rapid-fire Q&A or a thumbs-up/thumbs-down vote on key concepts.
- Preview the next session's focus on other traditional crafts and techniques.

Extended Activities:

- Craft Project: Have students collect natural and man-made materials from their surroundings and create a small basket using the coil and stitch technique to be presented in the next class.

- Research Assignment: Assign students to research a particular artist or community known for their basketry and present their findings in a future lesson.
- Local Field Trip: Plan a field trip to a local artisan or craft market specializing in basketry or similar crafts.

Teacher Self-Evaluation:

WEEK 5: LESSON 1

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Indigenous Kenya Craft

Sub Strand: Types of Coils

Specific Learning Outcomes:

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

1. Identify types of coil used in the coil and stitch technique.
2. Arrange the items collected in terms of uniformity of coils in decreasing order.
3. Appreciate the importance of maintaining the uniformity of coils.

Key Inquiry Question(s):

- What types of coils are used in the coil and stitch technique?
- How can we maintain the uniformity of coils?

| Core competencies | Values | PCIs |
|--|---|--|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

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| <ul style="list-style-type: none"> • Self- efficacy | | |
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Learning Resources:

- Curriculum Design; Creative Arts and Sports, Grade 8
- Pictures
- Photographs
- Digital devices (e.g., tablets or computers for research)

Organisation of Learning:

Introduction (5 minutes):

- Begin with a warm-up discussion about the previous lesson on craft techniques and materials.
- Ask students to share any experiences they might have had with coils or weaving.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing what they will learn about the coil and stitch technique today.

Lesson Development (30 minutes):

Step 1: Identifying Types of Coils

- Divide students into small groups.
- Provide each group with pictures and samples of different types of coils used in the coil and stitch technique.
- Each group discusses and identifies these coils, focusing on their characteristics.

Step 2: Discussion on Uniformity

- Have each group present their findings to the class about the types of coils they identified.
- Lead a class discussion on the importance of maintaining uniformity in coils when crafting. Encourage students to think about how uniform coils affect the overall quality of the final product.

Step 3: Arranging Coils by Uniformity

- In pairs, learners will receive a collection of coil samples.
- They'll work together to arrange the coils in order from most uniform to least uniform, discussing their reasoning for the arrangement.

Step 4: Group Share Back

- Have pairs share their arrangements with another pair and discuss any differences in opinion.
- Invite pairs to share with the larger group and reflect on the concept of uniformity in craft processes.

Conclusion (5 minutes):

- Summarize the key points of the lesson: types of coils, the importance of uniformity, and how to arrange them.
- Engage the class in a brief interactive activity: each student can share one new thing they learned today about coils.
- Prepare learners for the next session by giving a preview of upcoming topics, such as exploring different crafting techniques or materials to use with coils.

Extended Activities:

- Creative Project: Plan a small project where students create a simple coil-based art piece using materials at home or in the classroom, focusing on maintaining uniform coils.

- Research Task: Ask students to research various indigenous crafts from around the world that use coiling techniques and present their findings in the next class.
- Art Gallery Walk: Organize a gallery walk where students can showcase their coil art projects and discuss the techniques they used.

Teacher Self-Evaluation:

WEEK 5: LESSON 2

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Indigenous Kenya Craft

Sub Strand: Selecting and Collecting Materials for Coil and Stitch Technique

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

- 1.Explain the meaning of good craftsmanship.
2. Select and collect materials for coil and stitch technique.
- 3.Appreciate the importance of selecting materials that have characteristics suitable for their purpose.

Key Inquiry Question:

What do you consider when selecting materials for the coil and stitch technique?

| Core competencies | Values | PCIs |
|--|---|---|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

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| <ul style="list-style-type: none"> • Self- efficacy | | |
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Learning Resources:

- Curriculum Design: Creative Arts and Sports, Grade 8
- Pictures
- Photographs
- Digital devices
- Computing devices

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson on indigenous crafts.
- Ask students open-ended questions to activate prior knowledge.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts related to craftsmanship.

Lesson Development (30 minutes):

Step 1: Understanding Good Craftsmanship

- In groups, students discuss and define the meaning of good craftsmanship.
- Encourage them to think about the qualities that make a craft piece well-made (e.g., durability, neatness, creativity).

Step 2: Identifying Material Characteristics

- Each group lists the characteristics necessary for selecting materials for making a floor mat, such as texture, strength, color, and flexibility.
- Students share their lists with the class, fostering discussion on why these characteristics are important.

Step 3: Selecting Materials

- Transition to a hands-on activity where each group selects various materials (real or images) suitable for the coil and stitch technique.
- Encourage learners to refer back to their lists and the qualities of good craftsmanship.

Step 4: Presentation of Selections

- Each group presents their chosen materials and explains their selections based on the characteristics discussed earlier.
- Other groups can ask questions and provide feedback.

Conclusion (5 minutes):

- Summarize the key points of the lesson, highlighting the definition of good craftsmanship and characteristics for material selection.
- Conduct a brief interactive activity (e.g., a quick quiz or group reflection) to reinforce the main topics.
- Preview the next session's focus on practical applications of the coil and stitch technique.

Extended Activities:

- Research Project: Students can research different coil and stitch techniques used in various cultures and present their findings in a creative format (e.g., poster, digital presentation).
- Material Exploration: Assign students to gather natural or recycled materials from home to create their own coil and stitch samples for the following class.

- Guest Speaker: Invite a local artisan who specializes in traditional crafts to share insights and techniques related to coil and stitch, allowing for a Q&A session.

Teacher Self-Evaluation:

WEEK 5: LESSON 3

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Indigenous Kenya Craft

Sub Strand: Preparation of materials used in coil and stitch technique basketry; Natural materials

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify natural materials used in the coil and stitch technique.
2. Prepare natural materials used in the coil and stitch technique.
3. Appreciate the method of preparing natural materials used in the coil and stitch technique.

Key Inquiry Question(s):

How to prepare natural materials used in coil and stitch technique?

| Core competencies | Values | PCIs |
|--|---|---|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

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| • Self- efficacy | | |
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Learning Resources:

- Curriculum Design; Creative Arts and Sports, Grade 8
- Pictures and photographs of coil and stitch baskets
- Digital devices (tablets or computers)

Organisation of Learning:**Introduction (5 minutes):**

- Review: Briefly revisit the previous lesson's content on the importance of craftsmanship in Indigenous Kenyan culture.
- Discussion: Guide learners to read and discuss relevant content on natural materials and their uses in basketry from the learning resources. Emphasize understanding the key concepts of material preparation.

Lesson Development (30 minutes):**Step 1: Identification of Materials**

- Activity: In groups, learners will use photographs and pictures to identify various natural materials commonly used in the coil and stitch technique (e.g., sisal, palm leaves, reeds).
- Sharing: Each group will share their identified materials with the class and discuss their characteristics.

Step 2: Exploration of Preparation Methods

- Discussion: Groups will explore and document methods for preparing each material they identified (e.g., drying, cutting, softening techniques).
- Guided Q&A: Encourage learners to think about why these preparation methods are important for the basketry process.

Step 3: Hands-On Preparation

- Activity: Provide samples of natural materials. Each group will practice preparing one type of material using the discussed techniques, such as stripping leaves or cutting fibers.
- Observation: Walk around to offer guidance and ensure learners use proper techniques.

Conclusion (5 minutes):

- Summary: Recap the key points discussed during the lesson, ensuring learners understand the materials and methods for preparation.
- Interactive Activity: Conduct a quick match-up game where learners match pictures of materials to their uses or preparation methods on the board.
- Preview: Introduce the next lesson's focus on creating a simple basket using the prepared materials, encouraging learners to bring any additional natural materials they find.

Extended Activities:

- Research Task: Ask learners to research a specific natural material used in other cultures' basketry techniques and report their findings in the next lesson.
- Creative Writing: Invite learners to write a short story or poem about the journey of a specific material from nature to becoming a basket, focusing on its preparation.

Teacher Self-Evaluation:

WEEK 5: LESSON 4

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Indigenous Kenya Craft

Sub Strand: Preparation of Materials Used in Coil and Stitch Technique Basketry; Man-Made Materials

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify man-made materials used in coil and stitch technique.
2. Prepare man-made materials used in coil and stitch technique.
3. Appreciate the method of preparing man-made materials used in coil and stitch technique.

Key Inquiry Question:

- How do we prepare man-made materials used in the coil and stitch technique?

| Core competencies | Values | PCIs |
|--|---|---|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

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| <ul style="list-style-type: none"> • Self- efficacy | | |
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Learning Resources:

- Curriculum design documents; Creative Arts and Sports (Grade 8)
- Pictures and photographs of coil and stitch basketry
- Digital devices for resource research
- Computing devices for presentation

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson focusing on traditional craft techniques.
- Guide learners to read and discuss relevant sections from the learning resources, emphasizing understanding man-made materials in basketry.

Lesson Development (30 minutes):**Step 1:** Identification of Materials

- Activity: In groups, learners will discuss and list various man-made materials (e.g., plastic strips, fabric remnants, yarn) commonly used in the coil and stitch technique.
- Guide: Use images and examples to spark discussion.

Step 2: Understanding Preparation Techniques

- Activity: Groups will explore how to prepare the identified man-made materials for basketry. This may include dyeing or cutting.

- Guide: Demonstrate some preparation techniques using the materials selected, such as how to tear fabric or roll plastic strips.

Step 3: Hands-On Preparation

- Activity: Each group will take one type of man-made material and demonstrate its preparation (e.g., dyeing yarn, rolling plastic strips).
- Guide: Circulate among the groups to assist and encourage teamwork while ensuring safety during the preparation.

Step 4: Create a Small Sample (Optional)

- Activity: If time permits, groups can work collaboratively to create a small sample item using the prepared materials.
- Guide: Encourage creativity in how they use the materials.

Conclusion (5 minutes):

- Summarize key points learned about man-made materials and their preparation.
- Conduct an interactive activity such as a quick quiz or a group reflection on what they learned about the importance of these materials in basketry.
- Preview the next session, hinting at exploring traditional forms of basketry and its significance.

Extended Activities:

- Materials Exploration: Research and present on different types of man-made materials used in crafts around the world.
- Create a Visual Diary: Ask students to document their process in preparing a man-made material and how it relates to indigenous practices.
- Community Interviews: Have students interview local artisans who use either traditional or man-made materials in their crafts to gain insights into their experiences and perspectives.

Teacher Self-Evaluation:

WEEK 5: LESSON 5

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Swimming

Sub Strand: Inverted Breaststroke

Specific Learning Outcomes:

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

1. Use digital devices to watch video clips on inverted breaststroke and observe the body position.
2. Practice warm-up activities such as squats, knee-to-chest pose, and toes touch.
3. Appreciate the safety instructions to observe when swimming.

Key Inquiry Question(s):

- Which swimming strokes are performed in an inverted position?

| Core competencies | Values | PCIs |
|--|---|---|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

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| • Self- efficacy | | |
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Learning Resources:

- Curriculum Design; Creative Arts and Sports, Grade 8
- Pictures/Photographs of swimming techniques
- Digital devices for video viewing
- Computing devices for group work

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on swimming strokes.
- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding the key concepts of different swimming strokes, especially the inverted positions.

Lesson Development (30 minutes):**Step 1: Digital Observation**

- In groups, learners will use digital devices to watch selected video clips demonstrating the inverted breaststroke.
- Ask students to take notes on the body position and techniques shown in the video.

Step 2: Body Position Discussion

- After watching, facilitate a group discussion where students share their observations about body positioning and techniques.
- Encourage learners to analyze similarities and differences with other swimming strokes.

Step 3: Warm-Up Exercise Practice

- Lead students in practicing warm-up activities:
 - 3 minutes of squats
 - 3 minutes of knee-to-chest poses
 - 3 minutes of toe touches
- Emphasize the importance of warm-ups in preventing injuries and enhancing performance.

Step 4: Safety Instructions Review

- Discuss the key safety instructions to observe while swimming, such as checking water conditions, swimming with a buddy, and understanding pool rules.
- Stress the importance of safety in swimming and how it relates to technique practice.

Conclusion (5 minutes):

- Summarize key points learned about the inverted breaststroke and warm-up techniques.
- Conduct a brief interactive activity (e.g., a quiz or discussion prompt) to reinforce the main topics.
- Prepare learners for the next session by previewing upcoming topics related to advanced swimming techniques or safety in water.

Extended Activities:

1. Research Assignment: Ask learners to research another swim stroke performed in an inverted position, like the underwater dolphin kick, and present their findings in the next class.

2. Safety Poster Project: Students can create a poster that highlights key safety tips for swimming, to be displayed around the school or pool area.

3. Video Creation: In groups, students can create a short video demonstrating proper warm-up exercises for swimmers, which they can share with the class.

Teacher Self-Evaluation:

WEEK 6: LESSON 1

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Swimming

Sub Strand: Inverted Breaststroke

Specific Learning Outcomes:

- By the end of the lesson, learners will be able to:

1. Identify the sequence of the inverted breaststroke.
2. Demonstrate the inverted breaststroke action outside the swimming pool.
3. Appreciate the teacher's feedback.

Key Inquiry Question(s):

- How do you perform the inverted breaststroke?

| Core competencies | Values | PCIs |
|--|---|---|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving • Self- efficacy | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

Learning Resources:

- Curriculum Design: Creative Arts and Sports, Grade 8
- Pictures
- Photographs
- Digital devices (for videos or demonstrations)
- Computing devices (for research)

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on swimming techniques and their importance.
- Guide learners to read and discuss relevant content from the learning resources, focusing on the inverted breaststroke.

Lesson Development (30 minutes):**Step 1: Understand the Sequence**

- In groups, learners will research the inverted breaststroke, focusing on the sequence of movements: stroke, breathe, kick, and glide.
- Each group will identify key details about each part of the stroke and prepare to share.

Step 2: Group Presentation

- Each group presents their findings to the class, explaining the sequence of the inverted breaststroke and discussing any challenges they might face.

Step 3: Demonstration Preparation

- Demonstrate the inverted breaststroke movement outside the pool by having learners practice the arm movements, breathing technique, and kicking action on dry land.
- Use visual aids (pictures/videos) to illustrate the technique.

Step 4: Group Practice

- In pairs, learners will practice the inverted breaststroke motions, correcting one another based on the teacher's demonstration and feedback.

Conclusion (5 minutes):

- Summarize key points on the sequence of the inverted breaststroke that were covered during the lesson.
- Conduct a brief interactive question-and-answer activity where students can ask questions or clarify concepts about the stroke.
- Prepare learners for the next session by previewing upcoming topics such as diving techniques or other swimming styles, encouraging them to think about how these skills connect with what they've learned.

Extended Activities:

- Swimming Practice Days: Organize after-school sessions where students can practice the inverted breaststroke in the pool under supervision.
- Research Assignment: Assign learners to research famous swimmers known for their breaststroke techniques, encouraging them to prepare a short presentation on what makes their style effective.

- Visual Documentation: Have learners create a visual poster that illustrates each stage of the inverted breaststroke, combining pictures and descriptions of each movement.

Teacher Self-Evaluation

WEEK 6: LESSON 2

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Swimming

Sub Strand: Inverted Breaststroke

Specific Learning Outcomes:

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

1. Outline the drills used to perform inverted breaststroke.
2. Practice the inverted breaststroke using the drills in the learner's book.
3. Have fun and enjoy participating in swimming activities.

Key Inquiry Question(s):

- What are the similarities between the breaststroke and the inverted breaststroke?

| Core competencies | Values | PCIs |
|--|---|--|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving • Self-efficacy | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

Learning Resources:

- Curriculum Design; Creative Arts and Sports, Grade 8
- Pictures
- Photographs
- Digital devices
- Computing devices

Organisation of Learning:**Introduction (5 minutes):**

1. Review the previous lesson focused on the basics of breaststroke.
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the inverted breaststroke.
3. Engage students in discussing what they know about the key concepts related to breaststroke and introduce the inverted breaststroke.

Lesson Development (30 minutes):**Step 1: Introduction to Drill Techniques**

- In groups, learners will brainstorm and outline the key drills used to perform the inverted breaststroke.
- Each group shares their ideas, ensuring that each drill is written down for easy reference.

Step 2: Demonstration of Drills

- The teacher will demonstrate the outlined drills for the inverted breaststroke, ensuring that learners understand the body positioning, arm movements, and kicking technique involved.
- Students will have time to ask questions to clarify any uncertainties about the drills.

Step 3: Group Practice

- Learners will break into small groups to practice the inverted breaststroke using the drills outlined.
- Each group will rotate through various stations where different aspects of the inverted breaststroke are practiced, such as body position and kick technique.

Step 4: Peer Feedback

- After practicing, students will pair up with someone from a different group to give and receive feedback on their technique using the drills.
- Encourage constructive feedback focusing on what worked well and what could improve.

Conclusion (5 minutes):

- Summarize key points and the learning objectives achieved during the lesson, emphasizing the significance of mastering the drills and techniques of inverted breaststroke.
- Conduct a brief interactive activity (e.g., a fun quiz using digital devices) to reinforce the main topics discussed during the lesson.
- Preview the next session, introducing upcoming topics such as further swimming techniques or the importance of teamwork in swimming events.

Extended Activities:

- Swimming Relay: Organize a relay race where students must use both breaststroke and inverted breaststroke, encouraging teamwork and application of the techniques learned.

- Safety Awareness Creation: Have students create a poster or digital presentation on swimming safety that incorporates techniques and drills, enhancing their understanding of water safety.
- Video Analysis: Students can watch a recorded swim meet or instructional video focusing on inverted breaststroke, taking notes on technique comparisons between different styles of strokes.

Teacher Self-Evaluation:

WEEK 6: LESSON 3

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Swimming

Sub Strand: Tuck Dive from an Elevated Position

Specific Learning Outcomes:

- By the end of the lesson, students should be able to:

1. Use digital devices to watch video clips on the tuck dive.
2. Perform warm-up and cool-down activities such as arm swings, touching toes, and soles of feet poses.
3. Appreciate the importance of observing safety measures when performing the tuck dive.

Key Inquiry Question(s):

- What is a tuck dive?

| Core competencies | Values | PCIs |
|--|---|---|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

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| <ul style="list-style-type: none"> • Self- efficacy | | |
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Learning Resources:

- Curriculum Design; Creative Arts and Sports, Grade 8
- Pictures/Photographs
- Digital devices (tablets, computers)
- Computing devices (projector for group viewing)

Organisation of Learning:**Introduction (5 minutes):**

- Briefly review the previous lesson related to swimming techniques or safety measures in water activities.
- Ask students guiding questions to lead them into the discussion about the tuck dive.
- Allow students to read and discuss relevant sections from learning resources to clarify understanding of the tuck dive.

Lesson Development (30 minutes):**Step 1:** Introduction to the Tuck Dive

- Use digital devices to show a video clip demonstrating the tuck dive.
- Discuss the main features of the tuck dive (body position, entry into the water) and safety precautions.

Step 2: Warm-Up Activities

- Guide students in performing warm-up exercises:

1. Arm swings: Stand tall and swing arms forward and backward for 1 minute.
2. Touch your toes: Stand on one leg, bend forward, and attempt to touch your toes for 1 minute on each side.
3. Soles of feet pose: Sit down and reach for the soles of your feet, holding the position for 1 minute.

- Emphasize the importance of warming up before performing physical activities.

Step 3: Safety Discussions

- Discuss the safety measures required before diving, such as checking the water depth and ensuring there are no obstructions.
- Engage students by asking what safety precautions they believe are important.

Step 4: Cool-Down Activities

- After the warm-up, guide students through cool-down activities:
1. Gentle stretching while focusing on breathing.
 2. End with a relaxation pose, such as lying flat on the ground and taking deep breaths.

Conclusion (5 minutes):

- Summarize the key points covered: the tuck dive, warm-up and cool-down activities, and safety measures.
- Conduct a brief interactive quiz or discussion to reinforce the main topics.
- Prepare learners for the next session, indicating that they will practice diving techniques or continue safety education.

Extended Activities:

- Tuck Dive Reflection: Have students write a short reflection on what they learned about the tuck dive and its safety measures.
- Video Analysis: Students can work in pairs to create a presentation analyzing another diving technique, focusing on elements like body position and safety.
- Physical Education Integration: Organize a pool day where students can practice tuck dives under supervision, applying the concepts learned.

Teacher Self-Evaluation:

WEEK 6: LESSON 4

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Swimming

Sub Strand: Tuck dive from an elevated position.

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. State the safety measures to observe during a tuck dive.
2. Practice the tuck dive from the edge of the springboard with and without a hurdle approach.
3. Have fun and enjoy the tuck surface dive.

Key Inquiry Question:

- What safety measures should be observed during a tuck dive?

| Core competencies | Values | PCIs |
|---|---|---|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving • Self-efficacy | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

Learning Resources:

- Curriculum Design: Creative Arts and Sports, Grade 8
- Pictures and photographs of tuck dives
- Digital devices for research
- Computing devices for presentations

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on diving techniques.
- Facilitate a class discussion based on relevant content from the learning resources, emphasizing the importance of safety in diving.

Lesson Development (30 minutes):**Step 1:** Discussion on Safety Measures

- In small groups, learners brainstorm safety measures to observe during a tuck dive.
- Groups share their ideas, and the teacher compiles a list on the board. Key points to include: proper diving gear, checking water depth, avoiding distractions, and ensuring the area is clear.

Step 2: Demonstrating the Tuck Dive

- The teacher demonstrates the tuck dive from the springboard, highlighting proper form and technique.
- Discuss the tuck position and its importance for a safe and controlled dive.

Step 3: Group Practice without Hurdle Approach

- Learners practice the tuck dive from the edge of the springboard without a hurdle approach.
- Encourage peer feedback within groups and provide guidance as needed.

Step 4: Group Practice with Hurdle Approach

- Learners practice the tuck dive from the edge of the springboard with a hurdle approach.
- Emphasize consistency in form and safety throughout the practice.

Conclusion (5 minutes):

- Summarize key points including safety measures and dive techniques.
- Conduct a brief interactive quiz using questions related to what was learned in the lesson to reinforce key concepts.
- Provide a preview of the next session, where advanced diving techniques will be explored.

Extended Activities:

- Research Assignment: Have learners research famous divers or significant diving events in sports history and present their findings in the next class.
- Video Analysis: Ask learners to find videos of professional divers performing tuck dives. They can analyze their techniques and identify safety measures from the videos.
- Creative Presentation: Students can create a poster or digital presentation highlighting important safety tips for diving.

Teacher Self-Evaluation:

WEEK 6: LESSON 5

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Swimming

Sub Strand: Water Treading

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

- 1.Explain the meaning of water treading.
- 2.Watch a video from digital devices of people practicing water treading.
3. Appreciate the importance of water treading.

Key Inquiry Question:

- What is water treading?

| Core competencies | Values | PCIs |
|---|---|--|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving • Self- efficacy | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

Learning Resources:

- Curriculum Design; Creative Arts and Sports, Grade 8
- Pictures
- Photographs
- Digital devices (tablets, laptops, etc.)
- Computing devices

Organisation of Learning:**Introduction (5 minutes):**

1. Begin by reviewing the previous lesson on swimming skills and safety. Ask students what they remember about different swimming techniques.
2. Guide learners to read and discuss relevant content from the learning resources, focusing on water treading. Encourage students to check pictures and other visual aids that illustrate treading water.

Lesson Development (30 minutes):**Step 1:**

- In groups, learners will discuss and define water treading. Prompt them with guiding questions, such as "What movements are involved in water treading?" and "Why might a swimmer need to tread water?" Each group should come up with a shared definition.

Step 2:

- Each group will use digital devices to watch a selected video demonstrating effective water treading techniques. Instruct them to pay attention to the movements and techniques displayed.

Step 3:

- After watching the video, groups will summarize what they observed in bullet points. Encourage them to focus on key techniques and any important safety tips related to water treading.

Step 4:

- Groups will present their findings to the class. Allow time for questions and discussions after each presentation to reinforce understanding and address any misconceptions.

Conclusion (5 minutes):

- Recap the key points discussed about water treading, including its definition and importance from the demonstrations in the video.
- Conduct a brief interactive activity, such as a quick quiz or an "exit ticket" where students write one key thing they learned about water treading.
- Preview the next session, hinting that they will learn how to apply water treading skills in various swimming scenarios.

Extended Activities:

- Have students create a poster that visually represents the steps and techniques of water treading.
- Encourage students to practice water treading in a safe environment like a supervised pool and to write a reflection on how they felt practicing the skill.
- Plan a peer teaching day where students can demonstrate and lead a group practice session on water treading techniques.

Teacher Self-Evaluation:

WEEK 7: LESSON 1

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Swimming

Sub Strand: Water Treading

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. State the safety measures to observe when water treading.
2. Practice progression from water treading to inverted breaststroke while observing.
3. Acknowledge own and others' efforts while performing water treading and inverted breast-stroke skills in swimming.

Key Inquiry Question:

- Why is water treading skill important?

| Core competencies | Values | PCIs |
|--|---|---|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Self- efficacy | | |
|---|--|--|

Learning Resources:

- Curriculum Design; Creative Arts and Sports, Grade 8
- Pictures and photographs
- Digital devices
- Computing devices

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on swimming basics and introduce the importance of water treading.
- Guide learners to read and discuss relevant content from the learning resources, focusing on safety and technique in water treading.

Lesson Development (30 minutes):

Step 1: Safety Measures

- In groups, learners discuss and list safety measures to observe when treading water (e.g., staying calm, signaling for help, avoiding exhaustion).
- Each group shares their list with the class, generating discussion on the importance of safety in swimming.

Step 2: Learning Water Treading

- Demonstrate the correct technique for water treading, emphasizing body position and movement.
- Learners practice water treading individually in shallow water, with instructors providing support and feedback.

Step 3: Progression to Inverted Breaststroke

- Once comfortable treading, guide learners to transition into the inverted breaststroke.
- Support learners in pairs, where one treads while the other observes and provides constructive feedback based on key techniques.

Step 4: Peer Observation and Feedback

- In groups, learners take turns demonstrating their water treading and inverted breaststroke skills.
- Encourage learners to acknowledge each other's efforts, pointing out strengths and areas for improvement.

Conclusion (5 minutes):

- Summarize key points discussed: safety, water treading technique, and the transition to inverted breaststroke.
- Conduct a brief interactive activity (e.g., quiz or group discussion) to reinforce the topics covered.
- Prepare learners for the next session by previewing upcoming topics, such as advanced swimming techniques or competitive swimming.

Extended Activities:

- Have learners create a safety poster about water treading and its importance, which can be displayed by the pool area.

- Assign learners to research a famous swimmer who excelled in water treading or a relevant swimming technique and present their findings in the next class.
- Encourage students to join or observe a local swimming competition to see these skills in action.

Teacher Self-Evaluation:

WEEK 7: LESSON 2

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Creating and Performing

Sub Strand: Kenyan Indigenous Games (Tagging)

Specific Learning Outcomes:

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

1. Watch a virtual or live performance of indigenous tagging games and identify types of games observed.
2. Demonstrate skills in different indigenous tagging games while observing safety.
3. Appreciate the importance of indigenous tagging games.

Key Inquiry Question(s):

- How do indigenous tagging skills enhance physical fitness?

| Core competencies | Values | PCIs |
|--|---|---|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Self- efficacy | | |
|---|--|--|

Learning Resources:

- Curriculum Design: Creative Arts and Sports, Grade 8
- Pictures and Photographs
- Digital Devices
- Computing Devices (e.g., projectors, computers)

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson and connect it to today's focus on indigenous tagging games.
- Guide learners to read and discuss relevant content from the learning resources, highlighting key concepts such as types of indigenous games and their cultural significance.

Lesson Development (30 minutes):

Step 1: Understand the Types of Games

- As a class, watch a virtual or live performance of indigenous tagging games.
- Facilitate a discussion where learners identify and describe the types of games observed (e.g., "Mchezo wa moja," "Mwaki," or other local games).

Step 2: Skill Demonstration

- Divide the class into small groups and assign each group a specific indigenous tagging game to demonstrate.

- Ensure safety guidelines are observed while learners practice the different skills involved in these games.

Step 3: Discuss the Importance

- Regroup and engage in a discussion about the importance of indigenous tagging games. Questions to consider: What benefits do these games provide? How do they relate to Kenyan culture?

Step 4: Physical Fitness Connection

- Discuss as a class how indigenous tagging skills enhance physical fitness. Encourage learners to relate personal experiences with physical exercise and cultural games.

Conclusion (5 minutes):

- Summarize key points from the lesson regarding the types of games, skills learned, and their significance.
- Conduct a brief interactive quiz or game related to the main topics discussed to reinforce learning.
- Preview the next session's topic on the importance of sports in cultural identity and community building.

Extended Activities:

- Homework Assignment: Research and write a short essay on a specific Kenyan indigenous game. Include its history, rules, and how it is played today.
- Group Project: Create a presentation or digital poster about the cultural significance of indigenous games in Kenya. Include visuals and possibly even a demonstration video.
- Classwork Activity: Organize a mini-indigenous games day where students can play different games and reflect on their experiences and the physical benefits derived from playing.

Teacher Self-Evaluation:

WEEK 7: LESSON 3

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Creating and Performing

Sub Strand: Kenyan Indigenous Games - Tagging

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Practice different indigenous tagging games while observing safety.
2. Perform indigenous tagging games using musical rhythm for coordination.
3. Appreciate the role played by indigenous tagging games for enjoyment.

Key Inquiry Question:

- Why is tagging considered an indigenous game?

| Core competencies | Values | PCIs |
|---|---|--|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving • Self- efficacy | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

Learning Resources:

- Curriculum Design; Creative Arts and Sports, Grade 8
- Pictures/Photographs of indigenous games
- Digital devices

Organisation of Learning:**Introduction (5 minutes):**

- Review Previous Lesson: Briefly discuss what was learned in the last class about indigenous games and their significance.
- Guide Discussion: Engage learners in reading and discussing relevant content from the learning resources, focusing on the notion of tagging being an indigenous game.

Lesson Development (30 minutes):**Step 1: State Safety Measures**

- Group Activity: In small groups, learners brainstorm and list safety measures to observe during tagging games (e.g., choosing a safe playing area, ensuring proper footwear, and being respectful of personal space).

Step 2: Practice Indigenous Tagging Games

- Group Activity: Each group selects one indigenous tagging game to practice. Monitor their practice, ensuring they reference the safety measures discussed in Step 1.

Step 3: Perform with Musical Rhythm

- Group Activity: Groups perform their chosen game while incorporating rhythm (e.g., tapping, clapping) to enhance coordination. Students take turns observing others and providing constructive feedback.

Step 4: Reflection and Discussion

- Whole Class Discussion: Regroup as a class and discuss how the rhythmic aspect affected their coordination and enjoyment of the game. Ask guiding questions about their experiences, emphasizing the cultural importance of these games.

Conclusion (5 minutes):

- Summarize Key Points: Highlight the importance of safety, rhythm, and the enjoyment found in indigenous tagging games.

- Interactive Activity: Conduct a quick game of "Simon Says" incorporating elements learned, reinforcing the rhythm and safety aspects.

- Preview: Inform learners about the next session, which will explore more indigenous games and their cultural origins.

Extended Activities:

- Research Project: Learners can research and present about a specific traditional indigenous game from Kenya, focusing on its history, rules, and cultural significance.

- Reflection Journal: Encourage learners to write a journal entry about their personal experience with the tagging games, describing what they enjoyed and what they learned about the indigenous culture.

Teacher Self-Evaluation:

WEEK 7: LESSON 4

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Appreciation in Creative Arts and Sports

Sub Strand: Analysis of Creative Arts and Sports

Specific Learning Outcomes:

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

1. Brainstorm to interpret criteria for evaluating different categories of Creative Arts and Sports.
2. Examine the criteria for evaluating Creative Arts and Sports.
3. Appreciate the importance of analysis of Creative Arts and Sports.

Key Inquiry Question(s):

- Why is analysis an important skill in Creative Arts and Sports?

| Core competencies | Values | PCIs |
|---|---|---|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving • Self-efficacy | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

Learning Resources:

- Curriculum Design; Creative Arts and Sports, Grade 8
- Pictures and photographs related to different artworks
- Digital devices for research and observation
- Computing devices for presentations

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on different forms of Creative Arts and Sports.
- Facilitate a brief discussion on what the students remember about evaluating art and sports, highlighting key concepts they learned.

Lesson Development (30 minutes):**Step 1: Brainstorming Session**

- Divide the class into small groups.
- Provide each group with a category of Creative Arts or Sports (e.g., netball, Kenyan folk dance, drama, and 3-D Arts).
- Instruct groups to brainstorm and write down the criteria they think are important for evaluating their assigned category (e.g., technique, creativity, expression, teamwork).

Step 2: Research and Observation

- Each group will either look at photographs, watch a short video, or listen to a performance in their assigned category.
- Encourage them to take notes on elements of the performance that relate to their brainstormed criteria.

Step 3: Group Evaluation

- Return to their criteria and use their notes to discuss and refine their evaluation criteria based on the performances they observed.
- Each group prepares to share their findings with the class.

Step 4: Presentation and Discussion

- Invite each group to present their evaluation criteria and findings to the class.
- Facilitate an open discussion, encouraging students to ask questions and provide feedback to one another.

Conclusion (5 minutes):

- Summarize the main points discussed in the lesson, emphasizing the significance of analytical skills in appreciating Creative Arts and Sports.
- Engage students in a quick interactive activity such as a "Gallery Walk," where they can rotate among groups' criteria posters and vote on which category they found the most interesting and why.
- Give a brief preview of the next session on "Creative Expressions and Performance Evaluation."

Extended Activities:

- Art and Sports Journals: Encourage students to keep a journal where they reflect on different performances or sporting events they attend, evaluating them based on criteria discussed in class.

- Group Project: Organize a mini-project where students create a simple performance (e.g., a play or dance) and then evaluate each other's performances using the established criteria.

Teacher Self-Evaluation:

WEEK 7: LESSON 5

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|------------------------|------|------|------|
| | GRADE 8 | CREATIVE ARTS & SPORTS | | | |

Strand: Appreciation in Creative Arts and Sports

Sub Strand: Analysis of Creative Arts and Sports

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Brainstorm the criteria to evaluate a verse performance.
2. Analyze a verse performance.
3. Analyze a netball game in line with sports values.
4. Appreciate the role of analysis in adding value to Creative Arts and Sports.

Key Inquiry Question(s):

- Why is analysis an important skill in Creative Arts and Sports?

| Core competencies | Values | PCIs |
|--|---|--|
| <ul style="list-style-type: none"> • Communication and Collaboration • Citizenship • Learning to learn • Critical thinking and problem solving | <ul style="list-style-type: none"> • Love • Patriotism • Unity • Responsibility • Respect • Integrity | <ul style="list-style-type: none"> • Safety • Life skills • Life style diseases • Health and Fitness • Peer Education and Mentorship |

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Self- efficacy | | |
|---|--|--|

Learning Resources:

- Curriculum Design: Creative Arts and Sports, Grade 8
- Pictures
- Photographs
- Digital devices
- Computing devices

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson by engaging students in a brief discussion to recap what was learned.
- Guide learners to read and discuss relevant content from the learning resources. Emphasize the key concepts of analysis in both creative arts and sports.

Lesson Development (30 minutes):

Step 1: Analyzing a Folk Dance

- In groups, learners will select a folk dance from a Kenyan community.
- Each group will identify and discuss the key elements such as movements, music, and cultural significance.
- Encourage students to present their findings to the class.

Step 2: Evaluating 3D Artwork

- Groups will analyze a selected 3D artwork, focusing on:
- Organization of the work (balance, proportion, dominance)
- Subject matter (what is happening in the artwork)
- Theme (what message the artist is conveying)
- Each group will create a brief evaluation of the artwork to share with the class.

Step 3: Evaluating a Verse Performance

- Groups will evaluate a verse performance using criteria such as:
- Theme
- Use of voice
- Body language
- Space and props
- Audience involvement
- Discuss as a class the importance of each element in enhancing the performance.

Step 4: Analyzing a Netball Game

- Discuss the sports values (teamwork, respect, integrity) with the class.
- In the same groups, learners will analyze a recent netball game, focusing on how those values were displayed during the game.
- Groups will share their observations with the class.

Conclusion (5 minutes):

- Summarize the key points discussed during the lesson, reiterating the importance of analysis in both creative arts and sports.
- Conduct a brief interactive activity, such as a quick quiz or share one thing they've learned today.
- Prepare learners for the next session by previewing upcoming topics or posing questions to consider, such as "How does art influence sports?"

Extended Activities:

- Create Your Own Evaluation Criteria: Encourage students to design their own criteria for evaluating performances in either sports or art, which they can use in future classes.
- Art & Sports Reflection Journal: Have learners keep a journal to reflect on performances they observe or participate in throughout the term, focusing on their analysis using the skills learned in class.
- Group Presentation: Assign groups to research a specific sport or art form and present how analysis plays a role in its appreciation and performance.

Teacher Self-Evaluation: