



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

Nurturing Every Learner's Potential

**DIPLOMA IN TEACHER EDUCATION (DTE)
PRE-PRIMARY AND PRIMARY**

PHYSICAL EDUCATION CURRICULUM DESIGN

2024

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TABLE OF CONTENT

INTRODUCTION	iv
REGULATIONS FOR DIPLOMA IN TEACHER EDUCATION -PRE-PRIMARY AND PRIMARY (DTE-PP&P)	vi
TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS	viii
TABLE 2: DISTRIBUTION OF CONTENT + PEDAGOGY (SUBJECTS)	ix
LEVEL LEARNING OUTCOMES FOR DIPLOMA IN TEACHER EDUCATION - PRE-PRIMARY AND PRIMARY (DTE-PP&P).....	xii
LEVEL LEARNING OUTCOMES FOR DIPLOMA IN TEACHER EDUCATION - PRE-PRIMARY AND PRIMARY (DTE-PP&P).....	xiii
ESSENCE STATEMENT	xiv
GENERAL LEARNING OUTCOMES FOR PHYSICAL EDUCATION	xv
SUMMARY OF STRANDS AND SUB STRANDS.....	xvi
STRAND 1.0 FUNDAMENTAL MOVEMENT SKILLS.....	1
STRAND 2.0 GAMES	12
STRAND 3.0 ATHLETICS TRACK EVENTS.....	27
STRAND 4.0 ATHLETICS; FIELD EVENTS.....	41
STRAND 5.0 SWIMMING.....	57
STRAND 6.0 GYMNASTICS.....	67

INTRODUCTION

The development of the curriculum for Diploma in Teacher Education for the Pre-Primary and Primary level (**DTE-PP&P**) is a critical milestone in the implementation of Competency Based Curriculum (CBC) in Kenya. The curriculum designs herein have been developed to prepare the teacher trainee to be able to effectively guide the learners at the Pre-Primary and Primary School level; that is from Pre-Primary One (PP1) to Grade Six (G6) in Basic Education.

It is envisaged that the teacher educator will guide the teacher trainees appropriately to embrace the shift from the Objective-Based to the Competency Based Curriculum which is hinged on use of learner-centred pedagogy for realisation of the stated expected learning outcomes. In addition, the emphasis on formative assessment to facilitate learning should be underscored as the basis for determining learner aptitude and performance. Other key aspects that have been introduced include structured micro-teaching, a longer period for the practicum and the introduction of specific Professional Courses that ensure congruence with the CBC vision, mission, pillars and guiding principles as enshrined in the *Basic Education Curriculum Framework* (KICD, 2017).

The DTE-PP&P curriculum seeks to develop the teacher to act as a facilitator in the learning process taking into consideration the different abilities and learning styles of individual target learners. The curriculum has been designed with emphasis on experiential and reflective learning to develop appropriate Pedagogical Content Knowledge (PCK); hence, the emphasis on integrated content and pedagogy for the student teachers while at college. This is to ensure that the student teacher is given adequate time to practice how to facilitate learning of the different strands prescribed in the curriculum designs.

The Curriculum designs for the DTE-PP&P are packaged according to courses of training as follows:

Professional Learning areas

1. Child Development and Psychology
2. Curriculum Studies
3. Educational Resources
4. ICT Integration in Education

5. Educational Assessment
6. Research Skills
7. Inclusive Education
8. Educational Leadership and Management
9. Sociological and Philosophical Foundations of Education
10. Historical and Comparative Foundations of Education
11. Micro Teaching
12. Practicum

Integrated Content and Pedagogy Learning areas

1. English
2. Kiswahili
3. Mathematics
4. Science and Technology
5. Agriculture
6. Home Science
7. Religious Education: CRE/IRE/HRE
8. Social Studies
9. Physical and Health Education
10. Art and Craft
11. Music
12. Indigenous Language
13. Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL

REGULATIONS FOR DIPLOMA IN TEACHER EDUCATION -PRE-PRIMARY AND PRIMARY (DTE-PP&P)

Entry Requirements

The entry requirements for the Diploma in Teacher Education – Pre-Primary and Primary shall be **C Plain** Mean Grade in the Kenya Certificate of Secondary Education examination (KCSE) or its equivalent (as equated by the Kenya National Examinations Council (KNEC). The Special Needs Candidates (SNE) could be admitted with **C Minus (-)** Grade in KCSE or equivalent

Duration of Training

The duration for the Diploma in Teacher Education – Pre-Primary and Primary shall be **three years**.

Subjects Offered

The trainee undertaking the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) shall take **ALL** courses specified in the DTE- PP&P curriculum; which includes Professional Courses and learning areas (subjects) related to the content in the Pre-Primary and Primary School Curriculum.

Micro-Teaching and Practicum

Micro Teaching shall be undertaken as a course and shall be a pre-requisite for the Practicum; hence a course design has been developed for it. There shall be two (2) school term practicum sessions for which guidelines shall be developed.

Award of the Diploma

To be awarded the Diploma in Teacher Education – Pre-Primary and Primary (DTE-PP&P), the candidate must achieve the following:

- i) Complete the required hours for coursework and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).
- ii) Complete the required hours for the Practicum and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).

Note: If the student teacher fails to meet the requirements for award of the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) he/she will be allowed to repeat the specific component or learning area failed.

Grading

The Diploma in Teacher Education – Pre-Primary and Primary (DTE PP&P) shall be graded as stipulated by the Kenya National Examinations Council (KNEC).

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TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS

	SUBJECT	TERM 1	TER M 2	TER M 3	TER M 4	TER M 5	TER M 6	Sub Total	TERM 7 Micro Teaching - Subject Practicals	TE RM 8	TER M 9	TOTAL FOR COURSE
PROFESSIONAL LEARNING AREAS												
1.	Child Development and Psychology	10	10	10	10	10	10	60				PROFESSIONAL LEARNING AREAS (420 Hours)
2.	Curriculum Studies	30	20	20	20			90				
3.	Educational Resources	10	10	10				30				
4.	ICT Integration in Education	10	10	10				30				
5.	Educational Assessment	10	10	10				30				
6.	Research Skills	10	10	10				30				
7.	Inclusive Education	10	10	10				30				
8.	Educational Leadership and Management				10	10	10	30				
9.	Sociological and Philosophical Foundations of Education				10	10	10	30				
10.	Historical and Comparative Foundations of Education				10	10	10	30				
11.	Micro Teaching	30						30				
SUB TOTAL		120Hrs	80Hrs	80Hrs	60Hrs	40Hrs	40Hrs	420Hrs				

TABLE 2: DISTRIBUTION OF CONTENT + PEDAGOGY (SUBJECTS)

CONTENT + PEDAGOGY (SUBJECTS)												
	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	SUB TOTAL	TERM 7 Micro Teaching - Subject Practicals	TERM 8	TERM 9	TOTAL FOR COURSE
1	English	24	34	34	35	29	30	180	30	Practicum 300 Hours	Practicum 300 Hours	CONTENT & PEDAGOGY (SUBJECTS) (1680 Hrs) + PRACTICUM (600Hrs)
2	Kiswahili	20	20	20	20	20	20	120	20			
3	Mathematics	30	30	30	30	30	30	180	30			
4	Science and Technology	20	20	20	20	20	20	120	30			
5	Agriculture	20	20	20	20	20	20	120	20			
6	Home science	20	20	20	20	20	20	120	20			
7	Religious Education:- (CRE, IRE, HRE)	20	20	20	20	20	20	120	20			
8	Social Studies	20	20	20	20	20	20	120	20			
9.	Physical and Health Education	10	10	10	30	30	30	120	30			
10.	Art and craft	10	30	30	10	20	20	120	20			
11.	Music	10	20	20	20	20	30	120	20			
12.	Indigenous Languages	10	20	20	20	30	20	120	20			
13	Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL	10	10	10	30	30	30	120	20			
SUB TOTAL		230 Hrs	270 Hrs	270 Hrs	290 Hrs	310 Hrs	310 Hrs	1680Hrs				
TOTAL		350	350	350	350	350	350	2100	300	300	300	3000 HRS

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. **Foster nationalism and patriotism and promote national unity.**

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

2. **Promote the social, economic, technological and industrial needs for national development.**

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) **Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) **Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) **Technological and Industrial Needs**

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. **Promote individual development and self-fulfilment**

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. **Promote sound moral and religious values.**

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. **Promote social equity and responsibility.**

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. **Promote respect for and development of Kenya's rich and varied cultures.**

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. **Promote international consciousness and foster positive attitudes towards other nations.**

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. **Promote positive attitudes towards good health and environmental protection.**

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEVEL LEARNING OUTCOMES FOR DIPLOMA IN TEACHER EDUCATION - PRE-PRIMARY AND PRIMARY (DTE–PP&P)

By the end of the course the teacher trainee should be able to:

1. Model appropriate behaviour and values for Pre-Primary and Primary school learners to emulate for development of good citizenship
2. Communicate and collaborate effectively with learners, peers, parents and the community to create a conducive learning environment.
3. Use appropriate pedagogical approaches to facilitate learning for Pre-Primary and Primary school learners in and out of the classroom
4. Apply inclusive practices to support all Pre-Primary and Primary school learners including those with disabilities and special educational needs
5. Employ ICT skills in the learning process to enhance digital literacy
6. Employ appropriate assessment approaches to promote effective learning
7. Identify and nurture learner's potential and talents for appropriate placement and transition into Junior School.
8. Develop environmental conservation skills in Pre-Primary and Primary school learners to promote education for sustainable development
9. Create innovative and effective solutions to challenges in the learning process.
10. Integrate pertinent and contemporary issues in learning to enable learners to cope with daily challenges.

LEVEL LEARNING OUTCOMES FOR DIPLOMA IN TEACHER EDUCATION - PRE-PRIMARY AND PRIMARY (DTE–PP&P)

By the end of the course the teacher trainee should be able to:

11. Model appropriate behaviour and values for Pre-Primary and Primary school learners to emulate for development of good citizenship
12. Communicate and collaborate effectively with learners, peers, parents and the community to create a conducive learning environment.
13. Use appropriate pedagogical approaches to facilitate learning for Pre-Primary and Primary school learners in and out of the classroom
14. Apply inclusive practices to support all Pre-Primary and Primary school learners including those with disabilities and special educational needs
15. Employ ICT skills in the learning process to enhance digital literacy
16. Employ appropriate assessment approaches to promote effective learning
17. Identify and nurture learner’s potential and talents for appropriate placement and transition into Junior School.
18. Develop environmental conservation skills in Pre-Primary and Primary school learners to promote education for sustainable development
19. Create innovative and effective solutions to challenges in the learning process.
20. Integrate pertinent and contemporary issues in learning to enable learners to cope with daily challenges.

ESSENCE STATEMENT

The Physical Education (PE) teacher has the responsibility to impart skills, values and attitudes that the learner will need to participate in physical activities in and outside the Physical Education class, and those that they will need for a lifetime. Today more than ever, good health through exercise is important for the nation's children. Thus, Physical Education accrues the following to a learner; physical and mental health, improvement on academic performance, social skills, self-esteem, reduced stress levels and character development among other salient benefits. Therefore, Physical Education is geared towards making the teacher trainee acquire skills, knowledge, attitudes and values that aid in acquiring theoretical and practical acumen in preparation for his or her role as a critical, reflective and committed teacher. Further, the trainee teacher will be equipped with pedagogical approaches and methods which will enhance the implementation of Physical Education as a practical experience.

The teacher trainee is equipped with skills and knowledge to identify fine and gross motor skills which are necessary for the control and co-ordination of the different parts of the body. These activities enhance exploration, development of personal talents and nurturing them as well as appreciation of the cultural heritage through a learner-centred approach focusing on learning that integrates the use of ICT resources.

The learning area is based on the instructional design learning theory of Robert Gagne. Gagne argues that learning is a process for creating effective, efficient and appealing learning procedures by increasing and enhancing the possibility of learning and encouraging learner's engagement. It is also anchored on the constructivism theories of Vygotsky, Bruner and John Dewey. The trainee is expected to gain competence through experiential learning, research, and project work so that he or she becomes a pragmatic, constructivist and reflective teacher. Further, in line with Albert Bandura's Social-Cognitive theory which argues that individuals have some type of proactive involvement with their own development, the learning area emphasizes an experiential approach to acquisition of knowledge, skills and attitudinal competencies in physical education.

GENERAL LEARNING OUTCOMES FOR PHYSICAL EDUCATION

By the end of the course, the trainee should be able to:

1. Model appropriate pedagogical strategies to facilitate the learning of Physical education in Creative Activities and Creative Arts.
2. Develop appropriate learning apparatus to facilitate learner's optimum interaction and manipulation to develop fine and gross motor skills, as well as use during play.
3. Apply knowledge and pedagogical skills to nurture learner's personal development or talent and so as to reach full potential in playing specific sports.
4. Apply digital and technological skills to enhance learner's understanding of concepts and facilitate learning of Physical education.
5. Plan, adapt and employ specific innovations to cater for diverse learner needs and exceptionalities
6. Mainstream values, core competences and pertinent and contemporary issues in the learning of Physical and health education
7. Appreciate Physical and health education for hobby, career formation and further education and training.
8. Employ varied strategies in assessment of learner's level of acquisition of motor and gross skills as well as skills in sports.
9. Embrace diverse cultural heritage of different communities through participation in play and sports activities.

SUMMARY OF STRANDS AND SUB STRANDS

STRANDS	SUB STRANDS	LESSON ALLOCATION
1.0 Fundamental Movement Skills	1.1 Locomotor	5 hours
	1.2 Non Locomotor	5 hours
	1.3 Manipulative Skills	5 hours
2.0 Games	2.1 Netball	5 hours
	2.2 Football	5 hours
	2.3 Handball	5 hours
	2.4 Volleyball	5 hours
	2.5 Indigenous Games	5 hours
3.0 Athletics: Track Events	3.1 Sprints	5 hours
	3.2 Relays	5 hours
	3.3 Middle distance races	5 hours
	3.4 Long distance races	5 hours
4.0 Athletics: Field Events	4.1 Long Jump	5 hours

STRANDS	SUB STRANDS	LESSON ALLOCATION
	4.2 High Jump	5 hours
	4.3 Shot put	5 hours
	4.4 Discus	5 hours
	4.5 Pole Vault	5 hours
5.0 Swimming	5.1 Water Orientation and safety	5 hours
	5.2 Strokes	5 hours
	5.3 Diving	5 hours
6.0 Gymnastics	6.1 Rolls	5 hours
	6.2 Balances	5 hours
	6.3 Springs	5 hours
	6.4 Vaults	5 hours

STRAND 1.0 FUNDAMENTAL MOVEMENT SKILLS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Fundamental movement skills	1.1 Locomotor skills 5 Hours	By the end of the Sub Strand, the teacher trainee should be able to: <ol style="list-style-type: none"> identify various locomotor skills for movement, perform various locomotor movements for skills acquisition, apply principles of movement to facilitate learning of locomotor skills for fitness, integrate learning experiences to facilitate acquisition of locomotor skills by learners at different levels, appreciate performing the locomotor skills in play for enjoyment. 	The teacher trainee to: <ul style="list-style-type: none"> use digital resources, video clips or print media to research on various locomotor skills (<i>walking, jogging, skipping, running, jumping, hopping, leaping</i>), organize games and activities that require the use of multiple locomotor skills, practice various locomotor skills using correct techniques and movements, design and plan for games and activities to enable learners practise skills in locomotor movements, 	<ol style="list-style-type: none"> How can a teacher develop locomotor skills in young learners? Why are locomotor skills developed early in life?

			<ul style="list-style-type: none"> ● discusses and prepares pictures, charts or videos of performances of locomotor movements by learners of different ages, ● Research and discuss the movement principles (<i>body awareness, spatial awareness, effort awareness, and relationship to/with objects, people and space</i>), ● talk about using play based approaches in performance of locomotor activities, ● provide constructive feedback and positive reinforcement to encourage effort and improvement in practising locomotor activities. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Pedagogical content knowledge: as teacher trainee learn to organize games and activities that require the use of multiple locomotor skills 				

- Educational leadership: as teacher trainees apply principles of movement to enable children learn and develop movement skills.

Values:

- Patriotism: as teacher trainees devote to research for games and activities that aids learners' to acquire motor skills.
- Responsibility: as teacher trainees give oral feedback in groups on performance of locomotor skills.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify various locomotor skills for movement	Comprehensively identify seven or more locomotor skill for movement	identify seven locomotor skill for movement Correctly	identify five to six locomotor skill for movement Correctly	identify four or less locomotor skill for movement Correctly
Ability to perform various locomotor movements for skills acquisition.	Skillfully perform seven or more locomotor movements for skills acquisition	perform seven locomotor movements Correctly for skills acquisition.	perform five to six locomotor movements Correctly for skills acquisition.	perform four or less locomotor movements for skills acquisition Correctly.

Indicator \ Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to apply principles of movement to facilitate learning of locomotor skills	Exhaustively applies four or more principles of movement to facilitate learning of locomotor skills	Correctly applies four principles of movement to facilitate learning of locomotor skills	Correctly applies three principles of movement to facilitate learning of locomotor skills	Correctly applies two or less principles of movement to facilitate learning of locomotor skills

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Fundamental movement skills	1.2 Non-locomotor skills 5 Hours	By the end of the sub strand, the teacher trainee should be able to: a) identify various non-locomotor skills for movement, b) perform various non-locomotor movements for skills acquisition, c) apply principles of movement to facilitate learning of non-locomotor skills in creative activities, d) develop pedagogies for facilitating for indoor and outdoor activities for learning of non-locomotor movements, e) appreciate performing non-locomotor skills for movement and enjoyment.	The teacher trainee to: <ul style="list-style-type: none"> ● use digital resources or print media to research on various non-locomotor skills (<i>bending, flexing, stretching, swinging, twisting, turning, curling, swaying</i>) ● analyse pictures, charts and video clips on the performance of non locomotor skills, ● practice various non-locomotor skills, ● plan for indoor and outdoor activities for learning of non-locomotor movements, ● Research and discuss the movement principles (<i>body awareness, spatial awareness, effort awareness, and relationship to/with objects, people and space</i>), ● talk about performance of own and others in non- locomotor activities, 	<ol style="list-style-type: none"> 1. How can a teacher develop non-locomotor skills in young children? 2. Why are non-locomotor movements important in our daily life?

Core Competencies to be developed:

- Communication and Collaboration: as the teacher trainee develops strong communication skills as they provide constructive feedback on each other's performances of non-locomotor skills, enhancing their collaboration abilities.
- Self-efficacy: as the teacher trainee reflects on their own performance, understanding their strengths and areas for improvement.
- Critical Thinking and Problem Solving: as the teacher trainee thinks critically about their performance and others', identifying problems in technique or execution and discussing potential solutions to improve gross motor skills.

Values:

- Responsibility: as the teacher trainee takes responsibility for their own learning by actively researching and gathering information on non-locomotor skills.
- Respect: as the teacher trainee shows appreciation for different styles and abilities demonstrated in the video clips, appreciating the efforts of others regardless of their performance level in non-locomotor activities.
- Patriotism: as the teacher trainee experiences sense of patriotism through teamwork or group exercises in learning of non-locomotor skills.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify various non locomotor skills for movement,	Exhaustively identifies eight or more non locomotor skills for movement	Correctly identifies eight non locomotor skills for movement	Correctly identifies seven to five non locomotor skills for movement	Correctly identifies four or less non locomotor skills for movement
Ability to perform various non locomotor movements for skills acquisition,	Skillfully performs eight or more non locomotor movements for skill acquisition	Correctly performs eight non locomotor movements for skill acquisition	Correctly performs seven to five non locomotor movements for skill acquisition	Correctly performs four or less non locomotor movements for skill acquisition
Ability to apply principles of movement to facilitate learning of non locomotor skills	Correctly applies four principles of movement to facilitate learning of non locomotor skills	Correctly applies four principles of movement to facilitate learning of non locomotor skills	Correctly applies three principles of movement to facilitate learning of non locomotor skills	Correctly applies two or less principles of movement to facilitate learning of non locomotor skills

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Fundamental Movement Skills	1.3 Manipulative skills 5 Hours	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) identify various manipulative skills for movement,</p> <p>b) perform various manipulative movements for skills acquisition,</p> <p>c) apply principles of movement to facilitate learning of manipulative skills in creative activities,</p> <p>d) develop appropriate pedagogy to facilitate manipulative movements in early years of learning,</p> <p>e) appreciate approaches used in performing the</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • use digital resources or print media to research on manipulative skills (throwing, catching, kicking, trapping, striking, volleying, bouncing, ball rolling) • source for pictures, charts and video clips on performance of manipulative movements and store in a portfolio, • practice various manipulative skills, • design hands on activities for practising skills in manipulative movements in early years of learning, • research and discuss the movement principles 	<ol style="list-style-type: none"> 1. How can a teacher develop manipulative skills in young children? 2. Why is improving manipulating skills important in early years of learning?

		manipulative skills enjoyment.	(body awareness, spatial awareness, effort awareness, and relationship to/with objects, people, and space), <ul style="list-style-type: none"> • talk about the approaches th be used in performance of manipulative activities, 	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: as the teacher trainee researches and engage in critical analysis of manipulative skills. ● Imagination and creativity: as the teacher trainee analyzes, it encourages thinking creatively about how they can modify and improve on performance of manipulative skills. ● Pedagogical knowledge practices: as the teacher trainee understands deeper the movement principles gained through research and discussion, it enables them to explain and demonstrate concepts of manipulative skills effectively. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: as the teacher trainee talks about own and others performances, they show respect for the individuals recognizing their effort and manipulative movement. ● Responsibility: as the teacher trainee follows instructions and puts in the effort to master the manipulative movements, promoting accountability in their learning journey. 				

- **Unity:** Collaborative research and discussions foster unity by allowing learners to share their experiences while sourcing for pictures, charts and video clips on performance of manipulative movements

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify various manipulative skills for movement	Exhaustively and Correctly identifies eight manipulative skills for movement	Correctly identifies eight manipulative skills for movement	Correctly identifies seven to five manipulative skills for movement	Correctly identifies four or less manipulative skills for movement
Ability to perform various movements for skill acquisition	Skillfully performs eight manipulative movements for skill acquisition	Correctly performs eight manipulative movements for skill acquisition	Correctly performs seven to five manipulative movements for skill acquisition	Correctly performs four or less manipulation movements for skill acquisition
Ability to apply principles of movement to facilitate	Comprehensively and Correctly applies four principles of movement to	Correctly applies four principles of movement to facilitate learning of manipulative skills	Correctly applies three principles of movement to facilitate learning of manipulative skills	Correctly applies two or less principles of movement to facilitate learning of manipulative skills

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
learning of manipulative skills,	facilitate learning of manipulative skills			

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STRAND 2.0 GAMES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Games	2.1 Netball 5 Hours	By the end of the Sub Strand, the teacher trainee should be able to: <ol style="list-style-type: none"> describe the facility, equipment for Netball game, improvise Netball equipment for playing Netball game, perform passing, catching and footwork skills in Netball for skill acquisition, perform dodging and marking skills in Netball for skill mastery, appreciate rules, care 	The teacher trainee to: <ul style="list-style-type: none"> use digital resources or print media to observe the facility and equipment for Netball, draw the Netball court layout, improvise Netball equipment, demonstrate the passing skills (<i>chest, bounce, overhead and shoulder passes</i>) in Netball, demonstrate the catching skills in Netball demonstrate footwork skills (<i>pivoting, jumping and landing, and stepping</i>) in Netball, demonstrate dodging and marking skills (<i>single and double dodge</i>) in Netball, practise passing skills (<i>chest, bounce, overhead, shoulder, lob passes</i>), 	<ol style="list-style-type: none"> Why is it important to care and maintain games, facilities and equipment? How does the offside rule work in Netball?

		<p>and maintenance of Netball facilities and equipment for sustainability.</p>	<ul style="list-style-type: none"> ● practise catching and footwork skills in Netball applying the rules of the game, ● practise dodging and marking skills in Netball games applying the rules of the game, ● design activities or drills for practising skills in Netball for learners in primary level, ● play a mini Netball game using the skills learnt while observing the rules of the game, ● demonstrates responsibility by caring and maintaining Netball facility and equipment before, during and after play. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: as the teacher trainee collaboratively, mark the court in the field. ● Self-Efficacy: as the teacher trainee demonstrates skills in passing, catching, footwork, dodging and marking helps build learners' self-confidence, discipline, and perseverance. ● Learning to Learn: as the teacher trainee practises the skills of passing, catching, footwork, shooting and defending skills in Netball games applying the rules of the game ● Digital Literacy Skills: as the teacher trainee uses digital resources to observe the facility and equipment for Netball. 				

Values:

- Unity: as the teacher trainee participates actively in a group to play Netball game.
- Responsibility: as the teacher trainee demonstrates responsibility by caring and maintaining Netball facility and equipment.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe Netball facilities and equipment	Exhaustively and Correctly describes Netball facilities and equipment.	Correctly describes Netball facilities and equipment.	Correctly describe a few of the Netball facilities and equipment.	Correctly describes only one or none of the Netball facilities and equipment .
Ability to improvise Netball equipment for playing Netball game,	Creatively and Correctly improvises Netball equipment for playing Netball game	Correctly improvises Netball equipment for playing Netball game	Correctly improvises a few of the Netball equipment for playing Netball game	Correctly improvises only one or none of the Netball equipment for playing Netball game
Ability to perform Netball skills in: <ul style="list-style-type: none"> ● <i>Passing</i> ● <i>Catching</i> ● <i>Footwork</i> ● dodging and marking 	Skillfully performs all Netball skills in: <ul style="list-style-type: none"> ● <i>Passing</i> ● <i>Catching</i> ● <i>Footwork</i> dodging and marking	Correctly performs Netball skills in; <ul style="list-style-type: none"> ● <i>Passing</i> ● <i>Catching</i> ● <i>Footwork</i> ● dodging and marking 	Correctly performs a few Netball skills in: <ul style="list-style-type: none"> ● <i>Passing</i> ● <i>Catching</i> ● <i>Footwork</i> ● dodging and marking 	Performs one or none of the Netball: <ul style="list-style-type: none"> ● <i>Passing</i> ● <i>Catching</i> ● <i>Footwork</i> ● dodging and marking

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p>2.0 Games</p>	<p>2.2 Football (Soccer)</p> <ul style="list-style-type: none"> ● <i>Kicking</i> ● <i>dribbling</i> ● <i>stopping/trapping</i> ● <i>shooting</i> ● <i>goal keeping</i> <p>5 Hours</p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) describe the facility and equipment for Football game,</p> <p>b) improvise equipment for playing Football game,</p> <p>c) perform kicking, dribbling and stopping skills in Football for knowledge and skill acquisition,</p> <p>d) perform shooting and goalkeeping in Football for Skill mastery,</p> <p>e) appreciate rules, care and maintenance of Football facility and equipment for sustainability.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● use digital resources or print media to observe the facility and equipment for Football, ● draw the football pitch layout, ● improvise Football equipment, ● demonstrate kicking skills in football (volley kick, punt kick, inside of the foot) ● demonstrate stopping /trapping skills in Football (sole trap, inside of the foot trap, chest trap), ● demonstrate dribbling, shooting and goalkeeping skills in Football, ● practise kicking skills in football (volley kick, punt kick, inside of the foot) ● practise stopping /trapping skills in Football (sole trap, inside of the foot trap, chest trap), 	<ol style="list-style-type: none"> 1. How can a football pitch be modified to cater for learners with physical impairments? 2. Why is Football game popular in the world?

			<ul style="list-style-type: none"> • practise dribbling and goalkeeping skills in Football, • design collaborative activities or drills for practising kicking, dribbling, stopping or trapping, shooting and goalkeeping skills in Football, • play a mini Football game using all the skills learnt while applying the rules of the game, • demonstrates responsibility by caring and maintaining football facilities and equipment. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy skills: as the teacher trainee uses digital resources to observe the facility and equipment for Football. • Creativity and Innovation: as the teacher trainee improvises a football pitch with locally available materials. • Learning to learn and reflective Practice: as a teacher trainee practises the skills of kicking, stopping/trapping, dribbling, shooting, goalkeeping in Football game applying the rules of the game. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: as the teacher trainee collaboratively improvises Football equipment. • Integrity: as the teacher trainee follows the rules of the game and practises sportsmanship in Football they learn fairness and integrity. • Responsibility: as the teacher trainee cares for and maintains football facility and equipment. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the facility and equipment for Football game,	Elaborately describes the facilities and equipment for the Football game.	Correctly describes the facilities and equipment for the Football game.	Correctly describes a few of the facilities and equipment for the Football game.	Describes one or none of the facilities and equipment for the Football game .
Ability to improvise equipment for playing Football game,	Creatively improvises equipment for playing Football game.	Correctly improvises equipment for playing Football game	Correctly improvises a few equipment for playing Football game	Improvises only one piece of equipment for playing a Football game .
Ability to perform skills in Football; <ul style="list-style-type: none"> ● <i>Kicking</i> ● <i>dribbling</i> ● <i>stopping/trapping</i> ● <i>goal keeping</i> 	Skillfully performs all skills in Football	Correctly performs all skills in Football	Correctly performs a few skills in Football	Performs two or one skills in Football,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Games	<p data-bbox="386 312 562 340">2.3 Handball</p> <ul data-bbox="421 388 629 635" style="list-style-type: none"> ● <i>catching,</i> ● <i>passing,</i> ● <i>goalkeeping,</i> ● <i>dribbling,</i> ● <i>dodging and marking</i> ● <i>footwork,</i> <p data-bbox="386 680 494 707">5 Hours</p>	<p data-bbox="691 312 1020 412">By the end of the sub strand, the teacher trainee should be able to:</p> <p data-bbox="691 422 1020 522">a) describe the facility and equipment for Handball game,</p> <p data-bbox="691 532 1020 632">b) improvise equipment for playing Handball game,</p> <p data-bbox="691 642 1020 817">c) perform different skills in Handball applying all the strategies and rules of the game,</p> <p data-bbox="691 827 1020 1002">d) appreciate rules, care and maintenance of the Handball facility and equipment for sustainability.</p>	<p data-bbox="1052 312 1335 340">The teacher trainee to:</p> <ul data-bbox="1052 349 1489 1149" style="list-style-type: none"> ● use digital resources or print media to observe Handball facility and equipment, ● draw the Handball court layout, ● improvise and make Handball ball ● brainstorm on rules of playing Handball, ● demonstrate the skills in Handball (<i>catching, passing, goalkeeping, dribbling, dodging and marking, footwork</i>) ● practise the skills of catching, passing, goalkeeping, dribbling, dodging and marking, and footwork in Handball, ● design activities or drills for practising skills in Handball, ● play a mini Handball game using all the skills learnt while applying the rules of the game, ● demonstrates responsibility by 	<ol data-bbox="1522 312 1818 488" style="list-style-type: none"> 1. How can Handball game be popularized as leisure sport? 2. How is the handball game played?

			caring and maintaining Handball facility and equipment.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy skills: as the teacher trainee uses digital resources to observe the facility and equipment for Handball. • Creativity and innovation: as the teacher trainee improvises equipment for playing Handball game. • Critical thinking and problem solving: as the teacher trainee collaboratively demonstrates and practises playing Handball. 				
<p>Values:</p> <ul style="list-style-type: none"> • Peace: as the teacher trainee collaborates and agrees to play a mini Handball game applying the rules. • Responsibility: as the teacher trainee cares and maintains Handball facility and equipment. • Patriotism: as the teacher trainee demonstrates responsibility by caring and maintaining Handball facility and equipment it promotes ethical behavior, respect for property, and responsibility. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the facility and equipment for Handball game,	Exhaustively describes the facility and equipment for Handball game	Correctly describes the facility and equipment for Handball game	Correctly describes some of the facility and equipment for Handball game	Describes the facility and equipment for Handball game but with assistance
Ability to improvise equipment for playing Handball game	Creatively improvises equipment for playing Handball game	Correctly improvises equipment for playing Handball game	Correctly improvises some equipment for playing Handball game	Improvises equipment for playing Handball game but needs help
Ability to perform Handball skills in; <ul style="list-style-type: none"> • <i>catching,</i> • <i>passing,</i> • <i>goalkeeping,</i> • <i>dribbling</i> • <i>dodging and marking,</i> • <i>footwork</i> 	Skillfully performs all Handball skills in; <ul style="list-style-type: none"> • <i>catching,</i> • <i>passing,</i> • <i>goalkeeping,</i> • <i>dribbling</i> • <i>dodging and marking,</i> • <i>footwork</i> 	Correctly perform Handball skills in; <ul style="list-style-type: none"> • <i>catching,</i> • <i>passing,</i> • <i>goalkeeping,</i> • <i>dribbling</i> • <i>dodging and marking,</i> • <i>footwork</i> 	Correctly perform a few Handball skills in; <ul style="list-style-type: none"> • <i>catching,</i> • <i>passing,</i> • <i>goalkeeping,</i> • <i>dribbling,</i> • <i>dodging and marking,</i> • <i>footwork</i> 	Performs one and none of the Handball skills in; <ul style="list-style-type: none"> • <i>catching,</i> • <i>passing,</i> • <i>goalkeeping,</i> • <i>dribbling</i> • <i>dodging and marking,</i> • <i>footwork</i>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Games	2.4 Volleyball <ul style="list-style-type: none"> ● <i>servicing</i>, ● <i>digging</i>, ● <i>volley</i>, ● <i>setting</i>, ● <i>blocking</i>, ● <i>smashing</i> <p>5 Hours</p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) describe the facility and equipment for Volleyball game,</p> <p>b) improvise equipment for playing Volleyball game,</p> <p>c) perform different skills in Volleyball for knowledge and skill acquisition,</p> <p>d) appreciate rules, care and maintenance of the Volleyball facility and equipment for sustainability.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ▪ use digital resources or print media to observe the facility and equipment for Volleyball, ▪ draw the Volleyball court layout, ▪ improvise Volleyball equipment, ▪ demonstrate the skills in Volleyball (<i>servicing, digging, volley, setting, blocking, smashing</i>) ▪ practise Volleyball skills (<i>servicing, digging, volley, setting, blocking, smashing</i>) ▪ Develop activities or drills for practising skills in Volleyball, ▪ play a Volleyball game using the skills learnt while applying the rules of the game, ▪ demonstrates responsibility by caring and maintaining 	<ol style="list-style-type: none"> 1. How can Volleyball skills be enhanced through play? 2. Why is teamwork important in playing Volleyball?

			Volleyball facility and equipment.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: as the teacher trainee demonstrates the skills in Volleyball. • Citizenship and leadership: as the teacher trainee demonstrates responsibility by caring and maintaining the Volleyball facility it fosters a sense of ownership and community service. • Digital literacy skills: as the teacher trainee uses digital resources to observe the facility and equipment for Volleyball 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: as the teacher trainee ensures the upkeep of the volleyball court and equipment teaches respect for communal facilities. • Integrity: as the teacher trainee observes the rules of Volleyball which fosters honesty and ethical behavior. • Responsibility: as the teacher trainee maintains and cares for the volleyball equipment instills a sense of responsibility for shared resources. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the facility and equipment for Volleyball game	Comprehensively describes the facility and equipment for Volleyball game	Correctly describes the facility and equipment for Volleyball game	Correctly describes some of the facility and equipment for Volleyball game	Describes one or none of the facility and equipment for Volleyball game
Ability to improvise equipment for playing Volleyball game,	creatively improvises equipment for playing Volleyball game,	Correctly improvises equipment for playing Volleyball game,	Correctly improvises a few equipment for playing Volleyball game,	Improvise one or none of the equipment for playing Volleyball game
Ability to perform skills in Volleyball: <ul style="list-style-type: none"> ● serving ● digging ● volley ● setting, ● blocking ● smashing 	Skillfully performs six or more Volleyball skills: <ul style="list-style-type: none"> ● serving ● digging ● volley ● setting, ● blocking ● setting, ● blocking ● smashing 	Correctly performs six Volleyball skills: <ul style="list-style-type: none"> ● serving ● digging ● volley ● setting, ● blocking ● smashing 	Correctly performs five to three Volleyball skills; <ul style="list-style-type: none"> ● serving ● digging ● volley ● setting, ● blocking ● smashing 	Correctly performs two or less skills in Volleyball; <ul style="list-style-type: none"> ● serving ● digging ● volley ● setting, ● blocking ● smashing

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Games	<p data-bbox="382 326 593 395">2.5 Indigenous Games</p> <p data-bbox="382 463 488 495">5 Hours</p>	<p data-bbox="620 326 1045 395">By the end of the sub strand, the teacher trainee should be able to:</p> <p data-bbox="620 401 1064 504">a) examine categories of indigenous games that learners can play,</p> <p data-bbox="620 511 1039 614">b) describe how different indigenous games are played for knowledge acquisition,</p> <p data-bbox="620 621 1039 724">c) improvise equipment used to play different indigenous games</p> <p data-bbox="620 731 1000 834">d) perform the different indigenous games for fun and skill acquisition,</p> <p data-bbox="620 841 1064 943">e) appreciate the indigenous games in Kenyan communities for enjoyment,</p>	<p data-bbox="1091 326 1381 358">The teacher trainee to:</p> <ul data-bbox="1091 364 1586 1092" style="list-style-type: none"> • research on categories of indigenous games and identify those played in Kenyan communities, • discuss how the indigenous games are played, • brainstorm on the rules of each indigenous game with peers, • collect materials used to makes equipment for indigenous games identified, • play the different indigenous games (<i>animal games, counting games, floor games, tagging games, rope games and board games</i>), while applying the rules of each game, • design activities or drills for practising skills Indigenous games, • talk about the roles played by indigenous games in Kenyan communities, 	<p data-bbox="1632 326 1818 577">Why are Indigenous games commonly played in different communities?</p>

Core Competencies to be developed:

- Critical thinking and problem solving: as the teacher trainee explores ways of playing different indigenous games.
- Citizenship and leadership: as teacher trainee acknowledges the indigenous games played in different communities.
- Creativity and Innovation: as teacher trainee designs activities or drills for practising skills Indigenous games.

Values:

- Social justice: as the teacher trainee appreciates unique and diverse indigenous games from different communities
- Patriotism; as a teacher trainee is aware of 'own and others' culture through playing indigenous games from different communities.
- Love: as teacher trainees work together as a team to play the different indigenous games.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to examine categories of indigenous games that learners can play,	Exhaustively examines categories of indigenous games that learners can play	Correctly examines categories of indigenous games that learners can play	Correctly examines some categories of indigenous games that learners can play	Examines categories of indigenous games that learners can play but needs assistance

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe how different indigenous games are played for knowledge acquisition,	Comprehensively describes how different indigenous games are played for knowledge acquisition	Describes how different indigenous games are played for knowledge acquisition	Describes how different indigenous games are played for knowledge acquisition	Describes how different indigenous games are played for knowledge acquisition
Ability to improvise equipment used to play different indigenous games	creatively Improvises equipment used to play different indigenous games	Improvises equipment used to play different indigenous games	Improvises equipment used to play different indigenous games	Improvises equipment used to play different indigenous games
Ability to perform the different indigenous games: <i>animal games</i> <i>counting games,</i> <i>floor games,</i> <i>tagging games</i> <i>board games</i>	creatively performs all the indigenous games	Correctly performs different indigenous games	Correctly performs a few of the indigenous games	Correctly performs one or none of the indigenous games.

STRAND 3.0 ATHLETICS TRACK EVENTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
3.0 Athletics: Track Events	3.1 Sprints <ul style="list-style-type: none"> ● <i>starting, (Bunch, Medium, Elongated)</i> ● <i>acceleration,</i> ● <i>deceleration.</i> 5 Hours	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) identify the equipment and facility required for track events, b) improvise equipment for use in sprint races, c) examine the code of conduct and ethics for athletes in Sprint races, d) perform different sprint start techniques in athletics, e) appreciate performing sprint techniques for enjoyment using different techniques 	The teacher trainee: <ul style="list-style-type: none"> ● use online resources or print resources to observe equipment needed in sprint races, ● improvise equipment used in sprint races, ● brainstorm of code of conduct and ethics for athletes, ● prepare charts, posters or flashcards showing code of conduct for use in facilitating learning, ● demonstrate bunch, medium and elongated starts, acceleration, deceleration phases in sprints races, ● practise the bunch, medium and elongated starts, acceleration, deceleration phases in sprints races, ● design activities or drills for practising skills learnt in sprints, 	<ol style="list-style-type: none"> 1. How do different facilities impact the performance and safety of athletes in track events? 2. How do the key techniques in sprinting differ based on various sprint distances?

			<p>appropriate for learners at different ages,</p> <ul style="list-style-type: none"> ● engage in running conditioned sprint races (100m, 200m, 400m) while applying the rules ● record own and others performance in terms of time taken and acknowledge each other's participation in the races. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Pedagogical Content Knowledge: as the teacher trainee improvises equipment used in sprint races using locally available material they learn about cost-effective and environmentally friendly practice. ● Learning to learn and reflective practice: as the teacher trainee practises the starting, acceleration and deceleration techniques in sprints races. ● Self-efficacy: as the teacher trainee demonstrates the starting, acceleration and deceleration phases in sprints races. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: as the teacher trainee engage in running conditioned sprint races with peers. ● Social justice: as the trainee accommodates the views of others during group discussions. ● Integrity: as teacher trainee observes the code of conduct in athletics during practising of sprint races. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the equipment and facilities required for track events,	Comprehensively and Correctly identifies the equipment and facilities required for track events	Correctly identifies the equipment and facilities required for tack events	Correctly identifies some of the equipment and facilities required for track events	Identifies the equipment and facility required for track events but needs guidance.
Ability to improvise equipment for use in sprint races,	Creatively and Correctly improvises equipment for use in sprint races	Correctly improvises equipment for use in sprint races	Correctly improvises a few equipment for use in sprint races	Improvises one or none of the equipment for use in sprint races
Ability to perform different sprint start techniques in athletics; <ul style="list-style-type: none"> ● <i>starting, (Bunch, Medium, Elongated)</i> ● <i>acceleration,</i> ● <i>deceleration.</i> 	Skillfully performs different sprint start techniques in athletics	Correctly performs different sprint start techniques in athletics	Correctly performs a few different sprint start techniques in athletics	Performs one or none of the sprint start techniques in athletics

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 Athletics; Track events	3.2 Relays <ul style="list-style-type: none"> ● <i>visual baton change</i> ● <i>non-visual baton change</i> <p>5 Hours</p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> a) describe the categories of Relay races in athletics, b) examine rules and regulations in Relays races to ensure fair competition, c) improvise Relay batons for use in Relay races, d) perform visual and non-visual baton change techniques in Relay races, e) integrate values in facilitating Relay races for learners at primary level, f) value fairness in observing the rules that govern baton change in Relay zones, 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● research using digital or print media resources on categories of Relay races (<i>1x100m, 4 x 400m</i>), and rules and regulations in Relays, ● develop interactive indoor and outdoor Relay races for learners in early years of learning, ● brainstorm on the rules and regulations applicable in Relays, ● improvise batons from locally available materials, ● demonstrate starting, running and finishing techniques in Relay races, ● demonstrate baton change using visual and non-visual techniques, ● practise baton change using 	<ol style="list-style-type: none"> 1. How can the essential features of a Relay baton be improvised using alternative materials? 2. Why is the Relay race important?

			<p>visual and non-visual techniques,</p> <ul style="list-style-type: none"> ● run conditioned Relay races (1x 100m, 4x 400m) while applying the learned techniques and rules for Relay races, ● discuss values that can be applied during running in Relay races. ● observe fairness with peers in athletic Relay competitions. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: as the teacher trainee researches using digital resources on categories of Relay races, and rules and regulations in Relays. ● Self-Efficacy: as the teacher trainee demonstrates baton change using visual and non-visual technique. ● Learning to learn and reflective practice: as the teacher trainee researches on resources on categories of Relay races, and rules and regulations in Relays. ● Creativity and innovation: as the teacher trainee improvises batons from locally available materials. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: as the teacher trainee observes fairplay while playing with peers in athletic Relay competitions. ● Unity: as the teacher trainee practises baton change using visual and non-visual techniques with others, ● Responsibility: as the teacher trainee improvises batons from locally available materials for learning purpose. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the categories of relay races in athletics,	Comprehensively describes all the categories of relay races in athletics	Describes the categories of relay races in athletics	Describes one category of relay races in athletics	Describes one or none of the relay races in athletics with inaccuracies
Ability to examine the rules and regulations in relays races to ensure fair competition,	elaborately examines the rules and regulations in relays races to ensure fair competition	Examines the rules and regulations in relays races to ensure fair competition	Examines a few rules and regulations in relays races to ensure fair competition	Examines one or none of the rules and regulations in relays races to ensure fair competition
Ability to improvise relay batons for use in relay races,	Creatively and Correctly improvises relay batons for use in relay races	Correctly Improvises relay batons for use in relay races	Correctly Improvises relay batons for use in relay races with little creativity	Improvises relay batons for use in relay races with no creativity
Ability to perform baton change techniques in athletic relay races,	Skillfully performs baton change techniques in athletic relay races,	Performs baton change techniques in athletic relay races,	Performs baton change techniques in athletic relay races,	Performs baton change techniques in athletic relay races,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 Athletics: Track Events	3.3 Middle distance races <ul style="list-style-type: none"> ● <i>Techniques (starting, pacing, breathing, finishing)</i> <p>5 Hours</p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> a) describe the categories of middle distance races in athletics, b) analyse rules and regulations in middle distance races to ensure fair competition, c) perform techniques in middle distance races for skill mastery, d) value fairness in observing the rules that govern middle distance races to enhance sportsmanship. 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● research using digital or print media resources on categories of middle distance races, rules and regulations in middle distance races, ● brainstorm on the rules and regulations, ● demonstrate starting, pacing, breathing, finishing techniques in 800m, 1500m, 3000m, steeplechase races, ● practise starting, pacing, breathing, finishing techniques in 800m, 1500m, 3000m, steeplechase races, ● engage in conditioned middle distance races (800m, 1500m,3000m, steeplechase) 	<p>Why is running tactics crucial in middle distance races?</p>

			applying the techniques, rules and regulations for middle distance races, ● observe fair play while running with peers in athletics,	
Core competencies to be developed: <ul style="list-style-type: none"> ● Learning to learn and reflective practice: as the teacher trainee researches using digital or print media resources on categories of middle distance races, rules and regulations in middle distance races. ● Communication and Collaboration: as the teacher trainee describes the categories of middle distance races in athletics. ● Digital Literacy: as the teacher trainee researches using digital resources. 				
Values: <ul style="list-style-type: none"> ● Unity: as the teacher trainee engages in conditioned middle distance races with peers. ● Responsibility: as the teacher trainee takes part in observing fairness while running. ● Integrity: as the teacher trainee observes fair play while playing with peers in athletics. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the categories of middle distance races in athletics: <ul style="list-style-type: none"> ● 800m ● 1500m ● 3000m ● <i>steeple chase</i> 	Comprehensively describes the categories of middle distance races in athletics	Correctly describes the categories of middle distance races in athletics	Correctly describes some of the categories of middle distance races in athletics	Describes the categories of middle distance races in athletics but needs assistance.
Ability to analyse the rules and regulations in middle distance races to ensure fair competition	Exhaustively analyses the rules and regulations in middle distance races to ensure fair competition	Correctly analyses the rules and regulations in middle distance races to ensure fair competition	Correctly analyses some rules and regulations in middle distance races to ensure fair competition	Analyses the rules and regulations in middle distance races to ensure fair competition but with difficulty.
Ability to perform techniques in middle distance races for skill mastery;	Skillfully performs 4 techniques in middle distance races for skill mastery	Correctly performs 4 techniques in middle distance races for skill mastery	Correctly performs 2-3 techniques in middle distance races for skill mastery	Performs 1 or none of the techniques in middle distance races for skill mastery

<div style="display: flex; justify-content: space-between;"> Indicator Level </div>	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
<ul style="list-style-type: none"> ● <i>starting,</i> ● <i>pacing,</i> ● <i>breathing,</i> ● <i>finishing</i> 				

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 Athletics: Track Events	3.4 Long Distance Races <i>Techniques</i> <ul style="list-style-type: none"> ● <i>starting,</i> ● <i>pacing,</i> ● <i>breathing,</i> ● <i>finishing</i> 5 Hours	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) describe the categories of long distance races in athletics, b) analyse the rules and regulations in long distance races, c) perform long distance race techniques in athletics for skill mastery, d) relate pertinent and contemporary issue on drug and substance abuse to athletics, e) appreciate athletes passion and 	The teacher trainee to: <ul style="list-style-type: none"> ● research using digital or print media resources on categories of long distance races (<i>5000m,10,000m, half marathon,marathon,cross country</i>); ● research and brainstorm on rules and regulations of athletics, ● demonstrate starting, pacing, breathing, finishing techniques in long distance races, ● practise starting, pacing, breathing, finishing techniques in long distance races, applying, rules and regulations, ● research and discuss on factors that contribute to use of 	<ol style="list-style-type: none"> 1. How do rules ensure fairness and integrity in long distance competition? 2. How can athletes effectively apply rules and regulations during a long-distance race?

		determination in long distance races in athletics,	performance enhancement drugs and other substances in athletics, <ul style="list-style-type: none"> • prepare a presentation on your research in class for feedback, • observe fair play and integrity while running with peers in athletics, 	
<p>Core competencies to be developed:</p> <p>Learning to learn and reflective practice: as the teacher trainee researches on categories of long distance races, rules and regulations in athletics.</p> <p>Digital literacy: as the teacher trainee researches using digital resources on categories of long distance races, rules and regulations in athletics.</p> <p>Citizenship and leadership: as the teacher trainee supports athletes and learners who are passionate in long distance races.</p>				
<p>Values</p> <ul style="list-style-type: none"> • Love: as the teacher trainee supports athletes and learners who are passionate in long distance races. • Integrity: as the teacher trainee observes fairplay while playing with peers in athletics. 				
<p>Pertinent and Contemporary Issues;</p> <p>Citizenship Education: as the teacher trainee observes fair play while playing with peers in athletics it fosters a sense of fair play and sportsmanship.</p>				

Suggested Formative Assessment Rubric

<div style="text-align: center;">Level</div> <div style="text-align: left;">Indicator</div>	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the categories of long distance races in athletics: <ul style="list-style-type: none"> ● <i>5000m</i> ● <i>10,000m</i> ● <i>half marathon</i> ● <i>marathon</i> ● <i>cross country</i> 	exhaustively describes the categories of long distance races in athletics	correctly describes the categories of long distance races in athletics	correctly describes some of the categories of long distance races in athletics	describes the categories of long distance races in athletics but needs assistance.
Ability to analyse the rules and regulations in long distance races	comprehensively analyses the rules and regulations in long distance races	correctly analyses the rules and regulations in long distance races	correctly analyses some of the rules and regulations in long distance races	Analyses the rules and regulations in long distance races with difficulty.

Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicator Ability to perform long distance race techniques in athletics for skill mastery; <ul style="list-style-type: none"> ● <i>starting,</i> ● <i>pacing,</i> ● <i>breathing,</i> ● <i>finishing</i> 	skillfully performs long distance race techniques in athletics for skill mastery	correctly performs long distance race techniques in athletics for skill mastery	correctly performs some of the long distance race techniques in athletics for skill mastery	Performs long distance race techniques in athletics for skill mastery with guidance.

STRAND 4.0 ATHLETICS; FIELD EVENTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
4.0 Athletics; Field Events	4.1 Long Jump <ul style="list-style-type: none"> ● <i>approach</i> ● <i>flight (hang and hitch kick techniques)</i> ● <i>landing</i> <p>5 Hours</p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> a) describe the equipment and facility used for Long jump in athletics, b) analyse the rules and regulations in Long Jump to enhance fair competition and safety, c) perform the Long jump techniques for skill acquisition, d) value rules and regulations while performing Long jump for enjoyment, 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● observe pictures or real Long jump facility and equipment, ● research using digital or print media on the rules and regulations that are applied in Long jump, ● demonstrate approach, take off, flight, landing and recovery phases in Long jump techniques (hang and hitch kick), ● practise the hang and hitch kick techniques in Long jump following the approach, take off, flight, landing and recovery phases, ● play a game of Long jump applying hang and hitch kick techniques, observing safety and 	<ol style="list-style-type: none"> 1. How can mastering Long Jump techniques improve overall performance? 2. How can mastering of Long Jump techniques improve overall performance?

			rules of the game, ● brainstorm on the rules and regulations observed during play,	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: as the teacher trainee brainstorms and shares feedback on phases of performing Long jump. • Self-efficacy: as the teacher trainee performs Long jump skills successfully. • Learning to learn and reflective practises: as the teacher trainee researches on the rules and regulations that are applied in Long jump. 				
Values <ul style="list-style-type: none"> • Love: as the learner cares and observes safety while practising the techniques in Long jump. • Social justice: as the teacher trainee accords equal chances to peers while practising Long jump techniques. • Integrity: as the teacher trainee observes rules and regulations during play 				

Suggested Formative Assessment Rubric

Level \ Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the equipment and facility used in Long jump,	comprehensively describes the equipment and facility used in Long jump	correctly describes the equipment and facilities used in Long jump	correctly describes some of the equipment and facilities used in Long jump	Describes the equipment and facility used in Long jump with difficulty
Ability to analyse the rules and regulations in Long Jump to enhance fair competition and safety	exhaustively analyses the rules and regulations in Long Jump to enhance fair competition and safety	correctly analyses the rules and regulations in Long Jump to enhance fair competition and safety	correctly analyses some of the rules and regulations in Long Jump to enhance fair competition and safety	Analyses the rules and regulations in Long Jump to enhance fair competition and safety with assistance
Ability to perform the Long jump techniques for skill acquisition: <i>approach</i> <ul style="list-style-type: none"> • <i>flight (hang and hitch kick techniques)</i> • <i>landing</i> 	skillfully performs the Long jump techniques for skill acquisition	correctly performs the Long jump techniques for skill acquisition	correctly performs some of the Long jump techniques for skill acquisition	Performs the Long jump techniques for skill acquisition with difficulty

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Athletic; Field Events	4.2 High Jump <ul style="list-style-type: none"> ● <i>Phases (approach, take-off, flight, landing)</i> ● <i>Techniques (fosbury flop , western roll, scissors technique)</i> <p>5 Hours</p>	<p>By the end of the sub Strand learner should be able to:</p> <ol style="list-style-type: none"> a) identify facilities and equipment used in High jump, b) describe the rules and regulations in High jump, c) execute High jump techniques for skill acquisition, d) use ICT tools to enhance understanding and execution of High jump techniques in athletics, e) appreciate safety while participating in High jump for fun. 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● research and watch videos or live High jump performance to identify facilities and equipment and to observe techniques used by athletes, ● discuss, collect materials and apply the project method to improvise age-appropriate equipment for playing High Jump, ● brainstorm on rules and regulations for different techniques in High jump, ● demonstrate approach, take-off, flight and landing in High jump for fosbury flop, western roll and scissor techniques in High jump, ● Use a smartphone or camera to record High jump attempts from different angles to capture various aspects of the techniques. ● apply approach, take-off, flight and landing when practicing fosbury flop, western roll and scissor techniques in 	<ol style="list-style-type: none"> 1. How can teamwork and support during high jump practice improve enjoyment of the sport? 2. How do the facilities and equipment impact performance and safety in high jump?

			<p>High jump,</p> <ul style="list-style-type: none"> ● value self and others effort in using different techniques in High jump. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and innovation: as the teacher trainee Improvises High jump facilities and equipment. ● Learning to learn and reflective practice: as the teacher trainee researches High jump techniques as well as facilities and equipment. ● Pedagogical Content Knowledge: as the teacher trainee demonstrates approach,take-off,flight and landing when performing fosbury flop, western roll and scissor techniques in High jump to enhance facilitation to the learners. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: as the teacher trainee demonstrates High jump techniques to peers. ● Love: as the teacher trainee recognises self and others efforts in using various High jump techniques. 				
<p>Pertinent and Contemporary Issues;</p> <p>Environmental awareness: as the teacher trainee improvises High jump facilities using locally available materials encourages resourcefulness in using available materials</p> <p>Citizenship Education: as the teacher trainee recognizes others' efforts promoting teamwork, respect, and a sense of community.</p>				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify facilities and equipment used in High jump	comprehensively identifies facilities and equipment used in High jump	correctly identifies facilities and equipment used in High jump	correctly identifies some of the facilities and equipment used in High jump	Identifies facilities and equipment used in High jump but needs assistance
Ability to describe the rules and regulations in High jump,	exhaustively describes the rules and regulations in High jump	correctly describes the rules and regulations in High jump	correctly describes some of the rules and regulations in High jump	Describes the rules and regulations in High jump with guidance
Ability to execute High jump techniques for skill acquisition in : <ul style="list-style-type: none"> ● <i>fosbury flop</i> ● <i>western roll</i> ● <i>scissors</i> 	skillfully executes three High jump techniques for skill acquisition	correctly executes three High jump techniques for skill acquisition	correctly execute two High jump techniques for skill acquisition	execute one or none High jump techniques for skill acquisition
Ability to use ICT tools to enhance	Creatively and correctly use ICT tools to enhance	Correctly uses ICT tools to enhance understanding and execution of High jump	Correctly uses some ICT tools to enhance understanding and	Uses ICT tools to enhance understanding and execution of High jump

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
understanding and execution of High jump techniques in athletics,	understanding and execution of High jump techniques in athletics,	techniques in athletics,	execution of High jump techniques in athletics,	techniques in athletics but not correctly

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
4.0 Athletic; Field Events	4.3 Shot put <ul style="list-style-type: none"> ● <i>basic style</i> ● <i>glide style</i> ● <i>spin style</i> <p>5 Hours</p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> a) identify Shot put sector and equipment for orientation, b) analyse the rules and regulations in Shot put for safety, c) perform the different styles of putting a shot for skill acquisition, d) develop lessons for facilitating learning of Shot put by learners in primary level, e) value the skills of putting a shot in Athletics 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● observe pictures or real Shot put facility and equipment, ● research using digital or print media on the rules and regulations are applied in Shot put, ● demonstrate the correct grip, stance, glide, swing/ rotational, release and recovery in basic, glide and spin styles in Shot put, applying safety, ● practise the correct grip, stance, glide, swing/ rotational, release and recovery in basic, glide and spin styles in Shot put while observing safety, ● design activities or drills to be used in learning of Shot put by learners in primary school level, ● play mini competition of putting the Shot while applying basic, glide and spin styles, observing safety 	<ol style="list-style-type: none"> 1. How do the rules of Shot Put ensure the safety of athletes and spectators? 2. How can athletes improve their technique in Shot Put to enhance their performance?

			<p>and rules,</p> <ul style="list-style-type: none"> • brainstorm on the rules and regulations observed during competition, 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: as the teacher trainee plays and understands the rules of Shot put game it fosters a sense of responsibility, fair play, and respect for rules. • Learning to learn and reflective practice: as the teacher trainee design activities or drills to be used in learning of Shot put. • Pedagogical content knowledge: as the teacher trainee understands concepts and skills in Shot put through demonstration and practise. 				
<p>Values:</p> <ul style="list-style-type: none"> ▪ Integrity: as the teacher trainee observes rules and regulations during play. ▪ Responsibility: as the teacher trainee researches on rules and regulations that are applied in Shot put. Love: as the teacher trainee plays a game of Shot put with others observing safety. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify Shot put sector and equipment for orientation,	precisely identifies Shot put sector and equipment for orientation	Identifies Shot put sector and equipment for orientation correctly	Identifies some Shot put sector and equipment for orientation correctly	Identifies Shot put sector and equipment for orientation with guidance
Ability to analyse the rules and regulations in Shot put for safety,	elaborately analyses the rules and regulations in Shot put for safety	correctly analyses the rules and regulations in Shot put for safety	Analyses some of the rules and regulations in Shot put for safety	Analyses the rules and regulations in Shot put for safety with difficulty
Ability to perform the styles of putting a shot for skill acquisition; <ul style="list-style-type: none"> • <i>basic style</i> • <i>glide style</i> • <i>spin style,</i> 	accurately performs three styles of putting a shot for skill acquisition	Performs three styles of putting a shot correctly for skill acquisition	Performs two styles of putting a shot correctly for skill acquisition	Performs one or none of the styles of putting a shot for skill acquisition

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
4.0 Athletic; Field Events	4.4 Discus <ul style="list-style-type: none"> ● <i>stand throw</i> ● <i>rotational throw</i> ● <i>glide throw</i> <p>5 Hours</p>	<p>By the end of the sub strand the teacher trainee should be able to:</p> <ol style="list-style-type: none"> a) identify equipment and facility for Discus throw for familiarization, b) examine the rules and regulations in Discus throw for safety, c) perform Discus throw in athletics for skill acquisition, d) examine values that are applicable while performing Discus in athletics, e) acknowledge the phases of discus throw for enjoyment. 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● Watch live performance or video clips on Discus, taking note of the equipment and facility, the throwing sector and the throwing phases, ● discuss the rules and regulations for Discus tuse digital resources to search and watch video cliphrowing, ● demonstrate grip, swing, turn, release and follow through in stand, rotational and glide throw in Discus, while observing safety, ● practise grip, swing, turn, release and follow through in stand, rotational and glide throw in discus while applying the rules, ● practice discus throw in stand, rotational and glide throw in discus observing safety and rules, ● play a game of Discus throw in stand, rotational and glide throw in discus observing safety and rules of the game, 	<ol style="list-style-type: none"> 1. How does understanding the phases of Discus throw enhance both skill development and enjoyment? 2. How can practicing Discus throw improve athletic skills and performance?

			<ul style="list-style-type: none"> • prepare a presentation based on the values that were applied while playing of Discus, • share feedback on self and others' performance 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy skills: as the teacher trainee uses digital resources to search and watch video clips on Discus. • Communication and collaboration: as the teacher trainee collaborates to gather information and discuss the correct equipment and facility for Discus throw. • Learning to learn and reflective practise: as the teacher trainee engages in self-directed exploration of equipment and facilities, enhancing their ability to acquire and apply new knowledge 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: as the teacher trainee demonstrates respect for peers during group discussions. • Responsibility: as the teacher trainee takes care of equipment used during practice. • Love: as the teacher trainee understands and evaluates the equipment and facility which promote safe and healthy practices in sports 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify equipment and facility for Discus throw for familiarization	comprehensively identifies equipment and facility for Discus throw for familiarization	Identifies correctly equipment and facility for Discus throw for familiarization	Identifies some equipment and facility for Discus throw for familiarization	Identifies equipment and facility for Discus throw for familiarization with difficulty
Ability to examine the rules and regulations in Discus throw for safety	elaborately examines the rules and regulations in Discus throw for safety	Examines the rules and regulations in Discus throw for safety correctly	Examines some of the the rules and regulations in Discus throw for safety	Examines the rules and regulations in Discus throw for safety but with guidance.
Ability to perform Discus throw in athletics for skill acquisition; <ul style="list-style-type: none"> ● <i>stand throw</i> ● <i>rotational throw</i> ● <i>glide throw</i> 	skillfully performs the three Discus throws in athletics for skill acquisition	Performs the three Discus throws in athletics correctly for skill acquisition	Performs two of the Discus throws in athletics correctly for skill acquisition	Performs one or none of the Discus throws in athletics for skill acquisition

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
4.0 Athletic; Field Events	4.5 Pole Vault 5 Hours	By the end of the sub strand the teacher trainee should be able to: a) identify the facility and equipment used in performing Pole Vault, b) examine the rules and regulations in Pole Vault for safety, c) perform the phases of Pole Vault in Athletics, d) develop appropriate pedagogy that enhance delivery of Pole Vault in primary school level, e) appreciate safety observation while performing Pole Vault in	The teacher trainee to: <ul style="list-style-type: none"> ● watch videos/pictures/charts of Pole-vault facility and equipment, ● brainstorm on rules and regulations that applies in Pole Vault, ● prepare charts or posters that contains the rules of Pole Vault to be applied during play, ● demonstrate the grip, run up, plant, take off, flight, release and landing in Pole Vault while observing safety, ● practise the grip, run up, plant, take off, flight, release and landing in Pole Vault while observing safety, ● collaborate with others in practising Pole Vault in a mini game while applying the rules of Pole Vault, ● conduct a lesson using pedagogies that are applicable in delivering learning of Pole Vault by learners at primary level, ● recognise each other's efforts while 	How do athletes develop and refine Pole Vaulting skills?

		Athletics.	practising and playing Pole Vault in simulated games.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy: as the teacher trainee uses digital devices to accomplish assigned tasks of observing Pole Vault skills. • Learning to Learn and reflective practices: as the teacher trainee overcomes the challenges of learning a new skill and navigates ways of playing Pole vault. • Critical thinking and problem solving: as the teacher trainee critically evaluates the types of equipment and facilities required to perform Pole Vault effectively and safely. 				
<p>Values</p> <ul style="list-style-type: none"> • Respect: as the teacher trainee appreciates each other's efforts while practising Pole Vault in a simulated game. • Responsibility: as the teacher trainee takes care of equipment used during practice. • Unity: as the teacher trainee collaborates with others in practising Pole Vault in a mini game while observing safety 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the facility and equipment used in performing pole vault,	comprehensively identifies the facility and equipment used in performing pole vault	correctly identifies the facility and equipment used in performing pole vault	correctly identifies a few of the facility and equipment used in performing pole vault	Identifies less than one of the facility and equipment used in performing pole vault
Ability to examine the rules and regulations in Pole Vault for safety,	exhaustively examines the rules and regulations in Pole Vault for safety	Examines the rules and regulations in Pole Vault for safety	Examines some of the the rules and regulations in Pole Vault for safety	Examines the rules and regulations in Pole Vault for safety but needs guidance
Ability to perform the phases of Pole Vault in Athletics	skillfully performs the phases of Pole Vault in Athletics	Performs the phases of Pole Vault in Athletics correctly	Performs a few phases of Pole Vault in Athletics	Performs one phase of Pole Vault in Athletics

STRAND 5.0 SWIMMING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Swimming	5.1 Water Orientation and safety 5 Hours	By the end of the sub strand, the teacher trainee should be able to: a) describe different water orientation activities in swimming b) apply rule and regulation in swimming pool for safety, c) formulate several water orientation activities suitable for learners, d) perform floating techniques in water for skill acquisition in swimming, e) examine instructional strategies to enable children develop	The teacher trainee to: <ul style="list-style-type: none"> ● use internet to gather information on water orientation activities, ● develop activities to orient young learners on water and safety, ● brainstorm on pool safety and open water safety and regulations, ● practise floating techniques: mushroom supine, prone and treading in water in a swimming pool, ● discuss instructional strategies that enable children learn and develop swimming skills, ● create lesson plan on 	Why is information on water orientation activities critical to a learner?

		swimming skills f) appreciate water orientation activities in a learning as a survival skill,	teaching various games to facilitate acquisition of swimming skills, safety and hygiene, • share experiences on the water orientation activities with peers.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Pedagogical content knowledge: as teacher trainees demonstrate water confidence skills. • Communication and collaboration: as teacher trainees discusses water confidence activities appropriate for young children. • Learning to learn and reflective practice: as teacher trainees demonstrate the different swimming activities for young children. • Self-efficacy: as teacher trainees practice swimming skills for confidence. 				
<p>Values</p> <ul style="list-style-type: none"> • Love: as the teacher trainee shares experiences on the water orientation activities with peers. • Responsibility: as the teacher trainee creates a lesson plan on teaching various games to facilitate acquisition of swimming skills, safety and hygiene, • Unity: as teacher trainee discuss with peers the instructional strategies that children learn in developing swimming skills. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe different water orientation activities in swimming	distinctively describes different water orientation activities in swimming	Describes different water orientation activities in swimming correctly	Describes a few water orientation activities in swimming	Describes different water orientation activities in swimming with guidance
Ability to formulate several water orientation activities suitable for learners,	creatively formulates many water orientation activities suitable for learners	Formulates several water orientation activities suitable for learners	Formulates a few water orientation activities suitable for learners	Formulates water orientation activities suitable for learners with assistance.
Ability to perform floating techniques in water for skill acquisition in swimming; ● <i>mushroom</i>	skillfully performs four or more floating techniques in water for skill acquisition in swimming	correctly performs four floating techniques in water for skill acquisition in swimming	Performs two or three floating techniques in water for skill acquisition in swimming	Performs one or none floating techniques in water for skill acquisition in swimming.

Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicator				
<ul style="list-style-type: none"> ● <i>supine,</i> ● <i>prone</i> ● <i>treading in water</i> 				
ability to examine instructional strategies to enable children develop swimming skills	comprehensively examines instructional strategies to enable children develop swimming skills	Examines instructional strategies to enable children develop swimming skills	Examines some instructional strategies to enable children develop swimming skills	Examines instructional strategies to enable children develop swimming skills with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 Swimming	<p data-bbox="426 348 587 378">5.2 Strokes</p> <ul data-bbox="426 422 645 669" style="list-style-type: none"> ● <i>Front Crawl</i> ● <i>Breaststroke</i> ● <i>backstroke,</i> ● <i>inverted breaststroke,</i> ● <i>butterfly strokes</i> <p data-bbox="426 751 537 782">5 Hours</p>	<p data-bbox="674 348 958 485">By the end of the sub strand the teacher trainee should be able to:</p> <ol data-bbox="674 526 981 1136" style="list-style-type: none"> a) describe the swimming facility and equipment for knowledge acquisition, b) analyse rules and regulations for safety in Swimming, c) perform gliding in water for mastery of skill in swimming, d) perform swimming strokes for skill acquisitions and mastery, 	<p data-bbox="1023 348 1335 378">The teacher trainee to:</p> <ul data-bbox="1023 381 1547 1163" style="list-style-type: none"> ● observe an actual swimming pool or a video and describe the facility and equipment and classify them, ● observe live or virtual demonstration of stroke skills in swimming, ● develop activities to orient young learners on water and safety in the swimming pool, ● demonstrate body position, leg, arm and breathing action in front crawl, breaststroke, backstroke, inverted breaststroke and butterfly stroke in swimming observing safety, ● practise body position, leg, arm and breathing action in front crawl, breaststroke, backstroke, inverted breaststroke and butterfly stroke in swimming observing safety, ● demonstrate body streamline, push off and transition to strokes techniques in gliding during 	<p data-bbox="1597 348 1798 454">How can strokes be used for life saving?</p>

		e) Appreciate safety while performing the strokes used in Swimming as life skills.	swimming, <ul style="list-style-type: none"> ● practise body streamline, push off and transition to stroke techniques in gliding during swimming, ● play aqua games and aerobics while in Swimming pool observing safety, ● reflect and appraise own and peers' performance and share feedback on how swimming is a survival skill. 	
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Core Competencies to be developed:

- Pedagogical content knowledge: as the teacher trainee understands the equipment and facilities enhances their ability to teach and learn swimming effectively.
- Self-efficacy: as the teacher trainee recognizes the importance of swimming as a life skill it enhances the belief in their ability to handle real-life situations.
- Critical thinking and problem-solving: as the teacher trainee reflects on how swimming can be applied in various life contexts, such as survival or fitness.

Values

- Respect: as the teacher trainee demonstrates respect for peers during group discussions.
- Social Justice: as the teacher trainee understands and practises safe swimming techniques hence contributing to individual safety and the well-being of the community.
- Love: as the teacher trainee appraises and shares feedback of own and peers performance.

Suggested Formative Assessment Rubric

Level \ Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the swimming facility and equipment for knowledge acquisition	elaborately describes the swimming facility and equipment for knowledge acquisition	correctly describes the swimming facility and equipment for knowledge acquisition	describes a few of the swimming facility and equipment for knowledge acquisition	Describes one of the swimming facility and equipment for knowledge acquisition.
Ability to analyse rules and regulations for safety in Swimming	comprehensively analyses rules and regulations for safety in Swimming	correctly analyses rules and regulations for safety in Swimming	Analyses a few rules and regulations for safety in Swimming	Analyses one rule and regulation for safety in Swimming
Ability to perform swimming strokes for skill acquisitions and mastery; <ul style="list-style-type: none"> ● <i>Front Crawl</i> ● <i>Breaststroke</i> ● <i>backstroke,</i> ● <i>inverted breaststroke,</i> ● <i>butterfly stroke</i> 	skillfully performs five swimming strokes for skill acquisitions and mastery	correctly performs five swimming strokes for skill acquisitions and mastery	correctly performs four to three swimming strokes for skill acquisitions and mastery	correctly performs two or less swimming strokes for skill acquisitions and mastery

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
5.0 Swimming	5.3 Diving <ul style="list-style-type: none"> ● <i>Pencil</i> ● <i>Crouch</i> ● <i>Standing dive</i> <p>5 Hours</p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) describe different diving techniques in swimming,</p> <p>b) perform different dives in swimming for skill mastery,</p> <p>c) integrate competency of self- efficacy in teaching and learning of diving in swimming,</p> <p>d) appreciate diving in Swimming as a life skill.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● observe live or virtual demonstration of stroke skills in swimming, ● discuss safety procedures to observe during diving, ● prepare posters showing safety procedures in swimming to be observed by learners in primary school level, ● demonstrate starting position and execution of crouch, pencil and standing dives in swimming observing safety, ● practise starting position and execution of crouch, pencil and standing dives in swimming while observing safety, ● use creative arts curriculum designs to design a learning activity that integrates the competency of Self Efficacy in swimming, ● reflect and observe own and peers' performance in diving 	<ol style="list-style-type: none"> 1. How can learners improve their starting position in swimming? 2. When is diving applied in real life situations?

			and share feedback.	
<p>Core competences to developed:</p> <ul style="list-style-type: none"> ● Digital Literacy skills: as the teacher trainee utilizes virtual demonstrations, enhancing understanding of diving in swimming. ● Pedagogical Content Knowledge: as the teacher trainee observes demonstrations to understand new techniques and skills in diving. ● Self-Efficacy: as the teacher trainee builds confidence in performing and mastering diving techniques. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Peace: as teacher trainee discusses and reflects on own and others performance in diving. ● Responsibility: as the teacher trainee demonstrates starting position and execution of crouch, pencil and standing dives in swimming observing safety. ● Unity: as the teacher trainee discusses safety procedures to observe during diving. 				

Suggested Formative Assessment Rubric

<div style="text-align: right;">Level</div> <div style="text-align: left;">Indicator</div>	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe different diving techniques in swimming	distinctively describes different diving techniques in swimming	Describes different diving techniques in swimming	Describes different diving techniques in swimming	Describes different diving techniques in swimming
Ability to perform different dives in swimming for skill mastery; <ul style="list-style-type: none"> ● <i>Pencil</i> ● <i>Crouch</i> ● <i>Standing dive</i> 	skillfully performs three dives in swimming for skill mastery,	correctly performs three dives in swimming for skill mastery	correctly performs two dives in swimming for skill mastery	correctly performs one or none of the dives in swimming for skill mastery

STRAND 6.0 GYMNASTICS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
6.0 Gymnastics	<p>6.1 Rolls</p> <ul style="list-style-type: none"> ● <i>forward roll</i> ● <i>backward roll</i> ● <i>dive roll</i> ● <i>pike roll</i> ● <i>straddle roll</i> <p>5 Hours</p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> a) describe different rolls in gymnastics for knowledge acquisition, b) perform various rolls in gymnastics for skill mastery, c) design rolling sequence for enhancing rolls in gymnastics, d) embrace performing rolls in gymnastics for enjoyment, 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● research and discuss the different rolls in gymnastics, ● use the internet to watch video clips on performance of forward, backward, dive, pike and straddle rolls in gymnastics, ● Brainstorm on the safety measures during gymnastics that a teacher should employ to make sure learners feel safe to learn. ● Brainstorm and come up with appropriate class formations that a PE teacher may use when facilitating a lesson. ● prepare gymnastic video clips to enhance the learning of gymnastics skills. 	<ol style="list-style-type: none"> 1. How is the knowledge on rolls beneficial in everyday life? 2. Why is safety critical in the learning of rolls?

			<ul style="list-style-type: none"> • discuss and comes up with rolling sequences and displays them to peers. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: as the teacher trainee uses the internet to watch video clips on performance of forward, backward, dive, pike and straddle rolls in gymnastics. • Learning to Learn and Reflective Practice: as the teacher trainee research and discuss the different rolls in gymnastics. • Creativity and Innovation: as the teacher trainee comes up with suitable formations for practise of the rolls. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: as a teacher trainee respects others opinion during discussions of safety measures for gymnastics, • Responsibility: as teacher trainee demonstrates rolls in gymnastics for peer feedback. • unity: 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe different rolls in gymnastics for knowledge acquisition,	elaborately describes five rolls in gymnastics for knowledge acquisition	correctly describes five rolls in gymnastics for knowledge acquisition	correctly describes four to three rolls in gymnastics for knowledge acquisition	correctly describes two or less rolls in gymnastics for knowledge acquisition
Ability to perform various rolls in gymnastics for skill mastery,	skillfully performs five rolls in gymnastics for skill mastery	correctly performs five rolls in gymnastics correctly for skill mastery	correctly performs four to three rolls in gymnastics for skill mastery	correctly performs two or less rolls in gymnastics for skill mastery
Ability to design rolling sequence for enhancing rolls in gymnastics,	creatively and correctly designs rolling sequence for enhancing rolls in gymnastics	correctly designs rolling sequence for enhancing rolls in gymnastics	design rolling sequence for enhancing rolls in gymnastics with some inconsistencies	Designs rolling sequence for enhancing rolls in gymnastics with major inconsistencies

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
6.0 Gymnastics	6.2 Balances 5 Hours	By the end of the sub strand, the teacher trainee should be able to: a) identify equipment to aid balance training in gymnastics, b) describe different balances in gymnastics for knowledge acquisition, c) perform balances in gymnastics for skill mastery, d) prepare an integrated ICT lesson on balances in gymnastics e) appreciate balances as a way of creating stability in the performance of gymnastic activities.	The teacher trainee to: <ul style="list-style-type: none"> • brainstorm on equipment that can support performance of balances in gymnastics, • use digital or print media to research on different balances in gymnastics, • categorise balances that can be done by learners from ages 4-10, • brainstorm on the safety measures during gymnastics that a teacher should employ to make sure learners feel safe to learn. • research on basic balance exercise that can be done by learners at early years education • prepare gymnastic pictures, charts or videos of performances to enhance the learning of balances gymnastics 	When is balancing stability increased in gymnastic performance?

			<p>skills</p> <ul style="list-style-type: none"> • brainstorm and come up with appropriate class formations that a PE teacher may use when facilitating an integrated ICT lesson on balances in gymnastics, • practise different balances in gymnastics and display them to peers. 	
<p>Core competences to developed:</p> <ul style="list-style-type: none"> • Digital Literacy: as a teacher trainee facilitates an integrated ICT lesson on balances in gymnastics • Learning to learn and reflective practice: as the teacher trainee discusses and comes up with balance and activities in gymnastics. • Self-efficacy: as the teacher trainee successfully performs different balances to boost self-confidence as they master complex movements and improve their physical skills. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love: as a teacher trainee respects others while practising different balances in gymnastics and display. • Responsibility: as the teacher trainee prepares and delivers educational content, integrating physical education with technology effectively. • Unity: as the teacher trainee performs individual and partner activities fostering teamwork and cooperation, especially in partner balances and counter balances. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify equipment to aid balance training in gymnastics	comprehensively identifies equipment to aid balance training in gymnastics	correctly identifies equipment to aid balance training in gymnastics	Identifies a few equipment to aid balance training in gymnastics	Identifies very few or none of the equipment to aid balance training in gymnastics
Ability to describe different balances in gymnastics for knowledge acquisition	elaborately describes four or more different balances in gymnastics for knowledge acquisition	Describes at least four different balances in gymnastics for knowledge acquisition	Describes three different balances in gymnastics for knowledge acquisition	Describes only two or less of the balances in gymnastics for knowledge acquisition
Ability to perform balances in gymnastics for skill mastery,	skillfully performs four or more balances in gymnastics for skill mastery	Performs at least four balances in gymnastics correctly for skill mastery	Performs three balances in gymnastics for skill mastery	Performs two or less balances in gymnastics for skill mastery

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
6.0 Gymnastics	6.3 Springs 5 Hours	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) identify equipment required to facilitate the learning of springs in gymnastics, b) describe the progressive stages for performing springs, c) perform springs in gymnastics for skill acquisition, d) design learning experiences for a lesson to enhance teaching of springs in gymnastics, e) display springs in gymnastics for self-efficacy. 	The teacher trainee to: <ul style="list-style-type: none"> • research and discuss the necessary equipment that is required to facilitate the learning of springs • use digital media to observe performance of springs in gymnastics, • brainstorm on the progressive stages for performing springs • demonstrate hand and fly spring in gymnastics while observing safety, • practise hand and fly spring in gymnastics while observing safety, • develop and employ drills or activities to practice the springs in 	What safety measures can be put in place to prevent accidents when learning springs?

			<p>gymnastics,</p> <ul style="list-style-type: none"> researches and brainstorms and come up with drills or activities that may be used to practice the hand and fly spring with learners of different ages 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Critical thinking and problem solving: as a teacher trainee designs drills or activities for practicing springs. Communication and collaboration: as the teacher trainee brainstorms on progressive stages for performing springs fosters teamwork and communication skills. Self-efficacy: as the teacher trainee practices and master complex gymnastic movements like springs builds learners' confidence in their physical abilities, contributing to their overall self-efficacy and personal development. 				
<p>Values:</p> <ul style="list-style-type: none"> Respect: as a teacher trainee respects others opinions during discussions on springs in gymnastics. Responsibility: as the teacher trainee takes responsibility for own learning by researching and discussing the necessary equipment and being diligent in practice and performance. Unity: as the teacher trainee researches and brainstorms drills and progressive stages to perform hand and fly springs which requires working together in unity, sharing ideas, and building on each other's contributions. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify equipment required to facilitate the learning of springs in gymnastics	elaborately identifies equipment required to facilitate the learning of springs in gymnastics	correctly identifies equipment required to facilitate the learning of springs in gymnastics	Identifies a few equipment required to facilitate the learning of springs in gymnastics	Identifies one or none of the equipment required to facilitate the learning of springs in gymnastics
Ability to describe the progressive stages for performing springs	comprehensively describes all the progressive stages for performing springs	correctly describes all the progressive stages for performing springs	describes a few of the progressive stages for performing springs	describe one or none the progressive stages for performing springs
Ability to perform springs in gymnastics for skill acquisition; hand spring fly spring	skilfully performs two or more springs in gymnastics for skill acquisition	Performs two springs correctly in gymnastics for skill acquisition	Performs one spring in gymnastics correctly for skill acquisition	Performs any springs in gymnastics for skill acquisition with inaccuracies

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
6.0 Gymnastics	6.4 Vaults <ul style="list-style-type: none"> ● <i>side vault,</i> ● <i>fence vault,</i> ● <i>thief vault,</i> ● <i>astride vault</i> ● <i>through vault).</i> 5 Hours	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) describe the different equipment for vaulting activities in gymnastics</p> <p>b) perform vaults over gymnastic apparatus</p> <p>c) design drills for practicing the vaults for learners of different ages,</p> <p>d) appreciate the importance of vaults as a vital component in gymnastics.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● research on differentiated equipment used for vaulting through books, watch videos, photographs and digital. ● Brainstorm on the different vaults through the use of photographs, pictures, technology and other sources of information (side vault, fence vault, thief vault, astride vault and through vault). ● demonstrate different vaults while emphasizing body control, approach, take-off, and landing. ● use drills to practice different vaults. ● brainstorm and develop drills for practicing the vaults for learners of different ages, ● research, discuss and comes up with drills that are suitable for the 	<ol style="list-style-type: none"> 1. Why are warm up exercises performed before Vaulting is done in gymnastics? 2. Why is vaulting in gymnastics important?

			learners to use while practicing the vaults, <ul style="list-style-type: none"> ● Reflect with peers on importance of performing vaults in gymnastics. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Digital literacy: as the teacher trainee uses technology to search for information on vaults in gymnastics. ● Creativity and innovation: as the teacher trainee design drills to practice vaults. 				
Values: <ul style="list-style-type: none"> ● Respect: as the teacher trainee discusses together with others while practising vaults. ● Responsibility: as the teacher trainee practises vaulting techniques and understanding body control, approach, take-off, and landing underscores the significance of safety and proper technique in physical education. ● Peace: as the teacher trainee discusses and comes up with drills that are suitable for the learners to use. 				

Suggested Formative Assessment Rubric

Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicator				
Ability to describe the different equipment for vaulting activities in gymnastics	comprehensively describes different equipment used for vaulting activities in gymnastics	correctly describes different equipment used for vaulting activities in gymnastics	describes some of the equipment used for vaulting activities in gymnastics	describes only one equipment used for vaulting activities in gymnastics
Ability to perform vaults over gymnastic apparatus; <ul style="list-style-type: none"> ● side vault, ● fence vault, ● thief vault, ● astride vault ● through vault. 	skillfully performs five vaults over gymnastic apparatus	correctly performs four to three vaults over gymnastic apparatus	correctly performs two vaults over gymnastic apparatus	Performs one or none of the vaults over gymnastic apparatus

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to design drills for practicing the vaults for learners of different ages.	Correctly designs variety of drills for practicing the vaults for learners of different ages.	Correctly designs of drills for practicing the vaults for learners of different ages.	Correctly designs a few drills for practicing the vaults for learners of different ages.	designs a few drills for practicing the vaults for learners of different ages with inaccuracies.

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