



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

**STAGE BASED PATHWAY
PHSICAL EDUCATION CURRICULUM DESIGN
FOR LEARNERS WITH SPECIAL NEEDS**

PREVOCATIONAL LEVEL



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published 2022

Revised 2024

All rights reserved. No part of this curriculum design may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

ISBN: 978-9914-43-403-3

Published and printed by Kenya Institute of Curriculum Development

FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Foundation, Intermediate and Prevocational levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential Working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalization and review of the basic education curriculum.

The Prevocational Level curriculum designs have been reviewed to enable implementation of the Competency Based Curriculum for learners with special needs who follow the Stage Based education pathway. The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas as well as strands and sub strands. The designs also outlines suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, suggested learning resources and assessment checklist and rubric for rating the learner's performance.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

HON. EZEKIEL OMBAKI MACHOGU, CBS

CABINET SECRETARY,

MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Prevocational is the third level of the Stage Based education pathway for learners with special needs in the reformed education structure. Vocational Level marks the end of basic education as provided for in the Basic Education Act, 2013.

The reviewed Prevocational Level curriculum furthers implementation of the CBC from Foundation level. The curriculum provides a **variety of** opportunities for identification and nurturing of learner's potentials and talents in preparation for life and the world of work. This is very critical in the realization of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential**.

Therefore, the Prevocational Level curriculum designs are intended to enhance the learner's development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources, an assessment checklist and a rating guide for the learner's performance. It is expected that the designs will guide teachers to effectively facilitate the learner to attain the expected learning outcomes for the Prevocational Level and prepare them for smooth transition to the Vocational Level. Furthermore, it is my hope that teachers will use the curriculum designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS

PRINCIPAL SECRETARY

STATE DEPARTMENT FOR BASIC EDUCATION

MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop, adapt and review curricula and curriculum support materials for basic and tertiary education and training for learners with special needs. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualized the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (KICD, 2017), that responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programs. The revised Intermediate Level curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. The Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education.

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Prevocational Level curriculum designs. In relation to this, I acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Prevocational Level and preparation of learners for transition to Vocational Level.

PROF. CHARLES O. ONG’ONDO, PhD, MBS
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

TABLE OF CONTENTS

FOREWORD	iii
PREFACE	iv
ACKNOWLEDGEMENT	v
NATIONAL GOALS OF EDUCATION	vii
INTRODUCTION	ix
LESSON ALLOCATION AT PREVOCATIONAL LEVEL	x
LEVEL LEARNING OUTCOMES.....	xi
ESSENCE STATEMENT	xii
GENERAL LEARNING OUTCOMES.....	xii
SUMMARY OF STRANDS AND SUB STRANDS	xiii
1.0 NON – LOCOMOTOR MOVEMENTS	1
2.0 LOCOMOTOR MOVEMENTS	22
3.0 MANIPULATIVE SKILLS	32
4.0 GYMNASTICS.....	44
5.0 ATHLETICS.....	54
6.0 BALL GAMES	73
7.0 SWIMMING (OPTIONAL)	94
APPENDIX I: COMMUNITY SERVICE LEARNING GUIDELINES FOR PREVOCATIONAL LEVEL.....	108

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 the wake of rapid modernisation. 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-fulfillment.

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.

INTRODUCTION

The Stage Based pathway for learners with Special Needs is organized in four levels namely; Foundation, Intermediate, Prevocational and Vocational levels as outlined in the Basic Education Curriculum Framework (KICD, 2017). The Prevocational Level curriculum designs have been developed for the following categories of learners with special needs; learners with Intellectual Disability, Deafblindness, Severe Autism, Severe Cerebral Palsy and Multiple Disabilities.

The Prevocational Level curriculum covers the following learning areas:

1. Prevocational Skills
2. Communication and Functional Literacy Skills
3. Daily Living Skills and Nutrition
4. Physical Education
5. Music and Movement
6. Social Studies
7. Religious Education (CRE, HRE & IRE)

Learners at Prevocational Level will also undertake an integrated Community Service Learning (CSL) activity whose goal is to provide linkage between concepts or skills learnt in the various Learning Areas. CSL is hosted in the Prevocational Skills learning area. The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents or caregivers or guardians, school administration, teachers).

Learners will stay for period of at least 4 years at Prevocational Level to enable them acquire competencies for progression to the Vocational Level. Progression to the Vocational Level will be informed by feedback from classroom assessment, school-based assessment and the summative assessment reports. Assessment at Prevocational level will be differentiated to identify the learner's ability and interest in a specific skill area to facilitate placement at Vocational Level. A learner at Prevocational Level MUST have at least TWO School Based Assessment (SBA) scores uploaded to the KNEC CBA portal to be registered to undertake Kenya Prevocational Level Education Assessment (KPLEA).

LESSON ALLOCATION AT PREVOCATIONAL LEVEL

Learning is individualised for learners with special needs and therefore, time allocation is dependent on completion and mastery of specific tasks. The suggested time of 35 minutes per lesson is a guide.

	Learning Area	Number of Lessons Per Week
1.	Prevocational Skills	18
2.	Communication and Functional Literacy Skills	4
3.	Daily Living Skills and Nutrition	4
4.	Physical Education	5
5.	Religious Education (CRE/IRE/HRE)	2
6.	Music and Movement	2
7.	Social Studies	4
	Pastoral Programme Instruction	1
	Total	40

LEVEL LEARNING OUTCOMES

By the end of Prevocational Level, the learner should be able to:

- a) utilize basic creative art skills in production of functional and aesthetic items,
- b) transform raw materials into functional and aesthetic form for income generation,
- c) develop suitable work related skills and values necessary for the job market and service industry,
- d) use varied media of communication to express needs, wants and emotions,
- e) utilize environmental resources efficiently for sustainability and problem solving.
- f) apply health practises for personal wellness and healthy living,
- g) use relevant technology to enhance learning and develop creativity,
- h) perform activities that promote physical fitness and rehabilitation for healthy living,
- i) participate in various socio-economic activities for individual and community development,
- j) utilize safely varied materials, tools and equipment in production of articles of aesthetic and functional value,
- k) appreciate the use of raw materials in production of functional items for economic development.

ESSENCE STATEMENT

Physical Education (PE) is lifelong learning through physical activities. At the Prevocational level, the learner develops physical and health related fitness, safety, rehabilitation, cognitive, social, emotional, economic and psychological well-being. It adopts a practical hands-on approach where learners undertake performance-based tasks that involve demonstration and support from facilitators, peers and other related service providers. Further, at Prevocational level, Physical Education supports other learning areas such as Daily Living Skills and Religious Education and Music and Movements among others by ensuring the learner is physically and mentally fit to cope with psychomotor tasks. It also develops core-competencies and nurture values as outlined in the Basic Education Curriculum Framework.

GENERAL LEARNING OUTCOMES

By the end of the Prevocational Level, the learner should be able to:

1. demonstrate acquisition of knowledge, develop skills and attitudes in physical activities, games and sports that promote cognitive, social, economic and psychological well-being,
2. perform activities that promote physical fitness and rehabilitation for healthy living,
3. observe safety precautions in physical activities, games and sports to prevent accidents,
4. demonstrate competencies that enable the learner to participate in local, national and international sporting competitions,
5. use digital devices with assistive technology in learning physical education for independent living,
6. exhibit acquisition of core competencies and values as well as participation in sports for ethical and harmonious living,
7. appreciate the role of physical education in promoting physical fitness, health, ethics, safety, and independent living,
8. develop genuine interest in performing physical activities, games and sports for promoting personal well-being.

SUMMARY OF STRANDS AND SUB STRANDS

S/No.	STRANDS	SUB STRANDS
1.0	Non – locomotor movements	1.1 Rotating
		1.2 Pushing
		1.3 Turning
		1.4 Swaying
		1.5 Marching
2.0	Locomotor movements	2.1 Skipping
		2.2 Hopping movements
		2.3 Galloping movement.
3.0	Manipulative skills	3.1 Rope skipping
		3.2 Bean bag exchange
		3.3 Ball juggling
4.0	Gymnastics	4.1 Backward roll
		4.2 Balances
5.0	Athletics	5.1 Track events
		5.2 Field events
6.0	Ball games	6.1 Football skills
		6.2 Volleyball
		6.3 Handball
		6.4 Bowling
7.0	Swimming (optional)	7.1 Water orientation
		7.2 Floating
		7.3 Front crawl stroke
		7.4 Backstroke

1.0 NON – LOCOMOTOR MOVEMENTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
1.0 Non-locomotor movements.	1.1 Rotating <ul style="list-style-type: none"> • <i>Head rotation</i> • <i>Arm rotation</i> • <i>Leg rotation</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify parts of the body used in rotation movements for physical and health fitness, b) rotate various parts of the body for physical and health fitness, c) enjoy performing rotation movements for physical fitness. 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures or video clips or animations of learners rotating different parts of the body and identify parts of the body involved using appropriate mode of communication, • clear and mark the field where rotation of different parts of the body will be performed (<i>Learners with motor or mobility or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher</i>), • participate in demonstrations of rotation of different body parts as follows; <p>Head rotation: i) standing straight with feet shoulder width apart, ii) rotating head gently and slowly, iii) rotating the head side to side, iv) keeping the chin level with ground without letting it drop to the chest, v) rotating the head clockwise and anticlockwise,</p> 	How do you rotate various parts of the body?

			<p>Arm rotation: i) standing straight with feet shoulder-width apart, ii) raising and extending arms to the sides without bending the elbows, iii) slowly rotating arms forward making small circles of about one foot in diameter, iv) completing a set in one direction and then switching, rotating backwards, v) keeping back and arms straight and maintaining a smooth and deep breathing pattern, vi) keeping head up and body in a T- formation during the entire exercise (<i>Learners with motor or mobility or manipulation difficulties or missing limbs could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher</i>),</p> <p>Leg rotation: i) standing straight with feet shoulder width apart with hands on the hips, ii) inhaling and lifting the left leg bending its knee, iii) swinging the lower leg loose while pointing the toes down as you balance standing on the right leg, iv) releasing and relaxing, v) releasing and come to stand back in mountain pose and relax and switching leg (<i>Learners with motor or mobility difficulties or missing limbs could use alternative functional parts of the body or be assisted by peers or Learner Support Assistant or teacher to perform rotation of different parts of the body or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with deafblindness. Safety</i></p>	
--	--	--	---	--

			<p><i>precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> • practise rotation activities for skill mastery while observing safety, • take photographs or video clips as peers participate in rotating body parts and put in the portfolio (<i>Provide tactile modelling and physical guidance to learners with deafblindness</i>), • clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Self – efficacy: as the learner successfully performs the skills of body rotation.</p>				
<p>Values: Responsibility: is nurtured as the learner takes care of self and others when performing body rotation.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Safety: is achieved as the learner observes safety when rotating different parts of the body.</p>				
<p>Link to other Learning Areas: Performing rotation of the body is linked to body movement when performing traditional dance in Music and Movement.</p>				
<p>Suggested Learning Resources: Field markers, pictures, digital devices with assistive technology, video clips or animations, pictures, Learner Support Assistance, whistles, flags.</p>				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to rotate the head.	i. Standing straight with feet shoulder-width apart.			
		ii. Rotating head gently and slowly.			
		iii. Turning the head side to side.			
		iv. Keeping the chin level with ground without letting it drop to the chest.			
		v. Rotating the head clockwise and anticlockwise.			
2	Ability to rotate the arm.	i. Standing straight with feet shoulder- width apart.			
		ii. Raising and extending arms to the sides without bending the elbows.			
		iii. Slowly rotating arms forward making small circles of about one foot in diameter.			
		iv. Keeping back and arms straight and maintaining a smooth and deep breathing pattern.			
		v. Completing a set in one direction and then switching, rotating backwards.			

		vi. Keeping head up and body in a T-formation during the entire exercise.			
3	Ability to rotate legs.	i. Standing straight with feet shoulder-width apart with hands on the hips.			
		ii. Inhaling and lifting the left leg bending the left knee.			
		iii. Swinging the lower leg loose while pointing the toes down as you balance standing on the right leg.			
		iv. Releasing and relaxing.			
		v. Releasing and come to stand back in mountain pose and relax and switching leg.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER’S PERFORMANCE

The learner’s competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to rotate the head.	The learner demonstrates 5 steps in rotating head.	The learner demonstrates 3 to 4 steps in rotating head.	The learner demonstrates 2 steps in rotating head.	The learner demonstrates 1 step in rotating head or none.
Ability to rotate the arms.	The learner demonstrates 6 steps in rotating the arm.	The learner demonstrates 4 to 5 steps in rotating the arm.	The learner demonstrates 2 to 3 steps in rotating the arm.	The learner demonstrates 1 step in rotating the arm or none.
Ability to rotate legs.	The learner demonstrates 5 steps in rotating legs.	The learner demonstrates 3 to 4 steps in rotating legs.	The learner demonstrates 2 steps in rotating legs.	The learner demonstrates 1 step in rotating legs or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Non-locomotor movements	1.2 Pushing <ul style="list-style-type: none"> • <i>Hand push</i> • <i>Shoulder push</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify body parts that are involved in pushing, b) push objects for physical fitness, c) appreciate pushing as form of physical fitness. 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures or video clips or animations of learner pushing using different parts of the body and identify parts involved using appropriate mode of communication, • clear and mark the field where pushing using different parts of the body will be performed (<i>Learners with motor or mobility or manipulation difficulties or missing limbs could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher</i>), • participate in demonstrations on pushing as follows: <p>Hand push: i) placing the hand correctly on the object, ii) applying force using the palm, iii) keeping the back straight, iv) using the legs to assist in generating power to push the object gently,</p> <p>Shoulder push: i) leaning on the object with the shoulder, ii) using the legs to assist in generating stability, iii) exert force using the shoulder, iv) using the body weight to increase force to push the object gently (<i>Learners with motor or mobility difficulties</i>)</p> 	How do you perform pushing?

			<p><i>or missing limbs could be assisted by peer or learner support assistant to push using different body parts or be given an alternative corresponding activity as per their functional ability. Learners with deafblindness should be given time to manipulate the objects to be pushed, demonstrate through touch. Safety precautions should be observed for all learner),</i></p> <ul style="list-style-type: none"> • practise pushing activities for skill mastery while observing safety, • take photographs or video clips as peers participate pushing using different body parts and talk about them (<i>Provide tactile modelling and physical guidance to learners with deafblindness</i>), • clear the area of play, collect and store the resources used. 	
<p>Core Competencies to be developed: Self- efficacy: as the learner participates successfully in pushing using different body parts.</p>				
<p>Values: Responsibility: as the learner clears and marks the field where pushing will be performed..</p>				
<p>Pertinent and Contemporary Issues (PCIs): Safety: as the learner observes safety while performing pushing activities.</p>				
<p>Link to other Learning Areas: Performing pushing following the progressive steps is linked to performing traditional dance in Music and Movement.</p>				
<p>Suggested Learning Resources: Video clips or animations, pictures, digital devices with assistive technology, field markers, Learner Support Assistant, whistles and flags.</p>				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to push using hands	i. Placing the hand correctly on the object.			
		ii. Applying force using the palm.			
		iii. Keeping the back straight.			
		iv. Using the legs to assist in generating power to push the object gently.			
2	Ability to push using the shoulder	i. Leaning on the object with the shoulder.			
		ii. Using the legs to assist in generating stability.			
		iii. Exert force using the shoulder.			
		iv. Using the body weight to increase force to push the object gently.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to push using the hands.	Learner demonstrates 4 steps in pushing using the hands.	Learner demonstrates 3 steps in pushing using the hands.	Learner demonstrates 2 steps in pushing using the hands.	Learner demonstrates 1 step in pushing using the hands or none.
Ability to push using the shoulder.	Learner demonstrates 4 steps in pushing using the shoulder.	Learner demonstrates 3 steps in pushing using the shoulder.	Learner demonstrates 2 steps in pushing using the shoulder.	Learner demonstrates 1 step in pushing using the shoulder or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Non-locomotor movements.	1.3 Turning <ul style="list-style-type: none"> ● <i>Head</i> ● <i>Arm</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify body parts that are used for turning, b) turn different body parts for personal body fitness, c) appreciate turning of body parts as a form of body fitness. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual descriptions of pictures or video clips or animations of learners turning different parts of the body and identify parts involved using appropriate mode of communication, ● prepare in readiness for turning different parts of the body by clearing and marking the field where turning of different parts of the body will be performed (<i>Learners with motor or mobility or manipulation difficulties or missing limbs could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>), ● participate in demonstrations on turning as follows; Turning head: i) turning the head gently and slowly, ii) turning the head side to side, iii) keeping the chin level with ground without letting it drop to the chest, iv) turning the head clockwise and anticlockwise. Turning arms: i) keeping the arm by the side and the elbow straight, ii) straightening the arm and lifting it up as high as possible, iii) turning the hand outward by rotating the shoulder, iv) reaching back and behind and bringing the arm to the side (<i>Learners with motor or mobility difficulties could be assisted by peers or Learner</i> 	<p>How do you perform turning?</p>

			<p><i>Support Assistant or teacher to perform turning body parts or be given an alternative corresponding activity as per their functional ability. Learners with missing limbs could use alternative functional parts of the body. Provide tactile modeling and physical guidance to learners with Deaf blindness. Safety precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> ● practise body turning activities for mastery of the skills while observing safety, ● clear the area of play, collect and store the resources used 	
<p>Core Competencies to be developed: Learning to learn as learners practise the turning activities for skill mastery.</p>				
<p>Value: Love is enhanced as learners support one another when performing turning activities.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Safety as they observe safety when performing the activities of turning. Physical health is developed as learners perform turning activities for physical fitness.</p>				
<p>Link to other Learning Areas: Performing turning following the progressive steps is linked to performing traditional dance in Music and Movement.</p>				
<p>Suggested Learning Resources: Video clips or animations, pictures, digital devices with assistive technology, field markers, Learner Support Assistant, whistles and flags.</p>				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to turn the head.	i. Turning the head gently and slowly.			
		ii. Turning the head side to side.			
		iii. Keeping the chin level with ground without letting it drop to the chest.			
		iv. Turning the head clockwise and anticlockwise.			
2	Ability to rotate the arm.	i. Keeping the arm by the side and the elbow straight.			
		ii. Straightening the arm and lifting it up as high as possible.			
		iii. Turning the hand out ward by rotating the shoulder.			
		iv. Reaching back and behind and bringing the arm to the side.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to turn the head.	The learner demonstrates 4 steps in turning the head.	The learner demonstrates 3 steps in turning the head.	The learner demonstrates 2 steps in turning the head.	The learner demonstrates 1 step in turning the head or none.
Ability to turn the arm.	The learner demonstrates 4 steps in turning the arms.	The learner demonstrates 3 steps in turning the arms.	The learner demonstrates 2 steps in turning the arms.	The learner demonstrates 1 step in turning the arms or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Non-locomotor movements	1.4 Swaying <ul style="list-style-type: none"> • <i>Left to right swaying</i> • <i>Forward to backward swaying</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify parts of body involved in swaying for physical and health fitness, b) sway the body following different tempo for physical and health fitness, c) develop the desire to perform swaying for 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures or video clips or animations of learners swaying in different directions and identify parts involved using appropriate mode of communication, • prepare in readiness for swaying in different directions by clearing and marking the field where swaying of different parts of the body will be performed (<i>Learners with motor or mobility or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>), 	How do you perform swaying?

		<p>physical fitness and enjoyment.</p>	<ul style="list-style-type: none"> participate in demonstrations on activities of swaying as follows: Left to right swaying: i) standing with feet shoulder-width apart and your arms at your side, ii) gently swaying (leaning) to the right and left so that your weight shifts from right foot to left foot, iii) not lifting toes or heels, iv) moving shoulders and hips together, v) not bending at your hips, vi) slowly increasing how far you can sway right and left without taking a step, vii) performing the activity for a few seconds (<i>Learners with motor or mobility difficulties or missing limbs could be assisted by peers or Learner Support Assistant or teacher to perform swaying of body parts or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to learners with deafblindness. Safety precautions should be observed for all learners</i>), Forward to backward swaying: <ul style="list-style-type: none"> practise left to right and forward to backward swaying activities while observing safety, take photographs or video clips as peers participate swaying using different body parts and talk about them (<i>Provide tactile modelling and physical guidance to learners with deafblindness</i>), clear the area of play, collect and store the resources used. 	
<p>Core Competencies to be developed: Creativity and imagination: as learners creatively sway their bodies in various body formations.</p>				

<p>Values:</p> <ul style="list-style-type: none"> • Unity: is developed learners perform the swaying activities harmoniously. • Love: is nurtured as learners support one another when performing body swaying activities.
<p>Pertinent and Contemporary Issues (PCIs): Social cohesion: is enhanced as learners perform the body swaying activities in unison.</p>
<p>Link to other Learning Areas: Performing swaying activities is linked to performing songs and dances in music and movements.</p>
<p>Suggested Learning Resources: Digital devices with assistive technology, pictures, video clips or animations, field markers, whistles, flags, field, Learner Support Assistants.</p>

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform swaying body.	i. Standing with feet shoulder-width apart and your arms at your side.			
		ii. Gently swaying (leaning) to the right and left so that your weight shifts from right foot to left foot.			
		iii. Do not lift toes or heels.			
		iv. Moving shoulders and hips together.			
		v. Do not bend at your hips.			
		vi. Slowly increasing how far you can sway right and left without taking a step.			

		vii. Performing the activity for a few seconds.			
--	--	---	--	--	--

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to sway body.	The learner performs 7 steps involved in swaying body.	The learner performs 5 to 6 activities involved in swaying body.	The learner performs 3 to 4 activities involved in swaying body.	The learner performs 2 activities involved in swaying body or less.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Non-locomotor movements	1.5 Marching.	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify parts of body used in marching for physical and health fitness, b) march following different tempo for physical and health fitness, c) develop the desire to perform marching for physical fitness and enjoyment. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual descriptions of pictures or video clips or animations of learners marching and talk about them using appropriate mode of communication, ● prepare in readiness for marching by clearing and marking the field where marching will be performed (<i>Learners with motor or mobility or manipulation difficulties or missing limbs could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>), ● participate in demonstrations on marching activities as follows; <ul style="list-style-type: none"> i) standing at the proper attention position, ii) placing toes slightly pointed outward to form 45 degrees between the feet, iii) taking off on the appropriate count with left foot iv) planting the heel of your foot into the ground with toes raised for the first step, v) rolling the rest of the foot down to the ground, vi) repeating with the right foot and alternate, vii) keeping knees straightened throughout, viii) maintaining proper body posture with the head held up (<i>Learners with motor or mobility difficulties or missing limbs could use alternative functional parts of the body or be assisted by peers or Learner Support Assistant or teacher to perform marching or be given an alternative corresponding activity as per their functional</i> 	How do you perform marching?

			<p><i>ability. Provide tactile modeling and physical guidance to learners with Deafblindness. Safety precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> ● practise marching activities while observing safety, ● take photographs or video clips as peers participate in marching and talk about them (<i>Provide tactile modelling and physical guidance to learners with deaf blindness</i>), ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Communication and collaboration as learners respond to marching instructions harmoniously.</p>				
<p>Values: Unity is nurtured as learners support one another when performing marching.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Health education is achieved as learners perform marching for physical fitness.</p>				
<p>Link to other Learning Areas: Performing marching following the progressive steps is linked to performing traditional dance in Music and Movement.</p>				
<p>Suggested Learning Resources: Field markers, pictures, digital devices with assistive technology, video clips and animations, whistles, flags, Learner Support Assistant, drums, music player.</p>				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to march.	i. Standing at the proper attention position.			
		ii. Placing toes slightly pointed outward to form 45 degree between the feet.			
		iii. Taking off on the appropriate count with left foot.			
		iv. Planting the heel of your foot into the ground with toes raised for the first step.			
		v. Rolling the rest of the foot down to the ground.			
		vi. Repeating with the right foot and alternate.			
		vii. Keeping knees straightened throughout.			
		viii. Maintaining proper body posture with the head held up.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to march.	The learner demonstrates 8 steps in performing marching.	The learner demonstrates 6 to 7 steps in performing marching.	The learner demonstrates 3 to 5 steps in performing marching.	The learner demonstrates 2 steps in performing marching or less.

2.0 LOCOMOTOR MOVEMENTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Locomotor movements	2.1 Skipping	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify parts of the body involved in performing skipping for learning, perform skipping for skill acquisition, enjoy skipping for physical fitness and fun. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to verbal or tactual descriptions of pictures or video clips or animations of learners skipping and talk about it using appropriate mode of communication, • clear the area of play for orientation and performing skipping (<i>Learners with motor or mobility or manipulation difficulties or missing limbs could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher</i>), • participate in demonstrations on skipping as follows; <ol style="list-style-type: none"> standing trunk upright, eyes focused forward, taking- off with one leg and hop, landing on the same leg, swinging arms in alternate movements when the body is off the ground, taking off with the alternate leg progressively, keeping knees slightly bent at all times (<i>Learners with motor or mobility difficulties or missing limbs could be assisted by peers or Learner Support Assistant or teacher to perform skipping or be given an alternative corresponding activity as per their functional ability. Provide tactile</i> 	<ol style="list-style-type: none"> How do you skip? Why do you skip?

			<p><i>modeling and physical guidance to learners with Deaf blindness. Safety precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> • practise performing skipping while observing safety, • clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Self-efficacy as the learner successfully perform the skill of skipping.</p>				
<p>Values: Respect is nurtured as learners participate in demonstrations on skipping.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Self-esteem is enhanced as learners perform skipping successfully according to their abilities.</p>				
<p>Link to other Learning Areas: Performing Skipping following the progressive steps is linked to performing traditional dance in Music and Movement</p>				
<p>Suggested Learning Resources: Field markers, digital devices with assistive technology, pictures, video clips and animations, whistles, flag, Learner Support Assistants.</p>				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to skip	i. Standing trunk upright, eyes focused forward.			
		ii. Taking off with one leg and hop.			
		iii. Landing on the same leg.			
		iv. Swinging arms in alternate movements when the body is off the ground.			
		v. Taking off with the alternate leg progressively.			
		vi. Keeping knees slightly bent at all times.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to skip.	The learner performs 6 steps in skipping.	The learner performs 4 to 5 steps in skipping.	The learner performs 2 to 3 steps in skipping.	The learner performs 1 or none of the steps in skipping.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Locomotor movements	2.2 Hopping movements	By the end of the Sub Strand, the learner should be able to: a) identify parts of the body involved in performing hopping movements for learning, b) perform hopping movements for coordination, endurance and balance, c) appreciate hopping movements for coordination, balance and fun.	The learner is guided to: <ul style="list-style-type: none"> observe or listen to verbal or tactual descriptions of pictures or video clips or animations of learners performing hopping movements and talk about them using appropriate mode of communication, clear the area of play for orientation and performing hopping movements (<i>Learners with motor or mobility or manipulation difficulties or missing limbs could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>), participate in demonstrations on hopping as follows; i) standing with trunk upright, eyes focused forward, ii) taking- off with one leg, the other leg flexed, iii) swinging bent arms forward when the body is off the ground, iv) landing with the same take off leg and take off with the same 	How do you perform hopping?

			<p>leg progressively, v) performing the activity for a few seconds (<i>Learners with motor or mobility difficulties or missing limbs could be assisted by peers or Learner Support Assistant or teacher to perform hopping or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to learners with Deaf blindness. Safety precautions should be observed for all learners</i>),</p> <ul style="list-style-type: none"> • practise performing hopping movements for skill mastery, • clear the area of play, collect and store the resources appropriately. 	
<p>Core Competencies to be developed: Self - efficacy as learners successfully perform hopping movements according to their ability.</p>				
<p>Values: Love is nurtured as learners support one another when performing hopping movements.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Physical health is enhanced as learners perform hopping movements for coordination, endurance and balance.</p>				
<p>Link to other Learning Areas: Performing Hopping movements following the progressive steps is linked to performing traditional dances in Music and Movement.</p>				
<p>Suggested Learning Resources: Field markers, digital devices with assistive technology, pictures, video clips and animations, flag, whistles, field, Learner Support Assistants.</p>				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform hopping movements.	i. Standing with trunk upright, eyes focused forward.			
		ii. Taking off with one leg, the other leg flexed.			
		iii. Swinging bent arms forward when the body is off the ground.			
		iv. Landing with the same take off leg and take off with the same leg progressively.			
		v. Performing the activity for a few seconds.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform hopping movements.	The learner performs 5 steps in performing hopping movements.	The learner performs 3 to 4 steps in performing hopping movements.	The learner performs 2 steps in performing hopping movements.	The learner performs 1 or none of the steps in performing hopping movements.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Locomotor movements.	2.3 Galloping movement	By the end of the Sub Strand, the learner should be able to: a) identify parts of the body involved in performing galloping for learning, b) perform galloping in different ways for physical fitness and enjoyment,	The learner is guided to: <ul style="list-style-type: none"> observe or listen to verbal or tactual description of pictures or video clips or animations of learners performing galloping and talk about it using appropriate mode of communication, clear the area of play for orientation and performing galloping (<i>Learners with motor or mobility or manipulation difficulties or missing limbs could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>), 	How do you gallop?

		<p>c) appreciate galloping for physical fitness and enjoyment.</p>	<ul style="list-style-type: none"> • participate in demonstrations on performing galloping movement while maintaining appropriate skill progression as follows; <ul style="list-style-type: none"> i) standing erect on one foot a step forward, ii) toes pointing straight ahead, and resting the weight on feet, iii) raising bent arm slightly away from the body, iv) looking straight ahead and then place weight on leading foot with the trailing foot always staying at the back. v) moving forward with a springing action, vi) landing on the balls of the foot, with knee slightly bent, vii) repeat stepping and leaping springy action, with same foot always leading for a few seconds (<i>learners with motor or mobility difficulties or missing limbs could be assisted by peers or Learner Support Assistant or teacher to perform galloping movements or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to learners with Deaf blindness. Safety precautions should be observed for all learners</i>), • practise galloping while observing safety, • clear the area of play, collect and store the resources appropriately. 	
<p>Core Competencies to be developed: Self-efficacy as learner successful performs the skill of galloping movements.</p>				
<p>Values: Responsibility is nurtured as the learner takes care of self and others when performing galloping activity.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Physical health is developed as learners perform galloping for physical fitness.</p>				

Link to other Learning Areas:

Performing galloping movements following the progressive steps is linked to performing dance in Music and Movement.

Suggested Learning Resources:

Video clips or animations, pictures, field markers, digital devices with assistive technology, whistles, flags.

SUGGESTED ASSESSMENT GUIDES**1. ASSESSMENT CHECKLIST**

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to gallop	i. Standing erect on one foot a step forward.			
		ii. Toes pointing straight ahead, and resting the weight on feet.			
		iii. Raising bent arm slightly away from the body.			
		iv. Looking straight ahead and then placing weight on leading foot with the trailing foot always staying at the back.			
		v. Moving forward with a springing action.			
		vi. Landing on the balls of the foot, with knee slightly bent.			

		vii. Repeat stepping and leaping springy action, with same foot always leading for a few seconds.			
--	--	---	--	--	--

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to gallop.	The learner demonstrates 7 steps in galloping.	The learner demonstrates 5 to 6 steps in galloping.	The learner demonstrates 3 to 4 steps in galloping.	The learner demonstrates less than 2 steps in galloping.

3.0 MANIPULATIVE SKILLS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Manipulative skills	3.1 Rope skipping	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify materials used in making a skipping rope, b) make a rope using locally available materials, c) perform rope skipping for coordination and health fitness, d) enjoy performing rope skipping for physical fitness and fun. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures, video clips or animations of learners skipping the rope and identify the materials used in making skipping ropes (<i>Learners could use appropriate mode of communication to identify the materials</i>), • collect locally available materials used in making skipping ropes such as sisal fibers, banana fibers, polythene strips, manila, cotton twine, straws. • participate in a demonstration of making a skipping rope (<i>Learners with motor or mobility or manipulation difficulties or missing limbs could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>), • clear and mark the field of play, • orient to the field of play and basic rules that guide skipping the rope (<i>Learners with motor or mobility or manipulation difficulties or missing limbs could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>), • participate in demonstrations of skipping the rope as follows; <ul style="list-style-type: none"> i) starting from a standing position, ii) using wrists to turn the rope, but not elbows or shoulders, iii) jumping on the midsoles of the feet a few inches off 	<p>How do you skip a rope?</p>

			<p>the ground and landing quietly, iv) keeping your feet close together when jumping, v) keeping your knees slightly bent at all times, vi) maintaining a tall, neutral spine, vii) keeping head up, chest up, and head looking forward (<i>Learners with motor or mobility difficulties or missing limbs could be assisted by peers or Learner Support Assistant or teacher to perform rope skipping or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with deafblindness. Safety precautions should be observed for all learners</i>),</p> <ul style="list-style-type: none"> • practise performing rope skipping while observing safety, • clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Communication and collaboration as learners practise rope skipping harmoniously.</p>				
<p>Values: Love is nurtured as learners share the materials when rope skipping.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Self-awareness is achieved as learners realize their potential as they perform rope skipping activities.</p>				
<p>Link to other Learning Areas: Performing rope skipping following the progressive steps is linked to performing rhythm in Music and Movement.</p>				
<p>Suggested Learning Resources: Field markers, digital devices with assistive technology, pictures, video clips and animations, ropes, Learner Support Assistants, flag, whistles.</p>				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform rope skipping.	i. Starting from a standing position.			
		ii. Using wrists to turn the rope, but not elbows or shoulders.			
		iii. Jumping on the midsoles of the feet a few inches off the ground and landing quietly.			
		iv. Keeping your feet close together when jumping.			
		v. Keeping your knees slightly bent at all times.			
		vi. Maintaining a tall, neutral spine.			
		vii. Keeping head up, chest up, and head looking forward.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform rope skipping.	The learner demonstrates 7 steps in rope skipping.	The learner demonstrates 5 to 6 steps in rope skipping.	The learner demonstrates 3 to 4 steps in rope skipping.	The learner demonstrates 2 steps in rope skipping or less.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Manipulative skills	3.2 Bean bag exchange	By the end of the Sub Strand, the learner should be able to: a) identify resources used in bean bag exchange, b) exchange bean bag with partner for skill acquisition, c) enjoy throwing bean bag for physical fitness.	The learner is guided to: <ul style="list-style-type: none"> ● observe or listen to verbal or tactual description of pictures or video clips or animations of learners exchanging bean bag and talk about them using appropriate mode of communication, ● clear and mark the field of play, ● safely explore the resources to be used to perform bean bag exchange (<i>Learners motor or mobility or manipulation difficulties or missing limbs could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>), ● orient to the field of play and basic rules that guide bean bag exchange, ● participate in demonstrations on bean bag exchange as follows; 	How do you exchange a bean bag?

			<p>i) standing with non-throwing shoulder towards the partner, ii) stretching arm far back to make an uppercase letter 'L', iii) transferring weight from back to front foot, vi) rotating the hips and spine, v) stepping with foot opposite of throwing arm, vi) moving throwing arm forward, vii) letting the bean bag go to the direction of the partner, viii) allowing throwing arm to follow through to the partner (<i>Learners with motor or mobility difficulties or missing limbs could be assisted by peers or Learner Support Assistant or teacher to perform bean bag exchange or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to learners with Deaf blindness. Safety precautions should be observed for all learners</i>),</p> <ul style="list-style-type: none"> ● practise exchanging the bean bag while observing safety, ● take photographs or video clips as peers participate in bean bag exchange and talk about them (<i>Provide tactile modeling and physical guidance to learners with deafblindness</i>), ● clear the area of play, collect and store the resources appropriately. 	
<p>Core Competencies to be developed: Digital literacy as learners use digital devices to take photographs or video clips as they exchange bean bags.</p>				
<p>Values: Unity is nurtured as learners exchange bean bags harmoniously.</p>				

<p>Pertinent and Contemporary Issues (PCIs): Safety as learners observe safety of self and others while exchanging the bean bag.</p>
<p>Link to other Learning Areas: Bean bag exchange is linked to creating rhythm in Music and Movement.</p>
<p>Suggested Learning Resources: Bean bags, video clips, pictures, digital devices with assistive technology, field markers, ropes, Learner Support Assistant, whistles, flags.</p>

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to exchange bean bags.	i. Standing with non-throwing shoulder towards the partner.			
		ii. Stretching arm far back to make an uppercase letter 'L'.			
		iii. Transferring weight from back to front foot.			
		iv. Rotating the hips and spine.			
		v. Stepping with foot opposite of throwing arm.			
		vi. Moving throwing arm forward.			
		vii. Letting the bean bag go to the direction of the partner.			
		viii. Allowing throwing arm to follow through to the partner.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform bean bag exchange.	The learner demonstrates 8 steps in bean bag exchange.	The learner demonstrates 5 to 7 steps in bean bag exchange.	The learner demonstrates 3 to 4 steps in bean bag exchange.	The learner demonstrates 2 steps in bean bag exchange or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Manipulative skills.	3.3 Ball juggling <ul style="list-style-type: none"> ● <i>One ball</i> ● <i>Two balls</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify parts of the body involved in performing ball juggling for learning, b) perform ball juggling for skill acquisition, c) enjoy performing ball juggling for physical fitness and fun. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual descriptions of pictures or video clips or animations of learners performing ball juggling and talk about them using appropriate mode of communication, ● clear the area of play for orientation and performing ball juggling by removing obstacles such as stones, logs and slippery materials (<i>Learners with motor or mobility or manipulation difficulties or missing limbs could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>), ● safely explore the resources to be used to perform ball juggling (<i>Provide tactile modeling and physical guidance to learners with deaf blindness</i>), ● orienting to the field of play and basic rules that guide ball juggling, ● participate in demonstrations steps on ball juggling as follows; <ul style="list-style-type: none"> One ball juggling. i) standing upright with feet shoulder-width apart, ii) starting with the ball in the dominant hand, iii) throwing using the whole arm in an even egg beater action, iv) swinging throwing arm to midline of body then release, v) focusing on the ball tracing an even arc to eye level height above the receiving hand, vi) repeating the steps after catch for a few seconds. 	<ol style="list-style-type: none"> 1. How do you perform ball juggling? 2. Why do you perform ball juggling?

			<p>Two balls juggling. i) standing upright with feet shoulder-width apart, ii) tossing first ball to eye level height then the other up and under the first, iii) keeping eye contact on the balls as they go up and down, iv) catching both balls while remaining stationary, v) sending the other ball to eye level height up as it is above receiving hand and under the first one to above receiving hand, vi) maintaining the juggling for a few minutes (<i>Learners with motor or mobility difficulties or missing limbs could be assisted by peers or Learner Support Assistant or teacher to perform ball juggling or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to learners with deafblindness. Safety precautions should be observed for all learners</i>),</p> <ul style="list-style-type: none"> ● practise ball juggling for skill mastery while observing safety, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Learning to learn as learners practise the skill of ball juggling.</p>				
<p>Values: Love is nurtured as learners share learning resources when performing ball juggling.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Safety is developed as learners observe safety when perform ball juggling.</p>				
<p>Link to other Learning Areas: Performing ball juggling following the progressive steps is linked to body movement when performing traditional songs in Music and Movement.</p>				

Suggested Learning Resources:

Video clips or animations, digital devices with assistive technology, flags, balls, Learner Support Assistants, field markers, whistles, pictures.

SUGGESTED ASSESSMENT GUIDES**1. ASSESSMENT CHECKLIST**

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform one ball juggling.	i. Standing upright with feet shoulder-width apart.			
		ii. Starting with the ball in the dominant hand.			
		iii. Throwing using the whole arm in an even egg beater action.			
		iv. Swinging throwing arm to midline of body then release.			
		v. Focusing on the ball tracing an even arc to eye level height above the receiving hand.			
		vi. Repeating the steps after catch for a few seconds.			
2		i. Standing upright with feet shoulder-width apart.			

Ability to perform two ball juggling.	ii.	Tossing first ball eye level height, then the other up and under the first.			
	iii.	Keeping eye contact on the balls as they go up and down.			
	iv.	Catching both balls alternately while remaining stationary.			
	v.	Sending the other ball to eye level height up as it is above receiving hand and under the first one to above receiving hand.			
	vi.	Maintaining the juggling for a few minutes.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to juggle one ball.	The learner demonstrates 6 steps in juggling one ball.	The learner demonstrates 4 to 5 steps in juggling one ball.	The learner demonstrates 2 to 3 steps in juggling one ball.	The learner demonstrates 1 step in juggling one ball or none.
Ability to juggle two balls.	The learner demonstrates 6 steps in juggling two ball.	The learner demonstrates 4 to 5 steps in juggling two ball.	The learner demonstrates 2 to 3 steps in juggling two ball.	The learner demonstrates 1 step in juggling two ball or none.

4.0 GYMNASTICS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>4.0 Gymnastics</p>	<p>4.1 Backward roll</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify parts of the body involved in performing backward roll for learning, b) perform backward roll for skill acquisition, c) enjoy performing backward rolls for fun and physical fitness. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual descriptions of pictures or video clips or animations of learners performing backward roll and talk about them using appropriate mode of communication, ● clear the area of play for orientation and performing backward roll (<i>Learners with motor or mobility or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>), ● participate in demonstrations on performing backward roll while maintaining appropriate skill progression as follows; <ul style="list-style-type: none"> i) starting from a crouch position with the feet shoulder width apart, ii) place open palms behind the shoulders, fingers spread facing backward with elbows bent, iii) tuck the chin to the chest, iv) push off the body as you roll backwards for a distance, v) straightening legs, finishing in an upright position with arms straight up (<i>Learners with motor or mobility difficulties or missing limbs could be assisted by peers or Learner Support Assistant or teacher to perform backward roll or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical</i> 	<p>How do you perform backward roll?</p>

			<p><i>guidance to learners with deafblindness. Safety precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> ● practise performing backward roll while observing safety, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Creativity and imagination as learners perform backward rolls creatively.</p>				
<p>Values: Love is nurtured as learners support one another as they perform backward rolls.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Healthy education is promoted as learners perform backward rolls for physical fitness.</p>				
<p>Link to other Learning Areas: Performing backward roll is linked to body movement when performing songs in Music and Movements.</p>				
<p>Suggested Learning Resources: Mattresses, mats, field markers, whistle, flag, pictures, digital devices with assistive technology, video clips or animations, Learner Support Assistants.</p>				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform backward rolls.	i. Starting from a crouch position with the feet shoulder width apart.			
		ii. Placing open palms behind the shoulders, fingers spread facing backward with elbows bent.			
		iii. Tucking the chin to the chest.			
		iv. Pushing off the body as you roll backwards for a distance.			
		v. Straightening legs, finishing in an upright position with arms straight up.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform backward rolls.	The learner demonstrates 5 steps in performing backward rolls.	The learner demonstrates 3 to 4 steps in performing backward rolls.	The learner demonstrates 2 steps in performing backward rolls.	The learner demonstrates 1 step in performing backward rolls or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Gymnastics	4.2 Balances 4.2.1 T-balance	By the end of the Sub Strand, the learner should be able to: a) identify parts of the body involved in performing T-balance for learning, b) perform T- balance for skill acquisition, c) enjoy performing T- balance for physical fitness and fun.	The learner is guided to: <ul style="list-style-type: none">● observe or listen to verbal or tactual description of pictures or video clips or animations of learners performing T-balance and talk about them using appropriate modes of communication,● clear the area of play for orientation and performing T- balance (<i>Learners with motor or mobility or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>),● participate in demonstrations on performing T-balance while maintaining appropriate skill progression as follows;	How do you perform T-balance?

			<p>i) standing upright with legs slightly apart for balance, ii) supporting one leg, with foot on the ground, iii) making trunk stable and upright, iv) bending non-support leg and not touching the support leg, v) focusing eyes forward with head stable, vi) bending the trunk forward, vii) extending the non-support leg backward with hands parallel to the ears to attain a 'T'- formation, viii) maintaining the T - formation for some seconds (<i>Learners with motor or mobility difficulties or missing limbs could be assisted by peers or Learner Support Assistant or teacher to perform T-balance or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to learners with Deaf blindness. Safety precautions should be observed for all learners</i>),</p> <ul style="list-style-type: none"> ● practise performing T-balance while observing safety, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Self-efficacy as learners successfully perform T- balance according to own ability.</p>				
<p>Values: Unity is nurtured as learners support one another when practicing T-balance.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Safety as learners observe safety as they perform T-balance.</p>				

Link to other Learning Areas:

Performing T- balance following the progressive steps is linked to body movement when performing songs in Music and Movement.

Suggested Learning Resources:

Video clips or animations, pictures, digital devices with assistive technology, mats, whistle, flag, field markers Learner Support Assistants.

SUGGESTED ASSESSMENT GUIDES**1. ASSESSMENT CHECKLIST**

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform T – balance.	i. Standing upright with legs slightly apart for balance.			
		ii. Supporting one leg, with foot on the ground.			
		iii. Making trunk stable and upright.			
		iv. Bending non-support leg and not touching the support leg.			
		v. Focusing eyes forward with head stable.			
		vi. Bending the trunk forward.			
		vii. Extending the non-support leg backward with hands parallel to the ears to attain a 'T'- formation.			
		viii. Maintaining the T - formation for some seconds.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform T-balance.	The learner demonstrates 8 steps in performing T-balance.	The learner demonstrates 5 to 7 steps in performing T-balance.	The learner demonstrates 3 to 4 steps in performing T-balance.	The learner demonstrates less than 2 steps in performing T-balance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Gymnastics	4.2.2 V-balance	By the end of the Sub Strand, the learner should be able to: a) identify parts of the body involved in performing V-balance for learning, b) perform V-balance for skill acquisition,	The learner is guided to: <ul style="list-style-type: none">observe or listen to verbal or tactual description of pictures or video clips or animations of learners performing V-balance and talk about them using appropriate mode of communication,	How do you perform V-balance?

		<p>c) enjoy performing V-balance for physical fitness and fun.</p>	<ul style="list-style-type: none"> ● collect the resources that may be used in V-balance such as mattresses or mats (<i>Learners with motor, mobility and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher to collect the resources. Safety precautions should be observed for all learners</i>), ● clear the area of play for orientation and performing V- balance (<i>Learners with motor or mobility manipulation difficulties or missing limbs could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher</i>), ● participate in demonstrations on performing V - balance progressively as follows; <ul style="list-style-type: none"> i) starting from sitting position legs together flat on the ground and toes pointing forward, ii) raising arms up and straight parallel to the ears, iii) raising the trunk both the legs off the ground at an angle of 45 degrees to form a V-formation, and iv) maintaining the V position for some seconds (<i>Learners with motor or mobility difficulties or missing limbs could be assisted by peers or Learner Support Assistant or teacher to perform V-balance or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to learners with Deaf blindness. Safety precautions should be observed for all learners</i>), ● practise performing V- balance while observing safety, 	
--	--	--	---	--

			<ul style="list-style-type: none"> clear the area of play, collect and store the resources used appropriately. 	
Core Competencies to be developed: Learning to learn as learners learn the skill of performing V-balance.				
Values: Respect is nurtured as learners participate in demonstrations on performing V-balance.				
Pertinent and Contemporary Issues (PCIs): Safety as learners observe safety as they perform V-balance.				
Link to other Learning Areas: Performing V- balance following the progressive steps is linked to body movement when performing songs in Music and Movements.				
Suggested Learning Resources: Video clips or animations, pictures, digital devices with assistive technology, mats, whistle, flag, field markers Learner Support Assistants.				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform V-balance	i. Starting from sitting position legs together flat on the ground and toes pointing forward.			
		ii. Raising arms up and straight parallel to the ears.			

		iii. Raising the trunk both the legs off the ground at an angle of 45 degrees to form a V-formation.			
		iv. Maintaining the V position for some seconds.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform V-balance.	The learner demonstrates 4 steps in performing V-balance.	The learner demonstrates 3 steps in performing V-balance.	The learner demonstrates 2 steps in performing V-balance.	The learner demonstrates 1 or none of the step in performing V-balance.

5.0 ATHLETICS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Athletics	<p>5.1 Track events</p> <p>5.1.1 Relay races</p> <ul style="list-style-type: none"> • 4 x 100M • 4 x 400M 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify team players in a relay race for awareness, b) perform relay race for skill acquisition, c) enjoy performing relay races for physical fitness. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of pictures or video clips or animations of learners performing relay races to identify teams participating in the relay using appropriate modes of communication, • collect the resources that may be used in relay such as batons and starting board (<i>Learners with motor or mobility and manipulation difficulties or missing limbs could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher to collect the resources. Safety precautions should be observed for all learners</i>), • clear the track for orientation and performing relay races (<i>Learners with manipulation difficulties or missing limbs could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher</i>), • participate in demonstrations on performing relay races as follows; <ul style="list-style-type: none"> 4 X 100M i) forming teams of fours, ii) positioning team players at points A, B, C and D along the track, iii) holding a baton appropriately, iv) runner A sprinting to start the race after a signal, handing 	<p>How do you perform relay races?</p>

			<p>baton to runner B, who hands to runner C and runner C hands to runner D, who finishes the race at point A, v) exchanging batons using down sweep or upsweep techniques vi) focusing on running lanes or track for safety, 4 x 400M</p> <p>i) forming teams of fours, ii) holding a baton appropriately, runner A sprinting to start the race after a signal to make one lap following designated lane, iii) handing baton to runner B at the baton exchange zone, who hands over the baton to runner C and runner C hands to runner D, who finishes the race at the finishing point, iv) exchanging batons using down sweep or upsweep techniques v) focusing on running lanes or track for safety (<i>Learners with motor or mobility difficulties or missing limbs could be assisted by peers or Learner Support Assistant or teacher to perform relay races or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to learners with deaf blindness. Safety precautions should be observed for all learners</i>),</p> <ul style="list-style-type: none"> ● practise performing relay races while observing safety, ● collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Self-efficacy as learners successfully perform relay races.</p>				
<p>Values: Unity is nurtured as learners perform relay races in teams.</p>				

<p>Pertinent and Contemporary Issues (PCIs): Physical health as learners perform relay races for physical fitness.</p>
<p>Link to other Learning Areas: Performing relay races is linked to sending a messenger as a means of communication in Social Studies.</p>
<p>Suggested Learning Resources: Ash or white wash, ropes, string, batons, starting board, flags, whistles, field, field markers, Learner Support Assistant, pictures, video clips or animations, digital devices with assistive technology.</p>

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform 4 X 100M relay races.	i. Forming teams of fours.			
		ii. Positioning team players at points A, B, C and D along the track.			
		iii. Holding a baton appropriately.			
		iv. Runner A sprinting to start the race after a signal, handing baton to runner B, who hands to runner C and runner C hands to runner D, who finishes the race at point A.			
		v. Exchanging batons using down sweep or upsweep techniques.			
		vi. Focusing on running lanes or track for safety.			
		i. Forming teams of fours.			

2.	Ability to perform 4 x 400M relay.	ii. Holding a baton appropriately, runner A sprinting to start the race after a signal to make one lap following designated lane.			
		iii. Handing baton to runner B at the baton exchange zone, who hands over the baton to runner C and runner C hands to runner D, who finishes the race at the finishing point.			
		iv. Exchanging batons using down sweep or upsweep techniques.			
		v. Focusing on running lanes or track for safety.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to performing 4 X 100M relay race.	The learner demonstrates 6 skills in performing 4 x 100M relay race.	The learner demonstrates 4 to 5 skills in performing 4 X 100M relay race.	The learner demonstrates 2 to 3 skills in performing 4 X 100M relay race.	The learner demonstrates 1 or none of the skills in performing 4 X 100M relay race.
Ability to performing 4 X 400M relay race	The learner demonstrates 5 skills in performing 4 X 400M relay race.	The learner demonstrates 3 to 4 skills in performing 4 X 400M relay race.	The learner demonstrates 2 skills in performing 4 X 400M relay race.	The learner demonstrates 1 or none of the skills in performing 4 X 400M relay race.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Athletics	5.2 Field events 5.2.1 Discus <ul style="list-style-type: none"> • <i>The grip</i> • <i>Stance</i> • <i>Releasing</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify resources used in throwing discus, b) throw discus for skill acquisition, c) enjoy throwing discus for skill acquisition. 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures or video clips or animations of learners throwing discus and identify resources involved, using appropriate mode of communication, • clear, mark and orient to the field of play and basic rules that guide throwing discus <i>(Learners with motor or mobility or manipulation difficulties could use alternative functional parts of the body or be assisted by</i> 	How do you throw discus?

			<p><i>peers or learner support assistants or teacher. Safety precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> ● safely explore the resources to be used in throwing discus (<i>Provide tactile modeling and physical guidance to learners with deafblindness</i>), ● participate in demonstrations on throwing discus as follows: <ul style="list-style-type: none"> i) standing upright with feet shoulder-width apart or together, ii) placing rear foot approximately at a 45 degree angle while the front foot is pointed directly to the back of the ring, iii) spreading fingers evenly and the last joints of the fingers be placed on the rim of the discus, iv) swinging the throwing arm while keeping the discus flat and sandwich it with the non-throwing hand, v) keeping head in a stationary position and not "lead" the turn, vi) executing the "jump" turn and release the discus (<i>Learners with motor or mobility difficulties or missing limbs could be assisted by peers or Learner Support Assistant or teacher to throw discus or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to learners with deafblindness. Safety precautions should be observed for all learners</i>), ● practise throwing discus while observing safety precautions, ● clear the area of play, collect and store the resources used appropriately. 	
--	--	--	--	--

<p>Core Competencies to be developed: Self-efficacy as learners successful perform the skill of throwing discus.</p>
<p>Values: Responsibility as learners care for the learning resources</p>
<p>Pertinent and Contemporary Issues (PCIs): Safety as learners take safety of self and others when throwing discus.</p>
<p>Link to other Learning Areas: Swinging arm rhythmically when throwing discus is linked to creating rhythm in Music and Movement.</p>
<p>Suggested Learning Resources: Discus, stones, digital devices with assistive technology, field markers, Learner Support Assistant, tape measure, strings or ropes marked field, pictures, video clips or animations, nametags.</p>

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to throw discus.	i. Standing upright with feet shoulder-width apart or together.			
		ii. Placing rear foot approximately at a 45 degree angle while the front foot is pointed directly to the back of the ring.			
		iii. Spreading fingers evenly and the last joints of the fingers be placed on the rim of the discus.			

		iv. Swinging the throwing arm while keeping the discus flat and sandwich it with the non-throwing hand.			
		v. Keeping head in a stationary position and not "lead" the turn.			
		vi. Executing the "jump" turn and release the discus.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to throw discus.	The learner demonstrates 6 steps in throwing discus.	The learner demonstrates 4 to 5 steps in throwing discus.	The learner demonstrates 2 to 3 steps in throwing discus.	The learner demonstrates 1 step in throwing discus or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Athletics	5.2.2 Shot put <ul style="list-style-type: none"> • <i>The grip</i> • <i>Stance</i> • <i>The glide/Shift</i> • <i>Release/Delivery</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify resources used in performing shot put, b) throw shot put for skill acquisition, c) appreciate throwing shot put for physical fitness. 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures or video clips or animations of learners throwing shot put to identify resources used (<i>Learners with severe communication difficulties could use augmentative and alternative communication to identify the resources</i>), • prepare in readiness for throwing shot put by orienting to the field of play and basic rules that guide shot put (<i>Provide tactile modeling and physical guidance to learners with deafblindness</i>), • participate in demonstrations on throwing shot put as follows; <ol style="list-style-type: none"> i) standing upright at the back of the throwing circle with feet shoulder-width apart, ii) placing other foot behind the foot on the side of your throwing hand, iii) holding the shot put by the correct grip iv) bringing the shot put up to the neck height, v) holding up the elbow to the side away from the body vi) leaning forward as you begin the glide, vii) non-throwing side facing the side of the throw, viii) pushing the shot away from the neck by extending arm to its full length while pivoting hips to face forward and release it, ix) follow through while maintaining balance 	How do you perform a shot put throw?

			<p><i>(Learners with motor or mobility difficulties or missing limbs could be assisted by peers or Learner Support Assistant or teacher to throw shot put or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to learners with deafblindness. Safety precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> ● practise throwing shot put while observing safety precautions, ● take photographs or video clips as peers participate in throwing shot put and talk about them <i>(Provide tactile modeling and physical guidance to learners with deaf blindness),</i> ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Learning to learn as learners desire to learn the skill of throwing shot put.</p>				
<p>Values: Love as learners share learning resources when practising throwing shot put.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Health education as learners practise throwing shot put to enhance physical fitness.</p>				
<p>Link to other Learning Areas: Taking photos while performing shot put is linked to operating digital devices in Daily Living skills and Nutrition.</p>				
<p>Suggested Learning Resources: Shot put, stones, field markers, Learner Support Assistants, digital devices with assistive technology, flag, field, ropes or strings, tape measure, nametags, pictures and video clips.</p>				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name: _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform shot put.	i. Standing upright at the back of the throwing circle with feet shoulder-width apart.			
		ii. Placing other foot behind the foot on the side of your throwing hand.			
		iii. Holding the shot by the correct grip.			
		iv. Bringing the shot up to the neck height.			
		v. Holding up the elbow to the side away from the body.			
		vi. Leaning forward as you begin the glide.			
		vii. Non-throwing side facing the side of the throw.			
		viii. Pushing the shot away from the neck by extending arm to its full length while pivoting hips to face forward and release it.			
		ix. Following through while maintaining balance.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform shot put.	The learner demonstrates 9 skills in performing shot put.	The learner demonstrates 5 to 8 skills in performing shot put.	The learner demonstrates 3 to 4 skills in performing shot put.	The learner demonstrates less than 2 skills involved in performing shot put.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Athletics	5.2.3 Long jump/ standing long jump. <ul style="list-style-type: none"> • <i>Stance</i> • <i>Approach</i> • <i>Take-off</i> • <i>Flight</i> • <i>Landing</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify body parts involved in performing long jump, b) perform long jump for skill acquisition, c) appreciate the skill of performing long jump/ standing long jump for physical fitness and enjoyment. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures or video clips or animations of learners performing long jump/ standing long jump and talk about how it is performed using appropriate mode of communication, • prepare in readiness for long jump/ standing long jump by orienting to the field of play and basic rules that guide performing long jump/ standing long jump (<i>Learners with motor or mobility or manipulation difficulties or missing limbs could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher. Provide tactile modeling and physical guidance to learners with deafblindness</i>), • participate in demonstrations on performing long jump as follows; <ol style="list-style-type: none"> i) running along the runway while making quick long strides, ii) placing one foot on the take- off board or line, iii) lifting body off the ground, iv) bending both legs and the trunk forward while on flight, v) focusing eyes on the landing area ahead, vi) landing on both feet and knees bent and avoid falling back (<i>Learners with motor or mobility difficulties or missing limbs could be assisted by peers or</i> 	<ol style="list-style-type: none"> 1) Why do you perform long jump/ standing long jump? 2) How do you perform long jump/ standing long jump?

			<p><i>Learner Support Assistant or teacher to perform long jump or standing long jump or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to learners with deafblindness. Safety precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> ● practise performing long jump or standing long jump, ● take photographs or video clips as peers participate in long jump or standing long jump and talk about them (<i>Provide tactile modeling and physical guidance to learners with deafblindness</i>), ● clear the area of play, collect and store the resources used appropriately, 	
<p>Core Competencies to be developed: Communication and collaboration as learners work in when practising long jump or standing long jump.</p>				
<p>Values: Unity as learners work in pairs or in groups when performing long jump or standing long jump.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Self-awareness will be realized when learners realize their individual capabilities as they perform long jump or standing long jump.</p>				
<p>Link to other Learning Areas: Observing safety when performing long jump is linked to observing safety when using road in Social Studies.</p>				
<p>Suggested Learning Resources: Marked field, markers, mattresses, Learner Support Assistants, pictures, video clips, digital devices with assistive technology, tape measure, nametags, strings or ropes.</p>				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform long jump.	i. Running along the runway while making quick long strides			
		ii. Placing one foot on the take- off board or line.			
		iii. Lifting body off the ground.			
		iv. Bending both legs and the trunk forward while on flight,			
		v. Focusing eyes on the landing area ahead.			
		vi. Landing on both feet and knees bent and avoid falling back.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform long jump.	The learner demonstrates 6 steps in performing long jump.	The learner demonstrates 4 to 5 steps in performing long jump.	The learner demonstrates 2 to 3 steps in performing long jump.	The learner demonstrates 1 or none of the steps involved in performing long jump.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Athletics	5.2.4 High jump <i>(For sighted learners)</i> <ul style="list-style-type: none"> • Stance • Approach • Take-off • Clearance • Landing 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify resources used in performing high jump, b) perform high jump for skill acquisition, c) enjoy performing high jump for fun and physical fitness. 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures or video clips or animations of learners performing high jump and identify resources involved in high jump such as mattress/ sandpit, cross bar, poles using appropriate mode of communication, • prepare in readiness for performing high jump by orienting to the field of play and basic rules that guide participating in high jump (<i>Provide tactile modeling and physical guidance to learners with deafblindness</i>), • participate in demonstrations on performing high jump as follows; <ol style="list-style-type: none"> i) standing with feet shoulder-width apart some steps behind high jump, ii) focusing the 	How do you perform a high jump?

			<p>eyes forward or orienting the body to face forward iii) running to approach the bar at a comfortable speed, iv) making quick two last steps on take- off, v) deciding the preferred take- off foot, vi) making an upward flight high over the crossbar, v) landing on your feet to complete the jump (<i>Learners with motor or mobility or manipulation difficulties or missing limbs could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher or be given an alternative corresponding activity as per their functional ability. Provide tactile modeling and physical guidance to learners with deafblindness. Safety precautions should be observed for all learners</i>),</p> <ul style="list-style-type: none"> ● practise performing high jump while observing safety, ● take photographs or video clips as peers participate in performing high jump and talk about them, <i>provide tactile modeling and physical guidance to learners with deafblindness</i>), ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Learning to learn as learners have a desire to learn the skill of performing high jump. Self-efficacy as learners successfully perform high jump.</p>				
<p>Values: Responsibility as learners care for learning resources and take safety for self and others.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Self-esteem: as learners perform long jump or standing high jump.</p>				

Link to other Learning Areas:

Performing high jump is linked to performing traditional dances in Music and Movements.

Suggested Learning Resources:

Video clips or animations, pictures, digital devices with assistive technology, field markers, saw dust, sandpit, flag, whistle.

SUGGESTED ASSESSMENT GUIDES**1. ASSESSMENT CHECKLIST**

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform high jump.	i. Standing with feet shoulder-width apart some steps behind high jump.			
		ii. Focusing the eyes forward or orienting the body to face forward.			
		iii. Running to approach the bar at a comfortable speed.			
		iv. Making quick two last steps on take-off.			
		v. Deciding the preferred take-off foot.			
		vi. Making an upward flight high over the crossbar.			
		vii. Landing on your feet to complete the jump.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform high jump.	The learner demonstrates 7 skills in performing high jump.	The learner demonstrates 5 to 6 skills in performing high jump.	The learner demonstrates 3 to 4 skills in performing high jump.	The learner demonstrates less than 2 skills in performing high jump.

6.0 BALL GAMES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Ball games	6.1 Football skills. <ul style="list-style-type: none"> ● <i>Heading</i> ● <i>Throwing in</i> ● <i>Scoring</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify parts of the body involved in performing football skills, b) perform football skills for skills acquisition, c) enjoy performing football skills for physical fitness and fun. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual descriptions of pictures or video clips or animations of learners performing football skills (heading, throwing in and scoring) and identify part of the body involved in performing the skills using the most appropriate mode of communication, ● clear and mark the area of play for orientation and performing heading, throwing in and scoring (<i>Learners with motor or mobility or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher. Safety precautions should be observed for all learners</i>), ● safely explore resources used in football skills (<i>Provide tactile modeling and physical guidance to learners with deafblindness</i>), ● participate in demonstrations on football skills as follows; <ul style="list-style-type: none"> Heading. i) keeping eyes open and mouth shut, ii) attacking the ball, not letting it fall on head, iii) springing into air on one foot, iv) achieving leverage, balance and height by jumping into the air with arms, v) getting underneath the ball while heading it, vi) landing on both feet, facing the ball, 	<ol style="list-style-type: none"> 1. How do you head a ball in football? 2. How do you execute a throw in? 3. How do you score in football?

			<p>Throwing in.</p> <p>i) standing with your feet shoulder width apart to start, with your knees bent slightly, ii) shifting body weight toward the front of your body as you take a step with front leg in the direction of throw in, iii) cocking throwing arm straight back and bending elbow at a 90-degree angle, iv) releasing the football by pushing it with two arms straight ahead toward the target, v) following through while maintaining body balance,</p> <p>Scoring</p> <p>i) Planting non-kicking foot next to the ball and slightly behind it, ii) keeping eyes on the ball as you approach it, and position your body so that your kicking foot is beside the ball, iii) swinging kicking leg back to generate power with the foot slightly turned inward, iv) swinging leg forward, making contact with the center of the ball using the laces of shoe with ankle locked and toes pointed down, v) aiming the ball to the far side of the goalkeeper to make it hard for the goalkeeper to block it, vi) following through with the kicking leg, extending it towards the goal (<i>Learners with motor and mobility difficulties or missing limbs could be assisted by peers or Learner Support Assistant or teacher to perform football skills. Provide tactile modeling and physical guidance to learners with deaf blindness. Safety</i>)</p>	
--	--	--	--	--

			<p><i>precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> ● play a simple football game to practise the football skills for mastery while observing safety, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Self-efficacy: as learners perform the football skills to the best of their ability.</p>				
<p>Values: Responsibility is enhanced as learners care for the learning resources by collecting and safely storing them.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Safety is enhanced as learners observe safety when heading ball.</p>				
<p>Link to other Learning Areas: Performing football skills is linked to body movements involved in performing songs in Music and Movements.</p>				
<p>Suggested Learning Resources: Field markers, flags, whistles, field, pictures, video clips or animations, digital devices with assistive technology, balls, cones.</p>				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform heading in football.	i. Keeping eyes open and mouth shut.			
		ii. Attacking the ball, not letting it fall on head.			
		iii. Springing into the air on one foot.			
		iv. Achieving leverage, balance and height by jumping into the air with your arms.			
		v. Getting underneath the ball as you head it.			
		vi. Landing on both feet, facing the ball.			
2	Ability to perform throw in football.	i. Standing with your feet shoulder width apart to start, with your knees bent slightly.			
		ii. Shifting body weight toward the front of your body as you take a step with front leg in the direction of throw in.			
		iii. Cocking throwing arm straight back and bending elbow at a 90-degree angle.			

		iv. Releasing the football by pushing it with two arms straight ahead toward the target.			
		v. Following through while maintaining body balance.			
3	Ability to perform scoring in football.	i. Planting non-kicking foot next to the ball and slightly behind it.			
		ii. Keeping eyes on the ball as you approach it, and position your body so that your kicking foot is beside the ball.			
		iii. Swinging kicking leg back to generate power with the foot slightly turned inward.			
		iv. Swinging leg forward, making contact with the center of the ball using the laces of shoe with ankle locked and toes pointed down.			
		v. Aiming the ball to the far side of the goalkeeper to make it hard for the goalkeeper to block it.			
		vi. Following through with the kicking leg, extending it towards the goal.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform heading in football.	The learner demonstrates 6 skills in performing heading in football.	The learner demonstrates 4 to 5 skills in performing heading in football.	The learner demonstrates 2 to 3 skills in performing heading in football.	The learner demonstrates 1 skill in performing heading in football or none.
Ability to perform throw in, in football.	The learner demonstrates 5 skills in performing throw in, in football.	The learner demonstrates 3 to 4 skills in performing throw in, in football.	The learner demonstrates 2 skills in performing throw in, in football.	The learner demonstrates 1 skill in performing throw in, in football or none.
Ability to perform scoring in football.	The learner demonstrates 6 skills in performing scoring in football.	The learner demonstrates 4 to 5 skills in performing scoring in football.	The learner demonstrates 2 to 3 skills in performing scoring in football.	The learner demonstrates 1 skill in performing scoring in football or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Ball games	6.2 Volleyball <ul style="list-style-type: none"> • <i>Serving</i> • <i>Receiving</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify parts of the body involved in playing volleyball, b) serve volleyball for skill acquisition, c) receive volleyball for skill acquisition, d) enjoy playing volleyball for physical fitness and fun. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures or video clips or animations of learners performing serving and receiving skills in volleyball to identify part of the body involved in performing the skills using appropriate mode of communication, • clear and mark the area of play for orientation and performing serving and receiving in volleyball (<i>Learners with motor or mobility or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher. Safety precautions should be observed for all learners</i>), • safely explore the resources to be used in volleyball (<i>Provide tactile modeling and physical guidance to learners with deafblindness</i>), • participate in demonstrations on serving and receiving skills as follows; <ul style="list-style-type: none"> Serving (underarm) i) starting with feet in an up-and-back stride position with the weight on the back foot, ii) holding in the non-serving hand in front of your body just below your waist, in front of the hip, iii) leaning shoulders and upper body forward, iv) focusing eyes on the contact point of the ball, v) tossing the ball slightly, vii) swinging the serving arm backward then 	<ol style="list-style-type: none"> 1. How do you serve ball in volleyball? 2. How do you receive ball in volleyball game?

			<p>forward in a pendulum manner to contact the ball with the flat part of the fist and palm/pointer/thumb area, vii) transferring weight to the front foot as the arm swings to contact the ball the ball in the center, viii) dropping the non- serving hand just prior to contact, ix) following through the ball toward the target (<i>Learners with motor or mobility or manipulation difficulties or missing limbs could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher</i>),</p> <p>Receiving</p> <p>i) starting by being in an appropriate ball receiving position with body angled and feet shoulder-width apart, ii) watching the opposing server, iii) pointing hips and shoulders towards target, iv) approaching to the ball with arms apart, v) keeping arms and wrists together, vi) positioning self behind the ball by moving feet first, vii) contacting ball with your forearms, thumbs pointing to the ground and elbows straight, viii) finishing the pass the right way (<i>Learners with motor and mobility difficulties or missing limbs could be assisted by peers or Learner Support Assistant or teacher to serve and receive ball. Provide tactile modeling and physical guidance to learners with deafblindness. Safety precautions should be observed for all learners</i>),</p> <ul style="list-style-type: none"> ● practise serving and receiving skills for mastery while observing safety, 	
--	--	--	---	--

			<ul style="list-style-type: none"> • play minor volleyball game to master the serving and receiving skills, • clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Critical thinking and problem solving when learners make decision on how to receive a ball in volleyball.</p>				
<p>Values: Love as learners take turns and share resources during play of minor volleyball game together.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Self-awareness is achieved as the learners realise success in serving and receiving a ball in volleyball.</p>				
<p>Link to other Learning Areas: Body movements in performing volleyball skills is linked to body movements involved in performing songs in Music and Movements.</p>				
<p>Suggested Learning Resources: Field markers, flags, whistles, field, pictures, video clips or animations, digital devices with assistive technology, balls, volleyball net.</p>				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name: _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to serve the ball in volleyball.	i. Starting with feet in an up-and-back stride position with the weight on the back foot.			
		ii. Holding ball with the non-serving hand in front of body just below waist, in front of the hip.			
		iii. Leaning shoulders and upper body forward.			
		iv. Focusing eyes on the contact point of the ball.			
		v. Tossing the ball slightly.			
		vi. Swinging the serving arm backward then forward in a pendulum manner.			
		vii. Transferring weight to the front foot as the arm swings to contact the ball with the flat part of the fist and palm/pointer/thumb area.			
		viii. Dropping the non- serving hand just prior to contact.			
		ix. Following through the ball toward the target.			
2	Ability to receive ball in volleyball.	i. Starting by being in an appropriate ball receiving position with body.			

		angled and feet shoulder-width apart.			
		ii. Watching the opposing server.			
		iii. Pointing hips and shoulders towards target.			
		iv. Approaching to the ball with arms apart.			
		v. Keeping arms and wrists together.			
		vi. Positioning self behind the ball by moving feet first.			
		vii. Contacting ball with your forearms, thumbs pointing to the ground and elbows are straight.			
		viii. Finishing the pass the right way.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to serve ball in volleyball.	The learner demonstrates 8 to 9 skills in serving volleyball.	The learner demonstrates 5 to 7 skills in serving volleyball.	The learner demonstrates 3 to 4 skills in serving volleyball.	The learner demonstrates 2 skills in serving volleyball or less.
Ability to receive ball in volleyball.	The learner demonstrates 7 to 8 skills in receiving ball in volleyball.	The learner demonstrates 5 to 6 skills in receiving ball in volleyball.	The learner demonstrates 3 to 4 skills in receiving ball in volleyball.	The learner demonstrates 2 skills in receiving ball in volleyball or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Ball games	6.3 Handball <ul style="list-style-type: none"> • <i>Passing</i> • <i>Receiving</i> • <i>Scoring</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify parts of the body involved in performing handball skills, b) perform handball skills for skill acquisition, c) enjoy performing handball skills for physical fitness and fun. 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures or video clips or animations of learners performing passing, receiving and scoring skills in handball to identify parts of the body involved in performing the skills using appropriate mode of communication, • clear and mark the area of play for orientation on basic rules and performing handball skills (<i>Learners with motor or mobility or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher to clear and mark the</i> 	<ol style="list-style-type: none"> 1. How do you pass a ball in handball? 2. How do you receive ball in handball? 3. How do you score in handball?

			<p><i>area of play. Safety precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> ● safely explore resources used in handball such as balls and handball pitch (<i>Provide tactile modeling and physical guidance to learners with deafblindness</i>), ● participate in demonstrations on handball skills progressively as follows; <p>Passing.</p> <p>i) standing with feet shoulder- width apart, ii) gripping the ball firmly with the fingers spread on it, iii) focusing eyes to the target, iv) releasing the ball by chest pass or side pass or jump pass or flick pass or bounce pass, v) following through while maintaining balance (<i>Learners with motor or mobility or manipulation difficulties or missing limbs could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher Provide tactile modeling and physical guidance to learners with deafblindness</i>),</p> <p>Receiving.</p> <p>i) standing with feet shoulder- width apart, ii) bending knees slightly with the body slightly leaning forward, iii) focusing the eyes on the ball, iv) bringing the hands together thumbs pointing in and forming letter ‘W’ with the index fingers, elbow pointing outwards, v) extending the hands towards the oncoming ball, vi) on contact with the ball, withdrawing hands backwards to cushion the effect (<i>Learners with motor or mobility or</i></p>	
--	--	--	--	--

			<p><i>manipulation difficulties or missing limbs could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher, Provide tactile modeling and physical guidance to learners with deafblindness),</i></p> <p>Scoring.</p> <p>i) holding the ball at shoulder height with the elbow at 90 degree angle, ii) focusing the eyes on the goal, iii) drawing the scoring hand backwards, iv) placing the opposite leg to the throwing arm in front, v) moving the shooting arm forward and finishing the movement with a stretched arm, vi) flexing the wrist and fingers to give the shot more speed and direction, vii) rotating the body and following through (<i>Learners with motor and mobility difficulties or missing limbs could be assisted by peers or learner support assistant or teacher to perform the handball skills. Provide tactile modeling and physical guidance to learners with deafblindness. Safety precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> ● practise passing, receiving and scoring skills for mastery while observing safety, ● play a minor handball game for mastery of the handball skills, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Critical thinking and problem solving as learners decide on the pass to use when passing ball to a peer in handball.</p>				

<p>Values: Unity is enhanced as learners play minor handball game harmoniously.</p>
<p>Pertinent and Contemporary Issues (PCIs): Self-esteem is developed as learners successful execute handball skills.</p>
<p>Link to other Learning Areas: Body movements involved in performing handball skills is linked to body movements when performing songs in Music and Movements.</p>
<p>Suggested Learning Resources: Field markers, flags, whistles, field, pictures, video clips or animations, digital devices with assistive technology, balls.</p>

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name: _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform passing in handball.	i. Standing with feet shoulder- width apart.			
		ii. Gripping the ball firmly with the fingers spread on the ball.			
		iii. Focusing eyes to the target.			
		iv. Releasing the ball by chest pass or side pass or jump pass or flick pass or bounce pass.			
		v. Following through while maintaining balance.			
2	Ability to perform receiving in handball.	i. Standing with feet shoulder- width apart.			
		ii. Bending knees slightly with the body slightly leaning forward.			

		iii. Focusing the eyes on the ball.			
		iv. Bringing the hands together thumbs pointing in and forming letter 'W' with the index fingers, elbow pointing outwards.			
		v. Extending the hands towards the oncoming ball.			
		vi. On contact with the ball, withdrawing hands backwards to cushion the effect.			
3	Ability to perform scoring in handball.	i. Holding the ball at shoulder height with the elbow at 90-degree angle.			
		ii. Focusing the eyes on the goal.			
		iii. Drawing the scoring hand backwards.			
		iv. Placing the opposite leg to the throwing arm in front.			
		v. Moving the shooting arm forward and finishing the movement with a stretched arm.			
		vi. Flexing the wrist and fingers to give the shot more speed and direction.			
		vii. Rotating the body and follow through.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform passing in handball.	The learner demonstrates 5 skills in passing in handball.	The learner demonstrates 3 to 4 skills in passing in handball.	The learner demonstrates 2 skills in passing in handball.	The learner demonstrates 1 skill in passing in handball or none.
Ability to perform receiving in handball.	The learner demonstrates 6 skills involving receiving in handball.	The learner demonstrates 4 to 5 skills involving receiving in handball.	The learner demonstrates 2 to 3 skills involving receiving in handball.	The learner demonstrates 1 skill involving receiving in handball or none.
Ability to perform scoring in handball.	The learner demonstrates 7 skills in scoring in handball.	The learner demonstrates 5 to 6 skills in scoring in handball.	The learner demonstrates 3 to 4 skills in scoring in handball.	The learner demonstrates 2 skills in scoring in handball or less.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Ball games	6.4 Bowling	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify equipment and facilities used in bowling, b) bowl the ball for skill acquisition and physical fitness, c) enjoy playing bowling games for physical fitness. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe demonstrations or pictures or watch audio visual clips on bowling and identify equipment and facilities used in bowling using appropriate mode of communication, ● mark and prepare the play area by removing items and obstacles like stones, thorns, broken bottles, slippery materials in readiness for bowling (<i>Learners with motor or mobility or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher to mark and prepare the area of play. Safety precautions should be observed for all learners</i>) ● safely explore and manipulate the equipment and facilities used in bowling for orientation such as pins or bottles or cones, bowling balls and area of play (<i>Provide tactile modeling and physical guidance to learners with deafblindness</i>), ● participate in demonstrations on bowling progressively as follows; <ul style="list-style-type: none"> i) standing with feet shoulder-width apart and take a few steps forward so that only your toes are touching the line, ii) bending knees slightly, iii) leaning forward from the hips, iv) holding the ball with the forearm with throwing hand, v) focusing eyes or orienting the body to the target, vi) 	How do you bowl?

			<p>swinging the hand with the ball backward and forward, vii) releasing the ball to hit the target, viii) following through while maintaining body balance (<i>Learners with motor and mobility difficulties or missing limbs could be assisted by peers or Learner Support Assistant or teacher to do bowling activities. Provide tactile modeling and physical guidance to learners with deafblindness. Safety precautions should be observed for all learners,</i></p> <ul style="list-style-type: none"> ● take turns to practise performing bowling activities while observing safety, ● clear the play area, collect and store the resources used appropriately, ● organize and participate in inter-classes bowling competitions during games. 	
<p>Core Competencies to be developed: Learning to learn as learners carry out activities of bowling to learn bowling skills.</p>				
<p>Values: Love is nurtured as learners share bowling equipment.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Physical health as learners practise bowling activities for physical fitness.</p>				
<p>Link to other Learning Areas: Eye hand coordination involved in bowling is linked to stringing beads in jewellery and ornament making in Prevocational Skills.</p>				
<p>Suggested Learning Resources: Bowling balls, bowling pins, cones, finger tapes, bottles, pictures, video clips, digital devices with assistive technology, Learner Support Assistant, field markers, flag, whistles, field.</p>				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform bowling.	i. Standing with feet shoulder-width apart and take a few steps forward so that only your toes are touching the line.			
		ii. Bending knees slightly.			
		iii. Leaning forward from the hips.			
		iv. Holding the ball with the forearm with throwing hand.			
		v. Focusing eyes or orienting the body to the target.			
		vi. Swinging the hand with the ball backward and forward.			
		vii. Releasing the ball to hit the target.			
		viii. Following through while maintaining body balance.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform bowling.	The learner demonstrates 8 skills involved in bowling.	The learner demonstrates 5 to 7 skills involved in bowling.	The learner demonstrates 2 to 4 skills involved in bowling.	The learner demonstrates 1 or none of the skills involved in bowling.

7.0 SWIMMING (OPTIONAL)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 Swimming (Optional)	7.1 Water orientation	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify equipment and facilities used in swimming, b) perform water orientation activities for learning, c) enjoy water orientation activities for fun and physical fitness. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual descriptions of pictures or video clips or animations of learners performing water orientation activities and talk about them using appropriate mode of communication, ● safely explore the resources that may be used in swimming such as floaters <i>(Learners with motor and manipulation difficulties or missing limbs could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modeling and physical guidance to learners with deafblindness),</i> ● participate in demonstrations on water orientation activities as follows; <ul style="list-style-type: none"> i) dressing appropriately for swimming, ii) manipulating equipment and facilities used in swimming, iii) entering to and exiting from the swimming pool, iv) walking around and into the pool, v) sitting or squatting in water, vi) touching the water, vii) picking items from the base of the pool, viii) throwing and catching a ball, <i>(Learners with motor and mobility difficulties or missing limbs could be assisted by peers or Learner Support Assistant or teacher to do water orientation activities. Provide tactile</i> 	<p>Why do you do water orientation activities?</p>

			<p><i>modeling and physical guidance to learners with deafblindness. Safety precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> ● practise water orientation activities for skills mastery while observing safety, ● practise pool and water hygiene practices, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Self-efficacy as learners perform various water orientation activities.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Love is enhanced as learners care for others during water orientation activities. ● Responsibility is nurtured as learners care for learning resources. 				
<p>Pertinent and Contemporary Issues (PCIs): Health education is achieved as learners practise pool and water hygiene practices</p>				
<p>Link to other Learning Areas: Performing water orientation activities is linked to environment and its resources in Social Studies.</p>				
<p>Suggested Learning Resources: Floaters, life saver jackets, swimming costumes, swimming pool, water, soap, towels, video clips, pictures, digital devices with assistive technology, Learner Support Assistant, Lifeguard.</p>				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform water orientation activities.	i. Dressing appropriately for swimming.			
		ii. Manipulating equipment and facilities used in swimming.			
		iii. Entering to and exiting from the swimming pool.			
		iv. Walking around and into the pool.			
		v. Sitting in water.			
		vi. Touching the water.			
		vii. Picking items from the base of the pool.			
		viii. Throwing and catching a ball.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform water orientation activities	The learner performs 8 to 9 activities involved in water orientation.	The learner performs 5 to 7 activities involved in water orientation.	The learner performs 3 to 4 activities involved in water orientation.	The learner performs 2 activities involved in water orientation or less.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 Swimming (Optional)	7.2 Floating <ul style="list-style-type: none"> • <i>Back floating</i> • <i>Front floating</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) narrate how to float in water for learning, b) perform back floating for skill acquisition; c) perform front floating for skill acquisition; d) appreciate floating in swimming for safety, relaxation and enjoyment 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual descriptions of pictures or video clips or animations of learners performing back and front floating and talk about them using appropriate mode of communication. • safely explore the resources to be used in floating such as floaters and life saver jackets (<i>Provide tactile modeling and physical guidance to learners with deaf blindness</i>), • participate in demonstrations on back and front floating as follows; <p>Back floating</p> i) dressing appropriately for swimming, ii) entering the swimming pool, iii) leaning back on the water, iv) bending knees while lowering the body on the water, v) tilting the chin back and looking to the sky, vi) pushing hips and 	<ol style="list-style-type: none"> 1. How do you perform back floating? 2. How do you perform front floating?

			<p>stomach up after laying horizontally on water with the rest of the body, vii) spreading the arms and legs for buoyancy,</p> <p>Front floating</p> <p>i) bending knees while leaning forward with arms to the side, ii) lifting the legs to the water surface with arms and legs apart, iii) facing in water with eyes looking at the bottom of the pool, iv) blowing bubbles, v) extending legs behind to float (<i>Learners with motor and mobility difficulties could be assisted by peers or Learner Support Assistant or teacher to perform back and front floating. Provide tactile modeling and physical guidance to learners with deaf blindness. Safety precautions should be observed for all learners</i>),</p> <ul style="list-style-type: none"> ● practise back and front floating skills for mastery while observing safety, ● collect and store the resources used appropriately 	
<p>Core Competencies to be developed: Learning to learn as learners learn the skills of floating.</p>				
<p>Values: Responsibility is enhanced as learners take care of themselves and others when performing floating skills. Love is nurtured as learners support one another when performing floating skills.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Safety is achieved as learners observe safety when performing floating skills.</p>				
<p>Link to other Learning Areas: Wearing swimming costumes when performing floating is linked to props and costumes used in songs and dance in Music and Movement.</p>				

Suggested Learning Resources:

Floaters, life saver jackets, swimming costumes, swimming pool, water, soap, towels, digital devices with assistive technology, video clips, pictures, Learner Support Assistant, Lifeguard.

SUGGESTED ASSESSMENT GUIDES**1. ASSESSMENT CHECKLIST**

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform back floating.	i. Dressing appropriately for swimming.			
		ii. Leaning back on the water.			
		iii. Bending knees while lowering the body on the water.			
		iv. Tilting the chin back and looking to the sky.			
		v. Pushing hips and stomach up after laying horizontally on water with the rest of the body.			
		vi. Spreading the arms and legs for buoyancy.			
2	Ability to perform front floating.	i. Bending knees while leaning forward with arms to the side.			
		ii. Lifting the legs to the water surface with arms and legs apart.			
		iii. Facing in water with eyes looking at the bottom of the pool.			
		iv. Blowing bubbles.			

		v. Extending legs behind to float.			
--	--	------------------------------------	--	--	--

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform back floating.	The learner demonstrates 6 steps in performing back floating.	The learner demonstrates 4 to 5 steps in performing back floating.	The learner demonstrates 2 to 3 steps in performing back floating.	The learner demonstrates 1 step in performing back floating or none.
Ability to perform front floating.	The learner demonstrates 5 steps in performing front floating.	The learner demonstrates 3 to 4 steps in performing front floating.	The learner demonstrates 2 steps in performing front floating.	The learner demonstrates 1 step in performing front floating or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 Swimming (Optional)	7.3 Front crawl stroke	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) narrate how to perform front crawl stroke for learning, b) perform front crawl stroke for skill acquisition, c) enjoy performing front crawl stroke for physical fitness and fun. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual descriptions of pictures or video clips or animations of learners performing front crawl stroke and talk about them using appropriate mode of communication, ● orient on basic rules in performing front crawl stroke (<i>Learners with motor or mobility or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher. Safety precautions should be observed for all learners</i>), ● participate in demonstrations on front crawl stroke as follows; <ul style="list-style-type: none"> i) dressing appropriately for swimming, ii) entering the swimming pool, iii) stretching body out and floating on your front with face in water, iv) keeping ankles floppy like flippers and alternating kicks up and down, v) stretching out arms in front, pulling one arm under body all the way to the thigh, vi) repeating with the second arm as the first one exits the water to return to its starting position, vii) turning head to the side to breathe in when both arms stretch in opposite directions while one ear is out of water (<i>Learners with motor and mobility difficulties or missing limbs could be assisted by peers or Learner Support Assistant or teacher to perform front crawl stroke. Provide</i> 	How do you perform front crawl stroke in swimming?

			<p><i>tactile modeling and physical guidance to learners with deafblindness. Safety precautions should be observed for all learners),</i></p> <ul style="list-style-type: none"> ● practise front crawl stroke for mastery while observing safety, ● collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Learning to learn as learners learn the skill of front crawl stroke.</p>				
<p>Values: Responsibility is enhanced as learners take care of themselves and others when performing front crawl stroke Love is nurtured as learners support one another when performing front crawl stroke.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Safety is achieved as learners observe safety when performing front crawl stroke.</p>				
<p>Link to other Learning Areas: Wearing swimming costumes when performing front crawl stroke is linked to props and costumes used in songs and dance in Music and Movement.</p>				
<p>Suggested Learning Resources: Floaters, life saver jackets, swimming costumes, swimming pool, water, soap, towels, video clips, pictures, digital devices with assistive technology, Learner Support Assistant, Lifeguard.</p>				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform front crawl stroke.	i. Dressing appropriately for swimming,			
		ii. Entering the swimming pool.			
		iii. Stretching body out and floating on your front with face in water.			
		iv. Keeping ankles floppy like flippers and alternating kicks up and down.			
		v. Stretching out arms in front, pulling one arm under body all the way to the thigh.			
		vi. Repeating with the second arm as the first one exits the water to return to its starting position.			
		vii. Turning head to the side to breathe in when both arms stretch in opposite directions while one ear is out of water.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform front crawl stroke.	The learner demonstrates 7 steps in performing front crawl stroke.	The learner demonstrates 5 to 6 steps in performing front crawl stroke.	The learner demonstrates 3 to 4 steps in performing front crawl stroke.	The learner demonstrates 2 steps in performing front crawl stroke or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 Swimming (Optional)	7.4 Backstroke	By the end of the Sub Strand, the learner should be able to: a) narrate how to perform backstroke for learning, b) perform backstroke for skill acquisition, c) enjoy performing backstroke for physical fitness and fun.	The learner is guided to: <ul style="list-style-type: none"> ● observe or listen to verbal or tactual descriptions of pictures or video clips or animations of learners performing backstroke and talk about them using appropriate mode of communication, ● orient on basic rules in performing backstroke (<i>Learners with motor or mobility or manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher. Safety precautions should be observed for all learners</i>), ● participate in demonstrations on backstroke as follows; i) dressing appropriately for swimming, ii) starting by facing the pool wall, grabbing the poolside with both hands and putting feet up against the wall with knees bent up between arms, iii) letting go off the wall and pushing hard with both feet, iv) pushing away from the poolside with 	How do you perform backstroke in swimming?

			<p>one foot and with head back, facing upwards, v) beginning to kick using a relaxed and alternating action, flicking feet upwards to break the water surface, vi) extending arm up and over the water with thumb leading the movement, vii) rotating hand so that little finger enters the water in line with the shoulder and arm fully extended, viii) breathing regularly with each arm pull, ix) one arm exiting the water as the other beginning to pull and leg kicking remaining continuous (<i>Learners with motor and mobility difficulties or missing limbs could be assisted by peers or Learner Support Assistant or teacher to perform backstroke. Provide tactile modeling and physical guidance to learners with deafblindness. Safety precautions should be observed for all learners</i>),</p> <ul style="list-style-type: none"> ● practise backstroke for mastery while observing safety, ● collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Learning to learn: as learners learn the skill of backstroke.</p>				
<p>Values: Responsibility is enhanced as learners take care of themselves and others when performing backstroke Love is nurtured as learners support one another when performing backstroke.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Safety is achieved as learners observe safety when performing backstroke.</p>				
<p>Link to other Learning Areas: Wearing swimming costumes when performing backstroke is linked to props and costumes used in songs and dance in Music and Movement.</p>				

Suggested Learning Resources:

Floaters, life saver jackets, swimming costumes, swimming pool, water, soap, towels, video clips, pictures, digital devices with assistive technology, Learner Support Assistant, Lifeguard.

SUGGESTED ASSESSMENT GUIDES**1. ASSESSMENT CHECKLIST**

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform backstroke.	i. Dressing appropriately for swimming.			
		ii. Starting by facing the pool wall, grabbing the poolside with both hands and putting feet up against the wall with knees bent up between arms.			
		iii. Letting go off the wall and pushing hard with both feet.			
		iv. Pushing away from the poolside with one foot and with head back, facing upwards.			
		v. Beginning to kick using a relaxed and alternating action, flicking feet upwards to break the water surface.			
		vi. Extending arm up and over the water with thumb leading the movement.			
		vii. Rotating hand so that little finger enters the water in line with the shoulder and arm fully extended.			

		viii. Breathing regularly with each arm pull.			
		ix. One arm exiting the water as the other beginning to pull and leg kicking remaining continuous.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. RATING GUIDE FOR THE LEARNER'S PERFORMANCE

The learner's competencies will be rated using the scoring guide as indicated below

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform backstroke.	The learner demonstrates 9 steps in performing backstroke.	The learner demonstrates 6 to 8 steps in performing backstroke.	The learner demonstrates 3 to 5 steps in performing backstroke.	The learner demonstrates 2 steps in performing backstroke or none.

APPENDIX I: COMMUNITY SERVICE LEARNING GUIDELINES FOR PREVOCATIONAL LEVEL

The goal of the Community Service Learning (CSL) activity at this level is to provide linkage between concepts or skills learnt in the various Learning Areas. Learners begin to make connections between what they learn and its relevance to their daily life. CSL is hosted in the Prevocational Skills learning area. Implementation of the CSL activity is a collaborative effort where the teacher coordinates and works with other teachers for the other Learning Areas to design and implement the CSL activity. Though they are teacher-guided, the learners should progressively be given more opportunities to participate in doing the project in school. Safety of the learners should also be taken into account during the CSL activity. The following steps for the CSL activity should be spread out across the school terms:

Steps in carrying out the CSL activity: Tree Nursery
1. Preparation <ul style="list-style-type: none">● Map out the skill to be integrated in CSL from the other learning areas and share with the respective teachers.● Map out the targeted core competencies, values and PCIs for the CSL activity.● Identify resources required for the activity (locally available materials).● Spread out the activities across the term (Set dates and time for the activities).● Communicate to learners, parents or caregivers or guardians, school administration, teachers and other relevant stakeholders in the school community.● Identify and develop assessment tools.
2. Implementation of the CSL Activity <ul style="list-style-type: none">● Assign roles to learners.● Ensure every learner actively participates in the activity.● Observe learners as they carry out the CSL activity and record feedback.● Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product).● Assess the targeted core competencies, values, PCIs and skills.
3. Reflection on the CSL Activity <p>Conduct a self-evaluation session with learners on the CSL activity undertaken by focusing on the following:</p>

- What was done well.
- What needs to be improved. (what did not go well and why)
- Intervention measures to be put in place.

There will be one integrated CSL activity that will be conducted annually for the four years at the Prevocational level. The thematic areas for the integrated CSL activity will be derived from concepts from the various Learning Areas and the broader categories of the PCIs. Teachers are expected to vary the themes yearly or seasonally to allow learners to practise different skills and PCIs within their contexts. Different seedlings should be planted at different times. There should be a linkage between the skills from the Learning Areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents or caregivers or guardians, school administration, teachers). Parents or caregivers or guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, the learner will be expected to participate actively in the whole process. Learners are expected to engage in differentiated activities according to their abilities.

The CSL activity provides an opportunity for development of core competencies and nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners individually using various tools such as an observation schedule, checklist or rating scale or portfolio or any other appropriate tool. The teacher will differentiate assessment items according to learner's ability.