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CURRICULUM DESIGNS FOR LEARNERS WITH VISUAL IMPAIRMENT GRADE 4

VOLUME TWO:

- SOCIAL STUDIES
- PHYSICAL AND HEALTH EDUCATION
- CREATIVE ARTS



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

UPPER PRIMARY LEVEL DESIGNS

VOLUME TWO:

LEARNING AREAS: SOCIAL STUDIES

PHYSICAL AND HEALTH EDUCATION

CREATIVE ARTS

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FOREWORD

The Basic Education Curriculum Framework (BECF) outlines the vision and mission for the curriculum reforms. The Vision of the curriculum reforms is to develop “An engaged, an empowered and ethical citizen “while the mission is to “To nurture the potential of every learner”.

The framework adopts a Competency Based Curriculum and has identified seven core competencies, namely; communication and collaboration, critical thinking and problem solving, creativity and imagination, Social Cohesion, digital literacy, learning to learn, and self-efficacy. It provides a variety of opportunities for identification and nurturing of learner’s potentials and talents in preparation for life and the world of work. It is geared towards making learning enjoyable.

Curriculum designs are developed to enable implementation of the Basic Education Curriculum Framework. The designs contain the National Goals of Education and outline the upper primary (Grade 4,5and 6) learning outcomes. The designs also suggest a variety of learning experiences, assessment and links the strands to values, Pertinent and Contemporary Issues (PCIs) and to other learning areas.

It is my hope that these Curriculum Designs will guide teachers in the implementation of the Competency Based Curriculum.

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TABLE OF CONTENT

Foreword	iii
Table of Content.....	iv
National Goals of Education	v
General Learning Outcomes for Upper School Education.....	vii
Suggested Time Allocationgovernance in Kenya	viii
General Learning Outcomes.....	ix
Social Studies	1
Essence Statement	2
Physical Health and Education.....	86
Essence Statement	87
Music.....	287
Essence Statement for Music	288
Appendix	326
Suggested Assesment Methods	326
Suggested Resources	327
Non-Formal Activities.....	328
Creative Arts	329
Essence Statement	330
Suggested Community Service Learning Activities:	416
Assessment Methods:.....	416
Suggested Resources for Art Activities:	417



NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

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

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite Competencies that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary Competencies for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4 Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learner with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

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

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture, as well as embrace positive cultural practices in a dynamic society.

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

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.



GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL EDUCATION

By end of Middle School, the learner should be able to:

1. Apply literacy, numeracy skills and logical thinking appropriately in self-expression.
2. Communicate effectively in diverse contexts.
3. Apply digital literacy skills appropriately for communication and learning in day-to-day life.
4. Practise hygiene, appropriate sanitation and nutrition to promote health.
5. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
8. Demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious co-existence.
9. Manage pertinent and contemporary issues in society effectively.

SUGGESTED TIME ALLOCATION GOVERNANCE IN KENYA

	STRAND	NUMBER OF LESSONS
1	Natural and Built Environments	20
2	People and Population	9
3	Culture and Social Organizations	6
4	Resources and Economic Activities	18
5	Political Systems and Change	5
6	Citizenship	16
7	Governance in Kenya	13
TOTAL		87



SOCIAL STUDIES

ESSENCE STATEMENT

Social Studies is interdisciplinary in nature, comprising mainly of History, Geography and Citizenship education. Social Studies also derives its content from other disciplines such as Agriculture, Science, Sociology, Anthropology, Political Science, Economics and Psychology. The course is guided by constructivist theoretical approaches such as Vygotsky's Social-Cultural theory; David Kolb's experiential learning theory and John Dewey's child centred educational theory among others. The theories suggest that learning is active, contextualised process of acquiring knowledge characterized by personal experiences and interaction with the environment. The course aims at preparing the learner for national and global citizenship, lifelong learning and environmental stewardship. The 21st Century Competencies namely: Citizenship, Communication and Collaboration, Digital literacy, Critical thinking and Problem solving, Creativity and Imagination, Self-efficacy and Learning to Learn are embedded in the Social Studies curriculum design. The Competencies are intended to empower the learner to be an informed and engaged. The learner has opportunities to gain a realization of his or her privileges, rights and responsibilities as a good citizen. Social Studies seeks to inculcate in the learner a deeper understanding of values that define our society and nurture dispositions to demonstrate concern for others and the world they live in. It is envisaged that, the teacher will use authentic learning experiences that promote interactive learning hence making Social studies meaningful, purposeful, stimulating and enjoyable to the learner.

GENERAL LEARNING OUTCOMES

By the end of Course, the learner should be able to:

1. Explore the environment for learning and enjoyment.
2. Demonstrate desirable values, attitudes and practices for sustainable social interactions.
3. Acquire competencies to analyse population issues to improve the quality of life in the Society.
4. Develop appropriate organizational, practical and technological competencies for problem solving.
5. Understand and appreciate Human Rights and civic responsibility for attainment of social justice.



6. Respect and appreciate cultural and human diversity to promote national cohesion and integration.
7. Apply acquired competencies in solving environmental challenges for sustainable development.
8. Understand the System of Governance in Kenya and be willing to participate in its processes.
9. Participate in Community Service Learning to manage pertinent and contemporary issues in society effectively.

Strand	Sub- strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions
1.0 NATURAL AND BUILT ENVIRONMENTS	1.1 Natural Environment 1.1.1 Compass Directions (5 Lessons)	By the end of the sub strand, the learner should be able to; a) Identify the four cardinal points of a compass for orientation, b) Describe direction of places using the four compass points. c) Identify the eight compass points for learning, d) Describe direction of places using eight compass points for orientation, e) Use the eight compass points to show directions on a map, f) Appreciate the use of eight compass points to locate directions in everyday life.	Learner; <ul style="list-style-type: none"> • Brainstorm in pairs on the cardinal points using a model, • Practice in pairs to locate direction of different places using the four cardinal points. Learner with blindness could be paired with sighted guide and given verbal description as they locate places using a model of a compass, • Brain storm on the eight compass point using a model, • Learner practice giving direction of various places in the school like dinning, office, toilets using the eight compass points in pairs. Learner with blindness could 	1. Why do we use compass points to give direction? 2. How do we give direction of places using the eight compass points?



			<p>be paired with sighted guide and given verbal description as they locate places using the compass,</p> <ul style="list-style-type: none">• Learner with low vision could use digital device with assistive software such as screen magnifiers Learner with blindness could use digital devices with assistive software such as screen readers that replace images with sound cues and navigation by voice prompts,• Learner with low vision work with learner with blindness to draw and label the four cardinal points of the compass,• Learner with blindness could be guided to model and label the cardinal points,	
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			<ul style="list-style-type: none"> • Learner practice giving direction such movement of wind, market or hospital using a model of the eight compass point. • Learner with low vision work with learner with blindness to draw and label the eight points of the compass, • Learner use the eight compass points to show direction on the worksheet or interactive map or tactile map to enrich the mapping skill, 	
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Core Competencies

Digital literacy is developed as learner use digital devices with assistive software to play digital games on the eight compass points.

Critical thinking and problem solving is developed as learner draw or model the eight compass point.

Communication and Collaboration is enhanced as learner draw or model the eight compass points in groups.



<p>Pertinent and contemporary issues</p> <p>Environmental education is developed as learner use compass to locate direction of different places in their natural environment.</p>	<p>Link to Values</p> <p>Unity as learner play digital games on the eight compass point.</p> <p>Love as learner appreciate one another views during brainstorming sessions.</p>
<p>Links to other Learning areas</p> <p>Language is developed as learner brainstorm on giving direction using the compass point. Creative Art is enhanced as learner draw a model of the compass points.</p>	<p>Suggested Community Service Learning activities:</p> <p>Learner to find out from their parents or guardians about using landmark to give directionality</p>
<p>Suggested Assessment</p> <p>Oral questions as learner practice locating places within the school</p> <p>Observation as learner draw and model the compass.</p> <p>Project work to construct a model the compass.</p>	<p>Suggested Non-formal activities to support learning</p> <p>Construct a model a compass using locally available materials.</p>
<p>Suggested learning resources</p> <p>model of a compass, digital devices with assistive software, plasticine, play dough, wet clay, water based paints, crayons, art papers, local and extended environment, real objects, photographs, approved textbooks and other printed or brailed materials</p>	

Assessment Rubrics

Exceeding Expecting	Meeting Expectation	Approaching expectations	Below expectations
<p>The learner consistently and correctly identifies and use the eight compass points to locate different places within the school.</p>	<p>The learner correctly identifies the eight compass points.</p>	<p>The learner inconsistently Identifies the eight compass points.</p>	<p>The learner hardly identifies the eight compass points.</p>

The learner consistently and correctly describes direction and use the eight compass points to locate different places in the environment.	The learner Correctly describes direction using eight compass points.	The learner inconsistently Identifies and describes direction using eight compass points.	The learner hardly describes direction using eight compass points.
The learner consistently and correctly uses the eight compass points to show directions on a map	The learner Correctly uses the eight compass points to show directions on a map.	The learner inconsistently Identifies uses the eight compass points to show directions on a map.	The learner hardly uses the eight compass points to show directions on a map.



Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions
	1.1.2 Location and size of the county (5lessons)	By the end of the sub strand, the learner should be able to; a) Identify sub counties in the county for knowledge, b) Locate the county in relation to neighbouring counties to enhance mapping skills, c) Estimate the size of the county for learning, d) Appreciate location and size of the county in relation to the neighbouring counties.	Learner: <ul style="list-style-type: none"> • Brainstorm in groups and identify the sub county in which the school is located, • Learner with blindness be guided to use relevant map in print, tactile or online to identify the location of the county in relation to neighbouring counties, • Learner with low vision trace out, colour and display the map of the county in class. Learner with blindness be guided to trail embossed maps, model the map and display the modelled map of the county in class, 	<ol style="list-style-type: none"> 1. How can you locate a county from a map? 2. How can we approximate the size of a county?

			<ul style="list-style-type: none"> Play a game on location of the county in relation to the neighbouring counties. 	
<p>Core Competencies</p> <p>Digital literacy is developed as learner use digital devices with assistive software to access online maps.</p> <p>Critical thinking and problem solving is promoted as learner estimate the size of the sub county.</p> <p>Communication and collaboration is enhanced as learner play games on the location of the county.</p>				
<p>Pertinent Contemporary Issues</p> <p>Environmental Education is promoted as learner appreciate location and size of the county in relation to the neighbouring counties.</p>			<p>Link to values</p> <p>Unity as learner play games on location of the county in relation to neighbouring counties.</p> <p>Respect is enhanced as learner appreciate one another’s contribution during the brainstorming sessions.</p>	
<p>Links to other learning areas</p> <p>Language is developed as learner discuss location of the sub county in relation to other counties.</p> <p>Creative Arts is enhanced as learner trail embossed maps, model the map and display the modelled map.</p>			<p>Suggested Community Service Learning</p> <p>Learner find out from their parents and guardians about the location and size of their county.</p>	
<p>Suggested Assessment</p> <p>Oral questions as learner practice naming neighbouring sub-counties.</p> <p>Observation as learner draw and model the county.</p> <p>Project work to construct a model the compass.</p>				
<p>Suggested Non-formal activities to support learning</p> <p>Carry out a project to model the county with its sub-counties.</p>				



Suggested Learning Resources

Adapted digital devices, adapted maps, plasticine, play dough, wet clay, water-based paints, crayons, art papers, local and extended environment, photographs, approved text and other printed or brailled materials, artefacts, newspaper cuttings, library.

Assessment Rubrics

Exceeding Expectations	Meeting Expectation	Approaching expectations	Below expectations
The learner consistently and correctly identifies sub counties and name the neighbouring counties.	The learner correctly identifies the sub counties in the county.	The learner inconsistently identifies sub counties in the county.	The learner hardly identifies sub counties in the county.
The learner consistently and correctly locates the county in relation to neighbouring county and distinguish their sizes.	The learner correctly locates the county in relation to neighbouring county.	The learner inconsistently locates the county in relation to neighbouring county.	The learner hardly locates the county in relation to neighbouring county.
The learner consistently and correctly estimates the size of the county.	The learner correctly estimates the size of the county.	The learner inconsistently estimates the size of the county.	The learner hardly estimates the size of the county.

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions
	1.1.3 Main physical features in the County (5 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify the main physical features in the County for knowledge,</p> <p>b) locate the main physical features in the County to enhance mapping skills,</p> <p>c) examine the importance of the main physical features in the County for knowledge,</p> <p>d) adopt responsible behaviour to conserve the physical features for conservation,</p> <p>e) appreciate the physical features in the County for learning.</p>	<p>Learner;</p> <ul style="list-style-type: none"> • Are guided to explore the school neighbourhood to identify and record the physical features in the county (Vegetation, mountains, hills, rivers, lakes, valleys and plains). Learner with blindness could be paired with sighted guide to observe, manipulate models and give verbal description of the main physical features in the county, • Discuss and share in groups the importance of the main physical features in the county, • Learner with low vision draw or model some of the main physical features in the county. Learner with 	<ol style="list-style-type: none"> 1. How can you identify physical features in the County? 2. Why are physical features in the County important?



			<p>blindness could be guided to manipulate and model some of the main physical features of the county,</p> <ul style="list-style-type: none"> • Display pictures or models of the main physical features in the county in class, • Find out from parents or guardians how to conserve the main physical features in the county and report. 	
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Core Competencies

Digital literacy is developed as learner use digital devices with assistive software to access digital maps for identification of main features.

Communication and collaboration is improved as learner discuss in groups.

Citizenship develops as learner appreciate and conserve the physical features in their county.

Pertinent and Contemporary Issues

Environmental education is inculcated as learner participate in the conserve the physical features in the County

Values

Unity as learner explore the school neighbourhood to identify and record the physical features.

Love as learner discuss and share in groups the importance of the main physical features.

Respect as learner give feedback on displays pictures and models of the physical features.

<p>Links to other learning areas</p> <p>Language is enhanced as learner learns new vocabulary related to physical features.</p> <p>Creative Arts develops as learners draw and model physical features in the county.</p> <p>Mathematics concepts are instilled as learner counts the number of different physical feature in the county.</p>	<p>Suggested Community Service Learning activities</p> <p>Learner to find out from their parents or guardians about conservation of the main physical features.</p>
<p>Suggested assessment</p> <p>Oral questions as learner explore neighbouring environment to identify the physical features.</p> <p>Observation as learner draw and model the physical features in the county.</p> <p>Project work to model some physical features.</p>	
<p>Suggested Non-formal activities to support learning</p> <p>Learner to join the local community in conservation of the physical features within the locality.</p>	
<p>Suggested Learning Resources</p> <p>adapted digital devices, adapted maps, plasticine, play dough, wet clay, water-based paints, crayons, art papers, local and extended environment, photographs, samples of adapted physical features, approved text and other printed or brailled materials, library, newspaper cuttings.</p>	



Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching expectations	Below expectations
The learner Consistently and correctly identifies main physical features in the County and locate the neighbouring Counties.	The learner Correctly identifies main physical features in the Country with ease.	The learner inconsistently Identifies the main physical features in the County.	The learner hardly identifies the mains physical features in the County.
The learner consistently and correctly locates the main physical features and draw or model some of the features.	The learner correctly locates the main physical features in the county.	The learner inconsistently locates the main physical features in the county.	The learner hardly locates the main physical features in the county.
The learner consistently and correctly examines the importance of the main physical features and locates them in the county.	The learner correctly examines the importance of main physical features in the county.	The learner inconsistently examines the importance of main physical features in the county.	The learner hardly examines the importance of main physical features in the county.

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions
	1.1.4 Seasons in the County (3 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) recognize seasons experienced in the county for knowledge,</p> <p>b) explain how seasons influence human activities in the county for awareness,</p> <p>c) appreciate the different seasons in the county for planning activities.</p>	<p>Learner;</p> <ul style="list-style-type: none"> • are guided to use appropriate media with assistive software to brainstorm in groups about seasons experienced in the County (Hot, cold, dry and rainy season). • Sing songs about seasons experienced in the County, • Observe and record activities associated with the present season in a journal. Learner with blindness use sighted guide to observe through verbal description and record activities associated with the present season in a journal, • Are guided to discuss how seasons influence activities in the county. 	<ol style="list-style-type: none"> 1. How do you recognise seasons experienced in the County? 2. How do different seasons influence human activities in the county?



Core Competencies

Digital literacy is developed as learner use digital devices with assistive software to identify the seasons experienced in the county.

Communication and collaboration is improved as learner discuss in groups.

Critical thinking is developed as they describe order of seasons experienced in the county.

Citizenship develops as learner appreciate and conserve the physical features in their county.

Pertinent and contemporary issues

Environmental Education is developed as learner describe the order of seasons experienced in the county.

Preventive health is enhanced as learner discuss the influence of seasons on human activities.

Links to Values:

Unity is enhanced as learner brainstorm in groups about seasons experienced in the County.

Love is developed as they sing relevant songs in groups.

Respect is promoted as learner discuss in group on how seasons influence human activities.

Links to other learning areas

Language is enhanced as learner learn new vocabulary related to seasons in the county.

Religious Education is developed as learner share information about different seasons as Gods work.

Mathematics skills is boosted as learner count number of seasons in their county.

Suggested Community Service Learning

Learner to find out from parents and guardians about the different seasons experienced in their county.

Suggested Assessment

Oral questions as learner explore neighbouring environment to identify the physical features.

Observation as learner draw and model the physical features in the county.

Project work to model some physical features.

Suggested Non-formal activities to support learning

Learner carry out a project of establishing a weather station in their school.

Suggested Learning Resources

Model of a compass, adapted digital devices, adapted maps, plasticine, play dough, wet clay, water based paints, crayons, art papers, local and extended environment, real objects, photographs, samples of adapted physical features, approved text and other printed or brailled materials, artefacts, newspaper cuttings, library, historical sites.

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching expectations	Below expectations
The learner consistently and correctly recognizes seasons experienced and how they affect activities in the county.	The learner correctly recognizes seasons experienced in the county.	The learner inconsistently recognizes seasons experienced in the County.	The learner hardly recognizes seasons experienced in the County.
The learner consistently and correctly explains how seasons influence human activities and its effect in the county.	The learner correctly explains how seasons influence human activities in the county.	The learner inconsistently explains how seasons influence human activities in the county.	The learner hardly explains how seasons influence human activities in the county.



Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions
	<p>1.2. Built Environments.</p> <p>1.2.1 The main historic built environments in the County (4 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify the main historic built environments in the County for knowledge,</p> <p>b) Locate the main historic built environments in the County for familiarisation,</p> <p>c) identify ways of caring for historic built environments in the County for conservation,</p> <p>d) Participate in caring for the main historic built environments in the county for conservation.</p>	<p>Learner;</p> <ul style="list-style-type: none"> • Are guided to find out the main historic built sites within the environments in the County (Museums, monuments, Cultural centres). Learner with blindness be paired with sighted guide and given verbal description of the main historic built sites within the environment environments in the County, • To use appropriate media with assistive devices and technology to identify historic built environments in the county, • Visit some of the historic built sites within environment and record (take photographs, audio tape conversations on the environments or take notes). Learner with blindness be provided with sighted guides and given verbal 	<p>1. How do we care for the main historic built environments in the County?</p>

			<p>description of the historic built sites within environment,</p> <ul style="list-style-type: none"> • Learner with low vision to create a picture booklet using large print and appropriate colour contrast on the historic built environment. Learner with blindness could be given a verbal description and guided to create a model of historic built environment in the county, • To discuss with parents or guardians on the historic built sites within the environments in the county, • Learner with low vision to participate in caring for historic built sites within the environment in the locality by clean up exercises. Learner with blindness use sighted guides to provide verbal description and ways of caring for the historic built sites within the county, • Develop a communication message on the importance of caring for historic built environments in Kenya 	
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Core Competencies

Digital literacy is developed as learner use digital devices with assistive digital technology to investigate on historic built environment in the county.

Communication and collaboration is improved as learner discuss and work in groups.

Critical thinking is developed as learner identify ways of conserving the historic built environment in the county.

Citizenship develops as learner appreciate and conserve the historic built environment in the county.

Pertinent and Contemporary Issues

Environmental education is advanced as learner appreciates and conserve the historic built environment.

Link to Values

Unity is established as learner work together in group as they care for the historic built environments.

Patriotism Is enhanced as learner appreciate significance of historic built environments.

Links to other learning areas

Language is enhanced as learner learn new vocabulary related to historic built environment.

Creative Arts skills is developed as learner model some historic built environment in the county.

Science will be imparted as learner observe the parts of plants in historic built environments.

Mathematics concepts such addition, subtraction will be practiced as learner count the ages of the built historical sites in the county.

Suggested Community Service Learning

Learner to participate in cleaning activity in an historic built environment near their school.

Suggested Non-formal activities to support learning

Learner to carry out a project involving modelling of one of the historic built environments found within the locality.

Suggested Assessment

Oral questions as learner explore the historic built environment in their county.

Observation as learner model a historic built environment found within the county.

Project work to model a historic built environment found within the county

Suggested Learning Resources

Adapted digital devices, adapted maps, plasticine, play dough, wet clay, water-based paints, crayons, art papers, local and extended environment, real objects, photographs, approved text and other printed or brailled materials, artefacts, newspaper cuttings, library, historical sites.



Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching expectations	Below expectations
The learner consistently and correctly identifies and name the historic built environments in the County.	The learner correctly identifies the historic built environments in the County.	The learner inconsistently identifies some of the main historic built environments in the County.	The learner hardly identifies main historic built environments in the County.
The learner consistently and correctly describes the location of the main historic built environments in the County.	The learner correctly locates the main historic built environments in the County.	The learner inconsistently locates the main historic built environments in the County.	The learner hardly locates the main historic built environments in the County.
The learner consistently and correctly identifies and participates in caring for historic built environments in the County.	The learner correctly identifies ways of caring for historic built environments in the County.	The learner inconsistently identifies ways of caring for historic built environments in the County.	The learner hardly identifies ways of caring for historic built environments in the County.

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions
2.0 PEOPLE AND POPULATION	2.0 People 2.1.1 Inter-dependence of people in the County (5 Lessons)	a) By the end of the sub strand, the learner should be able to; b) identify ways in which people depend on each other for harmonious living, c) investigate the benefits of inter-dependence of people in the County for learning, d) discuss the benefits of interdependence of people in the county to enhance participation, e) examine different gender roles in promoting interdependence in the county for learning,	Learner; <ul style="list-style-type: none"> • Be guided to use key words to search for the meaning of inter dependence (depend, take part, rely, support, work together). For learner with blindness the key words be displayed in braille, • To be guided to use appropriate media such as television, radio, newspaper and magazine to identify ways in which people depend on each other in the county, for learner with blindness the media should adapted to suit the needs of the learner for example brailled magazine and given verbal description 	<ol style="list-style-type: none"> 1. How do people in the County depend on each other? 2. Why should we support each other in the County?



		<p>f) appreciate the interdependence of people in the County for participation.</p>	<p>on the phenomena on television,</p> <ul style="list-style-type: none"> • With low vision discuss and work in group to create a chart on benefits of interdependence among people. For learner with blindness discuss and make a tactile chart in groups on ways in which people depend on each other, • Role play inter-dependence of people emphasising on gender roles, • Recite a poem about the importance of inter-dependence of people. • Find out from parents or guardians about the importance of inter-dependence among people and report back.0032 	
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Core Competencies

Digital literacy is developed as learner use media to identify how people depend on each other.
Communication and collaboration is improved as learner discuss and work in groups.
Critical thinking is developed as learner identify ways in which people depend on each other.
Citizenship develops as learner appreciate the interdependence of people.
Learning to learn is enhanced as learner observe interdependence of peoples in the county.

Pertinent and Contemporary Issues

Life skill is enhanced as learner learn about interdependence of people in the county.

Link to Values

Unity as learner work together in groups.
Patriotism as learner observe the interdependence of pupils in school.
Respect is enhanced as learner appreciate interdependence of people in the County.
Peace is promoted as learner appreciate interdependence of people in the County.

Links to other learning areas

Language is enhanced as learner use media to identify interdependence of people in the county.
Creative Arts skills is developed as learner make tactile charts on interdependence of people in the county.
Mathematics concepts is enhanced take records of people in the county.

Suggested Community Service Learning

Learner to find out from parents or guardians about the importance of inter-dependence of people.

Suggested Assessment

Oral questions as learner enquire on activities of interdependence of people in the county.
Observation as learner model a historic built environment found within the county.
Project work to model an activity depicting interdependence of people in the county.



Suggested Non-formal activities to support learning

Role-play the inter-dependence of people in the County.

Suggested learning resources

Approved text books and other printed materials, adapted digital devices, newspaper cuttings, library, charts, adapted maps, local and extended environment, tactile chart, resource persons.

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching expectations	Below expectations
The learner consistently and correctly Identifies ways in which people depend on each other and some benefits.	The learner correctly identifies ways in which people depend on each other.	The learner inconsistently identifies ways in which people depend on each other.	The learner hardly identifies ways in which people depend on each other.
The learner consistently and correctly investigates the benefits of inter-dependence in school and of people in the County.	The learner correctly investigates the benefits of inter-dependence of people in the County.	The learner inconsistently investigates the benefits of inter-dependence of people in the County.	The learner hardly investigates the benefits of inter-dependence of people in the county.
The learner consistently and correctly discusses the benefits of interdependence in school and of people in the county.	The learner correctly discusses the benefits of interdependence of people in the county.	The learner inconsistently discusses the benefits of interdependence of people in the county.	The learner hardly discusses the benefits of interdependence of people in the county.

<p>The learner consistently and correctly examines different gender roles in promoting interdependence and their effects in the county.</p>	<p>The learner correctly examines different gender roles in promoting interdependence in the county.</p>	<p>The learner inconsistently examines different gender roles in promoting interdependence in the county.</p>	<p>The learner hardly examines different gender roles in promoting interdependence in the county.</p>
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Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions
	<p>2.1.2 Population distribution (4 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) Describe population distribution in the county for learning,</p> <p>b) Recognize common patterns of population distribution in the county for knowledge,</p> <p>c) describe patterns of population distribution in the county for learning,</p> <p>d) appreciate population distribution in the county to gain knowledge.</p>	<p>Learner;</p> <ul style="list-style-type: none"> • Be guided to use key words to search for the meaning of population distribution (sparsely, uneven, densely.). For learner with blindness the key words be displayed in braille, • With low vision use digital device with assistive software such as screen magnifiers to enlarge the digital map of the County for identification of population patterns and distribution in the county. Learner with blindness could use digital devices with assistive software such as screen readers that describe images with sound cues to identify the population patterns and distribution in the county, 	<p>1. How is the population distribution spread out in the county?</p>

			<ul style="list-style-type: none"> • in groups, identify patterns of population distribution in the County. Learner with blindness to use tactile map to plot patterns of population distribution of the county, • discuss the identified patterns of population distribution. Learner with low vision to draw a map of the county showing population distribution. Learner with blindness could be guided to model a map of the county showing population distribution using material such as plasticine, clay, seeds twine thread, beads, • Display the maps in the learning corners within the class. 	
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Core Competencies

Digital literacy is developed as learner use media to identify how people depend on each other.

Communication and collaboration is improved as learner work together in groups.

Critical thinking is developed as learner identify ways in which people depend on each other.

Citizenship develops as learner appreciate the interdependence of people.



<p>Learning to learn is enhanced as learner identify patterns of population distribution in the County.</p> <p>Creativity and imagination is developed as they model the map of the county showing population distribution.</p>	
<p>Pertinent and contemporary issues</p> <p>Environmental education is realised as learner discuss patterns of distribution in the county.</p>	<p>Link to Values</p> <p>Unity is displayed as learner appreciate the pattern of population distribution in the county.</p> <p>Peace and Love is developed as learner appreciate the population pattern in the county.</p>
<p>Links to other learning areas</p> <p>Language is promoted as learner discuss the population distribution patterns in the county.</p> <p>Creative Arts skills is developed as learner draw and model maps on population distribution patterns.</p> <p>Mathematics concepts is enhanced take records of people in the county.</p> <p>Religious Education skills are enhanced as learner appreciate Gods creation.</p>	<p>Suggested Community Service Learning</p> <p>Learner to find out from parents or guardians about the population distribution patterns in the county.</p>
<p>Suggested Assessment</p> <p>Oral questions as learner enquire and discuss the population distribution patterns in the county.</p> <p>Observation as learner identify and discuss the population distribution patterns in the county.</p> <p>Project work to model a sample of population distribution patterns in the county.</p>	
<p>Suggested Non-formal Activities to Support Learning</p> <p>Learner to find out how people are distributed within the different parts of the county.</p>	
<p> </p>	

Suggested learning resources

Approved text books and other printed materials, adapted digital devices, newspaper cuttings, library, charts, adapted maps, local and extended environment, tactile chart, resource persons.

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching expectations	Below expectations
The learner consistently and correctly recognizes common population distribution patterns in the county and name them.	The learner correctly recognizes common patterns of population distribution in the county.	The learner inconsistently recognizes common patterns of population distribution in the county.	The learner hardly recognizes common patterns of population distribution in the county.
The learner consistently and correctly describes patterns of population distribution in the county and their effect on activities.	The learner correctly describes patterns of population distribution in the county.	The learner inconsistently describes patterns of population distribution in the county.	The learner hardly describes patterns of population distribution in the county.



Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 CULTURE AND SOCIAL ORGANIZATIONS	3.1 Culture 3.1.1 Aspects of Traditional Culture (3 lessons)	By the end of the sub-strand, the learner should be able to; <ol style="list-style-type: none"> a) identify aspects of traditional culture for knowledge, b) describe aspects of traditional culture for learning, c) examine the importance of aspects of traditional culture for assimilation, d) appreciate aspects of traditional culture for enjoyment. 	Learner; <ul style="list-style-type: none"> • be guided to brainstorm in pairs the aspects of traditional culture (dressing, food, housing, artefacts, sports and games, festivals and ceremonies), • Work in groups to describe aspects of traditional culture. • discuss in groups the importance of aspects of traditional culture, • With low vision to collect and record aspects of traditional culture (pictures, songs, artefacts, dress, food, paintings.) Learner with blindness could use sighted guide to give verbal description before collecting 	<ol style="list-style-type: none"> 1. How can we identify the aspects of traditional culture? 2. Why is culture important to us?

			<p>and recording aspects of traditional culture,</p> <ul style="list-style-type: none"> • Display the collected and recorded aspects of different traditional culture in the learning corner in class. <p>Learner with blindness should be given a verbal description of the displayed phenomena.</p> <ul style="list-style-type: none"> • conduct peer assessment of the displays. 	
<p>Core Competencies</p> <p>Communication and collaboration is improved as learner discuss on aspects of culture in class.</p> <p>Critical thinking is developed as learner work in groups to describe aspects of traditional culture.</p> <p>Citizenship develops as learner appreciate the various traditional cultures in the county.</p> <p>Learning to learn is enhanced as learner collect and record aspect of traditional culture.</p> <p>Creativity and imagination is developed as they model the map of the county showing population distribution</p>				
<p>Pertinent and contemporary issues</p> <p>Life skills is enhanced as learner use digital devices with assistive technology to capture images and display them in learning corners in class.</p>		<p>Link to Values</p> <p>Responsibility is promoted as learner take care of digital devices when using them to capture images of traditional cultural aspects.</p>		



	Respect is enhanced as learner appreciate contributions from their colleagues when collecting and recording aspects of traditional culture.
<p>Links to other learning areas</p> <p>Language is promoted as learner discuss important aspects of traditional culture Creative Arts skills is developed as Display the collected and recorded aspects of different traditional culture in the learning corner in class.</p> <p>Religious Education skills are enhanced as learner appreciate different traditional culture</p>	<p>Suggested Community Service Learning</p> <p>Learner to find out from parents or guardians about different aspects of traditional culture.</p>
<p>Suggested Assessment</p> <p>Oral questions as learner enquire and discuss the aspects of traditional cultures in the county.</p> <p>Observation as learner identify and discuss the aspects of traditional culture in the county.</p> <p>Project work to collect and record aspects of different traditional culture in the county.</p>	
<p>Suggested Non-formal Activities to Support Learning</p> <p>Learner to find out different aspects of traditional culture and their importance.</p>	
<p>Suggested learning resources</p> <p>adapted digital device, library in school, Local and extended environment, real objects, adapted maps, photographs, pictures and paintings, posters, video T.V, slides, internet sources, films, live radio broadcast, vetted digital resources, approved text books and other printed sources, workbooks, worksheets or activity sheets, resource persons, artefacts, museum monuments, cultural and historical sites, newspaper cuttings, magazines, journals, libraries, display boards.</p>	

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching expectations	Below expectations
The learner consistently and correctly identifies and describes some aspects of traditional culture.	Learner correctly identifies aspects of traditional culture.	Learner inconsistently Identifies aspects of traditional culture.	Learner hardly Identifies aspects of traditional culture.
The learner consistently and correctly describes aspects of traditional culture and their importance.	Learner correctly describes the aspects of traditional culture.	Learner inconsistently describes aspects of traditional culture.	Learner hardly describes aspects of traditional culture.
The learner consistently and correctly examines the importance and effects of aspects of traditional culture.	Learner correctly examines the importance of aspects of traditional culture.	Learner inconsistently examines the importance of aspects of traditional culture.	Learner hardly examines the importance of aspects of traditional culture.



Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions
	3.2. The school (3 lessons)	By the end of the sub-strand, the learner should be able to; <ol style="list-style-type: none"> a) trace the history of the school to gain knowledge, b) interpret the school motto and core values to learn, c) describe the school daily routine for planning, d) appreciate the core values and history of the school to create a sense of belonging. 	Learner; <ul style="list-style-type: none"> • are guided to carry out research on “The history of the school”, • to discuss on the history of the school with others in class, • with low vision to produce a journal on the history of the school. Learner with blindness should be paired with sighted guide to develop their journals, • To use digital devices with assistive technology such as screen magnifiers and screen readers to develop a poster on the school motto and core values and display it in class, • To be guided in peer review of the posters produced, • To create a school daily routine chart, • To compose and sing songs on the school achievements. 	<ol style="list-style-type: none"> 1. How was our school started? 2. Why do schools have core values? 3. How is our school daily routine?

Core Competencies

Communication and collaboration is improved as learner discuss core values of the school.

Critical thinking is developed as learner work in groups to produce the journals.

Learning to learn is enhanced as learner discuss on the history of the school.

Creativity and imagination is developed as they compose a song on the school achievements.

Pertinent and contemporary issues

Life skills is enhanced as learner use digital devices with assistive technology to capture images and display them in learning corners in class.

Link to Values

Responsibility is enhanced as learner follow the school daily routine.

Unity is promoted as they compose and sing songs on school achievements.

Links to other learning areas

Language is advanced as learner discuss compose and sing a song on the school achievement.

Creative Arts skills are utilised as learner produce the journals,

Music is developed as learner sing a song on the school achievement.

Suggested Community Service Learning

Find out from parents or guardians about the history of the school.

Suggested Assessment

Oral questions as learner enquire and discuss the aspects of school motto and core values.

Observation as learner discuss the history of the school.

Project work to make poster on the school motto and core values.

Suggested Non-formal Activities to Support Learning

This will be achieved as learner recite the school motto and core values.



Suggested learning resources

Adapted digital devices, Local and extended environment, real objects, specimen, or realia, maps, photographs, pictures and paintings, flash cards and posters, video T.V, slides, internet sources, films, live radio broadcast, vetted digital resources, educational computer games, approved text books and other printed and brailled material, workbooks, worksheets or activity sheets, resource persons, artefacts, newspaper cuttings, magazines, journals, libraries, display boards plasticine, play dough, wet clay, water based paints, crayons, art papers,.

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching expectations	Below expectations
The learner consistently and correctly traces and narrates the history of the school.	The learner correctly traces the history of the school.	The learner inconsistently traces the history of the school.	The learner hardly traces the history of the school.
The learner consistently and accurately interprets the school motto and core values.	The learner correctly interprets the school motto and core values.	The learner inconsistently interprets the school motto and core values.	The learner hardly interprets the school motto and core values.

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions
4.0 RESOURCES AND ECONOMIC ACTIVITIES	Main resources in the County (2 lessons)	By the end of the sub-strand, the learner should be able to; a) identify the main resources found in the county for knowledge, b) explain the use of the main resources found in the county to learn, c) develop desire to conserve resources in the county for appreciation.	Learner; <ul style="list-style-type: none"> are guided to use appropriate media such as television, radio and newsprints to identify the main resources found in the county. Learner with blindness could be paired with sighted guides to give a verbal description of the phenomena, To explain the use of the main resources found in the county, To collect and display different sample of resources and display in learning corners. Learner with visual impairment should be guided to observe safety, in groups, brainstorm on how to conserve the resources found in the county. 	<ol style="list-style-type: none"> Why are the resources important to a county? How can we conserve resources in the county?

Core Competencies

Communication and collaboration is improved as learner, in pairs or groups, discuss the main resources found in the county.

Critical thinking is developed as learner explain the use of the resources in the county.

Learning to learn is enhanced as learner identify different resources found in the county.

Creativity and imagination is developed as learner conserve the resources found in the county.



<p>Pertinent and contemporary issues</p> <p>Environmental education is developed as learner learn about conservation of the resources.</p>	<p>Link to Values</p> <p>Patriotism is enhanced as learner are made aware of the diversity and richness of resources in the county.</p> <p>Respect and responsibility is developed as learner work together, collect and display sample products.</p>
<p>Links to other areas</p> <p>Language is enhanced as learner brain storm on the main resources found in the county.</p> <p>Creative Arts skills are developed as learner s collect and display samples of main resources in the county.</p> <p>Religious Education is enhanced as learner talk about Gods creation of the natural resources.</p> <p>Mathematics skills is developed as learner numerate the different resources found in the county.</p> <p>Science and Technology skills are sharpened as learner practice conservation of different resources in the county.</p>	<p>Suggested Community Service Learning</p> <p>Learner to visit and use digital devices with assistive technology to capture images and video clips of main resources found in the county.</p>
<p>Suggested Assessment</p> <p>Oral questions as learner enquire and discuss the on the main natural resources in the county.</p> <p>Observation as learner are questioned on natural resources in their county.</p> <p>Project work to conserve the natural resources in their county.</p>	
<p>Suggested Non-formal Activities to Support Learning</p> <p>Visit cottage industries and discuss the photographs of cottage industries with others in the school.</p>	

Suggested learning resources

Adapted digital devices, local and extended environment, real objects, specimen, or realia, maps, photographs, pictures and paintings, flash cards and posters, video T.V, slides, internet sources, films, vetted digital resources, educational computer games, approved text books and other printed sources, workbooks, worksheets or activity sheets, resource persons, artefacts, museum monuments, cultural and historical sites, newspaper cuttings, magazines, journals, libraries, display boards plasticine, play dough, wet clay, water based paints, crayons, art papers.

Assessment Rubrics

Exceeding Expectations	Meeting Expectation	Approaching expectations	Below expectations
The learner consistently and correctly identifies and highlights the use of the main resources found in the county.	The learner correctly identifies the main resources found in the county.	The learner inconsistently identifies the main resources found in the county.	The learner hardly identifies the main resources found in the county.
The learner consistently and correctly explains the use and benefits of the main resources found in the county.	The learner correctly explains the uses of the main resources found in the county.	The learner inconsistently explains the use the main resources found in the county.	The learner hardly explains the use the main resources found in the county.



Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
	4.2 Main economic activities in the County (2 lessons)	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) identify the main economic activities carried out in the county for knowledge,</p> <p>b) explain the importance of main economic activities carried out in the county for learning,</p> <p>c) develop desire to participate in economic activities in the county for social development.</p>	<p>Learner;</p> <ul style="list-style-type: none"> • are guided to use appropriate media such as television, radio and newsprints to identify the main resources found in the county. Learner with blindness could be paired with sighted guides to give a verbal description of the phenomena, • To explore the local environment and use available source to identify the main economic activities carried out. Learner with blindness could be paired with sighted guides and given verbal description to explore the local environment and use available sources to identify the main economic activities carried out, • To list the identified main economic activities in the county, • Play relevant digital games on economic activities carried out in the county. learner with blindness could 	<p>1. How could we conserve the resources found in the county?</p>

			<p>use digital devices with assistive technology such as screen magnifiers and screen readers to play games on economic activities carried out in the county,</p> <ul style="list-style-type: none"> • in groups, discuss the importance of main economic activities in the county. 	
<p>Core Competencies</p> <p>Communication and collaboration is improved as learner discuss the economic activities found in the county</p> <p>Critical thinking is developed as learner identify some of the economic activities carried out in the county.</p> <p>Learning to learn is enhanced as learner visit the market to record the main economic activities carried out.</p> <p>Creativity and imagination is developed as learner take photos of the economic activities carried out in the market.</p>				
<p>Pertinent and contemporary issues</p> <p>Financial literacy as learner are engaged in activities of buying and selling.</p>			<p>Link to Values</p> <p>Patriotism as learner appreciate activities taking place in te market.</p> <p>Respect and responsibility is developed as learner, in groups, capture photos of different activities in the market.</p>	
<p>Links to other learning areas</p> <p>Language is enhanced as learner discuss about the economic activities taking place in the market. Creative Arts skills is developed as learner in groups capture photos and videos of activities taking place in the market.</p>			<p>Suggested Community Service Learning</p> <p>Visit the local market and take photos and video clips of the main economic activities in the county.</p>	



Suggested Assessment

Oral questions as learner enquire and discuss the economic activities in the county.

Observation as learner visit the market to note down different economic activities carried out in the market.

Project work to visit the local market and compile a report on economic activities carried out in the market.

Suggested Non-formal Activities to Support Learning

A visit to the market, record and discuss video clips on trading activities.

Suggested learning resources

Adapted digital devices, local and extended environment, real objects, specimen, or realia, maps, photographs, pictures and paintings, flash cards and posters, video T.V, slides, internet sources, films, live radio broadcast, vetted digital resources, digital games, approved text books and other printed sources, workbooks, worksheets or activity sheets, resource persons, museum monuments, cultural and historical sites, newspaper cuttings, magazines, journals, libraries, display boards plasticine, play dough, wet clay, water based paints, crayons, art papers.

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching expectations	Below expectations
The learner consistently and correctly identifies and lists the main economic activities carried out in the county.	The learner correctly identifies the main economic activities carried out in the county.	The learner inconsistently identifies the main economic activities carried out in the county.	The learner hardly identifies identifies the main economic activities carried out in the county.
The learner consistently and correctly explains participates in main economic activities carried out in the county	The learner correctly explains the main economic activities carried out in the county.	The learner inconsistently explains the main economic activities carried out in the county.	The learner hardly explains the main economic activities carried out in the county.



Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions
	4.3 Trade in the County (3 lessons)	By the end of the sub strand the learner should be able to; <ol style="list-style-type: none"> a) Identify methods used in trade in the county for knowledge, b) explore the benefits of trade in the County for learning, c) appreciate lawful trading activities in the County to enhance patriotism. 	Learner; <ul style="list-style-type: none"> • are guided to brainstorm in groups, on methods of trade in the County (Barter& Currency), • to discuss in pairs, the benefits of trade in the County, • to visit a trading centre to learn more about trade and compile a report. Learner with blindness could be paired with sighted guides and given verbal description as they visit a trading centre to learn more about trade and report back, <ul style="list-style-type: none"> • Role-play activities of a local market. 	<ol style="list-style-type: none"> 1. Why are trading activities important in the county? 2. How do people conduct trading activities in the county?
<p>Core Competencies</p> <p>Communication and collaboration is enhanced as learner discuss the trade activities in the county.</p> <p>Critical thinking is developed as learner identify and explore trade activities carried out in the county.</p> <p>Learning to learn is enhanced as learner appreciate lawful trading activities in the County.</p> <p>Creativity and imagination is developed as learner role-play activities of a local mark.</p> <p>Self-efficacy is developed as learner participate in trading activity in the market.</p>				

<p>Pertinent and contemporary issues</p> <p>Financial literacy is enhanced as learner observe trading activities in the market in the county.</p>	<p>Link to Values</p> <p>Patriotism is developed as learner appreciate lawful trading activities in the County</p> <p>Respect as learner explore the trading activity in the market.</p> <p>Integrity as learner appreciate lawful trading activities in the County</p>
<p>Links to other learning areas</p> <p>Language is enhanced as learner discuss about the trading activities taking place in the market.</p> <p>Creative Arts skills is developed as learner take photos and videos of trading activities in the market.</p> <p>Mathematics skill are sharpened as learner use currency in trading activities.</p>	<p>Suggested Community Service Learning</p> <p>Learner to visit and take photos and video clips of industries in the County.</p>
<p>Suggested Assessment</p> <p>Oral questions as learner enquire and discuss the trading activities in the county.</p> <p>Observation as learner visit the market to note down different trading activities carried out in the market.</p> <p>Project work to visit the local market and compile a report on trading activities carried out in the market.</p>	
<p>Suggested Non-formal Activities to Support Learning</p> <p>Visit a market record and discuss the photographs and video clips on trading activities.</p>	



Suggested learning resources

Adapted digital devices, local and extended environment, real objects, specimen, or realia, maps, photographs, pictures and paintings, flash cards and posters, video T.V, slides, internet sources, films, live radio broadcast, vetted digital resources, educational computer games, approved text books and other printed sources, workbooks, worksheets or activity sheets, resource persons, museum monuments, cultural and historical sites, newspaper cuttings, magazines, journals, libraries, display boards plasticine, play dough, wet clay, water based paints, crayons, art papers

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching expectations	Below expectations
The learner consistently and correctly identifies and explain different methods of trade in the county.	The learner correctly identifies methods of trade in the county.	The learner correctly identifies methods of trade in the county.	The learner hardly identifies methods of trade in the county.
The learner consistently and correctly explores and explain the benefits of trade in the County.	The learner correctly explores the benefits of trade in the County.	The learner inconsistently explores the benefits of trade in the County.	The learner hardly explores the benefits of trade in the County.

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions
	4.4 Industries in the County (3 lessons)	By the end of the sub-strand, the learner should be able to; <ol style="list-style-type: none"> a) identify industries in the County for knowledge, b) explain the benefits of industries in the County for learning, c) appreciate products from industries in the county for patriotism. 	Learner; <ul style="list-style-type: none"> • are guided to brainstorm in pairs to identify industries in the County such as factories, pottery, weaving, beading, wood carving, honey harvest, • in groups, discuss the benefits of industries in the County, • Are guided to visit and take photos and video clips of industries found in the County. Learner with blindness should be paired with sighted guides give verbal description as they use digital devices with assistive software to take photos and video clips of industries found in the county, • To create a journal of industries visited and peer review with others in class and school. 	<ol style="list-style-type: none"> 1. Why do we have industry? 2. How could we benefit from industries in the County?



			<ul style="list-style-type: none"> To collect sample products from industries and display in the classroom. 	
<p>Core Competencies</p> <p>Communication and collaboration is enhanced as learner discuss industries found in the county.</p> <p>Critical thinking is developed as learner identify and explore different industries in the county.</p> <p>Learning to learn is enhanced as learner appreciate products from industries found in the County.</p> <p>Self-efficacy is developed as learner highlight the importance of industries in the county, in class.</p>				
<p>Pertinent and contemporary issues</p> <p>Financial literacy as learner explore the benefits of industrial activities in the county.</p>			<p>Link to Values</p> <p>Patriotism is enhanced as learner is made aware of the interdependence of raw material producers and the industry for economic development.</p> <p>Respect and responsibility is developed as learner visit industries, record and share photographs and video of industries in the county.</p>	
<p>Links to other learning areas</p> <p>Language skills is improved as learner ask questions when they visit the industries</p> <p>Mathematics skills are perfected as learner count samples of products to be from factories.</p> <p>Science and technology is improved as learner observe processes of production in the industries.</p>			<p>Suggested Community Service Learning</p> <p>Visit an industry and take photos and video clips of activities and products in industry in the County</p>	

Suggested Assessment

Oral questions as learner brainstorm on industries in the county.

Observation as learner visit the industry to note down different activities carried out and products manufactured in the industry.

Project work to collect sample products from industries and display.

Suggested Non-formal Activities to Support Learning

Visit cottage industries and share the photographs of cottage industries with others in the school.

Suggested learning resources

Adapted digital devices, local and extended environment, real objects, specimen, or realia, maps, photographs, pictures and paintings, flash cards and posters, video T.V, slides, internet sources, films, live radio broadcast, vetted digital resources, educational computer games, approved text books and other printed sources, workbooks, worksheets or activity sheets, resource persons, museum monuments, cultural and historical sites, newspaper cuttings, magazines, journals, libraries, display boards plasticine, play dough, wet clay, water based paints, crayons, art papers.

Assessment Rubrics

Exceeding Expectation.	Meeting Expectation	Approaching expectations	Below expectations
The learner consistently and correctly identifies industries and state benefits in the County.	The learner correctly identifies industries in the County.	The learner inconsistently identifies industries in the County.	The learner hardly identifies industries in the County.



Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions
	4.5 Enterprise Project at school (8 lessons)	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) actively participate in initiating an enterprise Project at school for knowledge,</p> <p>b) actively participate in the school enterprise project uphold ethics in managing the enterprise project for knowledge,</p> <p>c) appreciate collective efforts in the success of enterprise project at school for recognition of team work.</p>	<p>Learner;</p> <ul style="list-style-type: none"> • to brainstorm in groups to identify enterprise project that can be undertaken at school, • To search from the Internet and other sources to find out examples of enterprise projects undertaken in schools. Learner with blindness could use digital devices with assistive software such as screen readers to identify examples of enterprise projects undertaken in schools, • To plan a viable enterprise project at school, • To share responsibilities on the planned enterprise project, • To discuss in groups ethical practices to be observed in managing the enterprise project, 	<ol style="list-style-type: none"> 1. How could we start an enterprise project at school? 2. How could we manage the enterprise project in an honest way?

			<ul style="list-style-type: none"> • To undertake the enterprise project at school and evaluate its success. • To participate in the school entrepreneurship work. 	
<p>Core Competencies</p> <p>Communication and collaboration is enhanced as learner discuss enterprise project in school.</p> <p>Critical thinking is developed as learner plan an enterprise project in school.</p> <p>Learning to learn is enhanced as learner undertake an enterprise project in school.</p> <p>Self-efficacy is developed as learner engage in management of the enterprise project in school.</p> <p>Digital literacy is developed as learner search internet for examples of enterprise project.</p> <p>Imagination and creativity is developed as learner plan and implement an enterprise project.</p> <p>Citizen is inculcated as learner work collectively to plan and implement enterprise projects.</p>				
<p>Pertinent and contemporary issues</p> <p>Financial literacy is developed as learner engage in the school enterprise project.</p> <p>Career guidance is enhanced as learner engage in the enterprise project.</p>			<p>Link to Values</p> <p>Integrity is promoted as learner participate in the school enterprise.</p> <p>Respect and responsibility is developed as learner work together in the school enterprise project.</p>	
<p>Links to other learning areas</p> <p>Language is developed as learner brainstorm in different enterprise projects.</p> <p>Mathematics skill is improved as learner budgets for the enterprise project.</p>			<p>Suggested Community Service Learning</p> <p>Visit an enterprise project and take photos and video clips of activities carried out.</p>	



Suggested Assessment

Oral questions as learner brainstorm on various enterprise projects.

Observation as learner search internet to get examples of enterprise projects.

Project work to visit an enterprise project and take photos and video clips of activities carried out.

Suggested Non-formal Activities to Support Learning

This is developed as learner actively participate in the school enterprise project.

Suggested learning resources:

Adapted digital devices, local and extended environment, real objects, specimen, or realia, maps, photographs, pictures and paintings, flash cards and posters, video T.V, slides, internet sources, films, live radio broadcast, vetted digital resources, educational computer games, approved text books and other printed sources, workbooks, worksheets or activity sheets, resource persons, museum monuments, cultural and historical sites, newspaper cuttings, magazines, journals, libraries, display boards plasticine, play dough, wet clay, water based paints, crayons, art papers.

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching expectations	Below expectations
The learner consistently and actively participates in planning and demonstrate leadership skills in an enterprise project at school.	The learner actively participates in planning an enterprises project at school.	The learner inconsistently participates in initiating an enterprises project at school.	The learner hardly participates in initiating an enterprises project at school.
The learner consistently and actively participates demonstrate leadership in managing enterprise project in school.	The learner actively participates in the school enterprise project.	The learner inconsistently participates in the school enterprise project.	The learner hardly participates in the school enterprise project.

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions
5.0 POLITICAL SYSTEMS AND CHANGE	5.1 Community Leadership 5.1.1 Community leaders (3 Lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify community leaders in the County for knowledge, b) state the duties of community leaders in the County for knowledge, c) State qualities of a good leader in the community, for emulation, d) appreciate community leaders in the county for respect and harmony. 	Learner; <ul style="list-style-type: none"> • to brainstorm in groups and identify leaders in the community such as; Council of Elders, Religious and Cultural Leaders, • To discuss and record duties and qualities of community leaders. • In groups make a class presentation of the duties and qualities of a good community leaders, • To simulate duties of a community leader, • To find out about “Nyumba Kumi” initiative from parents or guardians and present findings in class, • To use assistive digital devices with appropriate software like screen readers and screen magnifiers to create messages on community leadership and post them in strategic places in school. 	<ol style="list-style-type: none"> 1. Why are community leader’s important? 2. How are community leaders supposed to relate within the community?



<p>Core Competencies</p> <p>Communication and collaboration is enhanced as learner brainstorm on duties and qualities of a good leader.</p> <p>Learning to learn is enhanced as learner find out the duties and qualities of a good leader.</p> <p>Self-efficacy is developed as learner make presentations on duties and qualities of a good leader.</p> <p>Digital literacy is developed as learner use digital devices to create messages on community leadership.</p> <p>Citizen is inculcated as learner appreciate th community leaders in the community.</p>	
<p>Pertinent and contemporary issues</p> <p>Citizenship is developed as learner identify appreciate the qualities of a good community leaders.</p>	<p>Link to Values</p> <p>Integrity as learner respect community leadership.</p> <p>Unity as learner discuss and record duties and qualities of community leaders.</p> <p>Respect is enhanced as learner work in groups to record duties.</p> <p>Social justice is developed as learner explore qualities of good community leadership.</p>
<p>Links to other learning areas</p> <p>Language is developed as learner brainstorm on duties and qualities of community leaders.</p> <p>Creative art as learner simulate the duties of a community leader.</p>	<p>Suggested Community Service Learning</p> <p>Visit elders in the community to learn more about “Nyumba Kumi initiative”.</p>
<p>Suggested assessment methods</p> <p>Oral questions as learner brainstorm on duties and the qualities of a good community leaders.</p> <p>Observation as learner search internet to search for the qualities of a good community leaders.</p> <p>Project work to organise and simulate duties of a community leader.</p>	

Suggested Non-formal activities

Visit elders in the community to learn more about “Nyumba Kumi” initiative.

Suggested learning resources

Adapted digital devices, local and extended environment, real objects, specimen, or realia, maps, photographs, pictures and paintings, flash cards and posters, video T.V, slides, internet sources, films, live radio broadcast, vetted digital resources, educational computer games, approved text books and other printed resources, workbooks, worksheets or activity sheets, resource persons, artefacts, museum monuments, cultural and historical sites, newspaper cuttings, magazines, journals, libraries, display boards plasticine, play dough, wet clay, water based paints, crayons, art papers.

Assessment Rubrics

Exceeding Expecting	Meeting Expectation	Approaching expectations	Below expectations
The learner consistently and correctly states qualities of a good leader in the community.	The learner correctly states qualities of a good leader in the community.	The learner states qualities of a good leader in the community with difficulties.	The learner hardly states qualities of a good leader in the community.
The learner consistently and correctly desires to support good community leadership in the County.	The learner correctly desires to support good community leadership in the County.	The learner desires to support good community leadership in the County with difficulties.	The learner hardly desires to support good community leadership in the County.



Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions
6.0 CITIZENSHIP	6.1 Good citizenship in school (3 lessons)	By the end of the sub-strand, the learner should be able to; <ul style="list-style-type: none"> a) identify qualities of good citizenship in school for knowledge, b) demonstrate qualities of good citizenship in school responsibility for learning, c) appreciate qualities of good citizenship in school for enjoyment. 	Learner; <ul style="list-style-type: none"> • To brainstorm in groups and identify qualities of good citizenship in school, • To be guided to discuss in groups how to become a good citizen in school, • To role play good citizenship in school, • To write an essay on a good citizen and share the essays in class. Learner with visual impairment should be guided to use technology such as laptops and phone constructively. 	1. How could you demonstrate good citizenship in school?
<p>Core Competencies</p> <p>Communication and collaboration is enhanced as learner brainstorm to identify qualities of a good citizen.</p> <p>Learning to learn is enhanced as learner find out the duties and qualities of a good citizen.</p> <p>Self-efficacy is developed as learner discuss in groups how to become a good citizen.</p> <p>Digital literacy is developed as learner use technology constructively.</p> <p>Citizen is inculcated as learner demonstrate qualities of a good citizen.</p>				
<p>Pertinent and contemporary issues</p> <p>Citizenship is inculcated as learner demonstrate and appreciate the qualities of a good citizen.</p>		<p>Link to Values</p> <p>Integrity as learner respect community leadership.</p> <p>Unity as learner discuss and record duties and qualities of community leaders.</p>		

	<p>Respect is enhanced as learner work in groups to record duties.</p> <p>Social justice is developed as learner explore qualities of good community leadership.</p>
<p>Link to other learning areas</p> <p>Language is enhanced as learner brainstorm on good citizenship.</p> <p>Creative arts skills are utilised as learner role play good citizenship.</p> <p>Religious Education is developed as learner appreciate qualities of good leaders.</p>	<p>Suggested Community Service Learning activities</p> <p>Learner participates in a school neighbourhood market clean up</p>
<p>Suggested Non-formal Activities to Support Learning</p> <p>Visit a village elder and interview him or her to find out more about the qualities of good citizenship.</p>	
<p>Suggested Assessment</p> <p>Oral questions as learner brainstorm on qualities of a good citizen.</p> <p>Observation as learner role play on good citizenship.</p>	
<p>Suggested learning resources</p> <p>Adapted digital devices, local and extended environment, real objects, specimen, or realia, maps, photographs, pictures and paintings, flash cards and posters, video T.V, slides, internet sources, films, live radio broadcast, vetted digital resources, educational computer games, approved text books and other printed sources, workbooks, worksheets or activity sheets, resource persons, artefacts, museum monuments, cultural and historical sites, newspaper cuttings, magazines, journals, libraries, display boards plasticine, play dough, wet clay, water based paints, crayons, art papers.</p>	



Assessment Rubrics

Exceeding Expecting	Meeting Expectation	Approaching expectations	Below expectations
The learner consistently and correctly states qualities of a good leader in the community.	The learner correctly states qualities of a good leader in the community.	The learner states qualities of a good leader in the community with difficulties.	The learner hardly states qualities of a good leader in the community.

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions
	6.2 Human Rights 6.2.1 Forms of Child abuse (4 lessons)	By the end of the sub-strand, the learner should be able to; a) identify harmful cultural practices to children for knowledge, b) state ways in which children are abused, for self-protection, c) recognize effects of child abuse for knowledge,	Learner; <ul style="list-style-type: none"> • be guided on use of appropriate statements to identify cultural practices that violate child rights, • to discuss in groups ways in which children are abused such as discrimination, slavery, child trafficking, child labour, sexual abuse and abuse of children with special needs, • Be guided to use appropriate case study, real or imaginary, 	<ol style="list-style-type: none"> 1. Why are some of the cultural practices harmful to children? 2. How could we protect ourselves from child abuse?

		<p>d) protect self and others from child abuse for awareness,</p> <p>e) demonstrate knowledge of Child Rights and responsibilities for knowledge.</p>	<p>to identify harmful cultural practices (Early and forced marriages, female genital mutilation,)</p> <ul style="list-style-type: none"> • To use digital devices to find out ways in which children can be protected from child abuse. Learner with visual impairment could use digital devices with assistive software such as screen readers or screen magnifiers to find out ways in which children can be protected from child abuse, • To listen to a resource person discuss forms of child abuse and protection, • To recite poems on child protection. 	
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Core competencies

Communication and collaboration is enhanced as learner identify harmful cultural practices to children.

Learning to learn is enhanced as learner demonstrate knowledge of child rights and responsibilities.

Self-efficacy is developed as learner recite poems on protection of children from harmful cultural practices.

<p>Digital literacy is developed as learner use digital devices to find out ways in which children can be protected from child abuse.</p> <p>Citizen is inculcated as learner strive to protect self and others from child abuse.</p>	
<p>Pertinent and Contemporary Issues</p> <p>Safety and security awareness is created as learner write essays on forms of child abuse.</p>	<p>Links to Values</p> <p>Social justice is developed as learner discuss about child abuse.</p>
<p>Links to other learning areas</p> <p>Language is enhanced as learner recite poems on child protection.</p> <p>Religious Education is developed as learner discuss ways in which children are abused.</p>	<p>Suggested Community Service Learning</p> <p>Design communication messages about children rights on Day of African Child at school.</p>
<p>Suggested non-formal activities that support learning</p> <p>Participate in commemorating the day of the African Child.</p>	
<p>Suggested Assessment Methods</p> <p>Oral questions as learner discuss ways in which children are abused.</p> <p>Observation as learner use digital devices to find out ways in which children can be protected from child abuse.</p> <p>Project work to design communication messages about children rights.</p>	
<p>Suggested learning resources</p> <p>Adapted digital devices, local and extended environment, real objects, specimen, or realia, maps, photographs, pictures and paintings, flash cards and posters, video T.V, slides, internet sources, films, live radio broadcast, vetted digital resources, educational computer games, approved text books and other printed sources, workbooks, worksheets or activity sheets, resource persons, artefacts, museum monuments, cultural and historical sites, newspaper cuttings, magazines, journals, libraries, display boards plasticine, play dough, wet clay, water based paints, crayons, art papers</p>	

Assessment Rubrics

Exceeding Expecting	Meeting Expectation	Approaching expectations	Below expectations
The learner consistently and correctly identifies and explain harmful cultural practices to children with a lot of ease.	The learner correctly identifies harmful cultural practices to children with ease.	The learner identifies harmful cultural practices to children.	The learner hardly identifies harmful cultural practices to children with ease.
The learner consistently and correctly state and explain harmful ways in which children are abused with a lot of ease.	The learner correctly states ways in which children are abused.	The learner states ways in which children are abused recognizes effects of child abuse.	The learner hardly state ways in which children are abused.
The learner consistently and correctly recognizes and explain effects of child abuse with a lot of ease.	The learner correctly recognizes effects of child abuse with ease.	The learner protects self and others from child abuse.	The learner hardly recognize effects of child abuse.
The learner consistently and correctly protects self and others from child abuse with a lot of ease.	The learner correctly protects self and others from child abuse with ease.	The learner demonstrates knowledge of Child Rights and responsibilities.	The learner hardly protects self and others from child abuse.
The learner consistently and correctly demonstrates knowledge of Child Rights and responsibilities with a lot of ease.	The learner correctly demonstrates knowledge of Child Rights and responsibilities with ease.	The learner demonstrates knowledge of Child Rights and responsibilities.	The learner hardly demonstrates knowledge of Child Rights and responsibilities.



Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions
	<p>6.3 Peace 6.3.1 Peace building in school (3 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) uphold peace in school for social cohesion,</p> <p>b) demonstrate knowledge of peace building in school for learning,</p> <p>c) appreciate living together in peace for social cohesion.</p>	<p>Learner;</p> <ul style="list-style-type: none"> • to brainstorm in groups on the meaning of Peace, • To be guided to discuss in groups ways of promoting peace in school, • To role play a peaceful situation, • To use digital devices to create communication messages on peace and display them at strategic points in the school compound. Learner with blindness could use digital devices with assistive software such as screen readers and screen magnifiers to create communication messages on 	<p>1. How could we uphold peace at school?</p>

			<p>peace and display them at strategic points in the school compound,</p> <ul style="list-style-type: none"> • To participate in national and international events on Peace, • To find out from parents or guardians the importance of upholding peace. 	
<p>Core competencies</p> <p>Communication and collaboration is enhanced as learner work in pairs to promote peace in school.</p> <p>Learning to learn is enhanced as learner demonstrate knowledge of peace building in school.</p> <p>Self-efficacy is developed as learner role play and recite poems on protection of children from harmful cultural practices.</p> <p>Digital literacy is developed as learner use digital devices to find out ways in which children can be protected from child abuse.</p> <p>Citizenship is inculcated as learner participate in national and international events.</p>				
<p>Pertinent and Contemporary Issues</p> <p>Safety and security awareness is created as learner participate in national and internal events on peace building in school.</p>			<p>Link to Values</p> <p>Peace is enhanced as learner discuss in groups ways of promoting peace in school.</p> <p>Unity is developed as learner undertake peace education project at school.</p> <p>Social justice is developed as learner discuss about child abuse.</p>	



<p>Links to other learning areas</p> <p>Language is enhanced as learner role play a peaceful situation</p> <p>Creative Arts skills are developed as learner design communication messages on peace.</p>	<p>Suggested Community Service Learning activities</p> <ul style="list-style-type: none"> • Design communication messages on peace and display them at strategic points in the school compound and participate in commemorating International Peace day and Day of African Child at school. • Undertake Peace Education Project at school.
<p>Suggested Non formal activities to support learning</p> <p>Participate in peace initiative programs during the day of the African Child.</p>	
<p>Suggested assessment</p> <p>Oral questions as learner discuss in groups ways of promoting peace in school.</p> <p>Observation as learner use digital devices to create communication messages on peace.</p> <p>Project work to design communication messages on peace.</p>	
<p>Suggested Learning Resources</p> <p>Adapted digital devices, local and extended environment, real objects, specimen, or realia, maps, photographs, pictures and paintings, flash cards and posters, video T.V, slides, internet sources, films, live radio broadcast, vetted digital resources, educational computer games, approved text books and other printed sources, workbooks, worksheets or activity sheets, resource persons, artefacts, museum monuments, cultural and historical sites, newspaper cuttings, magazines, journals, libraries, display boards plasticine, play dough, wet clay, water based paints, crayons, art papers</p>	

Assessment Rubrics

Exceeding Expecting	Meeting Expectation	Approaching expectations	Below expectations
The learner consistently and correctly upholds peace in school and at home with a lot of ease.	The learner correctly upholds peace in school with ease.	The learner upholds peace in school with guidance.	The learner hardly upholds peace in school.
The learner consistently and correctly exhibits knowledge of peace building in school and at home with a lot of ease.	The learner correctly exhibits knowledge of peace building in school with ease.	The learner demonstrates knowledge of peace building in school with guidance.	The learner hardly demonstrates knowledge of peace building in school.



Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions
	6.3.2 Peace Education Project (6 lessons)	By the end of the sub-strand, the learner should be able to; <ol style="list-style-type: none"> a) plan for a viable peace education project at school to promote peace, b) actively participate in a peace education project in school for peace building, c) appreciate collective efforts in the success of peace education project at school for peaceful co-existence. 	Learner; <ul style="list-style-type: none"> • to be guided to brainstorm in groups and identify peace education project that can be undertaken at school, • to be guided to search from the internet to find out examples of peace education projects undertaken in schools such as peace gardens or nature trails, peace corners, peace competition essays, • Learner with blindness use digital devices with assistive software such as screen readers and screen magnifiers to find out examples of peace education projects in school, • To plan for a viable peace education project, 	<ol style="list-style-type: none"> 1. How could we plan for a peace education project in school? 2. How can we ensure the peace education project in school succeeds?

			<ul style="list-style-type: none"> To undertake a peace education project at school and evaluate its success. 	
<p>Core competencies</p> <p>Communication and collaboration is enhanced as learner work in groups to promote peace in school.</p> <p>Learning to learn is enhanced as learner undertake peace education project at school.</p> <p>Self-efficacy is developed as learner plan for a viable peace education project.</p> <p>Digital literacy is developed as learner use digital devices to find out examples of peace education projects in school.</p> <p>Citizenship is inculcated as learner participate in a peace education project in school</p>				
<p>Pertinent and Contemporary Issues</p> <p>Safety and security awareness is enhanced as learner collectively plan and undertake the peace education project at school.</p>			<p>Link values</p> <p>Peace is enhanced as learner discuss in groups ways of promoting peace in school.</p> <p>Unity is developed as learner undertake peace education project at school.</p> <p>Social justice is developed as learner undertake the peace projects.</p>	
<p>Link to other learner areas</p> <p>Language is enhanced as learner discuss the importance of peace.</p> <p>Religious Education is developed as learner participate in a peace education project in school.</p>			<p>Suggested Community Service Learning</p> <p>Design communication messages on peace and display them at strategic points in the school compound.</p> <p>Participate in Commemorating of International Peace day.</p>	
<p>Suggested Non-formal activities to support learning</p> <p>Participate in peace education clubs at school.</p>				



Suggested Assessment

Oral questions as learner discuss in groups ways of promoting peace in school.

Observation as learner use digital devices to find out examples of peace education projects.

Project work to design communication messages on peace and display them at strategic points on peace

Suggested learning resources

Adapted digital devices, local and extended environment, real objects, specimen, or realia, maps, photographs, pictures and paintings, flash cards and posters, video T.V, slides, internet sources, films, live radio broadcast, vetted digital resources, educational computer games, approved text books and other printed sources, workbooks, worksheets or activity sheets, resource persons, artefacts, museum monuments, cultural and historical sites, newspaper cuttings, magazines, journals, libraries, display boards plasticine, play dough, wet clay, water based paints, crayons, art papers

Assessment Rubric

Exceeding Expecting	Meeting Expectation	Approaching expectations	Below expectations
The learner consistently and plans for a viable peace education project at school and demonstrate leadership skills with ease.	The learner plans for a viable peace education project at school with ease.	The learner plans for a viable peace education project at school with assistance.	The learner hardly plans for a viable peace education project at school.
The learner consistently and actively participates in a peace education project in school and demonstrate leadership skills with ease.	The learner actively participates in a peace education project in school with ease.	The learner participates in a peace education project in school with assistance.	The learner hardly actively participates in a peace education project in school.

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions
<p>7.0 GOVERNANCE IN KENYA</p>	<p>7.1 Democracy in school (3 lessons)</p>	<p>By the end of the sub-strand the learner should be able to;</p> <p>a) Identify democratic processes in school for knowledge,</p> <p>b) examine the benefits of democracy in school for participation,</p> <p>c) practice democracy in school for enjoyment,</p> <p>d) Appreciate democracy in school for harmonious co-existence,</p>	<p>Learner:</p> <ul style="list-style-type: none"> • Be guided in purposive groups to discuss ways of practicing democracy in school, • To find out the benefits of democracy in school and share with others, • Use media such as television or mobile phones to identify ways of practicing democracy in school. Learner with blindness could use digital devices with assistive software such as screen readers and screen magnifiers to identify ways of practicing democracy in school, 	<ol style="list-style-type: none"> 1. What are the benefits of democracy in school? 2. How could we practice democracy in school?



			<ul style="list-style-type: none"> • To simulate a real life situation that depicts democracy in school, • To document democratic processes in school and community in a journal. 	
<p>Core competencies</p> <p>Communication and collaboration is enhanced as learner discuss ways of practicing democracy in school.</p> <p>Learning to learn is enhanced as learner practice democracy at school.</p> <p>Digital literacy is developed as learner use assistive software such as screen readers and screen magnifiers to identify ways of practicing democracy in school.</p> <p>Self-efficacy is enhanced as learner share experiences on benefits of democracy in schools.</p> <p>Imagination and creativity is promoted as learner simulate real life situation that depicts democracy in schools.</p>				
<p>Pertinent and Contemporary Issues</p> <p>Life skills and values education is created as learner participate in national and internal events on peace building in school.</p>		<p>Links to Values</p> <p>Patriotism is developed as learner participate in democratic process in school.</p> <p>Unity is enhanced as learner practice democracy in school.</p> <p>Respect is promoted as learner appreciate democratic process in school.</p>		
<p>Links to other learning areas</p> <p>Language is promoted as learner discuss the benefits of democracy.</p> <p>Creative Art skills are enhanced as learner simulate a real life situation that depicts democracy.</p>		<p>Suggested Community Service Learning activities</p> <p>Interact with a resource person to talk about the process of democracy.</p>		

Suggested Non-formal activities to support

Visit the county assembly or Independent Electoral and Boundary Commission offices to learn about the process of democracy.

List of assessment

Oral questions as learner discuss in groups about the benefits of democracy.

Observation as learner use media to identify ways of practicing democracy in school.

Project work to Visit the county assembly or Independent Electoral and Boundary Commission offices and write a report on benefits of democracy.

List of suggested Resources

Adapted digital devices, local and extended environment, real objects, specimen, or realia, maps, photographs, pictures and paintings, flash cards and posters, video T.V, slides, internet sources, films, live radio broadcast, vetted digital resources, educational computer games, approved text books and other printed sources, workbooks, worksheets or activity sheets, resource persons, artefacts, museum monuments, cultural and historical sites, newspaper cuttings, magazines, journals, libraries, display boards plasticine, play dough, wet clay, water based paints, crayons and art papers.



Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching expectations	Below expectations
The learner consistently identifies and explain democratic processes in school.	The learner correctly Identify democratic processes in school.	The learner identifies democratic processes in school with difficulty.	The learner hardly identifies democratic processes in school.
The learner consistently examines and explain the benefits of democracy in school.	The learner correctly examines the benefits of democracy in school.	The learner examines the benefits of democracy in school with difficulty	The learner hardly examines the benefits of democracy.
The learner consistently practice and promote democracy in school.	The learner correctly practice democracy in school.	The learner practice democracy in school to promote freedom with difficulty.	The learner hardly practice democracy in school.

Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions
	7.2 Children’s Government in school (4 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) outline the composition of Children’s Government in school for knowledge, b) describe the functions of the Children’s Government in school for participation, c) actively participate in Children’s Government in school for learning, d) examine the benefits of Children’s Government in school for learning, e) Appreciate children government in school for harmonious living. 	Learner; <ul style="list-style-type: none"> • To discuss in groups the composition of Children’s Government in school. Learner with low vision could be provided with enlarged and enhanced colour contrast pictorial representation of the structure of children’s government. Learner with blindness could be provided with tactile representation of the structure of children’s government, • To describe the structure of Children’s Government in school, • To share experiences in groups on benefits of Children’s Government in school, 	<ol style="list-style-type: none"> 1. Why is it necessary to have children’s Government in school? 2. How could we support children’s government in school?



			<ul style="list-style-type: none">• To write an essay on ways of supporting Children's Government in school,• To simulate a Children's Government in session in school,• to use digital devices with assistive software, learner with low vision could be provided with enlarged and enhanced colour contrast pictorial representation of the structure of children's government and learner with blindness could be provided with tactile representation of the structure of children's government,• to use digital device such as television, video or mobile phones with assistive software such as screen readers or screen magnifiers with programme on children government in session.	
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Core competencies

Citizenship is developed as learner brainstorm the functions of children’s Government in school.

Learning to learn is enhanced as learner explore children governance in school.

Imagination and creativity is promoted as learner simulate children’s government in school.

Communication and collaboration is inculcated as learner discuss in groups and interact with the resource person.

Pertinent and Contemporary Issues

Life skills and values education is created as learner participate in children’s Government in school.

Gender welfare is promoted as equity is considered during formation of the children’s government in schools.

Link to Values

Patriotism is promoted as learner work in harmony in school.

Unity is inculcated as learner discuss in groups the composition of children’s government in school.

Respect as learner abide by the children’s government.

Links to other learning areas

Language is promoted as learner discuss the children’s government in school.

Creative Art skills are enhanced as learner simulate a Children’s Government in session in school.

Suggested Community Service Learning

Interact with a resource person such as an Education officer to talk about functions of a children Government in school.

Suggested Non-formal activities to support learning

Compose and sing a song on children’s government in school.



Suggested Assessment

Oral questions as learner discuss in groups about the Children’s Government in session in school.

Observation as learner use media to identify functions of Children’s Government in school.

Suggested learning resources

Adapted digital devices, local and extended environment, real objects, specimen, or realia, maps, photographs, pictures and paintings, flash cards and posters, video T.V, slides, internet sources, films, live radio broadcast, vetted digital resources, educational computer games, approved text books and other printed sources, workbooks, worksheets or activity sheets, resource persons, artefacts, museum monuments, cultural and historical sites, newspaper cuttings, magazines, journals, libraries, display boards plasticine, play dough, wet clay, water based paints, crayons and art papers.

Assessment rubric

Exceeding Expecting	Meeting Expectation	Approaching expectations	Below expectations
The learner Consistently and correctly outlines the composition and duties of Children’s Government in school.	The learner correctly outlines the composition of Children’s Government in school.	The learner outlines the composition of Children’s Government in school with difficulties.	The learner hardly outlines the composition of Children’s Government in school.
The learner consistently and correctly describes the functions and duties of the Children’s Government in school.	The learner correctly describes the functions of the Children’s Government in school.	The learner describes the functions of the Children’s Government in school with assistance.	The learner hardly describes the functions of the Children’s Government in school.

The learner consistently and actively participates in Children's Government in school.	The learner participates in Children's Government in school with ease.	The learner participates in Children's Government in school with challenges.	The learner hardly participates in Children's Government in school.
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Strand	Sub strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions
	<p>7.3 The County Government in Kenya (6 lessons)</p>	<p>By the end of the sub-strand the learner should be able to;</p> <p>a) outline the structure of the County Government in Kenya for knowledge,</p> <p>b) examine the composition of the County Government in Kenya for learning,</p> <p>c) state functions of County Government in Kenya for learning,</p> <p>d) appreciate the County Government in Kenya for cohesion.</p>	<p>Learner;</p> <ul style="list-style-type: none"> • To discuss in groups the structure of the County Government in Kenya. Learner with low vision could be provided with enlarged and enhanced colour contrast pictorial representation of the structure of county government. Learner with blindness could be provided with tactile representation of the structure of county government, • To make a group presentation of the structure of County Government in Kenya, • To draw and label the structure of a County Government in Kenya. Learner with blindness could be paired with sighted guide and given verbal 	<ol style="list-style-type: none"> 1. How are the County Governments in Kenya structured? 2. Why is it important to have a county government in Kenya?

			<p>description as they prepare a tactile representation or model the structure of County Government in Kenya,</p> <ul style="list-style-type: none"> • To discuss in groups the composition of the County Government in Kenya (County Executive and County Assembly), • To interact with a resource person such as Member of County Assembly, Chief, Education Officer or politician to talk about functions of a County Government in Kenya, • To write key points on functions of a County Government in Kenya (County Executive and County Assembly), • To role-play functions of different arms of the county government, 	
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			<ul style="list-style-type: none"> • Visit the County Assembly to learn about its functions, • Learner with blindness use sighted guides to provide verbal description as they visit the county assembly to learn about county government functions, • to use digital device such as television, video or mobile phones with assistive software such as screen readers or screen magnifiers to learn about the county government. 	
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Core competencies

Citizenship is developed as learner discuss the structure of County Government in Kenya.

Learning to learn is enhanced as learner research on composition of the County Government in Kenya.

Imagination and creativity is promoted as learner role-play functions of different arms of the county government.

Communication and collaboration is inculcated as learner discuss functions of County Government in Kenya.

<p>Pertinent and Contemporary Issues</p> <p>Poverty eradication as learner discuss on the projects of county government.</p> <p>Gender welfare is promoted as equity is considered during formation of the county government and its structures.</p>	<p>Links to Values</p> <p>Patriotism is promoted as learner appreciate the functions of county government in Kenya.</p> <p>Unity is inculcated as learner discuss the the structure of the County Government.</p>
<p>Links to other learning</p> <p>Language is promoted as learner discuss the composition of County Government in Kenya.</p> <p>Creative Art skills are enhanced as learner role-play functions of different arms of the county government.</p> <p>Mathematics skills are utilised as learner enumerates the functions of the county government.</p>	<p>Suggested Community Service Learning</p> <p>Interact with a resource person to learn about functions of a County Government in Kenya.</p>
<p>Suggested Non-formal activities to support learning</p> <p>Visit the county assembly to learn more about the functions of county government.</p>	
<p>Suggested assessment methods</p> <p>Oral questions as learner discuss in groups about the County Government in Kenya.</p> <p>Observation as learner use media to identify functions of County Government in Kenya.</p>	



Assessment Rubric

Exceeding Expecting	Meeting Expectation	Approaching expectations	Below expectations
The learner consistently and correctly outlines the structure and duties of the County Government in Kenya.	The learner correctly outlines the structure of the County Government in Kenya.	The learner outlines the structure of the County Government in Kenya with some difficulties.	The learner hardly outlines the structure of the County Government in Kenya.
The learner consistently and correctly outlines and explains the composition of the County Government in Kenya.	The learner correctly outlines the composition of the County Government in Kenya.	The learner describes the composition of the County Government in Kenya with some difficulties.	The learner hardly describes the composition of the County Government in Kenya.
The learner Consistently states and explain functions of County Government in Kenya.	The learner correctly states functions of County Government in Kenya.	The learner states functions of County Government in Kenya with assistance.	The learner hardly states functions of County Government in Kenya for learning.

PHYSICAL AND HEALTH EDUCATION



ESSENCE STATEMENT.

Physical Health and Education is learning through body movement experiences. It aims at enabling learners with visual impairment to acquire relevant practical knowledge, skills, values and attitudes. Learners with visual impairment are facilitated to acquire basic motor skills which are pre-requisite for future participation in specific sport skills and games for healthy living. This is based on Piaget's cognitive learning theory where children at this stage are cognitively mature to take up physical activities that interpret to health. It is also in line with the Vygotsky's social construction theory which stipulates that learners with visual impairment construct knowledge through interaction with the environment.

GENERAL LEARNING OUTCOMES FOR PHYSICAL AND HEALTH EDUCATION

By the end of upper primary Education, the learner with visual impairment should be able to:

1. Use tactical and social skills in outdoor experiences for existence and personal development.
2. Perform physical and health activities with control and consistency for enjoyment, survival and self-actualization.
3. Utilize knowledge, skills and values acquired through involvement in physical and health activities to pay adequate attention to own and others' safety.
4. Apply knowledge of basic fitness concepts and principles to make responsible and informed choices in maintaining health and enhancing body functions.
5. Acquire basic movement skills through a variety of developmentally appropriate movement experiences within the social and cultural context.
6. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical and health activities.
7. Exhibit inter and intra personal responsible social behaviors that respect self and others in physical and health activity settings.



Manipulative Skills: Athletics Track

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0 Basic Movement Skills	1.1. Locomotor skills An Athletics - Track 2 Lessons	By the end of the sub-strand, the learner should be able to: a) identify an athletic track in the community for awareness, b) identify the starting points and the common finish for 100 and 200 metres on an athletic track, c) participate in school’s athletic events for learning, d) observe safety when playing games for own and others’ safety, e) play games for fun and enjoyment f) Appreciate the athletic track in the community as a resource.	<ul style="list-style-type: none"> • Learners discuss and identify an athletics track in the community. Learners with blindness to be guided around an athletic track in the community for orientation. • Learners identify the starting points and the common finish for 100 and 200 metres on an athletic track for familiarization. • In groups and in pairs learners participate in school’s athletic events. Learners with blindness be given physical guidance to participate. • Learners play games for fun and enjoyment. • Learners observe safety. Learners with blindness to be guided to stay safe by observing the rules as they play for fun and enjoyment. 	<ol style="list-style-type: none"> 1. How does an athletic track appear like? 2. Why do we play games?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: as learners interact with assistive devices and technology to gather information. • Communication and collaboration: as the learners discuss, practise and play games in groups. • Self-efficacy: as they perform various skills. 				

<p>Link to Pertinent and Contemporary Issues: Safety and Security Education: as learners practise various skills. Career Guidance: as learners choose athletics as future careers.</p>	<p>Link to Values: Respect for self and others: as learners discuss in groups and correct each other. Unity: as learners practise drills together</p>
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Languages: as learners discuss in groups. • Mathematics: as learners count the lanes and steps on athletic track. • Science and technology: as learners manipulate digital gadgets to watch and listen to videos. 	<p>Suggested Community Service Learning Activities: Learners participate during inter-community athletic competitions for solidarity.</p>
<p>Non-formal activities to enhance learning: Learners engage in athletic activities with their peers during their free time.</p>	<p>Suggested Modes of Assessment: Oral, Observation, Anecdotal, Practical, Written Assessment, peer and self-assessment.</p>
<p>Suggested Resources: Running space, tape measure, string, video, white wash/ash /sawdust (for marking lanes), video clips, charts, learners’ exercise books, pens, pencils and rubbers, slates, stylus, braille papers, braille meter rule, braille tape measure, stop watch, whistle, starting board, lap scoring boards, victor readers, thick rope.</p>	

Assessment Rubric: Athletics Track

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify an athletic track, • identify starting points and common finish for 100 and 200 metres, • count the number of lanes <p>The learner volunteers to assist others.</p>	<p>The learner demonstrates ability to:</p> <ul style="list-style-type: none"> • identify an athletic track, • identify starting points and common finish for 100 and 200 metres, • count the number of lanes, <p>The learner executes skills in athletics with little effort and requires minimum supervision.</p>	<p>The learner requires significant effort to:</p> <ul style="list-style-type: none"> • Identify an athletic track. • Identify starting points and common finish for 100 and 200 metres. • Count the number of lanes. <ul style="list-style-type: none"> • The learner performs athletics skills with constant supervision 	<p>The learner cannot:</p> <ul style="list-style-type: none"> • Identify an athletic track. • Identify starting points and common finish for 100 and 200 metres. • count the number of lanes • Perform athletic skills without assistance.



Strand	Sub – Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0 Basic Movement Skills	1.2. Locomotor skills: Standing start in athletics 4 Lessons	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) Demonstrate the standing start to enhance learning b) Practice the standing start for skill acquisition. c) Discuss the term ‘fair play’ during games and sports for value acquisition. d) observe rules when practicing the Standing start in athletics for own and others safety, e) Play games that involve standing start in athletics for fun and enjoyment. f) Appreciate the Standing start as a technique in starting races in athletics races. 	Learners should be able to: <ul style="list-style-type: none"> • Demonstrate the standing start in athletics. For learners with blindness give one on one demonstration on the standing start. • Learners practice the standing start in athletics. For learners with blindness demonstrate one on one the leg placement, the push and arm action start in athletics, full body alignment (hips knees, eyes and arms) Also the commands “On your mark” and “go” during the standing start. • Learners in pairs and groups discuss the term ‘fair play’ during games and sports. • Learners observe rules as they practice standing start in athletics. • participate in games for fun and enjoyment 	<ol style="list-style-type: none"> 1. How do you position your body for a standing start in athletics? 2. Why is it important to observe rules in athletics?

Core Competencies to be developed:

- **Digital literacy:** as learners interact with technology to gather information.
- **Communication and collaboration:** as the learners practise in groups and play games.
- **Self-efficacy:** as they perform the various skills.

Link to Pertinent and Contemporary Issues:

Education for Sustainable Development (ESD): Safety and Security Education: as learners practise various skills.
Career Guidance: as learners choose athletics for future career.

Link to Values:

Respect for self and others: as learners discuss in groups and correct each other.

Unity: as learners practise drills together.

Link to other learning areas:

- **Languages:** as learners discuss in groups.
- **Home Science and Religious Education:** as learners identify and name body parts used in standing start.
- **Mathematics:** as learners count the lanes and steps.
- **Science and technology:** as learners manipulate digital gadgets to watch and listen to videos.

Suggested Community Service Learning Activities:

- Learners participate during inter-community athletics competitions for solidarity.

Non-formal activities to enhance learning: Learners engage in athletic activities with their peers during their free time.

Suggested Modes of Assessment:

Oral, Observation, Anecdotal, practical,

Suggested: Resources:

Running space, tape measure, string video, white wash/ash /sawdust (for marking lanes), video clips, charts, learners' exercise books, pens, pencils and rubbers, frame, stylus, braille papers, braille metre rule, braille tape measure, whistle, stop watch, bells, starting boards, lap scoring board, finishing cards.



Assessment Rubric: Starting stand

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>The learner is able to:</p> <ul style="list-style-type: none"> describe the standing start, name the body parts used in standing start, identify the commands used during the standing start, Respond to the commands used during standing start and volunteers to assist others. 	<p>The learner executes the skills with little effort to;</p> <ul style="list-style-type: none"> describe the standing start, name the body parts used in standing start. identify the commands used during the standing start, Respond to the commands used during standing start and requires Minimum supervision. 	<p>The learner requires significant effort to;</p> <ul style="list-style-type: none"> describe the standing start, name the body parts used in standing start, identify the commands used during the standing start, Respond to the commands used during standing start and requires constant supervision. 	<p>The learner cannot;</p> <ul style="list-style-type: none"> describe the standing start, name the body parts used in standing start, identify the commands used during the standing start, Respond to the commands used during standing start without assistance.
<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others.</p>	<p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision.</p>	<p>The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.</p>
<p>The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.</p>	<p>The learner improves personal growth within physical fitness expectations levels.</p>	<p>The learner irregularly progresses towards improving personal fitness level.</p>	<p>The learner is unable to maintain personal levels of physical fitness</p>
<p>Learner always participates safely and encourages others to be safe, follows instruction and stay on task.</p>	<p>Always participates safely and follows instructions and stays on task without undue fatigue.</p>	<p>The learner needs occasional prompting to observe safety and stay on task. .</p>	<p>The learner needs constant supervision to enforce safety, obey instructions and stay on task.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0 Basic Movement Skills	1.3 Locomotor skills. Athletics Standing Long jump 3 lessons	By the end of the sub-strand, the learner should be able to: a) demonstrate the standing long jump for skill acquisition, b) practise the standing long jump for skill masterly, c) observe safety when practising the Standing Long jump for own and others safety, d) Play games for fun and enjoyment, e) Appreciate the Standing Long jump in athletics.	<ul style="list-style-type: none"> Learners practice the standing long jump. Learners with blindness be given one on one demonstration on standing long jump. In groups and in pairs learners practise standing long jump. learners observe safety when practising the Standing Long jump, Learners in groups participate in games for fun and enjoyment. 	1. How do you take off in a standing long jump?
Core Competencies to be developed:				
<ul style="list-style-type: none"> Digital literacy: as learners interact with technology to gather information. Communication and collaboration: as the learners practise in groups and play games. Self-efficacy: as they perform the various skills. 				
Link to Pertinent and Contemporary Issues:				
Safety and Security Education: as learners practise the various skills.				
Link to Values:				
<ul style="list-style-type: none"> Respect for self and others: as learners discuss in groups and correct each other. Unity: as learners practise drills together. 				
Link to other learning areas:				
<ul style="list-style-type: none"> Languages: as learners discuss in groups. Home Science and Religious Education: as learners identify and name body parts used in standing start. 				



<ul style="list-style-type: none"> • Mathematics: as learners take measurements of distance covered. • Science and technology: as learners manipulate digital gadgets to watch and listen to videos. 	
Suggested Community Service Learning Activities: <ul style="list-style-type: none"> • Learners participate during inter-community athletic competitions for solidarity. 	
Non-formal activities to enhance learning: Learners engage in athletic activities with their peer during their free time.	
Suggested Modes of Assessment: Oral, Observation, Anecdotal, practical,	Suggested: Resources: PHE Design, running space, tape measure, string video, white wash/ash /sawdust (for marking lanes), video clips, charts, learners' exercise books, pens, pencils and rubbers, frame, stylus, braille papers, braille metre rule, braille tape measure.

Assessment Rubric: Basic Movement Skills: Manipulative Skills: Athletics Track

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
The learner is able to; <ul style="list-style-type: none"> • identify the body parts and position used in standing long jump, • practise take off on both feet, arm swing, flight and landing, • measure the distance covered in the jump. The learner volunteers to assist others.	The learner with little effort executes skills to; <ul style="list-style-type: none"> • identify the body parts and position used in standing long jump, • practise take off on both feet, arm swing, flight and landing, • measure the distance covered in the jump. The learner requires minimum supervision.	The learner requires significant effort to; <ul style="list-style-type: none"> • identify the body parts and position used in standing long jump, • practise take off on both feet, arm swing, flight and landing, • measure the distance covered in the jump. The learner requires constant supervision.	The learner is unable to; <ul style="list-style-type: none"> • identify the body parts and position used in standing long jump, • practise take off on both feet, arm swing, flight and landing, • measure the distance covered in the jump. The learner cannot perform without assistance.
The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others	The learner demonstrates sportsman like behavior in most activities and works well with others	The learner demonstrates sportsman like behavior under supervision and works with others under supervision	The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others

The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness	The learner improves personal growth within physical fitness expectations levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task. .	The learner needs constant supervision to enforce safety, obey instructions and stay on task.



Manipulative skills; Ball game skills

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0 Basic Movement Skills	1.4 Manipulative skills: Ball game skills - Improvising balls 4 lessons	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> • identify locally available materials for improvising balls, • gather locally available materials for improvising balls, • improvise age appropriate balls of various sizes for use, • clean the working area for environmental care, • observe safety when improvising balls for protection, • play games using improvised balls for fun and enjoyment, • appreciate improvising balls for self-sufficiency. 	<ul style="list-style-type: none"> • Learners interact with digital audiovisual devices to find out the ball size for ages 9-11, learners with blindness to use audio visual devices such as victor readers to listen to and find out the ball sizes for ages 9 - 11, learners with low vision to use audio visual devices with appropriate colour contrast to watch and listen to and find out the ball sizes for ages 9 – 11, • learners name locally available materials that can be used to improvise balls of various sizes, learners with blindness could be assisted by their sighted peers, • in pairs and groups learners gather locally available materials for improvising balls of various sizes, • learners in groups improvise age appropriate balls of various sizes in pairs and groups, • learners observe safety as they improvise balls, learners with blindness could be guided to take precautions on safety as they improvise balls, 	<ol style="list-style-type: none"> 1. Which are some of the locally available materials that can be used to improvise durable balls? 2. Which part(s) is used to play ball games?

			<ul style="list-style-type: none"> • learners in pairs and groups clean the working area, • learners play games in pairs and groups using improvised balls and observe rules, learners with low vision could be given brightly coloured balls to play games, learners with blindness could be assisted by their sighted guide to play and observe rules. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: as learners interact with technology. • Critical thinking and problem solving: as learners improvise balls for playing games. • Creativity and imagination: as learners identify materials and when improvising balls. • Communication and collaboration: as other learners play games with each other. • Self-efficacy: as the learners demonstrate to each other parts of the body and play games together. 				
<p>Link to Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> • Safety and Security Education: as learners play games. • Environmental Education: as learners identify locally available materials, improvise items for use and clean the working area. • Social Cohesion: as learners interact with each other in group discussions and also as they play games together. • Life Skills: as the learners master skills and identify their body parts. <p>Link to Values:</p> <ul style="list-style-type: none"> • Respect: as the learners in groups and pairs respect each other's views. • Responsibility: as learners make, use and care for the equipment. • Integrity: as learners play games and win or lose without cheating. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Languages: as learners discuss together and when playing games. • Science and technology: as learners interact with technology to learn. • Art and Craft; as learners improvise and color the balls. 				
<p>Suggested Community Service Learning Activities:</p> <ul style="list-style-type: none"> • Learners share skills in the community as peer tutors. 				
<p>Suggested Non-formal activity to support learning:</p> <ul style="list-style-type: none"> • The learners interact with digital media to learn new games that they can play using improvised balls in school and at home. 				



Suggested Modes of Assessment: Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment	Suggested Resources: Digital devices, video clips, open space/ the field, pens, learners' exercise books, balls of different sizes, strings, Old clothes, sound balls, coloured balls, stylus, plates, braille machines, braille papers.
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Assessment Rubric: Ball games

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
The learner is able to: identify and gather locally available materials and improvise age appropriate balls. The learner volunteers to assist others.	The learner with little effort executes skills to identify and gather locally available materials and improvise age appropriate balls. The learner requires minimum supervision.	The learner requires significant effort to identify and gather locally available materials and improvise age appropriate balls. The learner requires constant supervision.	The learner is unable to identify and gather locally available materials and improvise age appropriate balls. The learner cannot perform without assistance.
The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.	The learner demonstrates sportsman like behavior in most activities and works well with others.	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.
The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectation levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness.
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task.	The learner needs constant supervision to enforce safety, obey instructions and stay on task.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0 Basic Movement Skills	1.5 Manipulative skills: Catching 3 lessons	By the end of the sub - strand the learner should be able to: <ol style="list-style-type: none"> a) describe Catching to enhance learning, b) demonstrate Catching for skill acquisition, c) catch a variety of items thrown from different distances, d) catch a variety of items thrown when moving in different pathways, e) catch a variety of items thrown from different levels, f) catch a variety of items thrown in different degrees of force, g) make relationships when catching a variety of items, h) practise catching using different ball sizes, i) observe rules when playing games for own and others safety, j) play games that involve the catching skill for fun and enjoyment, k) appreciate the catching skill as critical when playing a number of ball games. 	<ul style="list-style-type: none"> • Learners with low vision interact with audio visual devices to watch and listen to a video clips with appropriate colour contrast on Catching and observe the various ways of catching items, learners with blindness interact with audio visual devices such as victor reader, smart phones with talk back to listen to video clips on catching the ball in chest pass, • in pairs and groups learners discuss their observations and respect each other’s views, • in groups, pairs and individually learners practise to catch different items from different levels, directions, • learners with low vision practise to catch brightly coloured balls different items in different pathways, learners with blindness could be assisted by their sighted peers to catch the ball from different directions and pathways, • learners with low vision in groups, pairs and individually learners practise to catch different items from different distances, learners with blindness could be assisted by their sighted peers to catch the ball from different distances, 	<ol style="list-style-type: none"> 1. Which balls are easier to catch large or small? 2. Why is it easier to catch a large or small ball?



			<ul style="list-style-type: none"> • learners in pairs practise to catch a variety of items rolled along the ground, • learners with blindness could be assisted by their sighted peers to take videos of each other in groups when practising catching, • in groups learners establish relationships as they catch the balls passed to them, • Learners play games and observe safety. Learners with blindness could be assisted by their sighted peers to play games and observe safety. 	
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Core Competencies to be developed:

- **Digital literacy:** as learners interact with technology.
- **Critical thinking and problem solving:** as learners practise catching a ball.
- **Creativity and imagination:** as learners use appropriate body parts for catching ball.
- **Communication and collaboration:** as learners play games with each other.
- **Self-efficacy:** as the learners demonstrate to each other parts of the body and play games together.

Link to Pertinent and Contemporary Issues

- **Safety and Security Education:** as learners play games.
- **Environmental Education:** as learners clear the playing area.
- **Social Cohesion:** as learners interact with each other in group discussions and also as they play games together.
- **Life skills and Values education: Moral Education and Human Sexuality:** as the learners master skills and identify their body parts.

Link to Values:

- **Respect:** as the learners play in groups and pairs and respect each other's views.
- **Responsibility:** as learners make, use and care for the equipment.
- **Integrity:** as learners play games and win or lose without cheating.

Link to other learning areas:

<ul style="list-style-type: none"> • Languages: as learners discuss together and when playing games. • Science and technology: as learners interact with technology to learn. • Religious Education; as learners play games and win or lose without cheating.
Suggested Community Service Learning Activities: <ul style="list-style-type: none"> • Learners share skills in the community as peer tutors.
Suggested Non-formal activity to support learning: <ul style="list-style-type: none"> • The learners interact with digital media to learn new games that they can play using improvised balls in school and at home.

Suggested Modes of Assessment: Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment	Suggested Resources: Digital devices, video clips, open space/ the field, books and pens, learners exercise books and pens, balls of different sizes, strings, old clothes, sound balls, colored balls, stylus, slates, braille machines, braille papers, whistle
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Assessment Rubric: Ball games

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
The learner is able to: <ul style="list-style-type: none"> • describe catching, • catch variety of items thrown from different distances, pathways, levels and degrees of force. The learner volunteers to assist others.	The learner with little effort executes the skills to: <ul style="list-style-type: none"> • describe catching, • catch variety of items thrown from different distances, pathways, levels and degrees of force. The learner requires minimum supervision.	The learner requires significant effort to: <ul style="list-style-type: none"> • describe catching, • catch variety of items thrown from different distances, pathways, levels and degrees of force. The learner requires constant supervision.	The learner is unable to: <ul style="list-style-type: none"> • describe catching, • catch variety of items thrown from different distances, pathways, levels and degrees of force. The learner cannot perform without assistance.
The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.	The learner demonstrates sportsman like behavior in most activities and works well with others.	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.
The learner demonstrates an exceptional level of fitness and	The learner improves personal growth within	The learner irregularly progresses towards	The learner is unable to maintain personal levels of physical fitness.



surpasses all grade level components of fitness.	physical fitness expectation levels.	improving personal fitness level.		
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task. .	The learner needs constant supervision to enforce safety, obey instructions and stay on task.	

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0 Basic Movement skills	1.6 Manipulative skills: Kneeling overhead throw - 3 Lessons	By the end of the sub-strand, the learner should be able to: a) Demonstrate the kneeling overhead throw for skill acquisition. b) practice the kneeling overhead throw for skill masterly c) discuss importance of honesty during games and sports d) observe the rules when performing the kneeling overhead throw for safety, e) play fun games for enjoyment, f) appreciate the kneeling overhead throw as a skill.	<ul style="list-style-type: none"> Learners demonstrate the kneeling overhead throw to one another. Learners with blindness to be given one on one demonstration. In groups learners use drills to practice the kneeling overhead throw. Learners in groups discuss the importance of honesty during games and sports. learners observe the rules when practicing the kneeling overhead throw for safety, Learners participate in games for fun and enjoyment. 	<ol style="list-style-type: none"> How far can you throw a ball when on your knees? Why is it important to observe honesty during games and sports?

Core Competencies to be developed:

- **Critical thinking and problem solving:** as learners answer the key inquiry question and gather materials to improvise the medicine ball.
- **Creativity and imagination:** as learners play games and observe the rules.
- **Digital literacy:** as learners interact with technology.
- **Communication and collaboration:** As learners improvise the medicine ball, practise the two handed forward throw and play games in pairs and groups.

Link to Pertinent and Contemporary Issues:

- **Life Skills:** as learners practice in pairs and groups.
- **Safety and Security Education:** as learners observe rules when playing games.
- **Environmental Education:** as learners leave the working place clean.

Link to Values:

- **Respect:** learners respect each other as they discuss the video clips in groups and play games together.
- **Responsibility:** as learners leave the working place clean after improvisation and taking care of playing materials.
- **Peace:** as learners engage in discussions, play games together and form groups from different backgrounds.
- **Ethics, fair play and honesty:** as learners play games and observe rules.



<ul style="list-style-type: none"> • Dedication and commitment: as learners develop patience and perseverance in practicing the skills. • Team work: as learners in pairs and groups practise together and assist each other. 	
Link to other learning areas: <ul style="list-style-type: none"> • Languages: as learners discuss video clips in pairs and groups and answer key inquiry questions. • Mathematics: as learners take measurement of distance thrown. • Religious Studies: as learners practise and compete without cheating. • Science and Technology: as learners interact with audio visual. • Home science: identify and name human body parts for self-awareness and proper diet. 	
Suggested Community Service Learning Activities: <ul style="list-style-type: none"> • Learners share skills in community as peer tutors. 	
Suggested non-formal activity to enhance learning: learners to improvise their own medicine balls and keep practising at home.	
Suggested Modes of Assessment: Oral, Observation, Anecdotal	Suggested Resources: Physical and Health Education Design, space/ fields, field markers, video clips, tape measure video clips, medicine balls improvised or real, strings rulers, learners' exercise books, pens, pencils and rubbers, stylus, slates, braille papers, braille tape measure

Assessment Rubric: Manipulative skills: Throws.

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
The learner is able to; <ul style="list-style-type: none"> • name the body parts that are used for throwing the medicine ball, • describe the two handed overhead forward throw, • demonstrate the stance and the grip for two handed overhead throw, • take measurements of distance thrown. 	The learner is able to; <ul style="list-style-type: none"> • name the body parts that are used for throwing the medicine ball, • describe the two handed overhead forward throw, • demonstrate the stance and the grip for two handed overhead throw, • take measurements of distance thrown. 	The learner is able to; <ul style="list-style-type: none"> • name the body parts that are used for throwing the medicine ball, • describe the two handed overhead forward throw, • demonstrate the stance and the grip for two handed overhead throw, • take measurements of distance thrown. 	The learner is unable to; <ul style="list-style-type: none"> • name the body parts that are used for throwing the medicine ball, • describe the two handed overhead forward throw, • demonstrate the stance and the grip for two

<ul style="list-style-type: none"> • The learner volunteers to assist others. 	<ul style="list-style-type: none"> • The learner requires minimum supervision 	<ul style="list-style-type: none"> • The learner requires constant supervision 	<p>handed overhead throw,</p> <ul style="list-style-type: none"> • take measurements of distance thrown. • The learner cannot perform without assistance
The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others	The learner demonstrates sportsman like behavior in most activities and works well with others	The learner demonstrates sportsman like behavior under supervision and works with others under supervision	The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others
The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness	The learner improves personal growth within physical fitness expectation levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness.
Learner always participates safely and encourages others to be safe, follows instructions and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task.	The learner needs constant supervision to enforce safety, obey instructions and stay on task.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0 Basic Movement Skills	1.7 Manipulative skills: Ball game skills: Over arm pass 3 Lessons	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) describe the over arm pass to enhance learning, b) demonstrate passing the ball using the Over arm pass for skill acquisition, c) practise passing the ball using the Over arm pass in different directions for directionality, d) practise passing the ball using the Over arm pass in different levels for space awareness, e) practise passing the ball using varying force for strength, f) practise passing the ball from different distances using the Over arm pass for accuracy, g) establish relationships when passing the ball using the Over arm pass for space awareness, h) observe rules when passing balls for own and others' safety, i) play modified games using the Over arm pass for fun and enjoyment, 	<ul style="list-style-type: none"> • Learners with low vision interact with audio visual devices to watch and listen to a video clip with appropriate colour contrast on the Over arm pass and observe the hand movement, learners with blindness interact with audio visual devices to listen to video clips on over arm pass, • in pairs and groups learners discuss their observations and respect each other's views, • in pairs and groups learners practise throwing the ball to each other from different directions such as forward, sideways and backward using the Over arm pass, learners with blindness could be assisted by the sighted peer using sound ball, learners with low vision to be provided with brightly coloured balls, • in pairs and groups, the learners practice passing the ball to each other from various levels such as while standing, kneeling ((low, high), learners with blindness could be assisted by the sighted peer using sound ball, learners with low vision to be provided with 	<ol style="list-style-type: none"> 1. How many directions can you pass a ball using the over arm pass? 2. How far apart can you pass the ball using the over arm pass.?

		<p>j) appreciate the Over arm pass as a skill for use when playing games.</p>	<p>brightly coloured balls to practise passing the ball at different levels,</p> <ul style="list-style-type: none"> • learners establish relationships as they pass the balls to each other in groups using the over arm pass: <ul style="list-style-type: none"> - in threes one person in the middle two pass the ball over the head of the third who tries to catch it, - three partners with a hoop. One partner holds the hoop, another passes the ball through the hoop using over arm pass and the last partner waits for ball on other side. • in pairs and groups learners practise the over arm pass by passing the ball to each other using varying degrees of force, learners with blindness could be assisted by a sighted peer to practise the over arm pass and be given verbal description where necessary, • in pairs and groups learners practice throwing the ball when they are 3, 5, and 10 meters apart, • learners play modified games using the over arm pass and observe safety, learners with blindness could be assisted by 	
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			their sighted peers and given precautions on safety.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: as learners interact with technology. • Critical thinking and problem solving: as learners practise over arm pass. • Creativity and imagination: as learners use appropriate body parts for over arm pass. • Communication and collaboration: as other learners play games with each other. • Self-efficacy: as the learners demonstrate to each other parts of the body and play games together. 				
<p>Link to Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> • Safety and Security Education: as learners play games. • Environmental education: as learners clear the playing area. • Social Cohesion: as learners interact with each other in group discussions and also as they play games together. • Life Skills: as the learners master skills and identify their body parts. 				
<p>Link to Values:</p> <ul style="list-style-type: none"> • Respect: as the learners play in groups and pairs and respect each other's views. • Responsibility: as learners make, use and care for the equipment. • Social cohesion: as learners play in pairs and groups irrespective of skill level. • Integrity: as learners play games and win or lose without cheating. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Languages: as learners discuss together and when playing games. • Science and technology: as learners interact with technology to learn. • Religious Education; as learners play games and win or lose without cheating. 				
<p>Suggested Community Service Learning Activities:</p> <ul style="list-style-type: none"> • Learners share skills in the community as peer tutors. 				
<p>Suggested Non-formal activity to support learning:</p> <ul style="list-style-type: none"> • The learners interact with digital media to learn new games that they can play using improvised balls in school and at home. 				
<p>Suggested Modes of Assessment: Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment</p>		<p>Suggested Resources: digital devices, video clips, Open space/ the field, pens , learners' exercise books and pens, balls of different sizes, strings, old clothes, sound balls, coloured balls, stylus, slates, braille machines, braille papers, whistle.</p>		

Assessment rubric for: Ball games

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>The learner is able to:</p> <ul style="list-style-type: none"> describe the over arm pass, play passing the ball using the over arm pass in different directions, levels, force and distance. <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> describe the over arm pass, play passing the ball using the over arm pass in different directions, levels, force and distance. <p>The learner requires minimum supervision.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> describe the over arm pass, play passing the ball using the over arm pass in different directions, levels, force and distance. <p>The learner requires constant supervision.</p>	<p>The learner is unable to;</p> <ul style="list-style-type: none"> describe the over arm pass, play passing the ball using the over arm pass in different directions, levels, force and distance. <p>The learner cannot perform without assistance.</p>
<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others.</p>	<p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision.</p>	<p>The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.</p>
<p>The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.</p>	<p>The learner improves personal growth within physical fitness expectation levels.</p>	<p>The learner irregularly progresses towards improving personal fitness level.</p>	<p>The learner is unable to maintain personal levels of physical fitness.</p>
<p>Learner always participates safely and encourages others to be safe, follows instruction and stay on task.</p>	<p>Always participates safely and follows instructions and stays on task without undue fatigue.</p>	<p>The learner needs occasional prompting to observe safety and stay on task. .</p>	<p>The learner needs constant supervision to enforce safety, obey instructions and stay on task.</p>



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
	<p data-bbox="415 196 586 341">1.8 Manipulative skills: Ball Game -</p> <p data-bbox="373 377 544 431">Standing Overhead pass</p> <p data-bbox="373 467 487 491">3 Lessons</p>	<p data-bbox="620 196 953 249">By the end of the sub-strand, the learner should be able to:</p> <p data-bbox="620 286 967 370">a) describe the Standing Overhead pass to enhance learning,</p> <p data-bbox="620 377 959 462">b) demonstrate the Standing Overhead pass for skill acquisition,</p> <p data-bbox="620 469 978 614">c) practise passing the ball using the Standing Overhead pass from different directions for directionality,</p> <p data-bbox="620 620 978 713">d) practise passing the ball using the Standing Overhead pass in different levels for space awareness,</p> <p data-bbox="620 736 959 854">e) practise passing the ball using the Standing Overhead pass in varying force for strength,</p> <p data-bbox="620 861 944 1006">f) practise passing the ball from different distances using the Standing Overhead pass for accuracy,</p> <p data-bbox="620 1013 944 1158">g) establish relationships when passing the ball using the Standing Overhead pass for space awareness,</p>	<ul data-bbox="1005 196 1416 1158" style="list-style-type: none"> <li data-bbox="1005 196 1416 491">• Learners with blindness interact with audio visual devices to listen to video clips on the standing overhead pass, learners with low vision to interact with audiovisual devices to watch and listen to video clips with appropriate colour contrast on standing overhead pass, <li data-bbox="1005 498 1397 583">• in pairs and groups learners discuss their observations and respect each other's views, <li data-bbox="1005 590 1397 767">• in pairs and groups learners practise passing the ball to each other from different directions such as forward, sideways and backward using the Standing Overhead pass, <li data-bbox="1005 774 1416 1158">• in pairs and groups, the learners practise passing the ball to each other from various levels, standing, kneeling (low, high) using Standing Overhead pass, learners with blindness could be assisted by their sighted peer to pass the ball to each other from various levels, learners with low vision could be assisted to use brightly coloured balls to practise passing the ball, 	<p data-bbox="1439 196 1677 280">How can you pass a ball to a partner 3 meter away?</p>

		<p>h) observe rules when passing balls for own and others' safety,</p> <p>i) play modified games using the Standing Overhead pass for fun and enjoyment,</p> <p>j) appreciate the Standing Overhead pass as a skill for use when playing games.</p>	<ul style="list-style-type: none"> • in pairs and groups, the learners practise passing the ball to each other using various degrees of force, learners with blindness could be given verbal description to practise passing the ball to each other using various degrees of force, learners with low vision could be given brightly coloured balls to practise passing the ball using various degrees of force, <ul style="list-style-type: none"> - learners establish relationships as they pass the balls to each other in groups using the Standing Overhead pass, - in threes one person in the middle two pass the ball over the head of the third who tries to catch it, - three partners with a hoop. One partner holds the hoop, another passes the ball through the hoop using Standing Overhead pass and the last partner waits to catch the ball, • in pairs and groups learners practice passing the ball when they are 3, 5, and 10 metres apart, learners with blindness could be given verbal descriptions by a sighted guide 	
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			<p>to practise passing the ball using standing over head pass,</p> <ul style="list-style-type: none"> learners play modified games using the Standing Overhead pass and observe safety. Learners with blindness could be guided by a sighted peer to play modified games using the standing overhead pass and observe safety 	
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Core Competencies to be developed:

- **Digital literacy:** as learners interact with technology.
- **Critical thinking and problem solving:** as learners practise standing over head pass.
- **Creativity and imagination:** as learners use appropriate body pass for standing over head pass.
- **Communication and collaboration:** as learners play games with each other.
- **Self-efficacy:** as the learners demonstrate to each other parts of the body and play games together.

Link to Pertinent and Contemporary Issues

- **Safety and Security Education:** as learners play games.
- **Environmental Education:** as learners clear the playing area.
- **Social Cohesion:** as learners interact with each other in group discussions and also as they play games together.
- **Life skills and Values Education: Values:** as the learners master skills and identify their body parts.

Link to Values:

- **Respect:** as the learners play in groups and pairs and respect each other's views
- **Responsibility:** as learners make, use and care for the equipment
- **Integrity:** as learners play games and win or lose without cheating.

Link to other learning areas:

- **Languages:** as learners discuss together and when playing games.
- **Science and technology:** as learners interact with technology to learn.
- **Religious Education;** as learners play games and win or lose without cheating.

Suggested Community Service Learning Activities:

- Learners share skills in the community as peer tutors.

Suggested Non-formal activity to support learning:

<ul style="list-style-type: none"> The learners interact with digital media to learn new games that they can play using improvised balls in school and at home. 	
<p>Suggested Modes of Assessment: Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment</p>	<p>Suggested Resources: digital devices, video clips, open space/ the field, pens, learners exercise books and pens, balls of different sizes, strings, old clothes, sound balls, coloured balls, stylus, slates, braille machines, braille papers, whistle.</p>

Assessment Rubric: Ball games

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<p>The learner is able to:</p> <ul style="list-style-type: none"> describe the standing overhead pass, practise standing overhead pass from different directions and distances and in different levels and force. <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> describe the standing overhead pass, practise standing overhead pass from different directions and distances and in different levels and force. <p>and requires minimum supervision</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> describe the standing overhead pass, practise standing overhead pass from different directions and distances and in different levels and force. <p>The learner requires constant supervision</p>	<p>The learner is unable to;</p> <ul style="list-style-type: none"> describe the standing overhead pass, practise standing overhead pass from different directions and distances and in different levels and force. <p>The learner cannot perform without assistance</p>
<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others</p>	<p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision</p>	<p>The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others</p>
<p>The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.</p>	<p>The learner improves personal growth within physical fitness expectation levels.</p>	<p>The learner irregularly progresses towards improving personal fitness level.</p>	<p>The learner is unable to maintain personal levels of physical fitness</p>
<p>Learner always participates safely and encourages others to be safe, follows instruction and stay on task.</p>	<p>Always participates safely and follows instructions and stays on task without undue fatigue.</p>	<p>The learner needs occasional prompting to observe safety and stay on task. .</p>	<p>The learner needs constant supervision to enforce safety, obey instructions and stay on task.</p>



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
	<p>1.9 Manipulative skills: Ball Games: -Underhand pass</p> <p>3 Lessons</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) describe the Underhand pass to enhance learning,</p> <p>b) demonstrate the Underhand pass for skill acquisition,</p> <p>c) practise passing the ball using the Underhand pass from different directions for directionality,</p> <p>d) practise passing the ball using the Underhand pass in different levels for space awareness,</p> <p>e) practise passing the ball using the Underhand pass in varying force for strength,</p> <p>f) practise passing the ball from different distances using the Underhand pass for accuracy,</p> <p>g) establish relationships when passing the ball using the Underhand pass for space awareness,</p> <p>h) observe rules when passing balls for own and others' safety,</p>	<ul style="list-style-type: none"> • Learners with blindness interact with audio visual devices to listen to a video clip of the Underhand pass, learners with low vision interact with audio visual devices to watch and listen to video clips with appropriate colour contrast on under hand pass and observe hand movement, • in pairs and groups learners discuss their observations and respect each other's views, • in pairs learners practise passing the ball to each other from different directions such as forward, sideways and backward using the Underhand pass, learners with blindness could be assisted by a sighted peer to practise passing the ball to each other from different directions, • in pairs and groups, the learners practise passing the ball to each other from various levels, standing, kneeling and lying (low, high) using Underhand pass, learners with blindness could be assisted by 	<ol style="list-style-type: none"> 1. Which distance is most appropriate for the underhand pass? 2. In which other games do we use underhand pass?

		<p>i) play modified games using the Underhand pass for fun and enjoyment,</p> <p>j) appreciate the Underhand pass as a skill for use when playing games.</p>	<p>their sighted peers to practise passing the ball to each other from different levels, standing, kneeling and lying,</p> <ul style="list-style-type: none"> • in pairs and groups, the learners practise the Underhand pass by passing the ball to each other using various degrees of force, learners with blindness could be assisted by sighted peers and be given verbal instruction to practise under hand pass using various degrees of force, • learners establish relationships as they pass the balls to each other in groups using the Underhand pass, learners with blindness could be assisted by their sighted partners to pass the ball to each other in groups using the underhand pass: <ul style="list-style-type: none"> - in threes one person in the middle two pass the ball over the head of the third who tries to catch it, - three partners with a hoop. One partner holds the hoop, another passes the ball through the hoop using underhand pass and the last partner waits to catch the ball, • in pairs and groups learners practice passing the ball when 	
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			<p>they are 3, 5, and 10 metres apart using the Underhand pass,</p> <ul style="list-style-type: none"> learners play modified games for fun and enjoyment using the Underhand pass and observe safety. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Digital literacy: as learners interact with technology. Critical thinking and problem solving: as learners practise underhand pass. Creativity and imagination: as learners use appropriate body pass for underhand pass. Communication and collaboration: as learners play games with each other. Self-efficacy: as the learners demonstrate to each other parts of the body and play games together. 				
<p>Link to Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> Safety and Security Education: as learners play games. Environmental Education: as learners clear the playing area. Social Cohesion: as learners interact with each other in group discussions and also as they play games together. Moral Education and Human Sexuality: as the learners master skills and identify their body parts. 				
<p>Link to Values:</p> <ul style="list-style-type: none"> Respect: as the learners play in groups and pairs and respect each other's views. Responsibility: as learners make, use and care for the equipment. Integrity: as learners play games and win or lose without cheating. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> Languages: as learners discuss together and when playing games. Science and technology: as learners interact with technology to learn. Religious Education; as learners play games and win or lose without cheating. 				
<p>Suggested Community Service Learning Activities:</p> <ul style="list-style-type: none"> Learners share skills in the community as peer tutors. 				
<p>Suggested Non-formal activity to support learning:</p> <ul style="list-style-type: none"> The learners interact with digital media to learn new games that they can play using improvised balls in school and at home. 				

Suggested Modes of Assessment: Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment	Suggested Resources: digital devices, video clips, open space/ the field, books and pens , learners’ exercise books and pens, balls of different sizes, strings, old clothes, sound balls, colored balls, stylus, slates, braille machines, braille papers, whistle.
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Assessment Rubric: Ball games

#	Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Skill acquisition (cognitive) • Underhand pass	The learner is able to: <ul style="list-style-type: none">describe the underhand pass,practise underhand pass from different directions and distances and in different levels and force. The learner volunteers to assist others.	The learner is able to: <ul style="list-style-type: none">describe the underhand pass,practise underhand pass from different directions and distances and in different levels and force. The learner requires minimum supervision	The learner is able to: <ul style="list-style-type: none">describe the underhand pass,practise underhand pass from different directions and distances and in different levels and force. The learner requires constant supervision	The learner is unable to: <ul style="list-style-type: none">describe the underhand pass,practise underhand pass from different directions and distances and in different levels and force. The learner cannot perform without assistance.
2.	Sportsmanship Attitude Teamwork	The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others	The learner demonstrates sportsman like behavior in most activities and works well with others	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.



3.	Health and fitness enhancing behaviors	The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectation levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness.	physical
4.	Safety and application of rules	Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task.	The learner needs constant supervision to enforce safety, obey instructions and stay on task.	supervision

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0 Basic Movement Skills	1.10 Manipulative skills: Passes in ball games - Chest-pass. 2 Lessons	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> describe the Chest-pass to enhance learning, demonstrate the Chest-pass for skill acquisition, practise passing the ball from different directions using the Chest pass, practise passing the ball using the Chest pass from different levels for space awareness, practise passing the ball using the Chest pass in varying force for strength, practise passing the ball from different distances using the Chest pass for accuracy, establish relationships when passing the ball using the Chest pass for space awareness, observe the rules when passing the ball for own and others' safety, play modified games using the Chest pass for fun and enjoyment, appreciate the Chest pass as a skill for use when playing games. 	<ul style="list-style-type: none"> Learners with low vision interact with audio visual devices to watch and listen to a video clip with appropriate colour contrast on Chest pass and observe how the fingers are spread over the ball and hand placement, learners with blindness interact with audio visual devices to listen to video clips on chest pass, in pairs and groups learners discuss their observations from the video clip on Chest pass and respect each other's views, learners with low vision could be given brightly coloured balls to practise passing the ball to each other in various levels such as standing, kneeling, lying using the Chest pass, learners with blindness could be assisted by their sighted partners to practise passing the ball to each other in various levels such as standing, kneeling, lying using the chest pass, in pairs and groups learners practice passing the ball 	1. Why is it important to be aware of your space when playing games?



			<p>when they are 3, 5, and 10 metres apart using the Chest pass, learners with blindness could be assisted and given verbal instruction by sighted guides to pass the ball when they are 3, 5 and 10 meters</p> <ul style="list-style-type: none"> • in pairs and groups, the learners practise the Chest pass by passing the ball to each other using various degrees of force, • in pairs and groups learners practice passing the ball to each other from different directions such as forward, sideways and backward using the Chest pass, learners with blindness could be assisted by their sighted peers and be given verbal instruction to practise passing the ball to each other, • learners with low vision could use brightly coloured balls to play modified games using the Chest pass and observe safety, learners with blindness could be assisted by their sighted partners to play modified games using chest pass and observe safety. 	
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<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: as learners interact with technology. • Critical thinking and problem solving: as learners practise chest pass. • Creativity and imagination: as learners use appropriate body parts for chest pass. • Communication and collaboration: as learners play games with each other. • Self-efficacy: as the learners demonstrate to each other parts of the body and play games together. 	
<p>Link to Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> • Safety and Security Education: as learners play games. • Environmental Education: as learners clear the playing area. • Ethnic and Racial Relations: as learners interact with each other in group discussions and also as they play games together. • Moral Education and Human Sexuality: as the learners master skills and identify their body parts. <p>Link to Values:</p> <ul style="list-style-type: none"> • Respect: as the learners play in groups and pairs and respect each other's views. • Responsibility: as learners make, use and care for the equipment. • Integrity: as learners play games and win or lose without cheating. 	
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Languages: as learners discuss together and when playing games. • Science and technology: as learners interact with technology to learn. • Religious Education; as learners play games and win or lose without cheating. 	
<p>Suggested Community Service Learning Activities:</p> <ul style="list-style-type: none"> • Learners share skills in the community as peer tutors. 	
<p>Suggested Non-formal activity to support learning:</p> <ul style="list-style-type: none"> • The learners interact with digital media to learn new games that they can play using improvised balls in school and at home. 	
<p>Suggested Modes of Assessment: Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment</p>	<p>Suggested Resources: digital devices, video clips, open space/ the field, books and pens, learners' exercise books and pens, balls of different sizes, strings, old clothes, sound balls, coloured balls, stylus, slates, braille machines, braille papers, whistle.</p>



Assessment Rubric: Ball games

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<p>The learner is able to:</p> <ul style="list-style-type: none"> describe the chest pass, practise chest pass from different directions and distances and in different levels and force. <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> describe the chest pass, practise chest pass from different directions and distances and in different levels and force <p>The learner requires minimum supervision</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> describe the chest pass, practise chest pass from different directions and distances and in different levels and force. <p>The learner requires constant supervision</p>	<p>The learner is unable to;</p> <ul style="list-style-type: none"> describe the chest pass, practise chest pass from different directions and distances and in different levels and force. <p>The learner cannot perform without assistance.</p>
<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others.</p>	<p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision.</p>	<p>The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.</p>
<p>The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.</p>	<p>The learner improves personal growth within physical fitness expectation levels.</p>	<p>The learner irregularly progresses towards improving personal fitness level.</p>	<p>The learner is unable to maintain personal levels of physical fitness</p>
<p>Learner always participates safely and encourages others to be safe, follows instruction and stay on task.</p>	<p>Always participates safely and follows instructions and stays on task without undue fatigue.</p>	<p>The learner needs occasional prompting to observe safety and stay on task. .</p>	<p>The learner needs constant supervision to enforce safety, obey instructions and stay on task.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0	<p data-bbox="392 196 559 310">1.11 Manipulative skills: passes Bounce Pass</p> <p data-bbox="392 346 496 370">2 lessons</p>	<p data-bbox="643 196 1024 249">By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li data-bbox="643 256 1011 310">a) describe the Bounce pass to enhance learning, <li data-bbox="643 317 1024 370">b) demonstrate the Bounce pass for skill acquisition, <li data-bbox="643 377 1039 458">c) pass a ball using the Bounce pass in different directions for directionality, <li data-bbox="643 465 1035 545">d) establish relationships when passing the ball using the Bounce pass for coordination, <li data-bbox="643 552 991 633">e) practise using the Bounce pass in different levels for space awareness, <li data-bbox="643 639 1005 720">f) observe rules when playing games for own and others safety, <li data-bbox="643 727 1005 807">g) play modified games using Bounce pass for enjoyment and fitness, <li data-bbox="643 814 1035 895">h) appreciate the Bounce Pass as a skill for use when playing games. 	<ul style="list-style-type: none"> <li data-bbox="1062 196 1481 518">• Learners with low vision interact with audio visual to watch and listen to a video clip with appropriate colour contrast on Bounce pass and observe the hand movement, learners with blindness interact with audio visual devices such as victor readers and smart phone (talk backs) to listen to video clips on bounce pass, <li data-bbox="1062 525 1448 606">• in pairs and groups learners discuss their observations and respect each other's views, <li data-bbox="1062 612 1477 881">• in pairs and groups learners practise passing the ball to each other from different directions such as forward, sideways and backward using the Bounce pass, learners with blindness could be assisted by their sighted partners to practise passing the ball, <li data-bbox="1062 888 1481 1184">• in pairs and groups, the learners practise passing the ball to each other from various levels, standing, kneeling (low, high) using Bounce pass, learners with blindness could be guided by their sighted peers to practise passing the ball to each other from different levels, standing, kneeling, 	<ol style="list-style-type: none"> <li data-bbox="1553 196 1709 344">1. How do you make a good bounce pass?



			<ul style="list-style-type: none"> • in pairs and groups the learners practise the Bounce pass by passing the ball to each other using various degrees of force, learners with blindness could be assisted by sighted peers and be given verbal instructions to practise passing the ball to each other using various degrees of force, • learners establish relationships as they pass the balls to each other in groups using the Bounce pass, learners with blindness could be assisted by sighted partners to pass the ball to each other in groups using the bounce pass: <ul style="list-style-type: none"> - in threes one person in the middle, two pass the ball over the head of the third who tries to catch it, - three partners with a hoop. One partner holds the hoop, another passes the ball through the hoop using bounce pass and the last partner waits to catch the ball, • learners with low vision use brightly coloured balls to practise passing the ball when they are 3, 5, and 10 metres apart, learners with blindness could be assisted by the sighted 	
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			peers to practise passing the ball at 3, 5, and 10 metres, <ul style="list-style-type: none"> learners with blindness could be guided to play modified games using the Bounce pass and observe safety. Learners with low vision use brightly coloured balls to play modified games using the Bounce pass and observe safety. 	
Core Competencies to be developed: <ul style="list-style-type: none"> Digital literacy: as learners interact with technology. Critical thinking and problem solving: as learners practise bounce pass. Creativity and imagination: as learners use appropriate body parts for bounce pass. Communication and collaboration: as learners play games with each other. Self-efficacy: as the learners demonstrate to each other parts of the body and play games together. 				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> Safety and Security Education: as learners play games. Environmental Education: as learners clear the playing area. Social Cohesion: as learners interact with each other in group discussions and also as they play games together. Moral Education and Human Sexuality: as the learners master skills and identify their body parts. 				
Link to Values: <ul style="list-style-type: none"> Respect: as the learners play in groups and pairs and respect each other's views. Responsibility: as learners make, use and care for the equipment. Integrity: as learners play games and win or lose without cheating. 				
Link to other learning areas: <ul style="list-style-type: none"> Languages: as learners discuss together and when playing games. Science and technology: as learners interact with technology to learn. Religious Education; as learners play games and win or lose without cheating. 				
Suggested Community Service Learning Activities: <ul style="list-style-type: none"> Learners share skills in the community as peer tutors. 				
Suggested Non-formal activity to support learning:				



- The learners interact with digital media to learn new games that they can play using improvised balls in school and at home.

Suggested Modes of Assessment:
Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment

Suggested Resources:
digital devices, video clips, open space/ the field, books and pens, learners' exercise books and pens, balls of different sizes, strings, old clothes, sound balls, colored balls, stylus, slates, braille machines, braille papers, whistle.

Assessment rubric for: Ball games

Exceeding expectations	Meeting expectations	Approaching expectations	Below Expectations
<p>The learner is able to:</p> <ul style="list-style-type: none"> • describe the bounce pass, • practise bounce pass from different directions and levels. <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> • describe the bounce pass, • practise bounce pass from different directions and levels. <p>The learner requires minimum supervision.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> • describe the bounce pass, • practise bounce pass from different directions and levels. <p>The learner requires constant supervision.</p>	<p>The learner is unable to:</p> <ul style="list-style-type: none"> • describe the bounce pass, • practise bounce pass from different directions and levels. <p>The learner cannot perform without assistance.</p>
<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others.</p>	<p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision.</p>	<p>The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.</p>

The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectation levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness.
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task.	The learner needs constant supervision to enforce safety, obey instructions and stay on task.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0 Basic Movement Skills	1.13 Manipulative skills: Soccer - Improvising Soccer balls 3 Lessons	By the end of the sub-strand, the learner should be able to: a) describe soccer balls to enhance learning, b) identify locally available materials for improvising soccer balls, c) gather locally available materials for improvising soccer balls, d) improvise age appropriate soccer balls of various sizes, e) clean the working area for environmental care, f) observe safety measures when improvising soccer balls, g) play games using improvised soccer balls for fun and fitness.	<ul style="list-style-type: none"> • Learners with low vision interact with audio visual devices to watch and listen to video clips with appropriate colour contrast to find out what a soccer ball is, learners with blindness interact with audio visual devices to listen to video clips and find out what a soccer ball is, • learners interact with digital media to find the ball size for ages 9-11, • learners in groups list locally available materials that can be used for improvising soccer balls of various sizes, • in groups learners with low vision to gather brightly coloured locally available materials for improvising soccer balls of various sizes, learners with blindness could be assisted by sighted partner to gather locally available materials for improvising soccer balls, • learners in groups improvise age appropriate soccer balls of various sizes, • learners in groups clean the working area, learners with blindness could be guided by their sighted partner to clean the working area, 	1. How do you improvise a durable soccer ball?

			<ul style="list-style-type: none"> learners observe safety measures when improvising soccer balls, learners with blindness to be guided by their sighted peers to observe safety when improvising soccer balls, learners play games using improvised soccer balls and observe rules. 	
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Core Competencies to be developed:

- **Digital literacy:** as learners interact with technology.
- **Critical thinking and problem solving:** as learners improvise soccer balls for playing games.
- **Creativity and imagination:** as learners identify materials and when improvising soccer balls.
- **Communication and collaboration:** as learners play games with each other.
- **Self-efficacy:** as the learners demonstrate to each other parts of the body and play games together.

Suggested Modes of Assessment:

Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment

Suggested Resources:

digital devices, video clips, open space/ the field, pens, learners' exercise books, balls of different sizes, strings, old clothes, sound balls, colored balls, stylus, slates, braille machines, braille papers.

Assessment Rubric: Ball games

#	Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Skill acquisition (cognitive) <ul style="list-style-type: none"> Improvising the soccer ball. 	The learner is able to: <ul style="list-style-type: none"> describe a soccer ball, identify and gather locally available materials and improvise age appropriate soccer balls. 	The learner is able to: <ul style="list-style-type: none"> describe a soccer ball, identify and gather locally available materials and improvise age appropriate balls. 	The learner is able to: <ul style="list-style-type: none"> describe a soccer ball, identify and gather locally available materials and improvise age appropriate balls. 	The learner is unable to: <ul style="list-style-type: none"> describe a soccer ball, identify and gather locally available materials and improvise age appropriate balls. The learner cannot perform without



Link to Pertinent and Contemporary Issues

- **Safety and Security Education:** as learners play games.
- **Environmental Education:** as learners identify locally available materials, improvise items for use and clean the working area.
- **Social Cohesion:** as learners interact with each other in group discussions and also as they play games together.
- **Moral education and human sexuality:** as the learners master skills.

Link to Values:

- **Respect:** as the learners in groups and pairs respect each other's views.
- **Responsibility:** as learners make, use and care for the equipment.
- **Integrity:** as learners play games and win or lose without cheating

Link to other learning areas:

- **Languages:** as learners discuss together and when playing games.
- **Science and technology:** as learners interact with technology to learn.
- **Art and Craft;** as learners improvise and color the balls.

Suggested Community Service Learning Activities:

- Learners share skills in the community as peer tutors

Suggested Non-formal activity to support learning:

- The learners interact with digital media to learn new games that they can play using improvised balls in school and at home.

		The learner volunteers to assist others.	The learner requires minimum supervision.	The learner requires constant supervision.	assistance.
2.	Sportsmanship Attitude Teamwork	The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.	The learner demonstrates sportsman like behavior in most activities and works well with others.	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.

3.	Health and fitness enhancing behaviors	The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectation levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness
4.	Safety and application of rules	Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task. .	The learner needs constant supervision to enforce safety, obey instructions and stay on task.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0 Basic Movement Skills	1.14 Manipulative skills: soccer-passing 6 Lessons	By the end of the sub-strand, the learner should be able to: a) identify the body parts used when passing the ball in soccer for body awareness. b) Name the different part of the foot used for passing the ball in soccer. c) practise passing the ball using the Instep for skill acquisition. d) observe the rules when passing the ball in soccer for own and others' safety, e) appreciate passing as important skill in soccer.	<ul style="list-style-type: none"> • Learners identify body parts used when passing the ball in soccer • Learners in pairs name the different parts used when passing the ball in soccer.(instep ,inside of the foot and outside of the foot) • Learners in pairs practice passing the ball using the instep. Learners with blindness be given one on one demonstration on passing the ball using the instep. • Learners observe rules as they play games for safety. Learners with blindness be given physical guidance as they play for safety. 	1. How do you pass the ball in soccer?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: as learners interact with technology. • Critical thinking and problem solving: as learners practise instep pass. • Creativity and imagination: as learners use appropriate body parts for instep pass. • Communication and collaboration: as learners play games with each other. • Self-efficacy: as the learners demonstrate to each other parts of the body and play games together. <p>Link to Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> • Safety and Security Education: as learners play games. • Environmental Education: as learners clear the playing area. • Social Cohesion: as learners interact with each other in group discussions and also as they play games together. • Moral education and human sexuality: as the learners master skills and identify their body parts. <p>Link to Values:</p> <ul style="list-style-type: none"> • Respect: as the learners play in groups and pairs and respect each other's views. • Responsibility: as learners make, use and care for the equipment. 				

<ul style="list-style-type: none"> • Integrity: as learners play games and win or lose without cheating.
Link to other learning areas: <ul style="list-style-type: none"> • Languages: as learners discuss together and when playing games. • Science and technology: as learners interact with technology to learn. • Religious Education; as learners play games and win or lose without cheating.
Suggested Community Service Learning Activities: <ul style="list-style-type: none"> • Learners share skills in the community as peer tutors.
Suggested Non-formal activity to support learning: <ul style="list-style-type: none"> • The learners interact with digital media to learn new games that they can play using improvised balls in school and at home.

Suggested Modes of Assessment: Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment	Suggested Resources: digital devices, video clips, open space/ the field, books and pens, learners’ exercise books and pens, balls of different sizes, strings, old clothes, sound balls, coloured balls, stylus, slates, braille machines, braille papers, whistle.
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Assessment Rubric: Ball games

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
The learner is able to: <ul style="list-style-type: none"> • describe the instep pass, • pass the ball using instep into different directions, distances and in different tempo and force. The learner volunteers to assist others.	The learner is able to: <ul style="list-style-type: none"> • describe the instep pass, • pass the ball using instep into different directions, distances and in different tempo and force. The learner requires minimum supervision.	The learner is able to: <ul style="list-style-type: none"> • describe the instep pass, • Pass the ball using instep into different directions, distances and in different tempo and force. The learner requires constant supervision.	The learner is unable to: <ul style="list-style-type: none"> • describe the instep pass, • pass the ball using instep into different directions, distances and in different tempo and force. The learner cannot perform without assistance.



The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.	The learner demonstrates sportsman like behavior in most activities and works well with others.	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.	
The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectation levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness	
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task. .	The learner needs constant supervision to enforce safety, obey instructions and stay on task.	

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0 Ball games	1.15 Manipulative Skills. Goal ball 3 Lessons	By the end of the sub-strand, the learner should be able to: a) define goal ball to enhance learning, b) identify locally available materials for goal ball equipment, c) gather locally available materials for improvising goal ball equipment, d) improvise goal ball equipment, e) demonstrate how goal ball is played for skill acquisition, f) practise playing goal ball for masterly, g) establish relationship in playing goal ball for position awareness, h) observe the rules when playing goal ball for position awareness, i) play modified games for fun and enjoyment, j) appreciate rules and skills used when playing goal ball.	<ul style="list-style-type: none"> • Learners with low vision interact with audio visual devices to watch and listen to video clips with appropriate colour contrast on goal ball, learners with blindness interact with audio visual devices such as smart phones with talk back and victor reader to listen to clips on goal ball, • learners name locally available materials that can be used to improvise goal ball equipment. • in groups, learners gather locally available materials for improvising goal ball equipment, learners with blindness could be assisted by their sighted peers, • learners with visual impairment could be guided to observe safety as they improvise goal ball equipment, • in pairs demonstrate the arm swing for power and balance during bowling, • learners in pairs and groups improvise goal ball equipment, • learners observe safety as they improvise goal ball equipment, • learners in pairs and groups practise playing games, 	1. How do you play goal ball?



			<ul style="list-style-type: none"> learners in pairs and groups play modified games for fun and enjoyment. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Digital literacy: as the learners interact with technology to gather information. Critical Thinking and Problem Solving: as learners improvise goal ball equipment. Communication and collaboration: as learners identify, gather and improvise goal ball materials. Self-efficacy: as learners demonstrate to each other how to play goal ball. 				
<p>Link to Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> Safety and Security Education: When learners play goal ball game ensuring that they do not hurt each other or self. Environmental Education; as learners identify locally available materials, improvise items for use and clean working area. Social cohesion: as learners play together from different social backgrounds. <p>Link to Values:</p> <ul style="list-style-type: none"> Responsibility: as learners make, use and care for the equipment. Respect; as learners learn in groups, pairs and respect each other's views. Integrity: learners play games and win or lose without cheating. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> Mathematics: as learners record time, count and measure when improvising equipment. Art and Craft; as learners improvise goal ball equipment. Languages: as they communicate and collaborate with each other. Science and technology: as learners interact with technology. 				
<p>Suggested Community Service Learning Activities: Learners share skills in the community as peer tutors.</p>				
<p>Suggested Non-formal activity to support learning: Learners interact with media to learn new games that they can play using improvised ball in school and at home.</p>				

<p>Suggested Modes of Assessment: Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment</p>	<p>Suggested Resources: assessment check lists, digital devices, video clips, the field, field makers, open space, rubbers, bats, learners’ exercise books and pens, pencils and rubbers, plasticine, braille paper, slates, bell, stop watch, thick rope, stylus.</p>
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Assessment Rubric: Goal Ball.

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<p>The learner is able to: identify, gather and improvise goal ball equipment using locally available materials. The learner demonstrates excellent ability in skill performance in goal ball and volunteers to assist others.</p>	<p>The learner is able to: identify, gather and improvise goal ball equipment using locally available materials. The learner executes the skills in goal ball with little effort and requires minimum supervision.</p>	<p>The learner is able to identify, gather and improvise goal ball equipment using locally available materials with constant supervision. The learner requires significant effort to perform skills and requires constant supervision</p>	<p>The learner cannot identify, gather and improvise goal ball equipment without assistance</p>
<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others.</p>	<p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision.</p>	<p>The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.</p>
<p>The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.</p>	<p>The learner improves personal growth within physical fitness expectation levels.</p>	<p>The learner irregularly progresses towards improving personal fitness level.</p>	<p>The learner is unable to maintain personal levels of physical fitness</p>
<p>Learner always participates safely and encourages others to be safe, follows instruction and stay on task.</p>	<p>Always participates safely and follows instructions and stays on task without undue fatigue.</p>	<p>The learner needs occasional prompting to observe safety and stay on task. .</p>	<p>The learner needs constant supervision to enforce safety, obey instructions and stay on task.</p>



Manipulative skills: Batting Games - Rounders

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0 Basic Movement Skills	1.16 Manipulative skills: Bats, posts and Rounders balls 3 Lessons	By the end of the sub-strand, the learner should be able to: a) describe the Bats, posts and Rounders ball to enhance learning, b) identify locally available materials for improvising the Bats, posts and Rounders balls, c) gather locally available materials for improvising the Bats, posts and Rounders ball, d) draw and label for learners with low vision/model and identify for learners with blindness the Rounders Bat for familiarization, e) improvise age appropriate Bats, posts and Rounders ball for use f) clean the working area for environmental care, g) observe safety measures when improvising the Bats, posts and Rounders ball. h) play games using improvised Bats, posts and Rounders ball for fun and fitness, i) appreciate improvising the Bats, posts and Rounders ball for self-sufficiency.	<ul style="list-style-type: none"> • Learners with low vision interact with audiovisual devices to find out the size and shape of the Bat, posts, Rounders ball, bat size and balls for ages 9-11, learners with blindness to interact with audio visual devices such as victor readers and smart phones with talk backs to find out the size and shape of the bat, posts and rounders ball for ages 9 – 11, • learners in groups list locally available materials that can be used for improvising Bat, posts and Rounders balls, • in groups learners gather locally available materials for improvising Bat, posts and Rounders balls, learners with blindness could be guided by their sighted peers, • learners individually draw and label, model and identify the Rounders Bat for familiarization, learners with blindness could be assisted to model and identify the rounders bat using plasticine, 	1. Why do we use locally available materials?

			<ul style="list-style-type: none"> • learners observe safety measures when improvising Bat, posts and Rounders balls, • learners play games using improvised equipment in Rounders for fun and enjoyment and observe rules. 	
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Core Competencies to be developed:

- **Digital literacy:** as the learners interact with technology to learn skills in Rounders.
- **Creativity and imagination:** as learners improvise Rounders equipment to play games.
- **Communication and collaboration:** as learners discuss with each other and share opinion.
- **Self-efficacy:** as learners demonstrate skills to one another and play games together.

Link to Pertinent and Contemporary Issues:

- **Safety and Security Education:** When handling the equipment ensuring that they do not hurt each other or self.
- **Social cohesion:** as learners play together from different social backgrounds.
- **Moral education and human sexuality:** when learners know parts of their bodies and to manipulate them in playing games.

Link to Values:

- **Responsibility:** as they clean the working environment, and carry the equipment back to the store.
- **Unity:** Players develop strong relationships as they play together and form teams.
- **Social justice:** They practise fairness in the observation and administration of rules to all.

Link to other learning areas:

- **Mathematics:** as count Rounders.
- **Languages:** as they communicate and collaborate with each other.
- **Science and technology:** as learners interact with technology.

Suggested Community Service Learning Activities: as learners improvise play equipment and use them to play games and become peer tutors.



Suggested Non-formal activity to support learning:

Learners improvise bats that they can use to play Rounders during weekends and holidays.

Suggested Modes of Assessment:

Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment

Suggested Resources:

assessment check lists, digital devices, video clips, the field, rounders balls, rounders bats, field markers, sketch diagram of the rounders pitch, learners' exercise books and pens, pencils and rubbers, plasticine, braille paper, slates, sound rounder balls, stylus.

Assessment Rubric: Batting Games – Rounders

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<p>The learner is able to:</p> <ul style="list-style-type: none"> describe the bats, posts and rounders, identify and gather locally available materials and improvise age appropriate bats, posts and rounders ball, draw or model the rounders bat <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> describe the bats, posts and rounders, identify and gather locally available materials and improvise age appropriate bats, posts and rounders ball, draw or model the rounders ball <p>The learner requires minimum supervision.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> describe the bats, posts and rounders, identify and gather locally available materials and improvise age appropriate bats, posts and rounders ball, draw or model the rounders bat <p>The learner requires constant supervision.</p>	<p>The learner is unable to:</p> <ul style="list-style-type: none"> describe the bats, posts and rounders, identify and gather locally available materials and improvise age appropriate bats, posts and rounders ball. draw or model the rounders bat <p>The learner cannot perform without assistance.</p>

The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.	The learner demonstrates sportsman like behavior in most activities and works well with others.	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.
The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectation levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness.
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task. .	The learner needs constant supervision to enforce safety, obey instructions and stay on task.



Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key inquiry question(s)
1.0 Basic Movement Skills	1.17 Manipulative skills: Pitch orientation (Batting games, Rounders) 3 Lessons	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the different sections of a Rounders pitch to enhance learning, b) familiarize with the sections of the Rounders pitch for orientation, c) draw/model a sketch of the Rounders pitch to enhance learning, d) place Rounders posts in the play area for field demarcation, e) observe rules when playing Rounders for safety, f) play Rounders games for fun and enjoyment. 	<ul style="list-style-type: none"> • the learners with low vision interact with audiovisual devices to watch and listen to a video clip with appropriate colour contrast of a Rounders pitch and look out for the batting and bowling square, the width and length of pitch, learners with blindness interact with audio visual devices such as smart phones and victor readers to listen to video clips on a rounders pitch, • from a given drawing the learners sketch/model the Rounders pitch and name the different sections, learners with blindness could be assisted to model the rounders pitch and name different sections, • learners in groups place the Rounders posts in the play area, learners with blindness could be guided by a sighted peer to place the rounders post in the play area, • learners participate in a Rounders games for fun and enjoyment and observe safety. 	1. How does a rounders pitch look like?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: as the learners interact with technology to learn skills in Rounders. • Creativity and imagination: as learners manipulate rounders equipment to play games. 				

- **Communication and collaboration:** as learners discuss with each other and share opinions.
- **Self-efficacy:** as learners demonstrate skills to one another and play games together.

Link to Pertinent and Contemporary Issues:

- **Safety and Security Education:** When handling the equipment ensuring that they do not hurt each other or self.
- **Social cohesion:** as learners play together from different social backgrounds.
- **Moral Education and Human Sexuality:** as learners know parts of their bodies and manipulate them in playing games.

Link to Values:

- **Responsibility:** as they clean the working environment, and carry the equipment back to the store.
- **Unity:** Players develop strong relationships as they play together and form teams.
- **Social justice:** They practise fairness in the observation and administration of rules to all.

Link to other learning areas:

- **Mathematics:** as they count Rounders.
- **Languages:** as they communicate and collaborate with each other.
- **Science and technology:** as learners interact with technology.

Suggested Community Service Learning Activities: as learners manipulate play equipment and use them to play games and become peer tutors.

Suggested Non-formal activity to support learning:

Learners manipulate equipment that they can use to play Rounders during weekends and holidays.

Suggested Modes of Assessment:

Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment

Suggested Resources:

assessment check lists, digital devices, video clips, the field, rounders balls, rounders bats, field markers, sketch diagram of the rounders pitch, learners' exercise books and pens, pencils and rubbers, plasticine, braille paper, slates, sound rounder balls, stylus.

Assessment Rubric: Batting Games – Rounders

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
The learner is able to: <ul style="list-style-type: none"> • familiarize with the sections of the rounders pitch, 	The learner is able to: <ul style="list-style-type: none"> • familiarize with the sections of the rounders pitch, 	The learner is able to: <ul style="list-style-type: none"> • familiarize with the sections of the rounders pitch, 	The learner is unable to: <ul style="list-style-type: none"> • familiarize with the sections of the rounders pitch,



<ul style="list-style-type: none"> draw or model the sketch of a rounders pitch, place rounders posts in the play area. <p>The learner volunteers to assist others.</p>	<ul style="list-style-type: none"> draw or model the sketch of a rounders pitch, place rounders posts in the play area, <p>The learner requires minimum supervision.</p>	<ul style="list-style-type: none"> draw or model the sketch of a rounders pitch, place rounders posts in the play area. <p>The learner requires constant supervision.</p>	<ul style="list-style-type: none"> draw or model the sketch of a rounders pitch, place rounders posts in the play area. <p>The learner cannot perform without assistance.</p>
<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others.</p>	<p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision.</p>	<p>The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others .</p>
<p>The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.</p>	<p>The learner improves personal growth within physical fitness expectation levels.</p>	<p>The learner irregularly progresses towards improving personal fitness level.</p>	<p>The learner is unable to maintain personal levels of physical fitness</p>
<p>Learner always participates safely and encourages others to be safe, follows instruction and stay on task.</p>	<p>Always participates safely and follows instructions and stays on task without undue fatigue.</p>	<p>The learner needs occasional prompting to observe safety and stay on task. .</p>	<p>The learner needs constant supervision to enforce safety, obey instructions and stay on task.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<p>1.0 Basic Movement Skills</p>	<p>1.18 Manipulative skills: Bowling in Rounders 3 Lessons</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> describe bowling to enhance learning, identify the body parts that are used for holding the Rounders ball and bat, practise the standing position for bowling, practice the arm swing in bowling for power and balance, demonstrate the body position during the execution of bowling technique for skill acquisition, practise the footwork in bowling for a good ball, practise the bowling technique for masterly, observe the rules of bowling for fair ball and self-competence, play Rounders for fun and enjoyment. 	<ul style="list-style-type: none"> learners with low vision watch and listen to a video clip on bowling and observe the body parts used for holding the Rounders ball the bowling action as used in Rounders, learners with blindness to watch and listen to video clips and touch body parts used for holding a rounders ball, learners discuss their observations from the video clip and respect each other's views, demonstrate a variety of standing positions during bowling (feet staggered, feet apart), learners with blindness to be given physical support to perform a variety of standing position during bowling, in pairs learners with blindness will be assisted by a sighted peer to perform arm swing and balance, learners with low vision practise throwing the Rounders ball in different levels (low, medium, high), learners with blindness may be assisted by a sighted peer to throw rounders ball in different levels (low, medium, high) 	<ol style="list-style-type: none"> How do you position yourself for bowling technique? Why is it important to grip the ball correctly in rounders game?



			<ul style="list-style-type: none"> • learners with low vision practise bowling in different directions (sideways, forward), learners with blindness could be given assistance by peer to practise bowling in different directions (sideways, forward) • learners practise recovery after ball release, • learners play bowling drills for fun and enjoyment observing the rules of bowling. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: as the learners interact with technology to learn skills in Rounders. • Creativity and imagination: as learners manipulate Rounders equipment to play games. • Communication and collaboration: as learners discuss with each other and share opinion. • Self-efficacy: as learners demonstrate skills to one another and play games together. 				
<p>Link to Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> • Safety and Security Education: When handling the equipment ensuring that they do not hurt each other or self. • Social cohesion: as learners play together from different social backgrounds. • Moral education and human sexuality: when learners know parts of their bodies and to manipulate them in playing games. 				
<p>Link to Values:</p> <ul style="list-style-type: none"> • Responsibility: as they clean the working environment, and carry the equipment back to the store. • Unity: Players develop strong relationships as they play together and form teams. • Social justice: They practise fairness in the observation and administration of rules to all. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Mathematics: as they count Rounders. • Languages: as they communicate and collaborate with each other. • Science and technology: as learners interact with technology. 				

Suggested Community Service Learning Activities: as learners manipulate play equipment and use them to play games and become peer tutors.

Suggested Non-formal activity to support learning:

Learners manipulate bats that they can use to play Rounders during weekends and holidays.

Suggested Modes of Assessment:

Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment

Suggested Resources:

Assessment check lists, digital devices, video clips, the field, rounders balls, rounders bats, field markers, sketch diagram of the rounders pitch, learners' exercise books and pens, stylus, pencils and rubbers, plasticine, braille paper, slates, sound rounder balls, whistle

Assessment Rubric: Batting Games – Rounders

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<p>The learner is able to:</p> <ul style="list-style-type: none"> describe bowling, identify body parts used in holding the rounders ball and bat, practise the standing position, arm swing, body position and foot work in bowling. <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> describe bowling, identify body parts used in holding the rounders ball and bat, practise the standing position, arm swing, body position and foot work in bowling. <p>The learner requires minimum supervision.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> describe bowling, identify body parts used in holding the rounders ball and bat, practise the standing position, arm swing, body position and foot work in bowling. <p>The learner requires constant supervision.</p>	<p>The learner is unable to:</p> <ul style="list-style-type: none"> describe bowling, identify body parts used in holding the rounders ball and bat, practise the standing position, arm swing, body position and foot work in bowling. <p>The learner cannot perform without assistance.</p>



The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.	The learner demonstrates sportsman like behavior in most activities and works well with others.	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.
The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectation levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness.
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task. .	The learner needs constant supervision to enforce safety, obey instructions and stay on task.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	key inquiry question(s)
1.0 Basic movement skills	1.19 Manipulative skills: Batting games- Rounders Batting. 4 lessons	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) demonstrate the body position in Rounders for skill acquisition, b) practise batting in Rounders for skill masterly, c) observe rules when batting for safety, d) play conditioned Rounders games for fun and enjoyment, e) appreciate batting in Rounders for a successful game. 	<ul style="list-style-type: none"> • Learners in groups and pairs demonstrate the body position in rounder, Learners with blindness be guided on one on one demonstration. • in groups the learners practice the stance, grip, swing and the hit, learners with low vision to use brightly coloured bats and balls • learners practise batting the ball to various distances, • learners in groups practise batting drills, • learners play a batting minor game and observe rules, learners with low vision to be given brightly coloured balls and bat it, • Learners record the scores as they play learners with blindness to record the scores as they play on their braille papers. 	1. How do you position your body as a batsman in Rounders?

Core Competencies to be developed:

- **Digital literacy:** as the learners interact with technology to learn skills in Rounders.
- **Creativity and imagination:** as learners manipulate Rounders equipment to play games.
- **Communication and collaboration:** as learners discuss with each other and share opinion.
- **Self-efficacy:** as learners demonstrate skills to one another and play games together.



Link to Pertinent and Contemporary Issues

- **Safety and Security Education:** When handling the equipment ensuring that they do not hurt each other or self.
- **Social cohesion:** as learners play together from different social backgrounds.
- **Moral education and human sexuality:** when learners know parts of their bodies and manipulate them in playing games.

Link to Values:

- **Responsibility:** as they clean the working environment, and carry the equipment back to the store.
- **Unity:** Players develop strong relationships as they play together and form teams.
- **Social justice:** They practise fairness in the observation and administration of rules to all.

Link to other learning areas:

- **Mathematics:** as they count Rounders.
- **Languages:** as they communicate and collaborate with each other.
- **Science and technology:** as learners interact with technology.

Suggested Community Service Learning Activities:

as learners manipulate play equipment and use them to play games and become peer tutors.

Suggested Non-formal activity to support learning:

Learners manipulate bats that they can use to play Rounders during weekends and holidays.

Suggested Modes of Assessment:

Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment

Suggested Resources:

assessment check lists, digital devices, video clips, the field, rounders balls, rounders bats, field markers, sketch diagram of the rounders pitch, learners' exercise books and pens, stylus, pencils and rubbers, plasticine, braille paper, slates, sound rounder balls.

Assessment Rubric: Batting Games – Rounders

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify the positions of different body parts during batting in rounders, • practise the correct stance, grip, arm swing and hit in batting rounders, 	<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify the positions of different body parts during batting in rounders, • practise the correct stance, grip, arm swing and hit in batting rounders. 	<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify the positions of different body parts during batting in rounders, • practise the correct stance, grip, arm swing and hit in batting rounders. 	<p>The learner is unable to:</p> <ul style="list-style-type: none"> • identify the positions of different body parts during batting in rounders, • practise the correct stance, grip, arm swing and hit in batting rounders. <p>The learner cannot perform</p>

The learner volunteers to assist others.	The learner requires minimum supervision.	The learner requires constant supervision.	without assistance.
The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.	The learner demonstrates sportsman like behavior in most activities and works well with others.	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others
The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectation levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task.	The learner needs constant supervision to enforce safety, obey instructions and stay on task.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0 Basic Movement Skills	1.20 Manipulative skills: Batting games Running a rounder 3 Lessons	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> describe running a rounder to enhance learning, practise running around the diamond for skill masterly for learners with low vision, practise tracking the sound rounders ball on the ground for learners with blindness, practise, post contact drills in running a rounder, observe rules of running a rounder for safety, play Rounders games for fun and enjoyment, appreciate running a rounder for motivation. 	<ul style="list-style-type: none"> Learners with low vision watch and listen to audio visual devices with appropriate colour contrast on how to run a rounder, learners with blindness listen to audio visual devices on how to run a rounder, Learners in groups practise running around the diamond, learners with blindness to be assisted by their sighted peers to track the sound round ball on the ground. Learners with low vision to be given brightly coloured balls and track them, learners in groups practise, post contact drills in running a rounder, learners in groups observe rules when running a rounder for safety, Learners play Rounders games for fun and enjoyment. 	1. How does a rounders pitch look like?
Core Competencies to be developed: <ul style="list-style-type: none"> Digital literacy: as the learners interact with technology to learn skills in Rounders. Creativity and imagination: as learners manipulate Rounders equipment to play games. Communication and collaboration: as learners discuss with each other and share opinion. Self-efficacy: as learners demonstrate skills to one another and play games together. 				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> Safety and Security Education: When handling the equipment ensuring that they do not hurt each other or self. 				

<ul style="list-style-type: none"> • Global Citizenship: Social cohesion: as learners play together from different social backgrounds. • Moral education and human sexuality: when learners know parts of their bodies and manipulate them in playing games. <p>Link to Values:</p> <ul style="list-style-type: none"> • Responsibility: as they clean the working environment, and carry the equipment back to the store. • Unity: Players develop strong relationships as they play together and form teams. • Social justice: They practise fairness in the observation and administration of rules to all. 	
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Mathematics: as they count Rounders. • Languages: as they communicate and collaborate with each other. • Science and technology: as learners interact with technology. 	
<p>Suggested Community Service Learning Activities: as learners manipulate play equipment and use them to play games and become peer tutors.</p>	
<p>Suggested Non-formal activity to support learning: Learners improvise bats that they can use to play Rounders during weekends and holidays.</p>	
<p>Suggested Modes of Assessment: Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment</p>	<p>Suggested Resources: Assessment check lists, digital devices, video clips, the field, rounders balls, rounders bats, field markers, sketch diagram of the rounders pitch, learners’ exercise books and pens, pencils and rubbers, plasticine, braille paper, slates, sound rounder balls.</p>

Assessment Rubric: Batting Games - Rounders

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<p>The learner is able to:</p> <ul style="list-style-type: none"> • describe running a rounder, • run around the diamond for learners with low vision as learners with blindness track sound rounder ball, • practise post contact drills. 	<p>The learner is able to:</p> <ul style="list-style-type: none"> • describe running a rounder, • run around the diamond for learners with low vision as learners with blindness track sound rounder ball, • practise post contact drills. <p>The learner minimum supervision.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> • describe running a rounder, • run around the diamond for learners with low vision as learners with blindness track sound rounder ball, 	<p>The learner is unable to:</p> <ul style="list-style-type: none"> • describe running a rounder, • run around the diamond for learners with low vision as learners with blindness track sound rounder ball,



The learner volunteers to assist others.		<ul style="list-style-type: none"> practise post contact drills. <p>The learner requires constant supervision.</p>	<ul style="list-style-type: none"> practise post contact drills. <p>The learner cannot perform without assistance.</p>
The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.	The learner demonstrates sportsman like behavior in most activities and works well with others.	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.
The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectation levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness.
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task. .	The learner needs constant supervision to enforce safety, obey instructions and stay on task.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
Basic Movement Skills	1.21 manipulative skills Showdown 2 Lessons	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> define showdown to enhance learning, identify locally available materials for showdown equipment, gather locally available materials for improvising showdown equipment, improvise showdown equipment, demonstrate how showdown is played for skill acquisition, practice playing showdown for masterly, establish relationship in playing showdown for position awareness, observe the rules when playing showdown for position awareness, play modified games for fun and enjoyment, appreciate rules and skills used when playing showdown. 	<ul style="list-style-type: none"> Learners with low vision interact with audio visual devices to watch and listen to video clips of showdown, learners with blindness to be guided by a sighted peer to touch and feel showdown table, learners name locally available materials that can be used to improvise showdown equipment, learners with low vision to gather locally available materials with appropriate colour contrast to improvise a showdown table, learners with blindness to be assisted to gather locally available materials for improvising showdown equipment, learners observe safety as they improvise showdown equipment, learners in pairs and groups improvise showdown equipment, learners observe safety as they improvise showdown equipment, learners in pairs and groups practise playing games, learners with blindness to be 	<ol style="list-style-type: none"> How do you improvise showdown equipment? How do we play showdown?



			<p>guided by their sighted peers to play the game,</p> <ul style="list-style-type: none"> learners in pairs and groups play modified games for fun and enjoyment. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Digital literacy: as the learners interact with technology to gather information. Critical Thinking and Problem Solving: as learners improvise showdown equipment. Communication and collaboration: as learners identify, gather and improvise showdown materials. Self-efficacy: as learners demonstrate to each other how to play showdown. 				
<p>Link to Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> Safety and Security Education: When learners play showdown game ensuring that they do not hurt each other or self. Environmental Education; as learners identify locally available materials, improvise items for use and clean working area. Global Citizenship: Social cohesion: as learners play together from different social backgrounds. 				
<p>Link to Values:</p> <ul style="list-style-type: none"> Responsibility: as learners make, use and care for the equipment. Respect; as learners learn in groups, pairs and respect each other's views. Integrity: learners play games and win or lose without cheating. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> Mathematics: as learners record time, count and measure when improvising equipment. Art and Craft; as learners improvise showdown equipment. Science and technology: as learners interact with technology. 				
<p>Suggested Community Service Learning Activities: Learners share skills in the community as peer tutors.</p>				
<p>Suggested Non-formal activity to support learning: Learners interact with media to learn new games that they can play using improvised ball in school and at home.</p>				
<p>Suggested Modes of Assessment: Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment</p>		<p>Suggested Resources: Assessment check lists, digital devices, video clips, the field, field markers, open space, rubbers, bats, learners' exercise books and pens, pencils and rubbers, plasticine, braille paper, slates, bell, stop watch.</p>		

Assessment Rubric: show down.

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
The learner is able to: identify, gather and improvise showdown equipment using locally available materials. The learner demonstrates excellent ability in skill performance in showdown and volunteers to assist others.	The learner is able to: Identify, gather and improvise showdown equipment using locally available materials. The learner executes the skills in showdown with little effort and requires minimum supervision.	The learner is able to: identify, gather and improvise showdown equipment using locally available materials with constant supervision. The learner requires significant effort to perform skills and requires constant supervision.	The learner cannot identify, gather and improvise showdown equipment without assistance. The learner cannot perform showdown without assistance.
The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.	The learner demonstrates sportsman like behavior in most activities and works well with others.	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.
The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectation levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task. .	The learner needs constant supervision to enforce safety, obey instructions and stay on task.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0 Basic movement skills	1.22 Manipulative skills: Basic Rope work - Improvising the jump rope 3 lessons	By the end of the sub-strand, the learner should be able to: a) describe the jump rope to enhance learning, b) identify locally available materials for improvising the jump rope, c) gather locally available materials for improvising the jump rope, d) list safety measures to be observed when improvising the jump rope, e) improvise the jump rope using locally available materials, f) observe safety measures while improvising the rope g) play games for fun and enjoyment, h) appreciate the jump rope for use when playing games.	<ul style="list-style-type: none"> • Learners with blindness to listen to audio visual devices with talk back to find out what a jump rope is, learners with low vision to watch and listen to audio visual devices with appropriate colour contrast to find out what a jump rope is, • in pairs and groups mention locally available materials for improvising the jump rope. • in pairs and groups learners gather locally available materials for improvising the jump rope. Learners with blindness could be assisted to gather locally available materials for improvising a jump rope, learners with low vision could be guided to gather materials with appropriate colour contrast for improvising jump rope, • in groups learners discuss and list the safety measures to be observed when improvising the 	<ol style="list-style-type: none"> 1. How do you improvise a jump rope? 2. Why do you use locally available materials ? 3. How do we keep safe while jumping?

			<p>jump rope, learners with blindness to list the materials on a braille paper, while learners with low vision list the materials on a large print paper,</p> <ul style="list-style-type: none"> • in pairs and groups learners improvise different sizes of jump ropes using locally available materials. learners with blindness to be given physical support and verbal description on how to improvise the jump rope, • learners observe safety measures when improvising the jump rope, learners with blindness to be given physical support by their sighted peers to take precaution when making the jump rope, • participate in for fun and enjoyment. 	
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Core Competencies to be developed:

- **Critical thinking and problem solving:** as the learners improvise the rope and discuss their observations from clips they have observed and listened to.
- **Communication and collaboration:** as they practise jumping rope in pairs and groups.
- **Digital literacy:** as learners interact with audio visual devices on jump rope.
- **Self-efficacy:** as learners master rope jumping skills.



Link to Pertinent and Contemporary Issues

- **Life skills and Values Education:** self-esteem and self-awareness as learners work in groups and as they master different skills.
- **Safety and Security Education:** as learners observe safety when practising and performing skills.
- **Environmental Education:** as learners leave the working place clean after improvisation.

Link to Values:

- **Respect:** learners respect each other’s opinion as they work in pairs and groups.
- **Responsibility:** as the learners use the rope for the intended purpose.
- **Ethics, fair play and honesty:** as learners give each other chances to jump and make the correct count
- **Health:** as learners jump rope to maintain healthy weight and strong bones.
- **Social cohesion:** as learners jump ropes in groups to derive fun and enjoyment.
- **Love:** as the learners jump rope as a team and work together to gather materials for improvising ropes.
- **Peace:** as learners watch and listen to video clips together and discuss while respecting each other’s views.

Link to other learning areas:

- **Languages:** as learners discuss video clips in groups and answer key inquiry questions.
- **Mathematics:** as learners take suitable rope measurements. Make correct counts, and make shapes using rope.
- **Art and craft:** as learners improvise jump ropes, make shapes and colour them (Low Vision).

Suggested Community Service Learning Activities:

- Learners visit children’s homes to assist in making appropriate play items using improvised locally available materials.

Suggested non-formal activity to enhance learning:

Learners to jump rope using improvised ropes as they count, make with the other children back at home.

Suggested Modes of Assessment:

Oral, Observation, Anecdotal

Suggested Resources:

video clips, space, jump ropes, field makers, tape measures/rulers, Materials for making rope

Assessment Rubric: Jump rope

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
The learner is able to: <ul style="list-style-type: none"> • describe jump rope, 	The learner is able to: <ul style="list-style-type: none"> • describe jump rope, • identify and gather locally available 	The learner is able to: <ul style="list-style-type: none"> • describe jump rope, • identify and gather locally available 	The learner is unable to: <ul style="list-style-type: none"> • describe jump rope,

<ul style="list-style-type: none"> identify and gather locally available materials and improvise the jump rope. The learner volunteers to assist others. 	<p>materials and improvise the jump rope. The learner requires minimum supervision</p>	<p>materials and improvise the jump rope. The learner requires constant supervision</p>	<ul style="list-style-type: none"> identify and gather locally available materials and improvise the jump rope. The learner cannot perform without assistance 	
The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.	The learner demonstrates sportsman like behavior in most activities and works well with others.	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.	
The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectation levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness.	
Learner always participates safely and encourages others to be safe, follows instructions and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task.	The learner needs constant supervision to enforce safety, obey instructions and stay on task.	



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<p>1.0 Basic movement skills</p>	<p>1.23 Manipulative skills: Basic rope work: Jumping techniques: Grip, proper body, arm and wrist position, rope swing, correct jumping height(not too high nor too low)</p> <p>3 lessons</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> describe a jump rope to enhance learning, Practice correct techniques to avoid injuries. observe rules when jumping rope for safety. play games for fun and enjoyment, appreciate the jump rope for playing games. 	<ul style="list-style-type: none"> In pairs and groups learners discuss what a jump rope is. Practice correct jumping techniques to avoid injuries such as jump rope grip, body posture, arm and wrist position, rope swing, measuring correct rope length and jumping height. Learners with blindness could be given one on one demonstration. Ropes for learners with low vision should have appropriate colour contrast. Learners individually or in pairs demonstrate the correct grip, body posture, arm and wrist position, rope swing, measuring correct rope length and jumping height for safety. <p>play games using the jump rope for fun and enjoyment.</p>	<ol style="list-style-type: none"> Why is it important to use the correct jumping technique in jump rope?

Core Competencies to be developed:

- **Critical thinking and problem solving:** as the learners make shapes, numbers and letters using the jump rope and discuss their observations from clips they have observed and listened to.
- **Communication and collaboration:** as they practise making shapes, numbers and letters using the jump rope in pairs and groups.
- **Digital literacy:** as learners interact with audio visual devices.
- **Self-efficacy:** as learners master making shapes, numbers and letters.

Link to Pertinent and Contemporary Issues

- **Life skills:** as learners work in groups and as they master different skills.
- **Safety and Security Education:** as learners observe safety when practising and performing the skills.
- **Environmental Education:** as learners leave the working place clean.

Link to Values:

- **Respect:** as learners respect each other’s opinion as they work in pairs and groups.
- **Responsibility:** as the learners use the rope for the intended purpose.
- **Health:** as learners jump rope to maintain healthy weight and strong bones.

Link to other learning areas:

- **Languages:** as learners discuss video clips in groups and answer key inquiry questions.
- **Mathematics:** as learners make shapes, letters and numbers using rope.
- **Art and craft:** as learners with low vision make shapes, letters and numbers and color them.

Suggested Community Service Learning Activities:

- Learners visit children’s homes to assist in making appropriate play items using improvised locally available materials

Suggested non-formal activity to enhance learning:

Learners to use jump rope to make shapes, letters and numbers with the other children back at home.

Suggested Modes of Assessment:

Oral, Observation, Anecdotal

Suggested Resources:

video clips, space, jump ropes, field makers, tape measures/rulers, materials for making rope, bright colors, water.



Assessment Rubric: Jump rope

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>The learner is able to:</p> <ul style="list-style-type: none"> describe a jump rope, make different shapes and letters. The learner volunteers to assist others. 	<p>The learner is able to:</p> <ul style="list-style-type: none"> describe a jump rope, make different shapes and letters. The learner requires minimum supervision. 	<p>The learner is able to:</p> <ul style="list-style-type: none"> describe a jump rope, make different shapes and letters. The learner requires constant supervision. 	<p>The learner is unable to;</p> <ul style="list-style-type: none"> describe a jump rope, make different shapes and letters. The learner cannot perform without assistance.
<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others.</p>	<p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision.</p>	<p>The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.</p>
<p>The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.</p>	<p>The learner improves personal growth within physical fitness expectation levels.</p>	<p>The learner irregularly progresses towards improving personal fitness level.</p>	<p>The learner is unable to maintain personal levels of physical fitness.</p>
<p>Learner always participates safely and encourages others to be safe, follows instructions and stay on task.</p>	<p>Always participates safely and follows instructions and stays on task without undue fatigue.</p>	<p>The learner needs occasional prompting to observe safety and stay on task. .</p>	<p>The learner needs constant supervision to enforce safety, obey instructions and stay on task.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
1.0 Basic Movement skills.	1.24 Manipulative skills: Basic rope work: Single bounce 3 lessons	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) name the parts of the body used for jumping rope, b) practise the correct grip for the jump rope, c) practise the correct hand position in readiness for jumping rope, d) use the correct body posture when jumping rope, e) demonstrate how to measure rope length for jumping, f) demonstrate jumping rope using the Single bounce for skill acquisition, g) practise jumping rope using the Single bounce for masterly, h) using Single bounce jump rope in different directions for directionality, i) using Single bounce jump rope in different tempo for speed, j) observe safety when jumping rope for own and others safety, k) play games for fun and enjoyment, 	<ul style="list-style-type: none"> • Learners with blindness to listen to audio visual devices like victor reader, smart phone with talk back on jump rope and the grip, hand position and body posture, Learners with low vision to watch and listen to audio visual devices with appropriate colour contrast on jump on jump rope and observe the grip, hand position and body posture, • in pairs and groups learners discuss their observations and respect each other’s opinion, • in pairs and groups practise the correct grip for the jump rope, • in pairs and groups learners demonstrate the correct hand position in readiness for jumping rope. Learners with blindness to be guided by their sighted peers, • in pairs groups learners demonstrate the correct body posture when jumping rope. Learners 	1. How do you make a Single bounce?



		<p>l) appreciate the single bounce skill for jumping rope.</p>	<p>with blindness to be guided by their sighted peers,</p> <ul style="list-style-type: none"> • individually demonstrate how to measure rope length for use when jumping. Learners with blindness to be guided by their sighted peers, • learners in three or group practise jumping rope using the single bounce <ul style="list-style-type: none"> - jump rope facing forward and count 1 to 10, - jump backwards (arms will move in an opposite direction) using Single bounce and count 1 to 10, - jump rope sideways - in pairs jump rope in a variety of ways using single bounce - in threes jump rope using single bounce in a variety of ways • using Single bounce jump rope in different tempo. Learners with low vision could be given brightly coloured ropes, learners with blindness could be given physical support to use single 	
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			bounce jump rope in different tempo, - jump rope slow to start with and then increase the speed • learners participate in games for fun and enjoyment and observe rules.	
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Core Competencies to be developed:

- **Critical thinking and problem solving:** as the learners improvise the rope and discuss their observations from clips they have observed and listened to.
- **Communication and collaboration:** as they practise jumping rope in pairs and groups
- **Digital literacy:** as learners interact with audio visual devices.
- **Self-efficacy:** as learners master rope jumping skills.

Link to Pertinent and Contemporary Issues

- **Life skills:** as learners work in groups and as they master different skills.
- **Safety and Security Education:** as learners observe safety when practising and performing skills.
- **Environmental Education:** as learners leave the working place clean.

Link to Values:

- **Respect:** as learners respect each other’s opinion as they work in pairs and groups.
- **Responsibility:** as the learners use the rope for the intended purpose.
- **Ethics, fair play and honesty:** as learners give each other chances to jump and make the correct count.
- **Health:** as learners jump rope to maintain healthy weight and strong bones.
- **Love:** as the learners jump rope.
- **Peace:** as learners watch and listen to video clips together and discuss while respecting each other’s views.

Link to other learning areas:

- **Languages:** as learners discuss video clips in groups and answer key inquiry questioning.
- **Mathematics:** as learners take suitable rope measurements and make correct counts using rope.
- **Science and Technology;** as learners interact with technology.

Suggested Community Service Learning Activities:

- Learners share skills in the community as peer tutors.

Suggested non formal activity to enhance learning:



Learners to jump rope using improvised ropes as they count with the other children back at home.

Suggested Modes of Assessment:

Oral, Observation, Anecdotal

Suggested Resources:

video clips, space, jump ropes, field makers, tape measures/rulers, materials for making rope

Assessment Rubric: Jump rope

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>The learner is able to:</p> <ul style="list-style-type: none"> name parts of the body used for jumping rope, practise correct grip, hand position and body posture in readiness for jumping rope <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> name parts of the body used for jumping rope, practise correct grip, hand position and body posture in readiness for jumping rope. <p>The learner requires minimum supervision</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> name parts of the body used for jumping rope, practise correct grip, hand position and body posture in readiness for jumping rope. <p>The learner requires constant supervision</p>	<p>The learner is unable to;</p> <ul style="list-style-type: none"> name parts of the body used for jumping rope. practise correct grip, hand position and body posture in readiness for jumping rope. <p>The learners cannot perform the skills without assistance.</p>
<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others</p>	<p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision</p>	<p>The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others</p>
<p>The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness</p>	<p>The learner improves personal growth within physical fitness expectation levels.</p>	<p>The learner irregularly progresses towards improving personal fitness level.</p>	<p>The learner is unable to maintain personal levels of physical fitness.</p>
<p>Learner always participates safely and encourages others to be safe, follows instructions and stay on task.</p>	<p>Always participates safely and follows instructions and stays on task without undue fatigue.</p>	<p>The learner needs occasional prompting to observe safety and stay on task.</p>	<p>The learner needs constant supervision to enforce safety, obey instructions and stay on task.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question (s)
<p>1.0 basic movement skills.</p>	<p>1.25 Manipulative skills: Basic rope work - Double bounce</p> <p>3 lessons</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> demonstrate jumping rope using the Double bounce for skill acquisition, practise jumping rope using the Double bounce for masterly, use Double bounce jump rope in different directions for directionality, make relationships while jumping rope using Double bounce for space awareness, observe safety when jumping rope for own and others safety, play games for fun and enjoyment, appreciate the double bounce skill for jumping rope. 	<ul style="list-style-type: none"> • Learners in three or group practise jumping rope using the Double bounce, learners with low vision could be given brightly coloured ropes, learners with blindness could be given physical support by the sighted guide to practise jumping rope using the double bounce, <ul style="list-style-type: none"> - jump rope facing forward and count 1 to 10, - jump backwards (arms will move in an opposite direction) using double bounce and count 1 to 10, - jump rope sideways, - in pairs jump rope in a variety of ways using double bounce, 	<p>1. How do you make a Double bounce using a jump rope?</p>



			<ul style="list-style-type: none"> - in threes jump rope using double bounce in a variety of ways, • using Double bounce jump rope in different tempo <ul style="list-style-type: none"> - jump rope slow to start with and then increase the speed • learners participate in games for fun and enjoyment and observe rules. <p>Double bounce-where you hop twice between each spin of the rope</p>	
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Core Competencies to be developed:

- **Communication and collaboration:** as the practise jumping rope in pairs and groups.
- **Digital literacy:** as learners interact with audio visual devices.
- **Self-efficacy:** as learners master rope jumping skills.

Link to Pertinent and Contemporary Issues

- **Life skills and Values Education:** as learners work in groups and as they master different skills.
- **Safety and Security Education:** as learners observe safety when practising and performing skills.
- **Environmental issues:** as learners leave the working place clean.

Link to Values:

- **Respect:** as learners respect each other’s opinion as they work in pairs and in groups.
- **Responsibility:** as the learners use the rope for the intended purpose.
- **Ethics, fair play and honesty:** as learners give each other chances to jump and make the correct count.
- **Health:** as learners jump rope to maintain healthy weight and strong bones.
- **Love:** as the learners jump rope.
- **Peace:** as learners watch and listen to video clips together and discuss while respecting each other’s views.

Link to other learning areas:

- **Languages:** as learners discuss video clips in groups and answer key inquiry questioning.

<ul style="list-style-type: none"> • Mathematics: as learners take suitable rope measurements and make correct counts using rope. • Science and Technology; as learners interact with technology. 	
Suggested Community Service Learning Activities: <ul style="list-style-type: none"> • Learners share skills in the community as peer tutors. 	
Suggested non-formal activity to enhance learning: Learners to jump rope using improvised ropes as they count with the other children back at home.	
Suggested Modes of Assessment: Oral, Observation, Anecdotal	Suggested Resources: Video clips, Space, jump ropes, Field markers, Tape measures/rulers, Materials for making rope

Assessment Rubric: Jump rope

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
The learner is able to: jump rope using the double bounce jump, <ul style="list-style-type: none"> • use double bounce jump in different directions and tempo. The learner volunteers to assist others.	The learner is able to: <ul style="list-style-type: none"> • jump rope using the double bounce jump, • use double bounce jump in different directions and tempo. The learner requires minimum supervision	The learner is able to: <ul style="list-style-type: none"> • jump rope using the double bounce jump, • use double bounce jump in different directions and tempo. The learner requires constant supervision.	The learner is unable to; <ul style="list-style-type: none"> • jump rope using the double bounce jump, • use double bounce jump in different directions and tempo. The learner cannot perform without assistance.
The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others	The learner demonstrates sportsman like behavior in most activities and works well with others	The learner demonstrates sportsman like behavior under supervision and works with others under supervision	The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others



The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness	The learner improves personal growth within physical fitness expectation levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness
Learner always participates safely and encourages others to be safe, follows instructions and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task. .	The learner needs constant supervision to enforce safety, obey instructions and stay on task.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question (s)
<p>1.0 Basic movement skills</p>	<p>1.26 Manipulative skills: Basic rope work: one foot bounce</p> <p>3 lessons</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> demonstrate jumping rope using one foot bounce for skill acquisition, practise jumping rope using one foot bounce for masterly, observe safety when. jumping rope for own and others safety, play games for fun and enjoyment, appreciate the one foot bounce skill for jumping rope. 	<ul style="list-style-type: none"> • In pairs and groups learners jump with one foot bounce without using the jump rope. Learners with blindness be given one on one demonstration. • In pairs learners practise one foot bounce using a rope, learners with blindness could be given physical guidance to practise one foot bounce. <ul style="list-style-type: none"> - Jump on the spot using the right foot only and count one to five. Repeat with the left foot and count one to five, - jump on the spot with one leg and turn 90⁰ to the left and to the right, - jump over a rope on the floor to the right and left using the left foot only. Repeat with the right foot, 	<p>How do you perform a one foot bounce?</p>



			<ul style="list-style-type: none"> - jump over a rope on the floor forwards and backwards using the left foot only. Repeat with the right foot, • individually learners practise one foot bounce using the rope, learners with low vision could be given brightly coloured ropes to practise one foot bounce, learners with blindness could be guided to practise one foot bounce, • in fours learners practice one foot bounce using the rope, • learners observe safety when jumping rope for own and others safety, • learners play games for fun and enjoyment 	
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Core Competencies to be developed:

- **Communication and collaboration:** as they practise jumping rope in pairs and groups.
- **Digital literacy:** as learners interact with audio visual devices.
- **Self-efficacy:** as learners master rope jumping skills.

Link to Pertinent and Contemporary Issues

- **Life skills and Values Education:** as learners work in groups and as they master different skills.
- **Safety and Security Education:** as learners observe safety when practising and performing skills.
- **Environmental Education:** as learners leave the working place clean.

Link to Values:

- **Respect:** as learners respect each other's opinion as they work in pairs and in groups and they work in groups.
- **Responsibility:** as the learners use the rope for the intended purpose.
- **Ethics, fair play and honesty:** as learners give each other chances to jump and make the correct count.
- **Health:** as learners jump rope to maintain healthy weight and strong bones.
- **Love:** as the learners jump rope.
- **Peace:** as learners watch and listen to video clips together and discuss while respecting each other's views.

Link to other learning areas:

- **Languages:** as learners discuss video clips in groups and answer key inquiry questioning.
- **Mathematics:** as learners take suitable rope measurements and make correct counts using rope.
- **Science and Technology:** as learners interact with technology.

Suggested Community Service Learning Activities:

- Learners share skills in the community as peer tutors.

Suggested non-formal activity to enhance learning:

Learners to jump rope using improvised ropes as they count with the other children back at home.

Suggested Resources:

Video clips, Space, jump ropes, Field markers, Tape measures/rulers, Materials for making rope

Assessment Rubric: Jump rope

Exceeding expectations	Meeting expectations	Approaching expectation	Below expectation
<p>The learner is able to:</p> <ul style="list-style-type: none"> • jump rope using the foot bounce jump, • use foot bounce jump in different directions and tempo. <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> • jump rope using the foot bounce jump, • use foot bounce jump in different directions and tempo. <p>The learner requires minimum supervision.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> • jump rope using the foot bounce jump, • use foot bounce jump in different directions and tempo. <p>The learner requires constant supervision.</p>	<p>The learner is unable to;</p> <ul style="list-style-type: none"> • jump rope using the foot bounce jump, • use foot bounce jump in different directions and tempo. <p>The learner cannot perform without assistance.</p>



The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.	The learner demonstrates sportsman like behavior in most activities and works well with others.	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others
The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness	The learner improves personal growth within physical fitness expectation levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness
Learner always participates safely and encourages others to be safe, follows instructions and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task. .	The learner needs constant supervision to enforce safety, obey instructions and stay on task.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
2.0 Gymnastics	2.1 Rolls: Forward roll 3 Lessons	By the end of the sub-strand the learner should be able to: a) Name body parts used when performing the forward roll for body awareness. b) Practise the forward roll for skill masterly. c) observe rules when performing the forward roll for own and others safety, d) Play games for fun and enjoyment. e) Appreciate the forward roll for self-esteem.	<ul style="list-style-type: none"> Learners demonstrate the forward roll. Learners with blindness will be given physical guidance and one on one demonstration. learners in groups practise the forward roll, learners with blindness could be given one on one demonstration in pairs learners perform the forward roll and correct each other, Learners play and watch games for fun and enjoyment using digital devices such as audio visual devices. Learners observe rules when performing the forward roll for own and others safety, <p>Caution: The learner should only make floor contact with the back of the head and shoulders and never the top of the head, as that can hurt the neck.</p>	1. How do you perform a forward roll?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration: as the learners discuss and give each other feedback. Critical thinking and problem solving: it is achieved as the learners observe rules and maintain safety. Self-efficacy: as the learners gain confidence in performing the skill and display it. Learning to learn: as the learners learn how to use personal and general knowledge. Digital literacy: as the learners manipulate the digital gadgets, watch, listen to or take video clips. 				



Link to Pertinent and Contemporary Issues

- **Safety and Security Education:** as the learners observe the rules.
- **Environmental Education:** as the learners clear up the learning area after learning.

Link to Values:

- **Respect:** This is developed as learners discuss and respect each other's opinion.
- **Unity:** as the learners perform the tuck roll in pairs.
- **Responsibility:** as learners develop patience and perseverance when performing the skill.

Links to other learning areas:

Languages: when learners are discussing in groups.

Science and technology; as learners interact with audiovisual gadgets.

Suggested community service learning activities: Learners share skills in the community as peer tutors.

Suggested Non-formal activity to support learning: learners participate in community gymnastics competitions.

Suggested Modes of Assessment:

Oral, Written, Observation, Anecdotal, Self-assessment
Peer assessment, Assessment check lists

Suggested Resources:

digital devices, video clips, the field, field markers, mats, coins, benches, bean bags, task cards, First Aid kit, learners' exercise books, pens, pencils, rubbers, braille machines, stylus, slates, braille papers.

Assessment Rubric: Gymnastics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
The learner is able to: perform and practise tuck roll. The learner volunteers to assist others.	The learner is able to: perform and practise tuck roll. The learner requires minimum supervision.	The learner is able to: perform and practise tuck roll. The learner requires constant supervision.	The learner is unable to perform and practise tuck roll. The learner cannot perform without assistance.

The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others	The learner demonstrates sportsman like behavior in most activities and works well with others	The learner demonstrates sportsman like behavior under supervision and works with others under supervision	The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others
The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectation levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness.
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task.	The learner needs constant supervision to enforce safety, obey instructions and stay on task.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<p>2.0 Gymnastics</p>	<p>2.2 Rolls: Backward roll 4 Lessons</p>	<p>By the end of the sub-strand the learner should be able to:</p> <ul style="list-style-type: none"> a) name the parts of the body that are used in performing the Backward roll for body awareness, b) practise performing the backward roll for skill masterly, c) observe rules when performing the backward roll for own and others' safety. d) Play games for fun and enjoyment e) appreciate the backward roll for self-esteem. 	<ul style="list-style-type: none"> • Learners name the parts of the body that are used in performing the backward roll. • Learners practise performing the backward roll in pairs, Learners with blindness be given one on one demonstration. • Individually learners perform the backward roll while observing safety learners with blindness could be given physical guidance to perform the backward roll. Learners with low vision take video clips with appropriate colour contrast of each other performing the backward roll. • Learners play games for fun and enjoyment. They can use digital devices such audio and video clips. • Caution: The learner should only make floor contact with the back of the head and shoulders and not the top of the head, as that can hurt the neck. 	<ol style="list-style-type: none"> 1. How is backward roll useful in our daily lives?

Core Competencies to be developed:

- **Communication and collaboration:** as the learners discuss and give each other feedback.
- **Critical thinking and problem solving:** it is achieved as the learners observe rules and maintain safety.
- **Self-efficacy:** as the learners gain confidence in performing the skill and display it.
- **Learning to learn:** as the learners learn how to use personal and general knowledge.
- **Digital literacy:** as the learners manipulate the digital gadgets, watch, listen to or take video clips.

Link to Pertinent and Contemporary Issues

- **Safety and Security Education:** as the learners observe the rules.
- **Environmental Education:** as the learners clear up the learning area after learning.

Link to Values:

- **Respect:** This is developed as learners discuss and respect each other's opinion.
- **Unity:** as the learners perform the tank roll in pairs.
- **Social cohesion:** as the learners work together in groups and respect each other's skill level.
- **Responsibility:** as learners develop patience and perseverance when performing the skill.

Links to other learning areas:

Languages: when learners are discussing in groups.

Science and technology; as learners interact with audiovisual gadgets.

Suggested community service learning activities: Learners share skills in the community as peer tutors.

Suggested Non-formal activity to support learning: Learners participate in community gymnastics competitions

Suggested Modes of Assessment:

Oral, Written, Observation, Anecdotal, Self-assessment

Peer assessment, Assessment check lists

Suggested Resources:

digital devices, video clips, the field, field markers, mats, coins, benches, bean bags, task cards, First Aid kit, learners' exercise books, pens, pencils, rubbers, braille machines, stylus, slates, braille papers

Assessment Rubric: Gymnastics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
The learner is able to: <ul style="list-style-type: none"> • name parts of the body used in performing tank roll, • perform and practise tank roll. 	The learner is able to: <ul style="list-style-type: none"> • name parts of the body used in performing tank roll, • perform and practise tank roll. 	The learner is able to: <ul style="list-style-type: none"> • name parts of the body used in performing tank roll, • perform and practise tank roll. 	The learner is unable to: <ul style="list-style-type: none"> • name parts of the body used in performing tank roll, • perform and practise tank roll.



The learner volunteers to assist others.	The learner requires minimum supervision.	The learner requires constant supervision.	The learner cannot perform without assistance.
The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.	The learner demonstrates sportsman like behavior in most activities and works well with others.	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.
The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectation levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness.
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task. .	The learner needs constant supervision to enforce safety, obey instructions and stay on task.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
2.0 Gymnastics	2.3 Individual balances: Head stand 3 Lessons	By the end of the sub-strand the learner should be able to: a) Name parts of the body that are used when performing the headstand for body awareness, b) practice perform the head stand for skill masterly, c) Observe rules when performing the head stand for own and others safety. d) play games for fun and enjoyment, e) appreciate stork stand for aesthetic value,	<ul style="list-style-type: none"> • Learners Name parts of the body that are used when performing the headstand • Learners in pairs practice to perform the head stand. Learners with blindness be given one on one physical guidance. • Learners Observe rules when performing the head stand for own and others safety • learners play games for fun and enjoyment, 	1. How can headstand be useful in daily life?

Core Competencies to be developed:

- **Communication and collaboration:** as the learners discuss and give each other feedback.
- **Critical thinking and problem solving:** it is achieved as the learners observe rules and maintain safety.
- **Self-efficacy:** as the learners gain confidence in performing the skill and display it.
- **Learning to learn:** as the learners learn how to use personal and general knowledge.
- **Digital literacy:** as the learners manipulate the digital gadgets, watch, listen to or take video clips.

Link to Pertinent and Contemporary Issues:

- **Safety and Security Education:** as the learners observe the rules.
- **Environmental Education:** the learners clear up the learning area after learning.



<p>Link to Values:</p> <ul style="list-style-type: none"> • Respect: this is developed as learners discuss and respect each other’s opinion. • Unity: as the learners perform the stork stand in pairs. • Responsibility: as learners develop patience and perseverance when performing the skill. 														
<p>Links to other learning areas:</p> <p>Languages: when learners are discussing in groups.</p> <p>Science and technology: as learners interact with audiovisual gadgets.</p>														
<p>Suggested community service learning activities: Learners share skills in the community as peer tutors.</p>														
<p>Suggested Non-formal activity to support learning: Learners participate in community gymnastics competitions.</p>														
<p>Suggested Modes of Assessment:</p> <p>Oral, Written, Observation, Anecdotal, Self-assessment</p> <p>Peer assessment, Assessment check lists</p>	<p>Suggested Resources:</p> <p>digital devices, video clips, the field, field markers, mats, coins, benches, bean bags, task cards, First Aid kit , learners’ exercise books, pens, pencils, rubbers, braille machines, stylus, slates, braille papers</p>													
<p>Assessment Rubric: Gymnastics</p> <table border="1"> <thead> <tr> <th>Exceeding expectation</th> <th>Meeting expectation</th> <th>Approaching expectation</th> <th>Below expectation</th> </tr> </thead> <tbody> <tr> <td> <p>The learner is able to: practise and perform the stork stand.</p> <p>The learner volunteers to assist others.</p> </td> <td> <p>The learner is able to: practise and perform the stork stand.</p> <p>The learner requires minimum supervision.</p> </td> <td> <p>The learner is able to: practise and perform the stork stand.</p> <p>The learner requires constant supervision.</p> </td> <td> <p>The learner is unable to practise and perform the stork stand.</p> <p>The learner cannot perform without assistance.</p> </td> </tr> <tr> <td> <p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.</p> </td> <td> <p>The learner demonstrates sportsman like behavior in most activities and works well with others.</p> </td> <td> <p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision.</p> </td> <td> <p>The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.</p> </td> </tr> </tbody> </table>			Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation	<p>The learner is able to: practise and perform the stork stand.</p> <p>The learner volunteers to assist others.</p>	<p>The learner is able to: practise and perform the stork stand.</p> <p>The learner requires minimum supervision.</p>	<p>The learner is able to: practise and perform the stork stand.</p> <p>The learner requires constant supervision.</p>	<p>The learner is unable to practise and perform the stork stand.</p> <p>The learner cannot perform without assistance.</p>	<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others.</p>	<p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision.</p>	<p>The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.</p>
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The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectation levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness.
Learners always participate safely and encourage others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task. .	The learner needs constant supervision to enforce safety, obey instructions and stay on task.



Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Outcomes	Key inquiry question(s)
2.0 Gymnastics	2.4 sequences: two action sequence 3 Lessons	By the end of the sub-strand the learner should be able to: <ul style="list-style-type: none"> • describe two action sequence for skill acquisition. • practice two action sequence for skill masterly. • observe rules when performing two action sequence for own and others safety, • play games for fun and enjoyment, • Appreciate the work of others for harmonious co-existence. 	<ul style="list-style-type: none"> • Learners discuss two action sequences in gymnastics. • Learners in pairs practice two action sequences (backward roll and sitting straddle). Learners with blindness are given one on one demonstration. • Learners observe rules when performing two action sequences for safety. • Learners play digital games for fun and enjoyment, 	1. How can a two action sequence be useful in daily life?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: as the learners discuss and give each other feedback. • Critical thinking and problem solving: it is achieved as the learners observe rules and maintain safety. • Self-efficacy: as the learners gain confidence in performing the skill and display it. • Learning to learn: as the learners learn how to use personal and general knowledge. Digital literacy: as the learners manipulate the digital gadgets, watch, listen to or take video clips.				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Safety and Security Education: as the learners observe the rules. • Environmental Education: as the learners clear up the learning area after learning. 				
Link to Values: <ul style="list-style-type: none"> • Respect: This is developed as learners discuss and respect each other's opinion. • Unity: as the learners perform the backward roll in pairs. Responsibility: as learners develop patience and perseverance when performing the skill				

Links to other learning areas:	
Languages: when learners are discussing in groups.	
Science and technology; as learners interact with audiovisual gadgets.	
Suggested community service learning activities: Learners share skills in the community as peer tutors.	
Suggested Non-formal activity to support learning: Learners participate in community gymnastics competitions.	
Suggested Modes of Assessment: Oral, Written, Observation, Anecdotal, Self-assessment Peer assessment, Assessment check lists	Suggested Resources: digital devices, video clips, the field, field markers, mats, coins, benches, bean bags, task cards, First Aid kit , learners’ exercise books, pens, pencils, rubbers, braille machines, stylus, slates, braille papers

Assessment Rubric: Gymnastics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>The learner is able to:</p> <ul style="list-style-type: none"> perform a short sequence based on backward roll and sitting straddle, demonstrate appropriate weight transfer and control when performing the backward roll into sitting straddle sequence for balance. <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> perform a short sequence based on backward roll and sitting straddle, demonstrate appropriate weight transfer and control when performing the backward roll into sitting straddle sequence for balance. <p>The learner requires minimum supervision.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> perform a short sequence based on backward roll and sitting straddle, demonstrate appropriate weight transfer and control when performing the backward roll into sitting straddle sequence for balance. <p>The learner requires constant supervision.</p>	<p>The learner is unable to:</p> <ul style="list-style-type: none"> perform a short sequence based on backward roll and sitting straddle, demonstrate appropriate weight transfer and control when performing the backward roll into sitting straddle sequence for balance. <p>The learner cannot perform without assistance.</p>
<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others.</p>	<p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision.</p>	<p>The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.</p>



The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectation levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness.
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task. .	The learner needs constant supervision to enforce safety, obey instructions and stay on task.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Outcomes	Key inquiry question(s)
2.0 Gymnastics	2.5 sequences: three action sequence 3 Lessons	By the end of the sub-strand the learner should be able to: <ul style="list-style-type: none"> describe three action sequence for skill acquisition. practice three action sequence for skill masterly. observe rules when performing three action sequence for own and others safety, play games for fun and enjoyment, Appreciate the work of others for harmonious co-existence. 	<ul style="list-style-type: none"> Learners discuss three action sequences in gymnastics. Learners in pairs practice three action sequences (stand squat, forward roll, and stand squat). Learners with blindness are given one on one demonstration. Learners observe rules when performing three action sequences for safety. Learners play digital games for fun and enjoyment, 	1.How can a three action sequence be useful in daily life?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration: as the learners discuss and give each other feedback. Critical thinking and problem solving: it is achieved as the learners observe rules and maintain safety. Self-efficacy: as the learners gain confidence in performing the skill and display it. Learning to learn: as the learners learn how to use personal and general knowledge. Digital literacy: as the learners manipulate the digital gadgets, watch, listen to or take video clips. 				
<p>Link to Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> Safety and Security Education: as the learners observe the rules. Environmental Education: as the learners clear up the learning area after learning. 				
<p>Link to Values:</p> <ul style="list-style-type: none"> Respect: This is developed as learners discuss and respect each other's opinion. Unity: as the learners perform the backward roll in pairs. Responsibility: as learners develop patience and perseverance when performing the skill. 				
<p>Links to other learning areas:</p>				



Languages: when learners are discussing in groups.

Science and technology; as learners interact with audiovisual gadgets.

Suggested community service learning activities: Learners share skills in the community as peer tutors.

Suggested Non-formal activity to support learning: Learners participate in community gymnastics competitions.

Suggested Modes of Assessment:

Oral, Written, Observation, Anecdotal, Self-assessment
Peer assessment, Assessment check lists.

Suggested Resources:

digital devices, video clips, the field, field markers, mats, coins, benches, bean bags, task cards, First Aid kit , learners' exercise books, pens, pencils, rubbers, braille machines, stylus, slates, braille papers.

Assessment Rubric: Gymnastics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>The learner is able to:</p> <ul style="list-style-type: none"> perform a short sequence based on backward roll and sitting straddle, demonstrate appropriate weight transfer and control when performing the backward roll into sitting straddle sequence for balance. <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> perform a short sequence based on backward roll and sitting straddle, demonstrate appropriate weight transfer and control when performing the backward roll into sitting straddle sequence for balance. <p>The learner requires minimum supervision.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> perform a short sequence based on backward roll and sitting straddle, demonstrate appropriate weight transfer and control when performing the backward roll into sitting straddle sequence for balance. <p>The learner requires constant supervision.</p>	<p>The learner is unable to:</p> <ul style="list-style-type: none"> perform a short sequence based on backward roll and sitting straddle, demonstrate appropriate weight transfer and control when performing the backward roll into sitting straddle sequence for balance. <p>The learner cannot perform without assistance.</p>

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Outcomes	Key inquiry question(s)
<p>2.0 Gymnastics</p>	<p>2.6 sequences:</p> <p>four action sequence</p> <p>3 Lessons</p>	<p>By the end of the sub-strand the learner should be able to:</p> <ul style="list-style-type: none"> • describe four action sequence for skill acquisition. • practice four action sequence for skill masterly. • observe rules when performing four action sequence for own and others safety, • play games for fun and enjoyment, • Appreciate the work of others for harmonious co-existence. 	<ul style="list-style-type: none"> • Learners use technology to find out what is a four action sequence. • Learners discuss four action sequences in gymnastics. • Learners in pairs practice four action sequences. The sequence should have two skills but both are repeated in the sequence such as hand stand in to a T- balance into a hand stand into a T- balance. Learners with blindness are given one on one demonstration. • Learners observe rules when performing four action sequences for safety. • Learners play digital games for fun and enjoyment, 	<p>1. How can a four action sequence be useful in daily life?</p>



<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: as the learners discuss and give each other feedback. • Critical thinking and problem solving: it is achieved as the learners observe rules and maintain safety. • Self-efficacy: as the learners gain confidence in performing the skill and display it. • Learning to learn: as the learners learn how to use personal and general knowledge. • Digital literacy: as the learners manipulate the digital gadgets, watch, listen to or take video clips. 	
<p>Link to Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> • Safety and Security Education: as the learners observe the rules. • Environmental Education: as the learners clear up the learning area after learning. <p>Link to Values:</p> <ul style="list-style-type: none"> • Respect: This is developed as learners discuss and respect each other’s opinion. • Unity: as the learners perform the backward roll in pairs. • Responsibility: as learners develop patience and perseverance when performing the skill. 	
<p>Links to other learning areas:</p> <p>Languages: when learners are discussing in groups.</p> <p>Science and technology; as learners interact with audiovisual gadgets.</p>	
<p>Suggested community service learning activities: Learners share skills in the community as peer tutors.</p>	
<p>Suggested Non-formal activity to support learning: Learners participate in community gymnastics competitions.</p>	
<p>Suggested Modes of Assessment:</p> <p>Oral, Written, Observation, Anecdotal, Self-assessment Peer assessment, Assessment check lists</p>	<p>Suggested Resources:</p> <p>digital devices, video clips, the field, field markers, mats, coins, benches, bean bags, task cards, First Aid kit , learners’ exercise books, pens, pencils, rubbers, braille machines, stylus, slates, braille papers</p>

Assessment Rubric: Gymnastics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>The learner is able to: perform a short sequence based on backward roll and sitting straddle,</p> <ul style="list-style-type: none"> • demonstrate appropriate weight transfer and control when performing the backward roll into sitting straddle sequence for balance. <p>The learner volunteers to assist others.</p>	<p>The learner is able to: perform a short sequence based on backward roll and sitting straddle,</p> <ul style="list-style-type: none"> • demonstrate appropriate weight transfer and control when performing the backward roll into sitting straddle sequence for balance. <p>The learner requires minimum supervision.</p>	<p>The learner is able to: perform a short sequence based on backward roll and sitting straddle,</p> <ul style="list-style-type: none"> • demonstrate appropriate weight transfer and control when performing the backward roll into sitting straddle sequence for balance. <p>The learner requires constant supervision.</p>	<p>The learner is unable to:</p> <ul style="list-style-type: none"> • perform a short sequence based • on backward roll and sitting straddle, • Demonstrate appropriate weight transfer and control when performing the backward roll into sitting straddle sequence for balance. <p>The learner cannot perform without assistance.</p>
<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others.</p>	<p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision.</p>	<p>The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.</p>
<p>The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.</p>	<p>The learner improves personal growth within physical fitness expectation levels.</p>	<p>The learner irregularly progresses towards improving personal fitness level.</p>	<p>The learner is unable to maintain personal levels of physical fitness.</p>
<p>Learner always participates safely and encourages others to be safe, follows instruction and stay on task.</p>	<p>Always participates safely and follows instructions and stays on task without undue fatigue.</p>	<p>The learner needs occasional prompting to observe safety and stay on task. .</p>	<p>The learner needs constant supervision to enforce safety, obey instructions and stay on task.</p>



3.0 Manipulative skills; Swimming

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question/s
3.0 Swimming	<p>3.1. Basic Strokes</p> <p>Front Crawl</p> <p>6 Lessons</p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) identify floating devices from the local environment for body positioning in front crawl,</p> <p>a) practise the front crawl for skill masterly</p> <p>b) observe rules when performing the front crawl for own and others safety,</p> <p>c) play water games for enjoyment,</p> <p>d) appreciate the front crawl for water survival.</p>	<ul style="list-style-type: none"> • Learners name floating devices in the local environment, • Learners shower before entering the pool to maintain pool hygiene, learners with low vision to be assisted to locate the shower rooms to take shower, learners with blindness to be given physical guidance to locate the shower rooms and take shower, • learners with low vision to be given brightly coloured floaters to hold between the legs and practise the front crawl, learners with blindness could be given physical guidance to hold the floater between the legs and practise the arm action, • the learners with low vision could be given brightly coloured floaters to hold in their hand and practise the flatter kicks, learners 	<ol style="list-style-type: none"> 1. Why do you breathe in out of water and breathe out in water? 2. Why is it important to have the body streamlined in water when swimming?

			<p>with blindness could be guided to hold the floater in their hands and practise the flutter kicks,</p> <ul style="list-style-type: none"> • in pairs the learners clasp hands and tow each other across the width of the pool while performing the leg action the same for arm, learners with blindness be guided to clasp hands and tow each other across the width of the pool while performing the leg action the same for arm, • learners with low vision to practise breathing in water by picking brightly coloured items at the bottom of the pool, learners with blindness to be guided to practise breathing in water by picking items at the bottom of the pool. • Learners with low vision to use brightly coloured floating devices from the local environment for use during the front crawl, 		
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			<p>learners with blindness to be guided to use floating devices from the local environment during the front crawl,</p> <ul style="list-style-type: none"> • establish positional relationships when performing the front crawl, learners with blindness could be given verbal description to establish positional relationships when performing front crawl, • play water games such as water polo, learners with blindness could be guided to play water games such as water polo, • practise use of personal and general space for safety, learners with blindness could be given physical guidance to practise use of personal and general space for safety. 		
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: This is achieved when the learners swim together in groups. • Critical thinking and problem solving: it is achieved as the learners observe rules and maintain safety. 					
<p>Link to Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> • Safety and Security Education: this will be done as the learners observe the pool rules of not pushing each other and 					

<p>eating around the pool.</p> <ul style="list-style-type: none"> • Environmental Education: as the learners clean up the learning area after learning. • Personal Hygiene: this will be observed as the learners take a shower before entering the pool to maintain pool hygiene. 	
<p>Link to Values: Respect: as learners discuss and respect each other's opinion. Unity: as the learners swim together from various backgrounds. Responsibility: as learners develop patience and perseverance when performing the skill.</p>	
<p>Links to other learning areas: Languages: when learners are discussing in groups. Science and Technology; as learners practise breathing in and out inside and outside the water. Home science; as learners practise wearing the correct swimming costumes.</p>	
<p>Suggested Non-formal activity to support learning: learners engage in swimming activities with their peers during their free time.</p>	
<p>Suggested Modes of Assessment: Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment, Assessment check lists,</p>	<p>Suggested Resources: digital devices, cameras, towels, floaters, pebbles or coins, video clips, pool, learners' exercise books and pens, pencils and rubbers, braille machine, stylus, slate, braille papers.</p>

Assessment Rubric: Basic Swimming; Front crawl.

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify floating devices from the local environment, • practise pool hygiene, • move in water using the front crawl, • inhale and exhale in front crawl. <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify floating devices from the local environment, • practise pool hygiene, • move in water using the front crawl, • inhale and exhale in front crawl. <p>The learner requires minimum supervision.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify floating devices from the local environment, • practise pool hygiene, • move in water using the front crawl, • inhale and exhale in front crawl. <p>The learner requires constant supervision.</p>	<p>The learner is unable to:</p> <ul style="list-style-type: none"> • identify floating devices from the local environment, • practise pool hygiene, • move in water using the front crawl, • inhale and exhale in front crawl. <p>The learner cannot perform without assistance.</p>



The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.	The learner demonstrates sportsman like behavior in most activities and works well with others.	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities.
The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectations levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness.
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task.	The learner needs constant supervision to enforce safety, obey instructions and stay on task.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question/s
3.0 Swimming	<p data-bbox="458 196 681 310">3.2. Basic Dives. Crouch surface dive</p> <p data-bbox="458 346 582 373">2 Lessons</p>	<p data-bbox="700 196 1081 249">By the end of the sub-strand the learner should be able to:</p> <p data-bbox="700 256 1081 344">a) Describe the Crouch surface dive in swimming to enhance learning.</p> <p data-bbox="700 350 1081 438">a) demonstrate the Crouch surface dive for skill acquisition,</p> <p data-bbox="700 444 1081 532">b) practice the Crouch surface dive in swimming for skill masterly.</p> <p data-bbox="700 538 1081 585">c) observe the pool rules for own and others safety,</p> <p data-bbox="700 592 1081 680">d) play water games using the Crouch surface dive for fun and enjoyment,</p> <p data-bbox="700 686 1081 774">e) appreciate the Crouch surface dive as a skill in swimming.</p>	<ul data-bbox="1100 196 1448 1186" style="list-style-type: none"> • Learners with visual impairment could be guided individually to practise standing with the toes slightly over the edge of the pool, • learners individually practise crouching down close from the standing position, learners with blindness could be guided to individually practise crouching down close from the standing position, • learners individually practise putting the arms over the head such that the head is in between the arms and tuck in the chin, • learners individually practise pointing the hands towards the pool from the crouched position, description could be given where necessary, • Learners with visual impairment could be guided to individually practise gently rocking the body forward and 	<p data-bbox="1467 196 1648 344">1. Why is it important to learn how to dive into the water?</p>



			<p>gently glide into the water. Hands enter water first. The legs should be straightened and toes pointed, description could be given where necessary,</p> <ul style="list-style-type: none"> • learners with visual impairment could be guide to observe pool rules for safety, • play water games using the Crouch surface dive for enjoyment. 		
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: This is achieved when the learners swim together in groups. • Critical thinking and problem solving: it is achieved as the learners observe rules and maintain safety. 					
<p>Link to Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Safety and Security Education: this will be done as the learners observe the pool rules of not pushing each other and eating around the pool. • Environmental Education: as the learners clean up the learning area after learning. • Personal Hygiene: this will be observed as the learners take a shower before entering the pool to maintain pool hygiene. 					
<p>Link to Values:</p> <p>Respect: This is developed as learners discuss and respect each other’s opinion.</p> <p>Unity: this is achieved as the learners swim together from various backgrounds.</p> <p>Responsibility: it is developed as learners develop patience and perseverance when performing the skill.</p>					
<p>Links to other learning areas:</p> <p>Languages: when learners are discussing in groups.</p> <p>Science and Technology: as learners practise breathing in and out inside and outside the water.</p> <p>Home science: as learners practise wearing the correct swimming costumes.</p>					

Suggested community service learning activities: Participate in swimming galas using the crouch surface dive for good use of leisure and peaceful co-existence.

Suggested Modes of Assessment:

Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment, Assessment check lists

Suggested Resources:

digital devices, cameras, towels, floaters, pebbles or coins, video clips, pool, learners' exercise books and pens, pencils and rubbers, braille machine, stylus, slate, braille papers.

Assessment Rubric: Basic Swimming Strokes and Diving

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<p>The learner is able to: identify floating devices from the local environment,</p> <ul style="list-style-type: none"> practise pool hygiene, move in water using the crouch surface dive, inhale and exhale in crouch surface dive. <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> identify floating devices from the local environment, practise pool hygiene, move in water using the front crawl, inhale and exhale in front crawl. <p>The learner requires minimum supervision.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> identify floating devices from the local environment, practise pool hygiene, move in water using the front crawl, inhale and exhale in front crawl. <p>The learner requires constant supervision.</p>	<p>The learner is unable to:</p> <ul style="list-style-type: none"> identify floating devices from the local environment, practise pool hygiene, move in water using the front crawl, inhale and exhale in front crawl. <p>The learner cannot perform without assistance.</p>
<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others</p>	<p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision</p>	<p>The learner demonstrates un-sportsman like conduct in most activities</p>



The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectations levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness		
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task.	The learner needs constant supervision to enforce safety, obey instructions and stay on task.		

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
3.0 Swimming	3.3. Basic dives Standing surface dive 2 Lessons	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) describe the standing surface dive in swimming to enhance learning. b) demonstrate the standing surface dive for skill acquisition. c) observe the pool rules for own and others safety, d) play water games using the Standing surface dive for fun and enjoyment, e) appreciate the Standing surface dive as a skill in swimming. 	<ul style="list-style-type: none"> • Learners with visual impairment could be guided to identify the marked area of the edge of the pool, learners individually practise to stand close to the edge of the pool such that the toes are at the edge, • learners with visual impairment could be guided to individually practise to stand at the edge of the pool with arms raised such that the head is in between them and are bent at the waist, • learners individually practise to point the fingers towards the pool from a bent position and tuck in the chin, description could be given, • learners individually practise to push through legs and hips as the body tips forward into the pool and legs together and toes pointed, learners with 	1. Why is It important to learn the standing dive in swimming?



			<p>blindness could be given physical guidance to individually practise to push through legs and hips as the body tips forward into the pool and legs together and toes pointed,</p> <ul style="list-style-type: none"> • learners with visual impairment to be guided to observe pool rules for safety, • play water games using the Standing surface dive for enjoyment. <p>Note: have a spotter to assist learners who are little afraid. The spotter should stand next to the learner and place one hand on stomach and the other on the back, so that he or she can guide the learner into the pool.</p>	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: This is achieved when the learners swim together in groups. • Critical thinking and problem solving: it is achieved as the learners observe rules and maintain safety. 				
<p>Link to Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> • Safety and Security Education: this will be done as the learners observe the pool rules of not pushing each other and eating around the pool. • Environmental Education: as the learners clean up the learning area after learning. • Personal Hygiene: this will be observed as the learners take a shower before entering the pool to maintain pool hygiene. 				

Link to Values:**Respect:** This is developed as learners discuss and respect each other's opinion.**Unity:** this is achieved as the learners swim together from various backgrounds.**Responsibility:** it is developed as learners develop patience and perseverance when performing the skill.**Links to other learning areas:****Languages:** when learners are discussing in groups.**Science and Technology;** as learners practise breathing in and out inside and outside the water.**Homescience;** as learners practise wearing the correct swimming costumes.**Suggested community service learning activities:** Participate in swimming galas using the standing service dive for good use of leisure and peaceful co-existence.**Suggested Modes of Assessment:**Oral, Written, Observation, Anecdotal, Self-assessment
Peer assessment, Assessment check lists**Suggested Resources:**digital devices, cameras, towels, floaters, pebbles or coins,
video
clips, pool, learners' exercise books and pens, pencils and
rubbers, braille machine, stylus, slate, braille papers.**Assessment Rubric: Basic Swimming Standing Surface Dive.**

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
The learner is able to: practise and perform standing surface dive. The learner volunteers to assist others.	The learner is able to: practise and perform standing surface dive. The learner requires minimum supervision.	The learner is able to: practise and perform standing surface dive The learner requires constant supervision.	The learner is unable to practise and perform standing surface dive. The learner cannot perform without assistance.



The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others	The learner demonstrates sportsman like behavior in most activities and works well with others	The learner demonstrates sportsman like behavior under supervision and works with others under supervision	The learner demonstrates un-sportsman like conduct in most activities
The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectations levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness.
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task.	The learner needs constant supervision to enforce safety, obey instructions and stay on task.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Outcomes	Key inquiry question(s)
4.0 Invasion games	4.1 Frisbee skills The field of play 1 lesson	By the end of the sub-strand the learner should be able to: a) draw or model the Frisbee field for field orientation b) identify the equipment used for playing Frisbee game for familiarization. c) play games for fun and enjoyment, d) observe rules when playing Frisbee for own and others safety, e) appreciate the Frisbee field for playing Frisbee.	<ul style="list-style-type: none"> Learners in groups use technology to familiarize with the Frisbee field and identify the equipment used for playing the Frisbee game. Learners with blindness listen to audio visual devices such as victor readers. Learners individually draw or model the Frisbee field. Learners with blindness model using Plasticine. Learners with low vision use material with appropriate colour contrast. Learners observe rules when playing Frisbee while observing safety. Learners play games for fun and enjoyment using digital devices such as audio visual clips. 	1. How do you play Frisbee game?

Core Competencies to be developed:

- **Communication and collaboration:** as the learners discuss and give each other feedback.
- **Critical thinking and problem solving:** it is achieved as the learners observe rules and maintain safety.
- **Self-efficacy:** as the learners gain confidence in performing the skill and display it.
- **Learning to learn:** as the learners learn how to use personal and general knowledge.
- **Digital literacy:** as the learners manipulate the digital gadgets, watch, listen to or take video clips.

Link to Pertinent and Contemporary Issues

- **Safety and Security Education:** as the learners observe the rules.
- **Environmental education:** as the learners clear up the learning area after learning.



Link to Values:

- **Respect:** This is developed as learners discuss and respect each other's opinion.
- **Unity:** as the learners perform the partner pyramid in pairs.
- **Social cohesion:** as the learners work together in groups and respect each other's skill level.
- **Responsibility:** as learners develop patience and perseverance when performing the skill.

Links to other learning areas:

Languages: when learners are discussing in groups.

Science and technology; as learners interact with audiovisual gadgets.

Suggested community service learning activities: Learners share skills in the community as peer tutors.

Suggested Non-formal activity to support learning: learners participate in community Frisbee competitions.

Suggested Modes of Assessment:

Oral, Written, Observation, Anecdotal, Self-assessment

Peer assessment, Assessment check lists

Suggested Resources:

digital devices, video clips, the field, field markers, mats, coins, benches, bean bags, task cards, First Aid kit, learners' exercise books, pens, pencils, rubbers, braille machines, stylus, slates, braille papers

Assessment Rubric: Invasion games

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
The learner is able to: practise and perform Frisbee game and volunteers to assist others.	The learner is able to: practise and perform Frisbee game. The learner requires minimum supervision.	The learner is able to: practise and perform Frisbee game. The learner requires constant supervision.	The learner is unable to practise and perform Frisbee game. The learner cannot perform without assistance.
The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.	The learner demonstrates sportsman like behavior in most activities and works well with others.	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.

The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectation levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness.
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task. .	The learner needs constant supervision to enforce safety, obey instructions and stay on task.



Strand	Sub-Strand	Learning Outcomes	Suggested Learning Experiences	Key inquiry question
4.0 invasion games	4.2 Frisbee skills One handed rim catch 3 Lessons	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) demonstrate the one handed rim catch for skill acquisition b) practise the one handed rim catch for skill for masterly, c) observe rules when throwing using the one handed rim catch for safety, d) play games for fun and enjoyment, e) appreciate the one handed rim catch in Frisbee as a skill. 	<ul style="list-style-type: none"> • Learners use technology to watch a game of frisbee and observe the one handed rim catch. Learners with blindness interact with audio visual devices such as victor reader and smart phone with talking bar to listen to clips on Frisbee game. • Learners individually practice the one handed rim catch in Frisbee. Learners with blindness to be given physical guidance and one on demonstration. • Learners in groups practice the one handed rim catch. • Learners use drills to practice the one handed rim catch in Frisbee. • Learners play Frisbee game for fun and enjoyment. 	1. How would you balance your body using your arms and forehead?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: as the learners discuss and give each other feedback. • Critical thinking and problem solving: it is achieved as the learners observe rules and maintain safety. • Self-efficacy: as the learners gain confidence in performing the skill and display it. • Learning to learn: as the learners learn how to use personal and general knowledge. • Digital literacy: as the learners manipulate the digital gadgets, watch, listen to or take video clips. 				

Link to Pertinent and Contemporary Issues

- **Safety and Security Education:** as the learners observe the rules.
- **Environmental Education:** the learners clear up the learning area after learning.

Link to Values:

- **Respect:** This is developed as learners discuss and respect each other's opinion.
- **Unity:** as the learners perform the fore arm balance in pairs.
- **Social cohesion:** as the learners work together in groups and respect each other's skill level.
- **Responsibility:** as learners develop patience and perseverance when performing the skill.

Links to other learning areas:

Languages: when learners are discussing in groups.

Science and technology; as learners interact with audiovisual gadgets.

Suggested community service learning activities: Learners share skills in the community as peer tutors.

Suggested Non-formal activity to support learning: Learners participate in community Frisbee game competitions

Suggested Modes of Assessment:

Oral, Written, Observation, Anecdotal, Self-assessment

Peer assessment, Assessment check lists

Suggested Resources:

digital devices, video clips, the field, field markers, mats, coins, benches, bean bags, task cards, First Aid kit , learners' exercise books, pens, pencils, rubbers, braille machines, stylus, slates, braille papers

Assessment Rubric: Gymnastics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
The learner is able to: demonstrate and practise one handed rim catch. The learner volunteers to assist others.	The learner is able to: demonstrate and practise one handed rim catch The learner requires minimum supervision.	The learner is able to: demonstrate and practise one handed rim catch The learner requires constant supervision.	The learner is unable to demonstrate and practise one handed rim catch The learner cannot perform without assistance.
The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.	The learner demonstrates sportsman like behavior in most activities and works well with others.	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.



The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectation levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness.
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task.	The learner needs constant supervision to enforce safety, obey instructions and stay on task.

Strand	Sub-Strand	Learning Outcomes	Suggested Learning Experiences	Key inquiry question
4.0 invasion games	4.3 Frisbee skills Fore hand throw 3 Lessons	By the end of the sub-strand the learner should be able to: a) demonstrate the Fore hand throw for skill acquisition f) practise the Fore hand throw for skill for masterly, g) observe rules when throwing using the Fore hand throw for safety, h) play games for fun and enjoyment, i) appreciate the Fore hand throw in Frisbee as a skill.	<ul style="list-style-type: none"> • Learners use technology to watch a game of Frisbee and observe the fore hand throw. Learners with blindness interact with audio visual devices such as victor reader and smart phone with talking bar to listen to clips on fore hand throw. • Learners in pairs practice forehand throw in Frisbee. Learners with blindness to be given physical guidance and one on demonstration. • Learners use drills to practice the fore hand throw in Frisbee. • Learners play Frisbee game for fun and enjoyment. 	1. Why is it important to cooperate with each other when playing games?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: as the learners discuss and give each other feedback. • Critical thinking and problem solving: it is achieved as the learners observe rules and maintain safety. • Self-efficacy: as the learners gain confidence in performing the skill and display it. • Learning to learn: as the learners learn how to use personal and general knowledge. • Digital literacy: as the learners manipulate the digital gadgets, watch, listen to or take video clips. 				



Link to Pertinent and Contemporary Issues

- **Safety and Security Education:** as the learners observe the rules.
- **Environmental Education:** the learners clear up the learning area after learning.

Link to Values:

- **Respect:** This is developed as learners discuss and respect each other's opinion.
- **Unity:** as the learners perform the fore arm balance in pairs.
- **Social cohesion:** as the learners work together in groups and respect each other's skill level.
- **Responsibility:** as learners develop patience and perseverance when performing the skill.

Links to other learning areas:

Languages: when learners are discussing in groups.

Science and technology; as learners interact with audiovisual gadgets.

Suggested community service learning activities: Learners share skills in the community as peer tutors.

Suggested Non-formal activity to support learning: Learners participate in community Frisbee game competitions

Suggested Modes of Assessment:

Oral, Written, Observation, Anecdotal, Self-assessment

Peer assessment, Assessment check lists

Suggested Resources:

digital devices, video clips, the field, field markers, mats, coins, benches, bean bags, task cards, First Aid kit , learners' exercise books, pens, pencils, rubbers, braille machines, stylus, slates, braille papers

Assessment Rubric: Gymnastics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
The learner is able to: demonstrate and practise fore hand throw The learner volunteers to assist others.	The learner is able to: demonstrate and practise fore hand throw The learner requires minimum supervision.	The learner is able to: demonstrate and practise fore hand throw The learner requires constant supervision.	The learner is unable to demonstrate and practise fore hand throw The learner cannot perform without assistance.

The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.	The learner demonstrates sportsman like behavior in most activities and works well with others.	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.
The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectation levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness.
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task.	The learner needs constant supervision to enforce safety, obey instructions and stay on task.



Strand	Sub-Strand	Learning Outcomes	Suggested Learning Experiences	Key inquiry question
4.0 invasion games	4.4 Frisbee skills Back hand throw 3 Lessons	By the end of the sub-strand the learner should be able to: a) demonstrate the Back hand throw for skill acquisition b) practise the back hand throw for skill for masterly, c) observe rules when throwing using the Fore hand throw for safety, d) play games for fun and enjoyment, e) appreciate the Fore hand throw in Frisbee as a skill.	<ul style="list-style-type: none"> • Learners use technology to watch a game of Frisbee and observe the back hand throw. Learners with blindness interact with audio visual devices such as victor reader and smart phone with talking bar to listen to clips on back hand throw. • Learners in pairs practice back hand throw in Frisbee. Learners with blindness to be given physical guidance and one on demonstration. • Learners use drills to practice the back hand throw in Frisbee. • Learners play Frisbee game for fun and enjoyment. 	Why is it important to cooperate with each other when playing games?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: as the learners discuss and give each other feedback. • Critical thinking and problem solving: it is achieved as the learners observe rules and maintain safety. • Self-efficacy: as the learners gain confidence in performing the skill and display it. • Learning to learn: as the learners learn how to use personal and general knowledge. • Digital literacy: as the learners manipulate the digital gadgets, watch, listen to or take video clips. 				

<p>Link to Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> • Safety and Security Education: as the learners observe the rules. • Environmental Education: the learners clear up the learning area after learning. <p>Link to Values:</p> <ul style="list-style-type: none"> • Respect: This is developed as learners discuss and respect each other’s opinion. • Unity: as the learners perform the fore arm balance in pairs. • Social cohesion: as the learners work together in groups and respect each other’s skill level. • Responsibility: as learners develop patience and perseverance when performing the skill. 	
<p>Links to other learning areas:</p> <p>Languages: when learners are discussing in groups.</p> <p>Science and technology; as learners interact with audiovisual gadgets.</p>	
<p>Suggested community service learning activities: Learners share skills in the community as peer tutors.</p>	
<p>Suggested Non-formal activity to support learning: Learners participate in community Frisbee game competitions</p>	
<p>Suggested Modes of Assessment:</p> <p>Oral, Written, Observation, Anecdotal, Self-assessment</p> <p>Peer assessment, Assessment check lists</p>	<p>Suggested Resources:</p> <p>digital devices, video clips, the field, field markers, mats, coins, benches, bean bags, task cards, First Aid kit , learners’ exercise books, pens, pencils, rubbers, braille machines, stylus, slates, braille papers</p>

Assessment Rubric: Gymnastics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<p>The learner is able to: demonstrate and practise back hand throw</p> <p>The learner volunteers to assist others.</p>	<p>The learner is able to: demonstrate and practise back hand throw</p> <p>The learner requires minimum supervision.</p>	<p>The learner is able to: demonstrate and practise back hand throw</p> <p>The learner requires constant supervision.</p>	<p>The learner is unable to demonstrate and practise back hand throw</p> <p>The learner cannot perform without assistance.</p>



The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.	The learner demonstrates sportsman like behavior in most activities and works well with others.	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities and portrays inability to work with others.
The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectation levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness.
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task.	The learner needs constant supervision to enforce safety, obey instructions and stay on task.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<p>5.0 Health and physical fitness</p>	<p>5.1 Components of health related fitness.</p> <p>Warm up and cool down.</p> <p>2 Lessons</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) explain the term health related fitness to enhance learning, b) explain the importance of warm up in exercise readiness c) explain the importance of cool down after exercises for body recovery, d) identify activities that are suitable for body warm up and cool down, e) list traditional activities that can be used for body warm up and cool down. f) observe rules when playing games for own and others safety, g) play games for fun and enjoyment, h) appreciate the importance of warm up and cool down activities. 	<ul style="list-style-type: none"> • Learners in groups use technology to find out the meaning of the terms; health related fitness, warm up and cool down. Learners with blindness listen to audio visual devices. • learners in groups discuss the importance of warm up before exercises and cool down after exercises. • learners in groups identify the activities that can be used for warm up and cool down. • Learners in groups discuss traditional activities that can be used for warm up and cool down. • learners play games for fun and enjoyment and observe safety. 	<p>1. Why is it important to warm up and to cool down before and after exercises?</p>



Core Competencies to be developed:

- **Self-efficacy:** as the learner develops strong muscles and bones.
- **Digital literacy:** as the learners interact with technology.
- **Creativity and imagination:** as the learners identify and gather locally available equipment for exercise.
- **Critical thinking and problem solving:** as the learners identify exercises suitable for muscular development.
- **Communication and collaboration:** as they discuss and give each other feedback.

Link to Pertinent and Contemporary Issues

- **Safety and Security Education:** when exercising for physical fitness.
- **Social Cohesion:** as the learners practise fairness in the observation and administration of rules to all.
- **Career Guidance:** Sports and games; Weight lifting.
- **Self-esteem and self-awareness:** Knowing myself and knowing parts of the body involved in physical fitness.

Link to Values:

Integrity and honesty: as the learner practices the physical fitness exercises by displaying teamwork and commitment.

Link to other subjects:

- **Languages:** as the learners discuss and when they engage in games.
- **Science and technology:** as the learners interact with digital media.

Suggested Community Service Learning Activities:

Learners display exercises that can be done to develop muscular strength during school sports day.

Suggested Non-formal activity to support learning:

Learners in groups perform exercises that build muscular strength.

Suggested Modes of Assessment:

Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment, Assessment check lists

Suggested Resources:

Open space, mats, learners' exercise books and pens, pencils and rubbers, stylus, braille papers, braille machines, slates, ropes, stones.

Assessment Rubric: Health and Physical fitness: health related fitness.

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<p>The learner is able to:</p> <ul style="list-style-type: none"> describe warm up and cool down list and explain importance of warm up and cool down identify and practise exercises that aid in developing warm up and cool down <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> describe warm up and cool down list and explain importance of warm up and cool down identify and practise exercises that aid in developing warm up and cool down <p>The learner requires minimum supervision.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> describe warm up and cool down list and explain importance of warm up and cool down identify and practise exercises that aid in developing warm up and cool down <p>The learner requires constant supervision.</p>	<p>The learner is unable to:</p> <ul style="list-style-type: none"> describe warm up and cool down, list and explain importance warm up and cool down identify and practise exercises that aid in developing warm up and cool down <p>The learner cannot perform without assistance.</p>
<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others.</p>	<p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision.</p>	<p>The learner demonstrates un-sportsman like conduct in most activities.</p>
<p>The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.</p>	<p>The learner improves personal growth within physical fitness expectations levels.</p>	<p>The learner irregularly progresses towards improving personal fitness level.</p>	<p>The learner is unable to maintain personal levels of physical fitness.</p>
<p>Learner always participates safely and encourages others to be safe, follows instruction and stay on task.</p>	<p>Always participates safely and follows instructions and stays on task without undue fatigue.</p>	<p>The learner needs occasional prompting to observe safety and stay on task.</p>	<p>The learner needs constant supervision to enforce safety, obey instructions and stay on task.</p>

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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<p>5.0 Health and physical fitness</p>	<p>5.2 Components of health related fitness.</p> <p>Human heart</p> <p>2 Lessons</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) use diagrams to locate the position of the human heart for body awareness.</p> <p>b) list the functions of the human heart to enhance learning.</p> <p>c) find out the heart rate at rest and after exercise for fitness,</p> <p>d) describe the changes that occur in the human body after vigorous exercise,</p> <p>e) list the component of health- related fitness to enhance learning,</p> <p>f) play games for fun and enjoyment,</p> <p>g) appreciate being healthy for daily activities.</p>	<ul style="list-style-type: none"> • Using diagrams Learners in groups locate the position of human heart. Learners with blindness to be given embossed, brailled and labeled diagrams to locate the position of the human heart. Learners with low vision could use diagrams with appropriate colour contrast. • learners in groups discuss and list the functions of the human heart. • Learners individually find out their heart rate at rest and after exercise. • Learners in groups discuss the changes that occur in the human body after vigorous exercises, • In groups learners list the components of health - related fitness. Learners with blindness list the components on braille paper. Learners with low vision list using paper with appropriate colour contrast and font size. • Using digital devices Learners play games for fun and enjoyment. 	<p>2. Why is it important to warm up and to cool down before and after exercises?</p>

Core Competencies to be developed:

- **Self-efficacy:** as the learner develops strong muscles and bones.
- **Digital literacy:** as the learners interact with technology.
- **Creativity and imagination:** as the learners identify and gather locally available equipment for exercise.
- **Critical thinking and problem solving:** as the learners identify exercises suitable for muscular development.
- **Communication and collaboration:** as they discuss and give each other feedback.

Link to Pertinent and Contemporary Issues

- **Safety and Security Education:** when exercising for physical fitness.
- **Social Cohesion:** as the learners practise fairness in the observation and administration of rules to all.
- **Career Guidance:** Sports and games; Weight lifting.
- **Self-esteem and self-awareness:** Knowing myself and knowing parts of the body involved in physical fitness.

Link to Values:

Integrity and honesty: as the learner practices the physical fitness exercises by displaying teamwork and commitment.

Link to other subjects:

- **Languages:** as the learners discuss and when they engage in games.
- **Science and technology:** as the learners interact with digital media.

Suggested Community Service Learning Activities:

Learners display exercises that can be done to develop muscular strength during school sports day.

Suggested Non-formal activity to support learning:

Learners in groups perform exercises that build muscular strength.

Suggested Modes of Assessment:

Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment, Assessment check lists

Suggested Resources:

Open space, mats, learners' exercise books and pens, pencils and rubbers, stylus, braille papers, braille machines, slates, ropes, stones, embossed diagrams in braille.

Assessment Rubric: Health and Physical fitness: human heart.

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
The learner is able to: <ul style="list-style-type: none"> • locate the position if human heart using diagrams. 	The learner is able to: <ul style="list-style-type: none"> • locate the position if human heart using diagrams. 	The learner is able to: <ul style="list-style-type: none"> • locate the position if human heart using diagrams. 	The learner is unable to: <ul style="list-style-type: none"> • locate the position if human heart using diagrams. • list the functions of the human heart



<ul style="list-style-type: none"> list the functions of the human heart. <p>The learner volunteers to assist others.</p>	<ul style="list-style-type: none"> list the functions of the human heart <p>The learner requires minimum supervision.</p>	<ul style="list-style-type: none"> list the functions of the human heart <p>The learner requires constant supervision.</p>	<p>The learner cannot perform without assistance.</p>
<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others.</p>	<p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision.</p>	<p>The learner demonstrates un-sportsman like conduct in most activities.</p>
<p>The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.</p>	<p>The learner improves personal growth within physical fitness expectations levels.</p>	<p>The learner irregularly progresses towards improving personal fitness level.</p>	<p>The learner is unable to maintain personal levels of physical fitness.</p>
<p>Learner always participates safely and encourages others to be safe, follows instruction and stay on task.</p>	<p>Always participates safely and follows instructions and stays on task without undue fatigue.</p>	<p>The learner needs occasional prompting to observe safety and stay on task.</p>	<p>The learner needs constant supervision to enforce safety, obey instructions and stay on task.</p>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
5.0 Health and physical fitness	5.3 Components of health related fitness. Cardiorespiratory endurance 2 Lessons	By the end of the sub-strand, the learner should be able to: a) explain the the term Cardiorespiratory endurance to enhance learning. b) identify exercises that can be used to develop Cardiorespiratory endurance skill acquisition. c) perform exercises that aid in developing Cardiorespiratory endurance for fitness. d) observe rules when playing games for own and others safety f) play games for fun and enjoyment, g) appreciate the importance Cardiorespiratory endurance in daily life.	<ul style="list-style-type: none"> • Learners in groups discuss what cardiorespiratory endurance. • Learners in groups discuss and list exercise activities that can develop cardiorespiratory endurance. Learners with blindness list the activities on braille paper. • Learners in groups practice exercises that aid in developing cardiorespiratory endurance. Learners with blindness to be given one on one demonstration and step by step procedure of the activities. • Learners individually find out their heart rate at rest and after exercise. • Learners observe rules when carrying out cardiorespiratory endurance. • Learners play games for fun and enjoyment using digital devices. 	1. Why is it important to develop cardiorespiratory endurance ?

Core Competencies to be developed:

- **Self-efficacy:** as the learner develops strong muscles and bones.
- **Digital literacy:** as the learners interact with technology.
- **Creativity and imagination:** as the learners identify and gather locally available equipment for exercise.
- **Critical thinking and problem solving:** as the learners identify exercises suitable for muscular development.
- **Communication and collaboration:** as they discuss and give each other feedback.



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Link to Pertinent and Contemporary Issues

- **Safety and Security Education:** when exercising for physical fitness.
- **Social Cohesion:** as the learners practise fairness in the observation and administration of rules to all.
- **Career Guidance:** Sports and games; Weight lifting.
- **Self-esteem and self-awareness:** Knowing myself and knowing parts of the body involved in physical fitness.

Link to Values:

Integrity and honesty: as the learner practices the physical fitness exercises by displaying teamwork and commitment.

Link to other subjects:

- **Languages:** as the learners discuss and when they engage in games.
- **Science and technology:** as the learners interact with digital media.
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Suggested Community Service Learning Activities:

Learners display exercises that can be done to develop muscular strength during school sports day.

Suggested Non-formal activity to support learning:

Learners in groups perform exercises that build muscular strength.

Suggested Modes of Assessment:

Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment, Assessment check lists

Suggested Resources:

Open space, mats, learners’ exercise books and pens, pencils and rubbers, stylus, braille papers, braille machines, slates, ropes, stones.

Assessment Rubric: Health and Physical fitness: human heart.

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
The learner is able to: <ul style="list-style-type: none"> • explain term Cardiorespiratory endurance 	The learner is able to: <ul style="list-style-type: none"> • explain term Cardiorespiratory endurance 	The learner is able to: <ul style="list-style-type: none"> • explain term Cardiorespiratory endurance 	The learner is unable to: <ul style="list-style-type: none"> • explain term Cardiorespiratory endurance • identify exercises used to

<ul style="list-style-type: none"> • identify exercises used to develop Cardiorespiratory endurance <p>The learner volunteers to assist others.</p>	<ul style="list-style-type: none"> • identify exercises used to develop Cardiorespiratory endurance <p>The learner requires minimum supervision.</p>	<ul style="list-style-type: none"> • identify exercises used to develop Cardiorespiratory endurance <p>The learner requires constant supervision.</p>	<ul style="list-style-type: none"> • develop Cardiorespiratory endurance • The learner cannot perform without assistance.
<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others.</p>	<p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision.</p>	<p>The learner demonstrates un-sportsman like conduct in most activities.</p>
<p>The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.</p>	<p>The learner improves personal growth within physical fitness expectations levels.</p>	<p>The learner irregularly progresses towards improving personal fitness level.</p>	<p>The learner is unable to maintain personal levels of physical fitness.</p>
<p>Learner always participates safely and encourages others to be safe, follows instruction and stay on task.</p>	<p>Always participates safely and follows instructions and stays on task without undue fatigue.</p>	<p>The learner needs occasional prompting to observe safety and stay on task.</p>	<p>The learner needs constant supervision to enforce safety, obey instructions and stay on task.</p>



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
5.0 Basic Health and Hygiene	5.4 Components of health-related fitness: Muscular strength 2 Lessons	By the end of the sub-strand, the learner should be able to: a) describe the term muscular strength to enhance learning, b) identify exercises that in developing muscular strength, c) perform exercises that aid in developing muscular strength, d) observe rules when playing games for own and others safety, e) play games that aid in developing muscular strength for fun and enjoyment, f) appreciate the importance of exercise to the human for healthy living.	<ul style="list-style-type: none"> • Learners in groups discuss the term muscular strength. • learners in groups identify exercises that assist in developing muscular strength, • Learners in pairs perform exercises that aid in developing muscular strength, Learners with blindness to be given one on one demonstration. • learners in groups observe safety when playing games for safety, • Learners in groups play games that aid in developing muscular strength for fun and enjoyment. Learners with blindness could be given physical guidance when playing the games. 	1. How do we develop muscular strength? 2. Why is it important to have strong muscles?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: as the learner develops strong muscles and bones. • Digital literacy: as the learners interact with technology. • Creativity and imagination: as the leaners identify and gather locally available equipment for exercise. • Critical thinking and problem solving: as the learners identify exercises suitable for muscular development. • Communication and collaboration: as they discuss and give each other feedback. 				

Link to Pertinent and Contemporary Issues

- **Safety and Security Education:** when exercising for physical fitness.
- **Social Cohesion:** as the learners practise fairness in the observation and administration of rules to all.
- **Career Guidance:** Sports and games; Weight lifting.
- **Self-esteem and self-awareness:** Knowing myself and knowing parts of the body involved in physical fitness.

Link to Values:

Integrity and honesty: as the learner practices the physical fitness exercises by displaying teamwork and commitment.

Link to other subjects:

- **Languages:** as the learners discuss and when they engage in games.
- **Science and technology:** as the learners interact with digital media.

Suggested Community Service Learning Activities:

Learners display exercises that can be done to develop muscular strength during school sports day.

Suggested Non-formal activity to support learning:

Learners in groups perform exercises that build muscular strength.

Suggested Modes of Assessment:

Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment, Assessment check lists

Suggested Resources:

Open space, mats, learners’ exercise books and pens, pencils and rubbers, stylus, braille papers, braille machines, slates, ropes, stones.

Assessment Rubric: Physical fitness and health: muscular strength

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<p>The learner is able to:</p> <ul style="list-style-type: none"> • describe muscular strength, • list and explain importance of muscular strength, • identify and practise exercises that aid in developing muscular strength. 	<p>The learner is able to:</p> <ul style="list-style-type: none"> • describe muscular strength, • list and explain importance of muscular strength, • identify and practise exercises that aid in developing muscular strength. <p>The learner requires minimum supervision.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> • describe muscular strength, • list and explain importance of muscular strength, • identify and practise exercises that aid in developing muscular strength. <p>The learner requires constant supervision.</p>	<p>The learner is unable to:</p> <ul style="list-style-type: none"> • describe muscular strength, • list and explain importance of muscular strength, • identify and practise exercises that aid in developing muscular strength. <p>The learner cannot perform without assistance.</p>



The learner volunteers to assist others.			
The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.	The learner demonstrates sportsman like behavior in most activities and works well with others.	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities.
The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectations levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness.
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task.	The learner needs constant supervision to enforce safety, obey instructions and stay on task.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 Health and physical fitness	5.5 Components of health related fitness. Muscular endurance 2 Lessons	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) explain the term muscular endurance to enhance learning, b) identify exercises that can be done to develop c) discuss the importance of muscular endurance in daily life, d) perform exercises that aid in developing muscular endurance for fitness, e) observe rules when playing games for own and others safety, f) play games that aid in developing muscular strength for fun and enjoyment, g) appreciate muscular endurance for daily activities. 	<ul style="list-style-type: none"> • Learners in groups discuss the term muscular endurance. with blindness to interact with audio visual devices to listen to video clips to find out what muscular endurance is, • learners in groups discuss why muscular endurance is important, • learners discuss exercise that can be done to develop muscular endurance, • learners list the exercises for developing muscular endurance, • learners individually and in groups practise exercises that aid in developing muscular endurance, learners with blindness could be given physical guidance to practise exercises that aid in developing muscular endurance, • Learners in groups play games that aid in developing 	<ol style="list-style-type: none"> 1. How do you develop muscular endurance? 2. Why is it important to develop muscular endurance?



			muscular endurance and observe safety for fun and enjoyment. Learners with blindness could be guide to play games that aid in developing muscular endurance and observe safety.	
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences.	Key inquiry question(s)
<p>5.0 Health and physical fitness.</p>	<p>5.6 Components of health-related fitness. -Muscular and joint flexibility</p> <p>2 lessons</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>h) explain the term Muscular and joint flexibility to enhance learning,</p> <p>i) identify exercises that assist in developing muscular and joint flexibility,</p> <p>j) discuss the importance of Muscular and joint flexibility in daily life,</p> <p>k) perform exercises that aid in developing muscular and joint flexibility for fitness,</p> <p>l) set up a fitness circuit that has exercises for all the health-related fitness components for skills masterly,</p> <p>m) observe rules when playing games for own and others safety,</p> <p>n) play games that aid in developing muscular and joint flexibility for fun and enjoyment,</p>	<ul style="list-style-type: none"> • Learners in groups discuss the term muscular and joint flexibility. Learners with low vision use audio visual devices with appropriate colour contrast to watch and listen to video clips to find out what muscular flexibility is, learners with blindness use audio visual devices to find out what muscular flexibility is, • Learners discuss exercises that can be done to develop muscular flexibility. • learners in groups discuss the importance of exercises for developing muscular flexibility, • learners in pairs perform exercises that aid developing muscular joint flexibility, • learners individually and in groups practise exercises that aid in developing muscular flexibility, learners with blindness could be given physical guidance to practise exercises that aid in developing muscular flexibility, • Learners in groups play games that aid in developing 	<p>1. Why is muscular and joint flexibility important in our daily life?</p>



		o) appreciate muscular joint flexibility for daily activities.	muscular flexibility and observe safety, learners with blindness could be guided to play games that aid in developing muscular flexibility and observe safety.	
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Core Competencies to be developed:

- **Self-efficacy:** as the learner develops strong muscles and bones.
- **Digital literacy:** as the learners interact with technology.
- **Creativity and imagination:** as the learners identify and gather locally available equipment for exercise.
- **Critical thinking and problem solving:** as the learners identify exercises suitable for muscular development.
- **Communication and collaboration:** as they discuss and give each other feedback.

Link to Pertinent and Contemporary Issues

- **Safety and Security Education:** when exercising for physical fitness.
- **Social justice:** as the learners practise fairness in the observation and administration of rules to all.
- **Patriotism and good governance:** Sports and games; Weight lifting.
- **Moral education and human sexuality:** Knowing myself and knowing parts of the body involved in physical fitness.

Link to Values:

Integrity and honesty: as the learner practices the physical fitness exercises by displaying teamwork and commitment.

Link to other learning areas:

- **Languages:** as the learners discuss and when they engage in games.
- **Science and technology:** as the learners interact with digital media.
-

Suggested Community Service Learning Activities:

Learners display exercises that can be done to develop muscular flexibility during school sports day.

Suggested Non-formal activity to support learning:

Learners in groups perform exercises that build muscular flexibility.

Suggested Modes of Assessment: Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment, Assessment check lists	Suggested Resources: Open space, mats, learners’ exercise books and pens, pencils and rubbers, stylus, braille papers, braille machines, slates, ropes, stones.
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Assessment Rubric: Physical fitness and health: muscular strength

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation	
<p>The learner is able to:</p> <ul style="list-style-type: none"> describe muscular flexibility, list and explain importance of muscular and joint flexibility, identify and practise exercises that aid in developing muscular and joint flexibility. <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> describe muscular joint flexibility, list and explain importance of muscular and joint flexibility, identify and practise exercises that aid in developing muscular and joint flexibility. <p>The learner requires minimum supervision.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> describe muscular flexibility, list and explain importance of muscular and joint flexibility, Identify and practise exercises that aid in developing muscular and joint flexibility. <p>The learner requires constant supervision</p>	<p>The learner is unable to;</p> <ul style="list-style-type: none"> describe muscular and joint flexibility, list and explain importance of muscular and joint flexibility. identify and practise exercises that aid in developing muscular and joint flexibility. The learner cannot perform without assistance. 	
The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.	The learner demonstrates sportsman like behavior in most activities and works well with others.	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities.	
The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectations levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness	
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task.	The learner needs constant supervision to enforce safety, obey instructions and stay on task.	



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
5.0	5.7 Nutrition and sports performance: Water intake 2 Lessons	By the end of the sub-strand, the learner should be able to: a) explain the terms hydration and dehydration for body functions to enhance learning, b) state the importance of drinking water during games and sports for hydration, c) state the signs of a well hydrated athlete during games and sports for performance, d) state the signs of a dehydrated athlete during sports for performance, e) explore the importance of taking clean water for healthy living, f) play games for fun and enjoyment, g) appreciate the importance of drinking clean water during games and sports for hydration.	<ul style="list-style-type: none"> • Learners with low vision to use audio visual devices with proper colour contrast to watch and listen to video clips on the meaning of the term “hydration and dehydration” learners with blindness to listen to audio visual devices such as victor reader to find out the meaning of the term “hydration and dehydration” • learners in groups discuss the importance of taking water during sports, • learners in groups discuss the signs of a well hydrated athlete during sports, • learners in groups discuss the signs of a dehydrated athlete during sports, • learners in groups explore ways of taking clean water, • learners in groups explore the importance of water intake during performance, learners with blindness to be given description where necessary, • Learners play games for fun and enjoyment. 	1. Why does an athlete take plenty of water during sports?

Core Competencies to be developed:

- **Digital literacy:** as learners interact with technology.
- **Creativity and imagination:** as learners explore ways of taking clean water.
- **Critical thinking and problem solving:** as learners discuss importance of drinking water during sports.
- **Communication and collaboration:** as learners engage in discussions and play games

Link to Pertinent and Contemporary Issues

- **Safety and Security Education:** as learners observe safety rules in handling water and when playing games.
- **Career guidance:** sports and games – water use awareness campaign during festivals and championships.
- **Preventive Health:** as they appreciate the use of water for sustainable health promotion.
- **Life skills:** as they role play, discuss and play games

Link to Values:

Respect: as learners listen to each other’s views during discussion.

Integrity: as learners take water as recommended.

Responsibility: as they role play the dangers of incorrect use of water in sports.

Link to other learning areas:

- **Mathematics:** as the learners discuss five (5) ways in which water affects sports performance.
- **Home Science:** as learners identify water sources found in the community.
- **Science and technology:** as learners interact with technology to find out the meaning of the term hydration and dehydration.

Suggested Community Service Learning Activities:

- Learners engage in water awareness campaign during a community sensitization forum.
- Learners take part in a community clean-up program.

Suggested Non-formal activity to support learning: Learners role play the effects of incorrect use of water.

Suggested Modes of Assessment:

Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment

Suggested Resources:

Learners’ exercise books and pens, pencils and rubbers, video clip on misuse of water, various media, water bottles, charts and pictures of various foods groups, braille papers, braille machines, stylus, slate.

Assessment Rubric: Nutrition and sports performance Water intake

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
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<p>The learner is able to:</p> <ul style="list-style-type: none"> explain the terms hydration and dehydration, state the importance of drinking water during sports and the signs of a well hydrated athlete, Explore ways of taking clean water. <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> explain the terms hydration and dehydration state the importance of drinking water during sports and the signs of a well hydrated athlete. Explore ways of taking clean water <p>The learner requires minimum supervision</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> explain the terms hydration and dehydration, state the importance of drinking water during sports and the signs of a well hydrated athlete, Explore ways of taking clean water <p>The learner requires constant supervision</p>	<p>The learner is unable to:</p> <ul style="list-style-type: none"> explain the terms hydration and dehydration state the importance of drinking water during sports and the signs of a well hydrated athlete, Explore ways of taking clean water. <p>The learner cannot perform without assistance</p>
<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others</p>	<p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision</p>	<p>The learner demonstrates un-sportsman like conduct in most activities</p>
<p>The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.</p>	<p>The learner improves personal growth within physical fitness expectations levels.</p>	<p>The learner irregularly progresses towards improving personal fitness level.</p>	<p>The learner is unable to maintain personal levels of physical fitness</p>
<p>Learner always participates safely and encourages others to be safe, follows instruction and stay on task.</p>	<p>Always participates safely and follows instructions and stays on task without undue fatigue.</p>	<p>The learner needs occasional prompting to observe safety and stay on task.</p>	<p>The learner needs constant supervision to enforce safety, obey instructions and stay on task.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
5.0 Health and physical fitness	5.8 Nutrition and sports performance Healthy eating habits. 2 Lessons	By the end of the sub-strand, the learner should be able to: a) discuss the importance of healthy eating habits during games and sports for performance, b) share food with others during games and sports, for companionship, c) list the benefits of making healthier food choices during games and sports for healthy living, d) play games for fun and enjoyment, e) appreciate making healthier food choices for a healthy body.	<ul style="list-style-type: none"> • in groups learners discuss the importance of healthy eating habits during games and sports • in groups learners share food with others during games and sports. • in groups learners discuss the importance of healthy eating habits for example taking time to eat healthy food during games and sports. • in groups learners discuss the benefits of making healthy food choices, • Learners play games for fun and enjoyment and observe safety. Learners with blindness to be guided to stay safe as they play games. 	1. Why is it important to make healthier food choices during games and sports?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: as learners classify different food groups. • Digital literacy: as learners interact with technology. • Creativity and imagination: as learners plan a menu for the school athletic team. • Critical thinking and problem solving: as learners discuss different foods found in the community. • Communication and collaboration: as learners engage in discussions and play games 				
<p>Link to Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Safety and Security Education: as learners observe safety rules in handling foods and when playing games. • Career Guidance: sports and games – foods use awareness campaign during festivals and championships. • Alcohol and Drug abuse prevention: as they appreciate the use of foods for sustainable health promotion. • Life skills: learners develop self-esteem as they role play, discuss and play games. <p>Link to Values:</p>				



Respect: as learners listen to each other’s views during discussion.
Integrity: as learners take foods as recommended.
Responsibility: role play the dangers of incorrect use of foods in sports.

Link to other learning areas:

- **Mathematics:** as the learners discuss five (5) ways in which foods affects sports performance.
- **Home Science:** as learners identify common foods found in the community.
- **Science and technology:** as learners interact with technology to find out different types of foods.
-

Suggested Community Service Learning Activities:

- Learners engage in food awareness campaign during a community sensitization forum.
- Learners take part in a community clean-up program.

Suggested Non-formal activity to support learning: Learners role play to the effects of incorrect use of foods.

Suggested Modes of Assessment:

Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment

Suggested Resources:

learners’ exercise books and pens, pencils and rubbers, video clip on misuse of foods, various media, water bottles, charts and pictures of various foods groups, braille papers, braille machines, stylus, slate.

Assessment Rubric: Nutrition and physical activity

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify the common foods and their nutrients, • name and classify food into different food groups, • plan a menu for the school athletic team <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify the common foods and their nutrients, • name and classify food into different food groups, • plan a menu for the school athletic team. 	<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify the common foods and their nutrients, • name and classify food into different food groups, • plan a menu for the school athletic team. <p>The learner requires constant supervision.</p>	<p>The learner is unable to:</p> <ul style="list-style-type: none"> • identify the common foods and their nutrients, • name and classify food into different food groups, • plan a menu for the school athletic team. <p>The learner cannot perform without assistance.</p>

	The learner requires minimum supervision.		
The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.	The learner demonstrates sportsman like behavior in most activities and works well with others.	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities.
The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectations levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task.	The learner needs constant supervision to enforce safety, obey instructions and stay on task.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<p>5.0 Health and physical fitness.</p>	<p>5.9 Nutrition and sports performance</p> <p>Food intake during games and sports</p> <p>4 Lessons</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify the common foods found in the community for familiarization,</p> <p>b) identify the different food nutrients for survival,</p> <p>c) classify food into different food groups to enhance learning,</p> <p>d) name the importance of taking balanced diet during games and sports for performance,</p> <p>f) discuss when to eat each of the food groups during sports for performance,</p> <p>g) plan a menu for the school athletics team during training for skill acquisition,</p> <p>h) observe rules during games for own and others safety,</p> <p>i) play games for fun and enjoyment,</p> <p>j) appreciate the importance of eating a well-balanced diet for sports performance.</p>	<ul style="list-style-type: none"> • in groups learners discuss the various foods found in the community, learners with low vision to use audio visual devices to watch and listen to video clips which have proper colour contrast to find out the different foods, learners with blindness listen to audio visual devices with talk bar to find out the different foods, • name the different food nutrients, • in groups classify the various foods into their food groups, • discuss the values of different food groups in sports performance, • Learners in groups plan a menu for the school athletic team during training, learners with blindness to be given step by step procedure in planning a menu. • Learners Play games for fun and enjoyment and observe safety. Learners with blindness to be guided to stay safe as they play games. 	<p>1. Why is it important to eat a balanced diet during a competition?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: as learners classify different food groups. 				

- **Digital literacy:** as learners interact with technology.
- **Creativity and imagination:** as learners plan a menu for the school athletic team.
- **Critical thinking and problem solving:** as learners discuss different foods found in the community.
- **Communication and collaboration:** as learners engage in discussions and play games

Link to Pertinent and Contemporary Issues:

- **Safety and Security Education:** as learners observe safety rules in handling foods and when playing games.
- **Career Guidance:** sports and games – foods use awareness campaign during festivals and championships.
- **Alcohol and Drug abuse prevention:** as they appreciate the use of foods for sustainable health promotion.
- **Life skills:** learners develop self-esteem as they role play, discuss and play games.

Link to Values:

Respect: as learners listen to each other’s views during discussion.

Integrity: as learners take foods as recommended.

Responsibility: role play the dangers of incorrect use of foods in sports.

Link to other learning areas:

- **Mathematics:** as the learners discuss five (5) ways in which foods affects sports performance.
- **Home Science:** as learners identify common foods found in the community.
- **Science and technology:** as learners interact with technology to find out different types of foods.

Suggested Community Service Learning Activities:

- Learners engage in food awareness campaign during a community sensitization forum.
- Learners take part in a community clean-up program.

Suggested Non-formal activity to support learning: Learners role play to the effects of incorrect use of foods.

Suggested Modes of Assessment:

Oral, Written, Observation, Anecdotal,
Self-assessment, Peer assessment

Suggested Resources:

learners’ exercise books and pens, pencils and rubbers, video clip on misuse of foods, various media, water bottles, charts and pictures of various foods groups, braille papers, braille machines, stylus, slate.

Assessment Rubric: Nutrition and physical activity

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
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<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify the common foods and their nutrients, • name and classify food into different food groups, • plan a menu for the school athletic team <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify the common foods and their nutrients, • name and classify food into different food groups, • plan a menu for the school athletic team. <p>The learner requires minimum supervision.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify the common foods and their nutrients, • name and classify food into different food groups, • plan a menu for the school athletic team. <p>The learner requires constant supervision.</p>	<p>The learner is unable to:</p> <ul style="list-style-type: none"> • identify the common foods and their nutrients, • name and classify food into different food groups, • plan a menu for the school athletic team. <p>The learner cannot perform without assistance.</p>
<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others.</p>	<p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision.</p>	<p>The learner demonstrates un-sportsman like conduct in most activities.</p>
<p>The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.</p>	<p>The learner improves personal growth within physical fitness expectations levels.</p>	<p>The learner irregularly progresses towards improving personal fitness level.</p>	<p>The learner is unable to maintain personal levels of physical fitness</p>
<p>Learner always participates safely and encourages others to be safe, follows instruction and stay on task.</p>	<p>Always participates safely and follows instructions and stays on task without undue fatigue.</p>	<p>The learner needs occasional prompting to observe safety and stay on task.</p>	<p>The learner needs constant supervision to enforce safety, obey instructions and stay on task.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
5.0 Health and physical fitness.	5.10 Wellness: Dealing with emotions. 2 Lessons	By the end of the sub-strand, the learner should be able to: a) describe the term emotional well-being for enhancing learning. b) state importance of kindness in daily life for learning, c) identify suitable ways to show kindness to others during games and sports for companionship, d) describe the effects of showing kindness to others during games and sports for performance, e) play games for fun and enjoyment, f) appreciate showing kindness to others for harmonious co-existence.	<ul style="list-style-type: none"> • In groups learners using technology find out the meaning of the term kindness. learners with low vision to use audio visual devices to watch and listen to video clips which have proper colour contrast to find out the meaning of the term kindness learners with blindness listen to audio visual devices with talk bar to find out the meaning of the term kindness, • In groups learners discuss suitable ways of showing kindness to others. • Learners in groups discuss the effects of showing kindness to others during games and sports. • Learners in groups discuss ways in which their communities show kindness to others.(school,church,mosque,temple community) • Learners Play games for fun and enjoyment. 	1. Why is it important to be kind to others?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: as learners classify different food groups. • Digital literacy: as learners interact with technology. • Creativity and imagination: as learners plan a menu for the school athletic team. • Critical thinking and problem solving: as learners discuss the term emotional well-being. • Communication and collaboration: as learners engage in discussions and play games 				



Link to Pertinent and Contemporary Issues:

- **Life skills:** learners develop self-esteem as they role play, discuss and play games.

Link to Values:

Respect: as learners listen to each other’s views during discussion.

Responsibility: As they show kindness to one another.

Link to other learning areas:

- **Religious Education:** as learners show kindness to each other.
- **English Language:** as learners interact with technology to find out the meaning of different terminologies.

Suggested Community Service Learning Activities:

- Learners engage in food awareness campaign during a community sensitization forum.
- Learners take part in a community clean-up program.

Suggested Non-formal activity to support learning: Learners role play to the effects of incorrect use of foods.

Suggested Modes of Assessment:

Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment

Suggested Resources:

Learners’ exercise books and pens, pencils and rubbers, video clip on misuse of foods, various media, water bottles, charts and pictures of various foods groups, braille papers, braille machines, stylus, slate.

Assessment Rubric: Nutrition and physical activity

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<p>The learner is able to: describe the term emotional well-being,</p> <ul style="list-style-type: none"> • state the importance of kindness • Identify suitable ways to show kindness. <p>The learner volunteers to assist others.</p>	<p>The learner is able to: describe the term emotional well-being,</p> <ul style="list-style-type: none"> • state the importance of kindness • Identify suitable ways to show kindness. <p>The learner requires minimum supervision.</p>	<p>The learner is able to: describe the term emotional well-being,</p> <ul style="list-style-type: none"> • state the importance of kindness • Identify suitable ways to show kindness. <p>The learner requires constant supervision.</p>	<p>The learner is unable to:</p> <ul style="list-style-type: none"> • describe the term emotional well-being, • state the importance of kindness • Identify suitable ways to show kindness. <p>The learner cannot perform without assistance.</p>

The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.	The learner demonstrates sportsman like behavior in most activities and works well with others.	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities.
The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectations levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task.	The learner needs constant supervision to enforce safety, obey instructions and stay on task.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<p>5.0 Health and physical fitness</p>	<p>5.12 Wellness: Alcohol and drug abuse in games and sports performance</p> <p>2 Lessons</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify common harmful drugs and used in the community for awareness,</p> <p>b) identify stereotypes associated with drugs and substance use during games and sports for learning,</p> <p>c) discuss the importance of abstinence from substance and drug use during games and sports for performance,</p> <p>d) observe rules for own and others safety,</p> <p>e) play games for fun and enjoyment.</p>	<ul style="list-style-type: none"> • In groups learners identify and discuss common harmful drugs and substances used in the community. Learners in groups identify stereotypes associated with drugs and substances used during games and sports. learners with low vision to use audio visual devices to watch and listen to video clips on dangers of incorrect drug use, learners with blindness listen to audio visual devices with talk back to investigate dangers of incorrect drug use, • in groups learners identify common drugs of abuse in sports, • in groups learners discuss the dangers of incorrect use of drugs in sports, learners with blindness to be identify by touching the common drugs of abuse in sports, • in groups learners discuss ways in which drugs affects sports performance, • in groups learners role play the dangers of incorrect use of drugs in sports, to be given a talk on dangers of incorrect use of drugs, 	<ol style="list-style-type: none"> 1. Why is it important to follow the doctor's prescription on drugs? 2. Why is it important to have a community that is free from drug and substance abuse?

			<ul style="list-style-type: none"> Learners play games for fun and enjoyment and observe safety, learners with blindness to be assisted by their sighted peers to stay safe as they play games for fun and enjoyment. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Self-efficacy: as learners classify different types of drugs. Digital literacy: as learners interact with technology. Creativity and imagination: as learners take prescribed drugs. Critical thinking and problem solving: as learners discuss different drugs found in the local chemists. Communication and collaboration: as learners engage in discussions and play games. 				
<p>Link to Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> Safety and Security Education: as learners observe safety rules in handling drugs and when playing games. Career Guidance: sports and games – drug use awareness campaign during festivals and championships. Preventive Health: as they appreciate the use of drugs for sustainable health promotion. Life skills: as they role play, discuss and play games. 				
<p>Link to Values:</p> <p>Respect: as learners listen to each other’s views during discussion.</p> <p>Integrity: as learners take drugs as prescribed.</p> <p>Responsibility: role play the dangers of incorrect use of drugs in sports.</p>				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> Mathematics: as the learners discuss five (5) ways in which drugs affects sports performance. Home Science: as learners identify common drugs found in the community. Science and technology: as learners interact with technology to find the dangers of incorrect drug use. 				
<p>Suggested Community Service Learning Activities:</p> <ul style="list-style-type: none"> Learners engage in drug awareness campaign during a community drug sensitization forum. Learners take part in a community clean-up program 				
<p>Suggested Non-formal activity to support learning: learners role-play to the effects of incorrect use of drugs</p>				
<p>Suggested Modes of Assessment:</p>			<p>Suggested Resources:</p>	



Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment	learners' exercise books and pens, pencils and rubbers, video clip on misuse of drugs, various media, water bottles, charts and pictures of various foods groups, braille papers, braille machines, stylus, slate.
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Assessment Rubric: Nutrition and physical activity

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify common drugs found in the local community, • discuss safe storage of drugs at home, • Discuss the importance of abstinence from substance and drug use. • Identify common drugs of abuse and the effects to sports performance. <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify common drugs found in the local community, • discuss safe storage of drugs at home, • Discuss the importance of abstinence from substance and drug use. • Identify common drugs of abuse and the effects to sports performance. <p>The learner requires minimum supervision</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify common drugs found in the local community, • discuss safe storage of drugs at home, • Discuss the importance of abstinence from substance and drug use. • Identify common drugs of abuse and the effects to sports performance. <p>The learner requires constant supervision.</p>	<p>The learner is unable to:</p> <ul style="list-style-type: none"> • identify common drugs found in the local community, • discuss safe storage of drugs at home, • Discuss the importance of abstinence from substance and drug use. • Identify common drugs of abuse and the effects to sports performance. <p>The learner cannot perform without assistance.</p>
<ul style="list-style-type: none"> • The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others. 	<ul style="list-style-type: none"> • The learner demonstrates sportsman like behavior in most activities and works well with others. 	<ul style="list-style-type: none"> • The learner demonstrates sportsman like behavior under supervision and works with others under supervision. 	<ul style="list-style-type: none"> • The learner demonstrates un-sportsman like conduct in most activities.

<ul style="list-style-type: none"> • The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness. 	<ul style="list-style-type: none"> • The learner improves personal growth within physical fitness expectations levels. 	<ul style="list-style-type: none"> • The learner irregularly progresses towards improving personal fitness level. 	<ul style="list-style-type: none"> • The learner is unable to maintain personal levels of physical fitness
<ul style="list-style-type: none"> • Learner always participates safely and encourages others to be safe, follows instruction and stay on task. 	<ul style="list-style-type: none"> • Always participates safely and follows instructions and stays on task without undue fatigue. 	<ul style="list-style-type: none"> • The learner needs occasional prompting to observe safety and stay on task. 	<ul style="list-style-type: none"> • The learner needs constant supervision to enforce safety, obey instructions and stay on task.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<p>5.0 Health and physical fitness</p>	<p>5.13 Wellness: Alcohol and drug abuse in games and sports performance (Effects of drug and substance abuse)</p> <p>2 Lessons</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify factors that influence the abuse of alcohol and drugs in game and sports for awareness.</p> <p>b) discuss ways of resisting peer influence on alcohol and substance abuse during games and sports for learning</p> <p>c) discuss the short and long term effects of substance and drug abuse during games and sports for awareness</p> <p>d) identify behavior changes associated with alcohol and drugs abuse during sports and games for awareness,</p> <p>e) state ways of communicating about alcohol and drug abuse among the peers during games and sports for learning.</p> <p>f) observe rules when playing games for own and others safety,</p> <p>g) play games for fun and enjoyment,</p> <p>h) appreciate staying clean of alcohol and drugs abuse</p>	<ul style="list-style-type: none"> • In groups learners identify common harmful drugs and substances abused during sports competition such as alcohol, solvents, and glue. Learners with blindness could be guided to smell or touch the drugs. Learners in groups identify factors that influence drug and substance use during games and sports competition,(peer, pressure,media,home influence) learners with low vision to use audio visual devices to watch and listen to video clips on dangers of incorrect drug use, learners with blindness listen to audio visual devices with talk bar to investigate dangers of incorrect drug use, • in groups learners discuss the short and long term effects of drug and substance use during games and sports competition. • in groups learners discuss the behavior changes associated with drugs and substance abuse during sports competition • In groups learners discuss ways of communicating to the relevant people about alcohol and drug use during sports and games competitions. 	<p>1.How can a sports person avoid drug and substance use during games and sports?</p> <p>3. Why is it important to resist negative peer influence?</p>

		during games and sports competitions for performance.	<ul style="list-style-type: none"> Learners play games for fun and enjoyment using digital devices such as audio visual and video clips. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Self-efficacy: as learners classify different types of drugs. Digital literacy: as learners interact with technology. Creativity and imagination: as learners take prescribed drugs. Critical thinking and problem solving: as learners discuss different drugs found in the local chemists. Communication and collaboration: as learners engage in discussions and play games. 				
<p>Link to Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> Safety and Security Education: as learners observe safety rules in handling drugs and when playing games. Career Guidance: sports and games – drug use awareness campaign during festivals and championships. Preventive Health: as they appreciate the use of drugs for sustainable health promotion. Life skills: as they role play, discuss and play games. <p>Link to Values: Respect: as learners listen to each other’s views during discussion. Integrity: as learners take drugs as prescribed. Responsibility: role play the dangers of incorrect use of drugs in sports.</p>				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> Mathematics: as the learners discuss five (5) ways in which drugs affects sports performance. Home Science: as learners identify common drugs found in the community. Science and technology: as learners interact with technology to find the dangers of incorrect drug use. 				
<p>Suggested Community Service Learning Activities:</p> <ul style="list-style-type: none"> Learners engage in drug awareness campaign during a community drug sensitization forum. Learners take part in a community clean-up program 				
<p>Suggested Non-formal activity to support learning: learners role-play to the effects of incorrect use of drugs</p>				
<p>Suggested Modes of Assessment: Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment</p>		<p>Suggested Resources: Learners’ exercise books and pens, pencils and rubbers, video clip on misuse of drugs, various media, water bottles, charts and pictures of various foods groups, braille papers, braille machines, stylus, slate.</p>		



Assessment Rubric: Wellness alcohol and drug abuse in games and sports performance.

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify common drugs found in the local community, • discuss safe storage of drugs at home, • Discuss the importance of abstinence from substance and drug use. • Identify common drugs of abuse and the effects to sports performance. <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify common drugs found in the local community, • discuss safe storage of drugs at home, • Discuss the importance of abstinence from substance and drug use. • Identify common drugs of abuse and the effects to sports performance. <p>The learner requires minimum supervision</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify common drugs found in the local community, • discuss safe storage of drugs at home, • Discuss the importance of abstinence from substance and drug use. • Identify common drugs of abuse and the effects to sports performance. <p>The learner requires constant supervision.</p>	<p>The learner is unable to:</p> <ul style="list-style-type: none"> • identify common drugs found in the local community, • discuss safe storage of drugs at home, • Discuss the importance of abstinence from substance and drug use. • Identify common drugs of abuse and the effects to sports performance. <p>The learner cannot perform without assistance.</p>
<ul style="list-style-type: none"> • The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others. 	<ul style="list-style-type: none"> • The learner demonstrates sportsman like behavior in most activities and works well with others. 	<ul style="list-style-type: none"> • The learner demonstrates sportsman like behavior under supervision and works with others under supervision. 	<ul style="list-style-type: none"> • The learner demonstrates un-sportsman like conduct in most activities.
<ul style="list-style-type: none"> • The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness. 	<ul style="list-style-type: none"> • The learner improves personal growth within physical fitness expectations levels. 	<ul style="list-style-type: none"> • The learner irregularly progresses towards improving personal fitness level. 	<ul style="list-style-type: none"> • The learner is unable to maintain personal levels of physical fitness
<ul style="list-style-type: none"> • Learner always participates safely and encourages others to be safe, follows instruction and stay on task. 	<ul style="list-style-type: none"> • Always participates safely and follows instructions and stays on task without undue fatigue. 	<ul style="list-style-type: none"> • The learner needs occasional prompting to observe safety and stay on task. 	<ul style="list-style-type: none"> • The learner needs constant supervision to enforce safety, obey instructions and stay on task.

Manipulative skills: First Aid and Safety in Exercise and Sports

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
6.0. First Aid in games and Sports	6.1 Common Injuries in games Sports: Airways Breathing and Circulatory (ABC) of First Aid 3 Lessons	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> explain the term First Aid to enhance learning, discuss the meaning of the acronym ABC (Airways Breathing and Circulatory) in First Aid for first aid awareness, demonstrate how to apply the ABC of first aid in an unconscious person discuss how to call for help during emergencies, list safety measures for handling a bleeding victim demonstrate how to check for breathing in an unconscious person, discuss how to calm an injured victim for saving life. role play the Airways Breathing and Circulatory (ABC) of First Aid, observe safety measures when handling a victim for own and others' protection, play games for fun and enjoyment appreciate the Airways Breathing and Circulatory 	<ul style="list-style-type: none"> learners in groups discuss the meaning of First Aid, learners with low vision to watch and listen to audio visual devices with appropriate colour contrast to find out what the acronym ABC (Airways Breathing and Circulatory) in First Aid means, learners with blindness to listen to audio visual devices with talk back to find out what the acronym ABC (Airways Breathing and Circulatory) in First Aid means, in groups practise accessing the situation to apply first aid, learners with blindness to be guided by a sighted guide to practise assessing the situation to apply first aid, learners dramatize calling for help during emergencies, learners with blindness to be given physical support and verbal description by a sighted guide to call for help during emergencies, 	1. Why is First Aid important?



		<p>(ABC) of First Aid responding to emergencies.</p>	<ul style="list-style-type: none"> • learners in groups dramatize calming and reassuring a victim, learners with blindness to be given physical support and verbal description by a sighted guide to dramatize how to calm and re assure the victim, • in groups learners demonstrate and explain how to check for breathing in an unconscious person, • in groups learners demonstrate and explain how to check for air passage of an unconscious person, • learners demonstrate and explain how to check the pulse, learners with blindness to be given physical support by a sighted peer on how to check for breathing, air passage and pulse in an unconscious person) • in groups learners demonstrate and explain how to check the pulse, learners with blindness to be given physical support and verbal description by their 	
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			<p>sighted peers where necessary on how to check for breathing, air passage and pulse in an unconscious person)</p> <ul style="list-style-type: none"> • in groups learners role play the Airways Breathing and Circulatory (ABC) of First Aid, learners with blindness to be given physical support with verbal description by their sighted peers to role play the ABC of first aid, • learners with low vision to watch and listen to video clips with appropriate colour contrast on how to apply the ABC of first aid, learners with blindness to listen to audio visual devices with talk back on how to apply the Airways Breathing and Circulatory(ABC) of first aid in unconscious person, • learners demonstrate and explain safety measures when handling a victim to prevent infection, learners with blindness to be given physical support by sighted peers on how to handle a victim to prevent infection, • learners list the safety measures for handling a 	
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			victim when administering First Aid, <ul style="list-style-type: none"> learners play games for fun and enjoyment and observe safety. Learners with blindness to be guided by their sighted peers to keep safe while playing games for fun and enjoyment. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Self-efficacy: as the learners role play or dramatize in first aid. Digital literacy: as learners interact with technology. Creativity and imagination: as the learners role play, participate in games. Critical thinking and problem solving: as learners assess situations for Airways Breathing and Circulatory (ABC) and when identifying situations signs and symptoms. Communication and collaboration: as they are assuring and calming the victim, carrying for help and when assessing the situation 				
<p>Link to Pertinent Contemporary Issues</p> <ul style="list-style-type: none"> Safety and Security Education: when handling victims. Preventive Health: when caring out first aid. <p>Link to Values: Respect: when handling the victims. Love: when assisting the victims. Responsibility: as the learners are carrying out the first aid on victims.</p>				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> Science and technology: as learners interact with technology. Languages: as learners communicate with victims and as they call for help. Mathematics: as they cut the bandages. Homescience; as learners use appropriate materials for cleaning the wounds. 				
<p>Suggested Community Service Learning Activities: The learners role play Airways Breathing and Circulatory (ABC) of first aid during sports day or parents day in school.</p>				
<p>Suggested Non-formal activity to support learning: Interact with technology to learn more in Airways Breathing and Circulatory (ABC) in first aid.</p>				

<p>Suggested Modes of Assessment: Oral, Written, Observation, Anecdotal, Self-assessment Peer assessment</p>	<p>Suggested Resources: video clips, First Aid Box, projectors, television screens, learners' exercise books and pens, pencils and rubbers, balls, ropes, hoops, bean bags, assessment check lists, braille machines, braille papers, stylus, slates.</p>
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Assessment Rubric: Nutrition and physical activity

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>The learner is able to:</p> <ul style="list-style-type: none"> define first aid and Airways Breathing and Circulatory (ABC) in first aid, role play the Airways Breathing and Circulatory (ABC) in first aid, <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> define first aid and Airways Breathing and Circulatory (ABC) in first aid, role play the Airways Breathing and Circulatory (ABC) in first aid. <p>The learner requires minimum supervision</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> define first aid and Airways Breathing and Circulatory (ABC) in first aid, role play the Airways Breathing and Circulatory (ABC) in first aid. <p>The learner requires constant supervision</p>	<p>The learner is unable to:</p> <ul style="list-style-type: none"> define first aid and Airways Breathing and Circulatory (ABC) in first aid, role play the Airways Breathing and Circulatory (ABC) in first aid. <p>The learner cannot perform without assistance.</p>
<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others.</p>	<p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision.</p>	<p>The learner demonstrates un-sportsman like conduct in most activities.</p>
<p>The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.</p>	<p>The learner improves personal growth within physical fitness expectations levels.</p>	<p>The learner irregularly progresses towards improving personal fitness level.</p>	<p>The learner is unable to maintain personal levels of physical fitness</p>
<p>Learner always participates safely and encourages others to be safe, follows instruction and stay on task.</p>	<p>Always participates safely and follows instructions and stays on task without undue fatigue.</p>	<p>The learner needs occasional prompting to observe safety and stay on task.</p>	<p>The learner needs constant supervision to enforce safety, obey instructions and stay on task.</p>



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
6.0 First Aid in games and Sports	6.2. Common Injuries in games Sports: First Aid box 3 Lessons	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify items in a First Aid box for familiarization, b) explain the importance of a First Aid box for emergencies, c) list the items of a First Aid box to enhance learning, d) observe safety when handling the items of a first aid box to avoid injury, e) play games for fun and enjoyment, f) appreciate having a First Aid box for emergency cases. 	<ul style="list-style-type: none"> • Learners with low vision to watch and listen to audio visual devices which are brightly coloured to view an image of a First Aid Box, learners with blindness to listen to audio visual devices with talk back to listen to video clips on a first aid box, • learners in groups manipulate a First Aid Box, learners with blindness could be given physical support and verbal description where necessary, • learners in groups discuss and list the items of a First Aid box, • in groups learners discuss the use of First Aid box, • the learners examine and arrange the items of a First Aid box, learners with blindness to be provided with first Aid box (realia) to touch and feel then examine and arrange the items inside, physical 	<ol style="list-style-type: none"> 1. Why is it important to have a First Aid box in school, in a car or at home?

			<p>support could be given where necessary,</p> <ul style="list-style-type: none"> • learners in groups discuss situations that require the use of items in a First Aid box, • in groups learners discuss how to safely handle items in a first aid box, • learners participate in games for fun and enjoyment. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: as the learners role play or dramatize in first aid. • Digital literacy: as learners interact with technology. • Creativity and imagination: as they learners role play, dramatize and participate in games. • Critical thinking and problem solving: as learners identify and examine the items of a first aid box. • Communication and collaboration: as they discuss the use of the first aid box. 				
<p>Link to Pertinent Contemporary Issues.</p> <ul style="list-style-type: none"> • Safety and Security Education: when handling the items of first aid box. • Environmental Education: as they clean items in the first aid box. 				
<p>Link to Values:</p> <p>Respect: as learners listen to each other’s opinion.</p> <p>Responsibility: as the learners care for the first aid equipment.</p>				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Science and technology: as learners interact with technology. • Languages: as learners communicate with each other when playing games. • Mathematics: as they count items in the first aid box. • Homescience; as learners use appropriate materials for cleaning the wounds. 				
<p>Suggested Community Service Learning Activities:</p> <p>The learners use the contents of the first aid box during sports day or parents day in school.</p>				
<p>Suggested Non-formal activity to support learning:</p> <p>Interact with technology to learn more on contents of first aid box.</p>				



<p>Suggested Modes of Assessment: Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment</p>	<p>Suggested Resources: video clips, First Aid Box, projectors, television screens, learners' exercise books and pens, pencils and rubbers, balls, ropes, hoops, bean bags, assessment check lists, braille machines, braille papers, stylus, slates.</p>
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Assessment Rubric: Nutrition and physical activity

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify first aid box and its content, • highlight situations requiring use of items in a first aid box. <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify first aid box and its content, • highlight situations requiring use of items in a first aid box. <p>The learner requires minimum supervision.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify first aid box and its content, • highlight situations requiring use of items in a first aid box. <p>The learner requires constant supervision.</p>	<p>The learner is unable to:</p> <ul style="list-style-type: none"> • identify first aid box and its content, • highlight situations • requiring use of items in a first aid box. <p>The learner cannot perform without assistance.</p>
<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others.</p>	<p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision.</p>	<p>The learner demonstrates un-sportsman like conduct in most activities.</p>
<p>The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.</p>	<p>The learner improves personal growth within physical fitness expectations levels.</p>	<p>The learner irregularly progresses towards improving personal fitness level.</p>	<p>The learner is unable to maintain personal levels of physical fitness</p>
<p>Learner always participates safely and encourages others to be safe, follows instruction and stay on task.</p>	<p>Always participates safely and follows instructions and stays on task without undue fatigue.</p>	<p>The learner needs occasional prompting to observe safety and stay on task.</p>	<p>The learner needs constant supervision to enforce safety, obey instructions and stay on task.</p>

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key inquiry question(s)
6.0 First Aid in games and Sports	6.3 Common Injuries in Sports: Bruise 2 Lessons	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) describe a bruise as an injury to enhance learning, b) discuss the signs and symptoms of a bruise for identification, c) demonstrate cold press application on a bruise for lessening pain, d) observe rules when playing games for own and others safety. e) play games for fun and enjoyment. 	<ul style="list-style-type: none"> • Learners with low vision to watch and listen to audio visual devices with appropriate colour contrast to identify a bruise, learners with blindness to listen to audiovisual devices with talk back to identify a bruise, • learners in groups discuss the causes of a bruise, • learners in groups discuss the signs and symptoms of a bruise, • learners with low vision to use to use audio visual devices with appropriate colour contrast to observe and listen the application of a cold press on a bruise, learners with blindness to use audio visual devices to listen to video clips on application of cold press on a bruise, • in groups learners demonstrate and practise the application of cold press on a bruise, learners with blindness to be provided with cold ice 	<ol style="list-style-type: none"> 1. How do you apply First Aid on a bruise?



			<p>cubes and guided on application of a cold press on a bruise,</p> <ul style="list-style-type: none"> • learners observe safety when handling a bruise to stop infection, learners with blindness could be guided by a sighted peer on how to keep safe when handling a bruise to stop infection, • learners participate in games for fun and enjoyment. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: as the learners role play or dramatize in first aid. • Digital literacy: as learners interact with technology. • Creativity and imagination: as the learner role play and participate in games. • Critical thinking and problem solving: as learners assess bruises when identifying signs and symptoms. • Communication and collaboration: as they are assuring and calming the victim. 				
<p>Link to Pertinent Contemporary Issues</p> <ul style="list-style-type: none"> • Safety and Security Education: when handling victims. • Preventive Health: when carrying out first aid <p>Link to Values:</p> <p>Respect: when handling the victims.</p> <p>Love: when assisting the victims.</p> <p>Responsibility: as the learners are carrying out the first aid on victims.</p>				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Science and technology: as learners interact with technology. • Languages: as learners communicate with victims and as they call for help. • Homescience; as learners use appropriate materials for cleaning the bruises. 				
<p>Suggested Community Service Learning Activities:</p> <p>The learners demonstrate cleaning and application of a cold press on a bruise during sports day or parents day in school.</p>				
<p>Suggested Non-formal activity to support learning:</p>				

Interact with technology to learn more on bruises.	
Suggested Modes of Assessment: Oral, Written, Observation, Anecdotal, Self-assessment Peer assessment	Suggested Resources: video clips, First Aid Box, projectors, television screens, Learners exercise books and pens, pencils and rubbers, balls, ropes, hoops, bean bags, Assessment check lists, braille machines, braille papers, stylus, slates, ice cubes.

Assessment Rubric: Nutrition and physical activity

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify and describe bruise as an injury, • role play cold press application. <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify and describe bruise as an injury. • role play cold press application. <p>The learner requires minimum supervision.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify and describe bruise as an injury, • role play cold press application. <p>The learner requires constant supervision.</p>	<p>The learner is unable to:</p> <ul style="list-style-type: none"> • identify and describe bruise as an injury, • role play cold press application. <p>The learner cannot perform without assistance.</p>
The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.	The learner demonstrates sportsman like behavior in most activities and works well with others.	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities.
The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectations levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task.	The learner needs constant supervision to enforce safety, obey instructions and stay on task.



Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key inquiry question(s)
<p>6.0 First Aid in games and Sports</p>	<p>6.4. Common Injuries in Sports:</p> <p>Nose bleeding</p> <p>2 Lessons</p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) identify causes of nose bleeding to enhance learning,</p> <p>b) discuss the causes of nose bleeding for first aid,</p> <p>c) apply first aid to stop nose bleeding in a victim,</p> <p>d) observe safety when applying first aid to stop nose bleeding for protection,</p> <p>e) observe safety when playing games for own and others safety.</p> <p>f) play games for fun and enjoyment.</p>	<ul style="list-style-type: none"> • Learners with low vision to use audio visual devices with appropriate colour contrast to watch and listen to video clips to identify signs and symptoms of nose bleeding, learners with blindness to use audio visual devices to listen to video clips with talk back to identify signs and symptoms of nose bleeding, • learners in groups discuss the causes of nose bleeding, • learners in groups discuss the signs and symptoms of nose bleeding, • learners with low vision to use audio visual devices with appropriate colour contrast to watch and listen to video clips on application of first Aid to stop nose bleeding to stop infection, learners with blindness to use audio visual devices with talk back to listen to 	<p>1. How can you stop nose bleeding?</p>

			<p>video clips on application of first to stop nose bleeding and infection,</p> <ul style="list-style-type: none"> • in groups learners demonstrate and practice how to apply First Aid to stop nose bleeding, learners with blindness to be assisted by their sighted peers to demonstrate and practise First Aid to stop nose bleeding, • learners observe safety when applying first aid to stop nose bleeding to prevent infection, learners with blindness to be assisted by their sighted peers to keep safe when applying first aid to stop nose bleeding to prevent infection, • participate in games for fun and enjoyment. 	
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Core Competencies to be developed:

- **Self-efficacy:** as the learners role play or dramatize in first aid.
- **Digital literacy:** as learners interact with technology.
- **Creativity and imagination:** as the learner role play and participate in games.
- **Critical thinking and problem solving:** as learners apply first aid to stop nose bleeding.
- **Communication and collaboration:** as they are assuring and calming the victim.

Link to Pertinent Contemporary Issues

- **Safety and Security Education:** when handling victims.
- **Personal Hygiene:** when caring out first aid.



<p>Link to Values: Respect: when handling the victims. Love: when assisting the victims. Responsibility: as the learners are carrying out the first aid on victims.</p>	
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Science and technology: as learners interact with technology. • Languages: as learners communicate with victims and as they call for help. • Mathematics: as they cut the bandages and cotton wool. • Home science; as learners use appropriate materials for nose bleeding. 	
<p>Suggested Community Service Learning Activities: The learners demonstrate stopping nose bleeding during sports day or parents day in school.</p>	
<p>Suggested Non-formal activity to support learning: Interact with technology to learn more on nose bleeding.</p>	
<p>Suggested Modes of Assessment: Oral, Written, Observation, Anecdotal, Self-assessment Peer assessment</p>	<p>Suggested Resources: video clips, First Aid Box, projectors, television screens, learners’ exercise books and pens, pencils and rubbers, balls, ropes, hoops, bean bags, assessment check lists, braille machines, braille papers, stylus, slates, bandages, cotton wool, scissors.</p>

Assessment Rubric: Nutrition and physical activity

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>The learner is able to:</p> <ul style="list-style-type: none"> • identify and describe signs and symptoms of nose bleeding. • apply first aid to stop nose bleeding skill. <p>The learner volunteers to assist others.</p>	<p>The learner is able to: identify and describe signs and symptoms of nose bleeding.</p> <ul style="list-style-type: none"> • apply first aid to stop nose bleeding skill. <p>The learner requires minimum supervision.</p>	<p>The learner is able to: identify and describe signs and symptoms of nose bleeding.</p> <ul style="list-style-type: none"> • apply first aid to stop nose bleeding skill. <p>The learner requires constant supervision.</p>	<p>The learner is unable to;</p> <ul style="list-style-type: none"> • identify and describe signs and symptoms of nose bleeding. • apply first aid to stop nose bleeding skill. <p>The learner cannot perform without assistance.</p>

The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.	The learner demonstrates sportsman like behavior in most activities and works well with others.	The learner demonstrates sportsman like behavior under supervision and works with others under supervision.	The learner demonstrates un-sportsman like conduct in most activities
The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectations levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness.
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task.	The learner needs constant supervision to enforce safety, obey instructions and stay on task.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
6.0 First Aid in games and Sports	6.5 Common Injuries in Sports: Wounds: Clean cut wounds 3 Lessons	By the end of the sub-strand the learner should be able to: a) discuss the causes of clean cut wounds for safety, b) demonstrate cleaning of clean cut wounds to avoid infection , c) observe safety when cleaning wounds for protection, d) select a bandage for application on a clean cut wound e) apply a bandage on a clean cut wound for self-protection. f) play games for fun and enjoyment	<ul style="list-style-type: none"> • learners with low vision to interact with audio visual devices with appropriate colour contrast to watch and listen to video clips on an incised wound, • learners with blindness interact with audio visual devices with talk back to listen to video clips on an incised wound, • learners with low vision to use audio visual devices with appropriate colour contrast to observe and listen to video clips on how to stop bleeding and to clean a wound, • learners in groups identify and gather suitable materials for making an improvised bandage for a clean-cut wound, • learners make an improvised bandage for a clean-cut wound, learners with blindness to be guided by a sighted guide to make an improvised bandage for a clean-cut wound, • learners observe safety when applying bandages 	<ol style="list-style-type: none"> 1. Why should you clean a clean-cut wound? 2. How do we clean a clean-cut wound?

			<p>on a clean-cut wound to prevent infection, learners with blindness to be guided by their sighted partners to observe safety when applying bandages on a clean-cut wound to prevent infection,</p> <ul style="list-style-type: none"> • learners participate in games for fun and enjoyment. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: as the learners role play or dramatize in first aid. • Digital literacy: as learners interact with technology. • Creativity and imagination: as the learner role play, participate in games, dramatize and improvise a bandage. • Critical thinking and problem solving: as learners clean cuts to avoid infections. • Communication and collaboration: as they assure and calm the victim. 				
<p>Link to Pertinent Contemporary Issues</p> <ul style="list-style-type: none"> • Safety and Security Education: when handling victims. • Personal Hygiene: when carrying out first aid. <p>Link to Values:</p> <p>Respect: when handling the victims.</p> <p>Love: when assisting the victims.</p> <p>Responsibility: as the learners are carrying out the first aid on victims.</p>				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Science and technology: as learners interact with technology. • Languages: as learners communicate with victims and as they call for help. • Mathematics: as they cut bandages. • Homescience; as learners use appropriate materials for cleaning the wounds. 				
<p>Suggested Community Service Learning Activities:</p> <p>The learners demonstrate cleaning the wounds during sports day or parents day in school.</p>				
<p>Suggested Non-formal activity to support learning:</p> <p>Interact with technology to learn more on cleaning wounds.</p>				



<p>Suggested Modes of Assessment: Oral, Written, Observation, Anecdotal, Self-assessment Peer assessment</p>	<p>Suggested Resources: video clips, First Aid Box, projectors, television screens, learners' exercise books and pens, pencils and rubbers, balls, ropes, hoops, bean bags, assessment check lists, braille machines, braille papers, stylus, slates., bandages, cotton wool, scissors.</p>
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Assessment Rubric: Nutrition and physical activity

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<p>The learner is able to: describe and manage an incised wound, <ul style="list-style-type: none"> improvise a bandage, clean a cut and apply bandages on the cut. The learner volunteers to assist others.</p>	<p>The learner is able to: <ul style="list-style-type: none"> describe and manage an incised wound, improvise a bandage, clean a cut and apply bandages on the cut The learner requires minimum supervision.</p>	<p>The learner is able to: <ul style="list-style-type: none"> describe and manage an incised wound, improvise a bandage, clean a cut and apply bandages on the cut The learner requires constant supervision.</p>	<p>The learner is unable to: <ul style="list-style-type: none"> describe and manage an incised wound. improvise a bandage, clean a cut and apply bandages on the cut The learner cannot perform without assistance.</p>
<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others.</p>	<p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision.</p>	<p>The learner demonstrates un-sportsman like conduct in most activities.</p>
<p>The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.</p>	<p>The learner improves personal growth within physical fitness expectations levels.</p>	<p>The learner irregularly progresses towards improving personal fitness level.</p>	<p>The learner is unable to maintain personal levels of physical fitness.</p>
<p>Learner always participates safely and encourages others to be safe, follows instruction and stay on task.</p>	<p>Always participates safely and follows instructions and stays on task without undue fatigue.</p>	<p>The learner needs occasional prompting to observe safety and stay on task.</p>	<p>The learner needs constant supervision to enforce safety, obey instructions and stay on task.</p>

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key inquiry question(s)
6.0 First aid in games and sports	6.6. Common Injuries in Sports: Transporting an injured victim- Single human crutch method 2 Lessons	By the end of the sub-strand the learner should be able to: a) describe the Single human crutch method to enhance learning, b) demonstrate how to carry a victim using the single human crutch method, c) observe safety when using the Single human crutch method for carrying a victim to avoid more harm, d) play games for fun and enjoyment, e) appreciate carrying an injured person using the Single human crutch method.	<ul style="list-style-type: none"> • Learners with low vision to interact with audio visual devices with appropriate colour contrast to watch and listen video clips on Single human crutch method and identify the body parts used, learners with blindness to use audio visual devices with talk back to listen to video clips on Single human crutch method and identify the body parts used, • Learners with low vision to interact with audio visual devices with appropriate colour contrast to watch and listen to video clips on body positioning for the Single human crutch method, learners with blindness to interact with audio visual devices with talk back to listen to video clips on body positioning for the single human crutch method, • learners demonstrate and practise the Single Human crutch method in pairs, learners with blindness could be assisted by a sighted partner to demonstrate and practise the single human crutch method, • learners observe safety when using the Single human crutch method, learners with blindness to be guided by their sighted peers on how to keep safe when using the single human crutch method, • participate in games for fun and enjoyment. 	1. Why is it important to use a Single human crutch method to carry an injured person?
Core Competencies to be developed: <ul style="list-style-type: none"> • Self-efficacy: as the learners role play or dramatize in first aid. 				



<ul style="list-style-type: none"> • Digital literacy: as learners interact with technology. • Creativity and imagination: as the learners role play, practise and dramatize single human crutch method for carrying a victim. • Critical thinking and problem solving: as learners assess situations for single human crutch method. • Communication and collaboration: as they are assuring and calming the victim, carrying for help and when assessing the situation. 	
<p>Link to Pertinent Contemporary Issues</p> <ul style="list-style-type: none"> • Safety and Security Education: when handling victims. • Personal Hygiene: when carrying out first aid. <p>Link to Values: Respect: when handling the victims. Love: when assisting the victims. Responsibility: as the learners are carrying out the first aid on victims.</p>	
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Science and technology: as learners interact with technology. • Languages: as learners communicate with victims and as they call for help. • Mathematics: as they take measurements when making a crutch. • Homescience; as learners use appropriate materials for cleaning the wounds. 	
<p>Suggested Community Service Learning Activities: The learners demonstrate single human crutch when transporting a victim during sports day or parents day in school.</p>	
<p>Suggested Non-formal activity to support learning: Interact with technology to learn more on Single human crutch method</p>	
<p>Suggested Modes of Assessment: Oral, Written, Observation, Anecdotal, Self-assessment Peer assessment</p>	<p>Suggested Resources: video clips, First Aid Box, projectors, television screens, learners’ exercise books and pens, pencils and rubbers, balls, ropes, hoops, bean bags, assessment check lists, braille machines, braille papers, stylus, slates.</p>

Assessment Rubric: Nutrition and physical activity

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>The learner is able to: describe the single human crutch method and the body parts used,</p> <ul style="list-style-type: none"> • carry and injured person using the single human crutch method. <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> • describe the single human crutch method and the body parts used. • carry and injured person using the single human crutch method. <p>The learner requires minimum supervision.</p>	<p>The learner is able to: describe the single human crutch method and the body parts used.</p> <ul style="list-style-type: none"> • carry and injured person using the single human crutch method. <p>The learner requires constant supervision.</p>	<p>The learner is unable to;</p> <ul style="list-style-type: none"> • describe the single human crutch method and the body parts used, • carry and injured person using the single human crutch method. <p>The learner cannot perform without assistance.</p>
<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others.</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others.</p>	<p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision.</p>	<p>The learner demonstrates un-sportsman like conduct in most activities.</p>
<p>The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.</p>	<p>The learner improves personal growth within physical fitness expectations levels.</p>	<p>The learner irregularly progresses towards improving personal fitness level.</p>	<p>The learner is unable to maintain personal levels of physical fitness.</p>
<p>Learner always participates safely and encourages others to be safe, follows instruction and stay on task.</p>	<p>Always participates safely and follows instructions and stays on task without undue fatigue.</p>	<p>The learner needs occasional prompting to observe safety and stay on task.</p>	<p>The learner needs constant supervision to enforce safety, obey instructions and stay on task.</p>



Manipulative skills: Outdoor and Recreation Activities

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
<p>7.0 Outdoor and Recreation activities</p>	<p>7.1 Recreation Active and passive Leisure activities 3 lessons</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) describe the term active and passive leisure activities to enhance learning, b) list down active leisure activities within the community for awareness, c) differentiate between active and passive leisure activities for making informed choices, d) state the disadvantages of passive leisure activities for recreation e) locate leisure sites from the county map for planning, f) identify cultural activities in the community for leisure, g) observe safety measures when engaging in leisure activities, h) play games for fun and enjoyment, i) desire to engage in active leisure activities for good health. 	<ul style="list-style-type: none"> • Learners with low vision to use audio visual devices with appropriate colour contrast to watch and listen to video clips on the meaning of the terms active and passive leisure activities, learners with blindness to use audio visual devices with talk back to listen to video clips on the meaning of the terms active and passive leisure activities, • learners in groups discuss active and passive leisure activities, • learners in groups list down active and passive leisure activities, • learners in groups to discuss the differences between active and passive leisure activities, • learners to role play the disadvantages of passive leisure activities, learners with blindness to be assisted by their sighted peers to role play the disadvantages of passive leisure activities, • learners to draw and describe the county map and indicate leisure sites, learners with low vision to draw using bright colours and describe the county map and indicate leisure sites, learners with blindness to be assisted by their 	<p>1. Why is it important to engage in leisure activities?</p>

			<p>sighted peers to describe the county map and its leisure sites,</p> <ul style="list-style-type: none"> • learners in groups discuss cultural activities they can participate in for leisure, • learners in groups to identify different leisure activities done at home, school and community, • learners to highlight safety measures to be observed when engaging in leisure activities, • participate in games for fun and enjoyment and observe safety, learners with blindness to be guided to keep safe as they play games for fun and enjoyment. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: organize the daily routine to create time for leisure activities • Digital literacy: as learners interact with technology • Learning to learn: as learners as find out the meaning of active and passive leisure activities. • Creativity and imagination: as learners play games. • Critical thinking and problem solving: as learners discuss, suggest and identify ways of doing things • Communication and collaboration: as learners discuss in groups and play games. 				
<p>Link to Pertinent and contemporary issues:</p> <ul style="list-style-type: none"> • Safety and Security Education: Space awareness when doing outdoor activities. • Social cohesion: as learners work together in recreational activities. • Clubs and societies: As learners participate in community festivals and activities. • Life skills: As they plan and participate in leisure activities for recreation. <p>Link to Values:</p> <ul style="list-style-type: none"> • Responsibility: as learners care for the community recreation facilities. • Patriotism: as they take care and conserve the community reaction facilities. • Respect: as learners engage in community recreation facilities and respect each other’s opinion as they discuss in groups. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Science and Technology: as learners interact with technology. • languages: as learners communicate with each other as they play games and discuss in groups. 				



<ul style="list-style-type: none"> • Music: as learners play games. • Mathematics: when planning for time. 	
Suggested Community Service Learning Activities: Learners engage in community events such as cleaning of the community recreational services.	
Suggested Non-formal activity(ies) to support learning: learners engage with peer after school to play games, watch birds among others	
Suggested Modes of Assessment: Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment	Suggested Resources: video clips, First Aid Box, projectors, television screens, ropes, sticks, stones, open space, jericans and containers, Small pieces of timber, Music devices, Learners exercise books, pens, pencils and rubbers, and Assessment check lists, braille papers, braille machines, stylus, slates.

Assessment Rubric: Outdoor and Recreation Activities

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
The learner is able to: <ul style="list-style-type: none"> • describe and differentiate between active and passive leisure activities, • state the disadvantages of passive leisure activities. The learner volunteers to assist others.	The learner is able to: <ul style="list-style-type: none"> • describe and differentiate between active and passive leisure activities, • state the disadvantages of passive leisure activities. The learner requires minimum supervision	The learner is able to: <ul style="list-style-type: none"> • describe and differentiate between active and passive leisure activities, • state the disadvantages of passive leisure activities. The learner requires constant supervision	The learner is unable to: <ul style="list-style-type: none"> • describe and differentiate between active and passive leisure activities, • state the disadvantages of passive leisure activities. The learner cannot perform without assistance
The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others	The learner demonstrates sportsman like behavior in most activities and works well with others	The learner demonstrates sportsman like behavior under supervision and works with others under supervision	The learner demonstrates un-sportsman like conduct in most activities

The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.	The learner improves personal growth within physical fitness expectations levels.	The learner irregularly progresses towards improving personal fitness level.	The learner is unable to maintain personal levels of physical fitness
Learner always participates safely and encourages others to be safe, follows instruction and stay on task.	Always participates safely and follows instructions and stays on task without undue fatigue.	The learner needs occasional prompting to observe safety and stay on task.	The learner needs constant supervision to enforce safety, obey instructions and stay on task.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
7.0 Outdoor and Recreation Activities	7.2. Recreation: Leisure and Time management 2 lessons	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) describe Leisure and Time management to enhance learning, b) organize the daily routine to create time for leisure activities, c) observe safety when planning for leisure activities, d) play games for fun and enjoyment, e) appreciate leisure and time management for self-management. 	<ul style="list-style-type: none"> • Learners with low vision to use audio visual devices with appropriate colour contrast to watch and listen to video clips to find out what is Leisure and Time management, learners with blindness to use audio visual devices to listen to video clips to find out what is leisure and time management, • Learners with low vision to use audio visual devices with appropriate colour contrast to watch and listen to video clips on how to plan a personal schedule for leisure time, learners with blindness to use audio visual devices to listen to video clips on how to plan a personal schedule for leisure time, • learners in groups discuss how to organize the daily routine to create time for leisure activities, • learners in groups discuss the safety measures that should be observed during leisure activities, • participate in games for fun and enjoyment and observe safety, learners with 	1. Why should you plan for time?

			blindness to be assisted to stay safe as they play games for fun and enjoyment.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: organize the daily routine to create time for leisure activities. • Digital literacy: as learners interact with technology. • Learning to learn: as learners find out the meaning of leisure and time management. • Creativity and imagination: as learners play games. • Critical thinking and problem solving: as learners discuss, suggest and identify ways of doing things. • Communication and collaboration: as learners discuss in groups and play games. 				
<p>Link to Pertinent and contemporary issues:</p> <ul style="list-style-type: none"> • Safety and Security Education: Space awareness when doing outdoor activities. • Global Citizenship: Social interaction as learners work together in recreational activities • Clubs and societies: As learners participate in community festivals and activities • Values: As they plan and participate in leisure activities for recreation <p>Link to Values:</p> <ul style="list-style-type: none"> • Responsibility: as learners care for the community recreation facilities • Patriotism: as they take care and conserve the community reaction facilities • Respect: as learners engage in community recreation facilities and respect each other’s opinion as they discuss in groups 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Science and Technology: as learners interact with technology • languages: as learners communicate with each other as they play games and discuss in groups • Music: as learners play games • Mathematics: when planning for time 				
<p>Suggested Community Service Learning Activities: Learners engage in community events such as cleaning of the community recreational services.</p>				
<p>Suggested Non-formal activity(ies) to support learning: learners engage with peer after school to play games, watch birds among others</p>				



<p>Suggested Modes of Assessment: Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment</p>	<p>Suggested Resources: Video clips, First Aid Box, Projectors, Television screens, Ropes, Sticks, Stones, Open space, jerricans and containers, Small pieces of timber, Music devices, Learners exercise books, pens, pencils and rubbers, and Assessment check lists, braille papers, braille machines, stylus, slates.</p>
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Assessment Rubric: Outdoor and Recreation Activities

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<p>The learner is able to:</p> <ul style="list-style-type: none"> describe leisure and time management, organize the daily routine to create time for leisure activities. <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> describe leisure and time management, organize the daily routine to create time for leisure activities <p>The learner requires minimum supervision</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> describe leisure and time management, organize the daily routine to create time for leisure activities. <p>The learner requires constant supervision</p>	<p>The learner is unable to:</p> <ul style="list-style-type: none"> describe leisure and time management, organize the daily routine to create time for leisure activities <p>The learner cannot perform without assistance</p>
<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others</p>	<p>The learner demonstrates sportsman like behavior under supervision and works with others under supervision</p>	<p>The learner demonstrates un-sportsman like conduct in most activities</p>
<p>The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.</p>	<p>The learner improves personal growth within physical fitness expectations levels.</p>	<p>The learner irregularly progresses towards improving personal fitness level.</p>	<p>The learner is unable to maintain personal levels of physical fitness</p>
<p>Learner always participates safely and encourages others to be safe, follows instruction and stay on task.</p>	<p>Always participates safely and follows instructions and stays on task without undue fatigue.</p>	<p>The learner needs occasional prompting to observe safety and stay on task.</p>	<p>The learner needs constant supervision to enforce safety, obey instructions and stay on task.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry question(s)
7.0 Outdoor and Recreation/ leisure activities	7.3. Community Recreation Care for community recreation facilities 2 lessons	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> describe a community recreation facility to enhance learning, mention the various community recreation facilities for self-awareness, observe cleanliness when using the community recreation facilities for hygiene, explain ways of keeping the community recreation facilities safe for all, conserve the community recreation facilities for future generations, play games for fun and enjoyment, appreciate caring for community recreation facilities for use. 	<ul style="list-style-type: none"> learners with low vision to interact with audio visual devices which have proper colour contrast to watch and listen to video clips on community recreation facilities, learners with blindness to listen to audio visual devices with talk back to listen to video clips on community recreation facilities, in groups learners discuss the various community recreation facilities found in their community, learners in groups suggest ways of cleaning and conserving community recreation facilities, in groups learners suggest ways of keeping the community recreation facilities safe for all, learners participate in games for fun and enjoyment and observe safety, learners with blindness to be assisted by their sighted peers to keep safe as they play games for fun and enjoyment. 	1. Why is community recreation important? 2..How does community portray actions of solidarity in the school



Core Competencies to be developed:

- **Self-efficacy:** organize the daily routine to create time to care for community recreation facilities.
- **Digital literacy:** as learners interact with technology.
- **Creativity and imagination:** as learners play games.
- **Critical thinking and problem solving:** as learners discuss, suggest and identify ways of doing things.
- **Communication and collaboration:** as learners discuss in groups and play games.

Link to Pertinent and contemporary issues:

- **Safety and Security Education:** Space awareness when doing outdoor activities.
- **Social Cohesion:** as learners work together in recreational activities.
- **Career guidance:** As learners participate in community festivals and activities.
- **Life skills and values education:** values: As they plan and participate in leisure activities for recreation.

Link to Values:

- **Responsibility:** as learners care for the community recreation facilities.
- **Patriotism:** as they take care and conserve the community reaction facilities.
- **Respect:** as learners engage in community recreation facilities and respect each other’s opinion as they discuss in groups.

Link to other learning areas:

- **Science and Technology:** as learners interact with technology.
- **languages:** as learners communicate with each other as they play games and discuss in groups.
- **Music:** as learners play games.
- **Mathematics:** when planning for time.

Suggested Community Service Learning Activities:

Learners engage in community events such as cleaning of the community recreational services.

Suggested Non-formal activity(ies) to support learning:

learners engage with peer after school to play games, watch birds among others

<p>Suggested Modes of Assessment: Oral, Written, Observation, Anecdotal, Self-assessment, Peer assessment</p>	<p>Suggested Resources: video clips, First Aid Box, projectors, television screens, ropes, sticks, stones, open space, jerricans and containers, Small pieces of timber, Music devices, Learners exercise books, pens, pencils and rubbers, and Assessment check lists, braille papers, braille machines, stylus, slates.</p>
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Assessment Rubric: Outdoor and Recreation Activities

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<p>The learner is able to:</p> <ul style="list-style-type: none"> mention and describe a community recreation facility, explain ways of keeping the community recreation facility safe for all. <p>The learner volunteers to assist others.</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> mention and describe a community recreation facility, explain ways of keeping the community recreation facility safe for all. <p>The learner requires minimum supervision</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> mention and describe a community recreation facility, explain ways of keeping the community recreation facility safe for all. <p>The learner requires constant supervision</p>	<p>The learner is unable to:</p> <ul style="list-style-type: none"> mention and describe a community recreation facility, explain ways of keeping the community recreation facility safe for all. <p>The learner cannot perform without assistance</p>
<p>The learner portrays excellent sportsmanship in all activities and exhibits genuine concern for others</p>	<p>The learner demonstrates sportsman like behavior in most activities and works well with others</p>	<p>The learner demonstrates sportsman-like behavior under supervision and works with others under supervision</p>	<p>The learner demonstrates un-sportsman like conduct in most activities</p>
<p>The learner demonstrates an exceptional level of fitness and surpasses all grade level components of fitness.</p>	<p>The learner improves personal growth within physical fitness expectations levels.</p>	<p>The learner irregularly progresses towards improving personal fitness level.</p>	<p>The learner is unable to maintain personal levels of physical fitness</p>
<p>Learner always participates safely and encourages others to be safe, follows instruction and stay on task.</p>	<p>Always participates safely and follows instructions and stays on task without undue fatigue.</p>	<p>The learner needs occasional prompting to observe safety and stay on task.</p>	<p>The learner needs constant supervision to enforce safety, obey instructions and stay on task.</p>



MUSIC

ESSENCE STATEMENT FOR MUSIC

Music is an art as well as part and parcel of human activities. Music is an avenue for expressing feelings, ideas and emotions. Music learning promotes the transmission of diverse cultural knowledge and expression in both formal and non- formal settings in education. The UN declaration of human rights (Article 27 affirms the rights of everyone to participate in the cultural life of the community and enjoy the Arts. Kenya is a signatory to this declaration and therefore the inclusion of music.

Adaptation of music for learners with Visual Impairment is in line with sessional paper no. 1 of 2019 on *policy framework for reforming education and training for sustainable developments in Kenya; Chapter 4 (enhancing access, equity, quality and relevance- SNE page 57).*

Music learning promotes the transmission of diverse cultural knowledge and expressions in both formal and non-formal settings in education. Dewey’s Social Constructivism Theory supports this learning area asserting that learning should be experiential, participatory and arise from the learners’ interests.

The learning area is organized in three strands namely: i) Performing ii) Creating and Composing and iii) Listening, Responding and Appreciation. These are the fundamental music processes that humans engage in. Since music learning is cumulative in nature, the spiral approach will be used where progressions of learning opportunities in all the three strands will be achieved by building on the learning experiences from previous levels.

Learning experiences are structured to develop learners’ creativity and to nurture their functional aesthetic sensitivity. Music offers learners including those with visual impairment enjoyable and purposeful experiences through singing, playing instruments, and creating music which will enable the learner to acquire music skills as well as cultural knowledge. Music literacy (learning to read and write music) will equip the learner with skills to explore music independently and with others.



It is expected that music knowledge, skills, values and attitudes will help the learner to develop the core competencies in basic education in order to produce an engaged, empowered and ethical citizen.

In line with emerging trends in learning, appropriate assistive technologies for learner with visual impairment will be integrated to enhance the learning experience. Overall, the learner will be equipped with prerequisite music knowledge, skills and attitudes to achieve their potential in order to progress
s to the next level and fully participate in a diverse and global society.

It is expected that music knowledge, skills, values and attitudes will help the learner to develop the core competences in basic education in order to produce an engaged, empowered and ethical citizen.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of the level, the learner should be able to:

1. Sing, alone and with others, different genres of music to promote diverse cultural knowledge and expression.
2. Create rhythms and melodies within specified guidelines for enjoyment.
3. Play instruments, alone and with others, for individual development, self-fulfillment and enjoyment.
4. Perform a dance for self and cultural expression.
5. Evaluate music and music performances to make meaningful connections to creating, performing and responding.
6. Employ available technology to enhance learning and develop creativity.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 PERFORMING	1.1 Songs (5 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Sing different types of songs with accuracy in pitch, rhythm and dynamics controlling expressive elements for self-expression and enjoyment Listen to and watch live or recorded two-part songs performance for familiarization.</p> <p>b) Perform songs as individual (</p> <p>c) solo) or in a group (choral) as a preparation for singing 2-part song.</p>	<ul style="list-style-type: none"> • Learners sing different types of songs (patriotic, action, sacred, topical on pertinent & contemporary issues) in correct pitch, rhythm and dynamics (soft and loud). • Learners listen to and watch recorded or live performances of two-part songs and imitate for accuracy in pitch and rhythm for familiarization. • Learners perform songs as individual (solo) or in group (choral) and are guided to identify 	<ol style="list-style-type: none"> 1. Why do you sing? 2. In which occasions is music performed in your community? 3. How do you express yourself while singing?



		<p>d) Sing 2-part songs to experience harmony.</p> <p>PROJECT</p> <p>a) Use digital devices to record individual(solo) and groups (choral) performances for sharing and documentation</p>	<p>expressive elements (dynamics, articulation and tempo) in the performance.</p> <ul style="list-style-type: none"> • Learners sing songs in two voice parts with accuracy in pitch, rhythm and dynamics. • In groups, learners sing two-part songs keeping to their voice part. • Learners watch and listen to live and recorded performances of solo and choral music and are guided in identifying expressive elements (dynamics, articulation, and tempo) in the performance. • Learners watch or listen to recorded 	
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			performances and discuss the types of songs in the performances <ul style="list-style-type: none"> • Individually and in groups learners discuss the message in the songs. 	
<p>Core Competences to be developed:</p> <p>Communication: Learners articulate various messages through singing different types of songs.</p> <p>Collaboration: Learners work together as they sing in groups.</p> <p>Digital literacy: Learners use digital devices to research and record performances.</p> <p>Self-efficacy: Learners express themselves by singing individually and in groups.</p> <p>Creativity and Imagination: Learners creatively express feelings, ideas and emotions in singing.</p>				
<p>Pertinent and Contemporary Issues: Health education- Learners sing topical and Art songs on Nutrition, HIV and AIDS.</p> <p>Citizenship: - Learners sing topical songs emphasizing peace education.</p> <p>Disaster risk reduction & security education: Addressed through singing topical songs on safety.</p>			<p>Values:</p> <p>Love- This is shown as learners’ exhibit passion during preparation and performance of various songs.</p> <p>Patriotism – <i>This is developed as learners sing the national anthem.</i></p>	
<p>Links to other learning areas: English- Learners practice diction and pronunciation through singing various songs.</p> <p>Mathematics_ Learners sing action songs on Number work.</p>			<p>Suggested Community Service-Learning activities:</p>	



<p>Religious Education: Learners sing sacred songs to appreciate God and for spiritual nourishment.</p>	<ul style="list-style-type: none"> • Performing topical songs during social events in the community such as festivals. • Using resource persons and facilities from the community to facilitate learning of different types of songs. • Attending and recording music performances in the community.
<p>Suggested Non formal activities to support learning</p> <ul style="list-style-type: none"> • Pupils sing for leisure during their free time 	<p>Suggested assessment modes</p> <ul style="list-style-type: none"> • Self-assessment • Peer assessment • Project • Question and answer • Observation
<p>Resources Digital devices, Percussion instruments, keyboard</p>	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> Confidently and consistently sings with the accurate pitch 	<ul style="list-style-type: none"> Sing different types of songs with accurate pitches 	<ul style="list-style-type: none"> Sing some different types of songs with some inaccuracy in pitch. 	<ul style="list-style-type: none"> Difficulty in singing with accurate pitch.
<ul style="list-style-type: none"> Sings in the correct rhythm and accentuation. 	<ul style="list-style-type: none"> Sings in the correct rhythm. 	<ul style="list-style-type: none"> Sings with minimal rhythmic inaccuracies. 	<ul style="list-style-type: none"> Sings with frequent rhythmic inaccuracies.
<ul style="list-style-type: none"> Sings with appropriate dynamics as indicated and creatively improvises dynamics where they are not indicated. 	<ul style="list-style-type: none"> Sings with appropriate dynamics as indicated. 	<ul style="list-style-type: none"> Sings with some inconsistency in dynamic variation 	<ul style="list-style-type: none"> Sings often too loud or too soft that the sound cannot be heard.
<ul style="list-style-type: none"> Confidently and consistently sings with appropriate phrasings, and articulation expressing the desired emotions, feelings and ideas. 	<ul style="list-style-type: none"> Sings with appropriate phrasing and articulation expressing the desired emotions, feelings and ideas 	<ul style="list-style-type: none"> Sings with some appropriate phrasings and articulation at times expressing desired emotions feelings and ideas 	<ul style="list-style-type: none"> Signs with incorrect phrases and articulation and has difficult in expressing emotions, feelings and ideas
<ul style="list-style-type: none"> Confidently and independently sings alone and with the others keeping to their part. 	<ul style="list-style-type: none"> Sings alone and with others keeping to their part 	<ul style="list-style-type: none"> Sings only alone and at times with the others keeping to their part. 	<ul style="list-style-type: none"> Has difficulty in singing alone, and with others keeping to their part.



Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	<p>1.2 Kenyan Folk songs</p> <p>(5 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Sing folk songs drawn from local community for cultural preservation.</p> <p>b) Discuss the message and values in a folk song for cultural appreciation</p> <p>c) Perform folk songs with coordinated body movements for enjoyment.</p> <p>d) Observe safety in the performance of a folk song to avoid injuries.</p> <p>e) Observe etiquette in a folk song to enhance acceptable social relationships.</p> <p>f) Use appropriate instrumental</p>	<ul style="list-style-type: none"> • Learners listen to and watch live and recorded performances of folk songs from the local community. • Learners visit community cultural centres to watch, listen to and learn folk songs. • In groups learners are guided to perform folk songs with coordinated body movements. • Learners take different roles in performing folk songs. • Learners observe safety while performing folk songs and in the use of props. 	<ol style="list-style-type: none"> 1. How are traditional songs are performed in your local community? 2. What values can we learn from the folk song? 3. Which messages do we get from the folk song? 4. How do we observe safety when performing

		<p>accompaniment in a folk song to promote authentic culture.</p>	<ul style="list-style-type: none"> • In groups, learners practice etiquette such as appropriate dressing and morally acceptable body movements while performing folk songs. • Learners use appropriate instruments to accompany folk songs guided by the teacher. • Individually and in groups, learners identify and discuss the messages and values in folk songs. 	<p>traditional folk songs?</p> <p>5. Which instruments are used to accompany folk songs?</p>
<p>Core Competences to be developed:</p> <p>Communication & collaboration: Learners perform and analyse folk songs individually and in groups.</p> <p>Self-efficacy: Learners take different roles in folk songs.</p> <p>Citizenship: Learners perform folk songs from the local community.</p> <p>Learning to learn: Learners visit resource persons and community cultural centres.</p>				
<p>Link to Pertinent and Contemporary Issues:</p> <p>Safety- Observing safety in performing a folk song.</p>			<p>Link to values:</p> <p>Love- This is shown as learners care for one another.</p>	



<p>Health Education: Singing folk songs emphasizing on good health and food security.</p> <p>Animal welfare: Awareness on animal welfare is created through singing folk song about animals.</p>	<p>Responsibility- This is shown as learners take turns in singing.</p>
<p>Links to other subject:</p> <p>Indigenous languages- Singing folk songs from the local communities.</p> <p>Social studies- As they sing about the cultural heritage of African communities.</p> <p>Suggested Non-Formal Activities</p> <p>Performing folk songs during social events in the school.</p> <p>Performing folk songs during school functions.</p> <p>Singing folk songs for enjoyment during their free time.</p> <p>Resources</p> <ul style="list-style-type: none"> • Traditional drums, Jingles, Horn, Costume. 	<p>Suggested Community Service-Learning activities:</p> <ol style="list-style-type: none"> 1. Using resource persons from the local community to facilitate the learning of folk songs. 2. Visits to local cultural centres to watch and learn folk songs. <p>Suggested Assessment mode</p> <ol style="list-style-type: none"> a) Oral Questions b) Peer assessment c) Observation

Assessment Rubrics

EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS
<p>The learner is able to:</p> <ul style="list-style-type: none"> Confidently and creatively sing folk songs drawn from local community. 	<p>The learner is able to:</p> <ul style="list-style-type: none"> Sing folk songs drawn from local community with proper pronunciation and text, 	<p>The learner is able to:</p> <ul style="list-style-type: none"> Sing some folk songs drawn from local community with some errors in pronunciation and text. 	<ul style="list-style-type: none"> Sings songs from local community with several errors in pronunciation and text.
<ul style="list-style-type: none"> Confidently and creatively perform folk songs with coordinated body movements. 	<ul style="list-style-type: none"> Perform folk songs with coordinated body movements observing safety and performance etiquette. 	<ul style="list-style-type: none"> perform folk songs from local community with minimal errors in coordination of body movements. 	<ul style="list-style-type: none"> Perform folk song from local community with un coordinated body movement.
<ul style="list-style-type: none"> Consistently perform dance observing safety and etiquette 	<ul style="list-style-type: none"> perform dance observing safety and etiquette. 	<ul style="list-style-type: none"> Perform dance sometimes observing safety or etiquette. 	<ul style="list-style-type: none"> Perform dance with difficulty in observing safety and etiquette/
<ul style="list-style-type: none"> Demonstrates exemplary ability to use appropriate instrumental accompaniments 	<ul style="list-style-type: none"> Demonstrates the ability to use appropriate instrumental accompaniment 	<ul style="list-style-type: none"> Demonstrates the ability to use instrumental accompaniment with some challenges. 	<ul style="list-style-type: none"> Has limited ability in using appropriate instrumental accompaniments
<ul style="list-style-type: none"> Elaborately describes aspects of folksongs in relation to the message and values. 	<ul style="list-style-type: none"> Describe aspects of folk songs in relation to message and values. 	<p>Describe some aspects of folk song in relation to message and values.</p>	<ul style="list-style-type: none"> Describe aspects of folk song in relation to message and values with difficult.



Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	<p>1.3 Musical instruments</p> <p>1.3.1 Kenyan traditional Musical instruments (Percussion Instruments) (3 lessons)</p>	<p>By the end of the sub-strand the learner should be able to: -</p> <p>a) Classify percussion instruments from Kenya for learning.</p> <p>b) Aurally and visually identify melodic and non-melodic instruments from Kenya.</p> <p>c) Identify the parts of a percussion instrument from Kenya.</p> <p>d) Tune a drum in order to produce desired sound.</p> <p>e) Play a percussion instrument to provide appropriate accompaniment to a song or dance.</p> <p>Project</p> <p>a) Make a percussion instrument using locally</p>	<ul style="list-style-type: none"> • Learners watch and listen to live and recorded performance of percussion instruments. • Learners with low vision observe pictures and real percussion instruments and classify them as melodic and non-melodic percussion instruments. • Learners with blindness manipulate real percussion instruments and classify them as melodic and non-melodic percussion instruments. • Learners play different percussion instruments to identify whether the instrument is melodic or non-melodic. 	<ol style="list-style-type: none"> 1. How are percussion instruments played? 2. Which percussion instrument can play a melody? 3. Which locally available materials can be used in making percussion instruments? 4. Why is a drum tuned?

		<p>available materials to accompany a song or dance.</p> <p>b) Use digital devices to record music made by percussion instruments for sharing and documentation.</p>	<ul style="list-style-type: none"> • Learners with low vision observe real and pictures of different percussion instruments and are guided in naming the parts. • Learners with blindness manipulate real percussion instruments and are guided in naming the parts. • In groups learners tune a drum using appropriate method (tightening laces and or warming the membrane). • Individually and in groups learners play different percussion instruments (melodic and non- melodic) to accompany song and dance guided by the teacher or resource person. • In groups learners make percussion instruments for 	<p>5.How is a percussion instrument played?</p>
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			<p>example: drum, shakers and rhythm sticks observing own and others' safety.</p> <ul style="list-style-type: none"> • Learners record music made by percussion instruments, share and discuss percussion instruments used with peers. 	
<p>Core Competencies to be developed:</p> <p>Communication and collaboration- The learners tune, play and make percussion instruments in groups.</p> <p>Creativity and imagination- The learners perfect their skills as they make percussion of instruments using locally available materials.</p> <p>Critical thinking and problem solving- The learners develop their competencies as they use affordable materials to make percussion instruments.</p> <p>Self-Efficacy- The learners express themselves freely as they play percussion instruments for self and others enjoyment.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Citizenship- This is developed as learners make instruments from various communities.</p> <p>Community Service Learning- This is developed as learners make different instruments used in church and other social functions.</p>				

	<p>Values:</p> <p>Responsibility- This is developed as learners take up various roles during performance.</p> <p>Unity- This is developed as learner work in groups.</p> <hr/> <p>Link to other subjects:</p> <p><i>English</i>- Learners use vocabulary learnt in music to practice vocabulary from English language like membrane, accompaniment, resonance and tune.</p> <p><i>Science</i>- Learners practice making different simple sounds in music. This links with the topic of energy (sound).</p> <p>Suggested Community Service-Learning Activities:</p> <p>Learners play instruments during community functions.</p> <p>Learners borrow percussion instrument from the community.</p> <p>Learners use resource persons in the community to make percussion instruments.</p> <p>Suggested non-formal activities:</p> <p>Learners play instruments during their free time.</p> <hr/> <p>Suggested assessment mode</p> <p>Peer assessment, observation, question and answer.</p> <p>Resources</p> <p>Drums, tins, sticks, skins, shakers</p>
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Assessment Rubrics

EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATIONS
<ul style="list-style-type: none"> classifies percussion instruments as melodic and non-melodic from Kenya and explains reason for classification. 	<ul style="list-style-type: none"> Classifies percussion instruments from Kenya as melodic and non-melodic. 	<ul style="list-style-type: none"> Classifies percussion instruments from Kenya as melodic and non-melodic with guidance. 	<ul style="list-style-type: none"> classifies a few percussion instruments as melodic and non-melodic with difficulty
<ul style="list-style-type: none"> names all parts of a percussion instrument and states their function. 	<ul style="list-style-type: none"> names all parts of a percussion instrument 	<ul style="list-style-type: none"> Names some parts of a percussion instrument 	<ul style="list-style-type: none"> Names a few parts of percussion instrument with difficulty.
<ul style="list-style-type: none"> Demonstrates ability to tune and play a drum instrument with creative rhythmic patterns. 	<ul style="list-style-type: none"> Demonstrates ability to tune and play a drum instrument. 	<ul style="list-style-type: none"> Demonstrates ability to tune and needs assistance to play the drum. 	<ul style="list-style-type: none"> Has difficulty in tuning and playing a drum.
<ul style="list-style-type: none"> Plays a percussion instruments and appropriately accompanying a song or a dance. 	<ul style="list-style-type: none"> Plays a percussion instrument. 	<ul style="list-style-type: none"> Plays a percussion instruments with guidance 	<ul style="list-style-type: none"> Has challenges in playing a percussion instrument.

Strand	Sub strand	Specific learning outcome	Specific Learning Experience	Key Inquiry Question
	1.3.2 Western wind instrument (Descant Recorder) (3 lessons)	By the end of the sub- strand the learner should be able to; a) play the notes B, A, and G on a descant recorder for learning. b) play simple melodies using the notes B, A and G on the descant recorder for mastery. c) Practice hygiene measures in the use of descant recorder to avoid infections.	<ul style="list-style-type: none"> • Learners visually and tactually explore the recorder by identifying the parts guided by the teacher. • Learners with blindness are guided to tactually explore and identify parts of a recorder. • Learners practice holding and blowing the recorder with the appropriate posture and fingering. • Learners learn finger numbers on hand and fingerings for B, A and G on decant recorders • Clap rhythm patterns before playing the 	<ol style="list-style-type: none"> 1. How are different pitches produced on a descant recorder? 2. How do you care and maintain the descant recorder?



			<p>patterns with assigned lines B, A and G</p> <ul style="list-style-type: none"> • Learners play B, A and G as demonstrated by the teacher using rhythmic patterns built on taa, <i>ta – te</i> (<i>crochets and quavers</i>) • Learners discuss and practice hygiene • measures in using the descant recorder. • Individually and in groups learners practice playing the notes and melodies built on B, A and G • Practice playing the notes and melodies learnt at home. 	
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			<ul style="list-style-type: none"> Learners are guided to play notes B, A and G on a descant recorder. 	
<p>Core Competences to be developed:</p> <p>Communication and Collaboration: Learner tunes individually and in groups and play in a recorder ensemble.</p> <p>Creativity and Imagination: Learners playing melodies using the recorder.</p> <p>Self-efficacy: Learners develop proficiency in playing the recorder.</p> <p>Critical thinking and problem solving: Collecting and using locally available materials such as pipes, maize stalks and reeds to make a recorder.</p> <p>Digital literacy: use digital devices to record, watch and listen to descant recorder.</p>				
<p>Link to Pertinent and Contemporary Issues:</p> <p>Health: practice of hygiene in use of the recorder to prevent transmission of communicable diseases.</p> <p>Life skills: - safety is observed during the making of improvised recorder.</p> <ul style="list-style-type: none"> - Collecting and using locally available materials to make a descant recorder. 			<p>Link to values: Through taking care of a descant recorder learners become responsible.</p> <ul style="list-style-type: none"> Respect: - use and appreciation of traditional instruments drawn from different Kenyan communities instills respect. Unity-working in groups in making and playing descant recorder. 	
<p>Links to other learning areas: Art & Craft; designing and making a descant recorder.</p>			<p>Suggested Community Service-Learning activities:</p> <ul style="list-style-type: none"> Use of resource persons from the community to facilitate making of percussion instruments. 	



- Borrowing of percussion instruments from the community for use in learning.

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectation	Below expectation
<p>The learner is able to:</p> <ul style="list-style-type: none"> • play notes B, A and G on a descant recorder and use the notes to compose a melody. 	<p>The learner is able to:</p> <ul style="list-style-type: none"> • play the notes B, A and G on a descant recorder. 	<p>The learner is able to:</p> <ul style="list-style-type: none"> • Play notes B, A and G with guidance. 	<p>The learner is able to:</p> <ul style="list-style-type: none"> • The learner is able to: • Play notes B, A and G on the descant recorder with frequent inaccuracies.
<ul style="list-style-type: none"> • plays simple and complex melodies on notes B, A and G. 	<ul style="list-style-type: none"> • plays simple melodies on notes B, A and G. 	<ul style="list-style-type: none"> • Plays simple melodies on notes B, A and G with some inaccuracies. 	<ul style="list-style-type: none"> • Plays simple melodies B, A and G on the descant recorder with frequent inaccuracies.

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	<p>1.4 Dance</p> <p>(3 lessons)</p>	<p>By the end of the sub-strand the learner should be able to:</p> <ul style="list-style-type: none"> a) Perform a Kenyan folk dance from their local community for learning. b) Apply basic elements of dance in a dance performance for self-expression. c) Perform a Kenyan folk dance with coordinated body movements for entertainment. d) Create dance formations for aesthetic value. e) Perform a folk dance observing own and others safety for effective display. <p>PROJECT</p>	<ul style="list-style-type: none"> • Learners with low vision watch a live and recorded Kenyan folk dance from the local community. • Learners with blindness listen to a live and recorded Kenyan folk dance from the local community. • Learners perform a dance from the local community guided by the teacher observing basic elements of dance (time, space, energy and relationships). • Individually and in groups learners perform a folk dance with coordinated body movements. Learners with blindness could be guided to perform appropriate and coordinated body movements. • Learners with low vision perform a dance incorporating formations observing own and others' safety. 	<ol style="list-style-type: none"> 1. Why do people dance? 2. How do we perform a folk dance? 3. Which dances are performed in the community?



		a) Record Kenyan folk dances for sharing and documentation.	<ul style="list-style-type: none"> • Learners with blindness perform a dance guided by sighted peers observing own and other safety. • Learners record dances performed in school and the community and share their experiences in class. 	
<p>Core Competences to be developed:</p> <p>Communication: Learners communicate messages through dance movements, formations and the accompanying songs.</p> <p>Collaboration: Learners cooperate in group performance in dance.</p> <p>Creativity and imagination: Learners perform a dance incorporating dance formations.</p> <p>Self-efficacy: Learners develop proficiency in dance.</p> <p>Citizenship: Learners perform a Kenyan folk dance.</p> <p>Learning to learn: Learners use and apply knowledge and skills acquired through dance in a variety of contexts-performing a new dance from the local community.</p>				
<p>Link to Pertinent and Contemporary Issues:</p> <p>Life skills - observing own and others safety in dance.</p> <ul style="list-style-type: none"> - Expression of self-confidence in dance. - Self-awareness and expression is developed through using appropriate dance movements in a dance performance. 			<p>Link to values:</p> <ul style="list-style-type: none"> • Respect- This is developed as learners observe element of dance-relationships in dance. • Unity-This is developed as learners perform group dance. 	

<p>Human sexuality- using appropriate dance movements in a performance, self-awareness and expression of positive behavior in dance.</p>	<ul style="list-style-type: none"> • Responsibility-This is developed as learners take different roles in dance. • Patriotism- This is developed as learners perform a Kenyan folk dance.
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Physical Education & Health- exercising through dance movements. • Indigenous languages- use of local languages in the songs accompanying the dance, • Social studies- dances drawn from different communities. 	<p>Suggested Community Service-Learning activities:</p> <ul style="list-style-type: none"> • Use of resource persons from the community to facilitate learning of a folk dance. • Performing dances in relevant community activities such as cultural festivals. • Visiting cultural centres in the community to learn folk dances.
<p>Suggested Non-Formal Activities</p> <p>Learners dance for leisure as they play.</p>	<p>Suggested assessment mode</p> <ul style="list-style-type: none"> • Observation • Peer assessment • Self-assessment • Projects
<p>Resources</p> <p>Costumes, digital devices, drums.</p>	



Assessment Rubrics:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner is able to:</p> <ul style="list-style-type: none"> Confidently perform a Kenyan folk dance from local community displaying all elements of dance. 	<p>The learner is able to:</p> <ul style="list-style-type: none"> Perform a Kenyan folk dance from their local community applying basic elements of dance. 	<p>The learner is able to:</p> <ul style="list-style-type: none"> perform a Kenyan folk dance from their local community applying basic elements of dance with guidance. 	<p>The learner is able to:</p> <ul style="list-style-type: none"> The learner performs Kenyan folk dance from local community applying minimal basic elements of dance with uncoordinated body movements
<ul style="list-style-type: none"> Perform all dance movements and leads others to observe own and group safety. 	<ul style="list-style-type: none"> Perform all dance movements observing own and group safety. 	<ul style="list-style-type: none"> Perform all dance movements and leads others to observing own safety. 	<ul style="list-style-type: none"> Perform dance movements with minimal observation of own and other safety
<ul style="list-style-type: none"> Skillfully and imaginatively creates dance formations in a folk dance. 	<ul style="list-style-type: none"> Creates formations in a folk dance. 	<ul style="list-style-type: none"> Creates minimal formations in a folk dance. 	<ul style="list-style-type: none"> Creates uncoordinated formations in a folk dance.

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>2.0 CREATING/ COMPOSING MUSIC</p>	<p>2.1 Rhythm (4 lessons)</p>	<p>By the end of the sub- strand, the learner should be able to:</p> <p>a) Interpret rhythmic pattern involving crotchet and quaver using French rhythm names (taa, ta-te).</p> <p>b) Create simple rhythms using French rhythm names (taa, ta-te) for crotchet and quaver.</p> <p>PROJECT</p> <p>c) Record own and others' created rhythms for documentation.</p> <p>d) Appreciate different types of rhythms using crotchet and quaver.</p>	<ul style="list-style-type: none"> • Individually and in groups learners clap/tap rhythms of words maintaining a steady beat of words such as: <i>Waa, Voi, tea cocoa, which soda, Meru, Lollipop, sweet lollipop.</i> • Learners interpret rhythmic(orally) patterns involving crotchet and quaver using French rhythm names (taa, ta-te) Individually and in groups, learners create rhythmic patterns using the 	<ol style="list-style-type: none"> 1. How are rhythms created? 2. Which rhythms can you make?



			<p>French rhythm names for crotchet and quavers names (<i>taa, ta-te</i>)</p> <ul style="list-style-type: none">• Learners individually and in groups tap and clap own and others created rhythms as they pronounce the French rhythms names.• Learners record their own and others' created rhythms.• In groups learners listen to the recorded rhythmic patterns and imitate through clapping and tapping.	
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<p>Core Competencies to be developed:</p> <p>Communication and collaboration: learners in groups clap/tap and create rhythmic patterns.</p> <p>Creativity and imagination: This is enhanced as learners create rhythmic patterns.</p> <p>Self-efficacy: This is achieved through the ability of the learners to create own rhythmic patterns.</p> <p>Digital literacy: Learners use digital devices to record created rhythms.</p> <p>Learning to learn: Learners use and apply knowledge and skills acquired through creating and composing rhythms in a variety of contexts.</p>	
<p>Link to Pertinent and Contemporary Issues:</p> <p>Life skills and value education: - This is developed as learners;</p> <ul style="list-style-type: none"> - Develop interpersonal relationships in groups. - Practice decision making on appropriate rhythms 	<p>Values:</p> <ul style="list-style-type: none"> • Respect: This is developed as learners listen to and clap back rhythmic patterns created by other learners. • Unity: This is developed as learners work together in groups. • Responsibility: This is developed as learners show commitment in recording own and others’ rhythms.
<p>Links to other learning areas:</p> <ul style="list-style-type: none"> • English- practicing speech rhythms of words such as <i>soda, tea cocoa, sweet lolipop.</i> • Mathematics- in interpreting rhythms (<i>taa, ta-te- one, one-two</i>). • Indigenous languages-using words from indigenous languages in rhythm. 	<p>Suggested Community Service-Learning activities:</p> <ul style="list-style-type: none"> • Appreciating those who do well in social functions through creative clapping.
<p>Suggested Non-Formal Activities</p> <ul style="list-style-type: none"> • Having fun during play at school 	<p>Suggested Assessment mode</p> <ul style="list-style-type: none"> • Observation



	<ul style="list-style-type: none"> • Oral questions • Peer assessment • Self-assessment • project
Resources <ul style="list-style-type: none"> • Sticks • Clappers • Drums 	

Assessment Rubrics:

Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
<p>The learner is able to:</p> <ul style="list-style-type: none"> • Interpret a variety of rhythmic patterns involving the crotchet and quaver using French rhythm names (taa, ta-te). 	<p>The learner is able to:</p> <ul style="list-style-type: none"> • Interpret rhythmic patterns involving the crotchet and quaver using French rhythm names (taa, ta-te). 	<p>The learner is able to:</p> <ul style="list-style-type: none"> • Interpret rhythmic patterns involving the crotchet and quaver using French rhythm names (taa, ta-te) with vocal prompts. 	<p>The learner is able to:</p> <ul style="list-style-type: none"> • Mixes rhythmic patterns involving the crotchet and quaver using French rhythm names (taa, ta-te).

<ul style="list-style-type: none"> • Creates varied rhythmic patterns using French rhythm names using French rhythm names for crotchet and quaver in a variety of languages. 	<ul style="list-style-type: none"> • Creates varied rhythmic patterns using French rhythm names using French rhythm names for crotchet and quaver. 	<ul style="list-style-type: none"> • Creates simple rhythmic patterns using French rhythm names using French rhythm names for crotchet and quaver. 	<ul style="list-style-type: none"> • Creates uncoordinated rhythmic patterns using French rhythm names using French rhythm names for crotchet and quaver.
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Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	2.2 Melody (4 lessons)	<p>By the end of the sub- strand, the learner should be able to:</p> <p>a) Sing <i>d, r,m</i> for pitch discrimination.</p> <p>b) Interpret corresponding hand signs for <i>d,r,m</i> for pitch discrimination (low vision)</p> <p>c) Aurally recognize the solfa sounds <i>d,r,m</i> in simple melodies for ear training (Totally blind).</p> <p>d) Create short melodies using <i>d,r,m</i>for self-expression.</p> <p>e) Create short melodies using notes B, A and G on the descant recorder.</p> <p>PROJECT</p> <p>a) Record own melody based on <i>d,r,m</i> for appreciation.</p>	<p>Individually and in groups learners sing a short familiar song based on <i>d,r,m</i>. such songs could include <i>kanyoni ka nja</i>, <i>Mary had a Little Lamb</i>.</p> <ul style="list-style-type: none"> • Learners with low vision are guided to interpret hand signs representing the pitches <i>d,r,m</i> • Learners with blindness are guided to aurally follow and interpret <i>d,r,m</i>. • Learners are visually and orally guided to sing learnt simple melodies based on <i>d, r</i> and <i>m</i>. • Learners with low vision are guided to identify and follow hand signs for <i>d,r</i> 	<ol style="list-style-type: none"> 1. What different sounds can you make? 2. How can you use speech to create melody?

			<p>and <i>m</i> to sing a simple melody individually and in groups</p> <ul style="list-style-type: none"> • While singing, learners are guided to create solfa-sounds <i>d,r,m</i> simple melodies. • Learners create short melodies using notes <i>B A G</i> on the descant recorder for further practice. • Individually and in groups, learners create short melodies using <i>B A G</i> and the rhythms learnt (ta, ta-te) on the descant recorder. • Learners record own melodies. 	
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Core Competencies to be developed:

Communication and Collaboration; in groups learners record each other’s melodies and discuss them.

Creativity and imagination: Learners create own melodies.

Self-efficacy: Achieved through writing and performing own melodies.



<p>Learning to learn: Learners use and apply knowledge and skills acquired through creating and composing melodies in a variety of contexts.</p>	
<p>Link to Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Life skills - interpersonal relationships acquired through group work. 	<p>Values:</p> <ul style="list-style-type: none"> • Respect: This is developed as learners listen and clap back others created rhythmic patterns. • Responsibility: This is developed as learners work in groups. • Unity: This is achieved as learners practice rhythmic patterns in pairs and other grouping.
<p>Links to other learning areas:</p> <p>Mathematics – Counting in rhythmic patterns in relation to note values (<i>taa, ta-te</i>)</p> <ul style="list-style-type: none"> • English/Kiswahili: Singing familiar songs in English and Kiswahili enhances language skills such as vocabulary mastering • Mathematics: Counting in rhythmic patterns in relation to note values (<i>taa, ta-te</i>) enhances the number concept. 	<p>Suggested Community Service-Learning activities:</p> <ul style="list-style-type: none"> • Playing created tunes on descant recorder in community events for entertainment. • Teaching other children in the community how to play the descant recorder • Playing the recorder in schools or community bands.
<p>Suggested Non-Formal Activities</p> <p>Learners use simple melodies to improvise play songs during school functions.</p>	<p>Suggested Assessment Mode</p> <ul style="list-style-type: none"> • Oral assessment • Peer assessment • Project
<p>Resources:</p> <ul style="list-style-type: none"> • Keyboard 	

<ul style="list-style-type: none"> • Tuned bottles • Xylophone(marimba) • Nail board 	
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Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below expectation
<p>The learner is able to:</p> <ul style="list-style-type: none"> • Sing the given pitches (<i>d, r, m</i>) exhibiting all elements of good singing. 	<p>The learner is able to:</p> <ul style="list-style-type: none"> • Sing the given pitches (<i>d, r, m</i>). 	<p>The learner is able to:</p> <ul style="list-style-type: none"> • Sing two of the given pitches (<i>d, r, m</i>). 	<p>The learner is able to:</p> <ul style="list-style-type: none"> • Sing one or none of the given pitches (<i>d, r, m</i>).
<ul style="list-style-type: none"> • Interprets all the given hand signs for <i>d, r, m</i> and demonstrates back. 	<ul style="list-style-type: none"> • Interprets all the given hand signs for <i>d, r, m</i>. 	<ul style="list-style-type: none"> • Takes time to interpret all of the given hand signs for <i>d, r, m</i>. 	<ul style="list-style-type: none"> • Takes time to interpret only one of the given hand signs for <i>d, r, m</i>.
<ul style="list-style-type: none"> • Sings familiar songs using the sol-fa names <i>d,r,m</i> and creates new melodies based on <i>d,r,m</i>. 	<ul style="list-style-type: none"> • Sings familiar songs using the sol-fa names <i>d,r,m</i>. 	<ul style="list-style-type: none"> • Sings one simple familiar song using the sol-fa names <i>d,r,m</i>. 	<ul style="list-style-type: none"> • Sings one simple familiar song using one sol-fa name.



<ul style="list-style-type: none"> • Creates original long melodies using <i>d, r, m</i>. 	<ul style="list-style-type: none"> • Creates original short melodies using <i>d, r, m</i>. 	<ul style="list-style-type: none"> • Creates original short melodies using two of the given sol-fas (<i>d,r,m</i>). 	<ul style="list-style-type: none"> • Creates short melodies using only one of the given sol-fas (<i>d,r,m</i>).
<ul style="list-style-type: none"> • Records own melodies using digital devices with clear tone quality. 	<ul style="list-style-type: none"> • Records own melodies using digital devices. 	<ul style="list-style-type: none"> • Records own melodies using digital devices with unclear tone quality. 	<ul style="list-style-type: none"> • Creates short melodies using only one of the given sol-fas (<i>d,r,m</i>).
<ul style="list-style-type: none"> • Creates simple melodies involving B, A and G on the descant recorder with rhythmic patterns. 	<ul style="list-style-type: none"> • Creates simple melodies involving B, A and G on the descant recorder. 	<ul style="list-style-type: none"> • Creates simple melodies involving B, A and G on the descant recorder. 	<ul style="list-style-type: none"> • Creates melodies involving B, A and G on the descant recorder without order of the notes.

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 LISTENING, RESPONDING AND APPRECIATION	3.1 Elements of Music (3 lessons)	<p>By the end of the sub – strand, the learner should be able to:</p> <p>a) Practice critical listening to music for appreciation.</p> <p>b) Identify changes in the elements of music listened to for aural discrimination.</p> <p>c) Describe music listened to, using appropriate terminologies for further mastery of elements of music.</p> <p>d) Relate selected music to personal experience or story or event for appreciation.</p>	<ul style="list-style-type: none"> • Learners listen to selected music drawn from different cultures and are guided in practicing critical listening. • Learners listen to live and recorded music and identify changes in the elements of music (rhythm, pitch and dynamics). • Learners refer to specific music and relate it to experiences or story or event. • Learners listen to music 	<ol style="list-style-type: none"> 1. Why do you listen to music? 2. How do you respond to music? 3. How does music make you feel? 4. Which events can you relate to the music you listen to? 5. Which changes do you notice in the music you listen to?



		e) appreciate music drawn from different cultures to stimulate interest.	and describe it using appropriate terminologies such as pitch, rhythm and dynamics.
<p>Core Competencies to be developed:</p> <p>Communication and Collaboration:</p> <ul style="list-style-type: none"> - Learners use appropriate terminologies in describing music. - Learners hold discussions in pairs and in groups on music listened to. <p>Digital literacy: Learners manipulate digital devices to listen to music for analysis.</p> <p>Self-efficacy: Learners exhibit ability to listen, respond and appreciate music performance.</p> <p>Critical thinking: Learners discuss different elements in recorded and live music.</p> <p>Citizenship: Listening to, analyzing and appreciating music drawn from Kenyan communities promotes citizenship.</p>			
<p>Link to Pertinent and Contemporary Issues:</p> <p>Life skill and value education- effective communication while describing music listened to.</p> <p>Social economic issues: Listening to recorded/life music in different languages enhances acquisition of language vocabulary for those languages,</p>		<p>Values:</p> <ul style="list-style-type: none"> • Respect- This is exhibited as learners appreciate music listened to. • Unity- This is shown as learners sing in groups and in pairs. • Patriotism; achieved through listening to and analyzing music from Kenya. 	
<p>Links to other learning areas:</p> <ul style="list-style-type: none"> • Religious education- Performing a song learned in the religious activities as an example of tropical song. 		<p>Suggested Community Service-Learning activities</p> <p>Attend music concerts in the community and discuss the performances.</p>	

<ul style="list-style-type: none"> • Social studies: listening to, performing and appreciating music drawn from different cultures to enhance knowledge of Kenyan cultural heritage. 	
<p>Suggested Non-Formal Activities</p> <ul style="list-style-type: none"> • Listen to music performances in school. 	<p>Suggested Assessment Mode:</p> <ul style="list-style-type: none"> • Self-assessment • Questions and answers • Peer assessment • observation
<p>Resources</p> <ul style="list-style-type: none"> • Digital devices 	

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
<p>The learner is able to:</p> <ul style="list-style-type: none"> • Critically listen to music and describe changes in pitch, rhythm and dynamics using appropriate terminology and 	<p>The learner is able to:</p> <ul style="list-style-type: none"> • Critically listen to music and describe changes in pitch, rhythm and dynamics using appropriate terminology. 	<p>The learner is able to:</p> <ul style="list-style-type: none"> • Critically listen to music and describe changes in pitch, rhythm and dynamics. 	<p>The learner is able to:</p> <ul style="list-style-type: none"> • Listen to music without noting changes in pitch, rhythm and dynamics using appropriate terminology.



classifying the type of song listened to.			
<ul style="list-style-type: none"> Expresses personal reaction to a variety of music through oral communication. 	<ul style="list-style-type: none"> Expresses personal reaction to a of music through oral communication. 	<ul style="list-style-type: none"> Expresses personal reaction to one type of music through oral communication. 	<ul style="list-style-type: none"> Expresses unclear personal reaction to one type of music through oral communication.
<ul style="list-style-type: none"> Express positive attitude towards music drawn from diverse cultures through comprehension, enjoyment and performance of the music in relation to its elements. 	<ul style="list-style-type: none"> Express positive attitude towards music drawn from diverse cultures through comprehension, enjoyment and of the music in relation to its elements. 	<ul style="list-style-type: none"> Express positive attitude towards music drawn from diverse cultures through comprehension of the music in relation to its elements. 	<ul style="list-style-type: none"> Selectively expresses a positive attitude towards music drawn from diverse cultures through comprehension of the music in relation to its elements.

APPENDIX

SUGGESTED ASSESMENT METHODS

STRAND	SUB-STRAND	SUGGESTED ASSESSMENT METHODS
PERFORMING	Songs	Portfolio, observation checklist, oral/aural questions, project record individual(solo) and group (choral) performance.
	Kenyan Folk songs	Portfolio, practical Tests – observation.
	Musical instruments	Portfolio, observation checklist, aural questions, oral questions, written text, assignment, project work: making percussions instruments.
	Dance	Practical- observation list, field work reports.
CREATING/COMPOSING	Rhythm	Oral test, Aural tests, written tests.
	Melody	
LISTENING RESPONDING AND APPRECIATION	Element of Music	Oral questions, Aural tests, written tests, short reports (on performance attended).



SUGGESTED RESOURCES

STRAND	SUB-STRAND	SUGGESTED ASSESSMENT METHODS
PERFORMING	Songs	Sheet music, Resource person, Audio/visual recordings of songs, pitching device, song book, ICT devices, internet connectivity, flash cards with lyrics of songs,
	Kenyan Folk songs	Traditional musical instruments, resource persons, costumes and props, audio/visual recordings of folksong.
	Musical instruments	Descant recorders, melodic and non- melodic Kenyan traditional percussion instruments, resource persons and recorder stands.
	Dance	Traditional musical instruments, video of dances, ICT devices, resource persons, pictures of dance formations.
CREATING/COMPOSING	Rhythm Melody	Sheet music, melodic instrument, flash cards – of rhythmic patterns, melodies and sol-fa names.
LISTENING RESPONDING AND APPRECIATION	Element of Music	Audio/visual recordings of simple songs drawn from different cultures, resource person.

NON-FORMAL ACTIVITIES

1. **Field visits** - visiting Cultural and Music Centres to learn folk songs, dances, percussion instrument, attend live performances for basic analysis.
2. **Apprenticeship** - Connections with Musicians in the community, learning from the example of older people or instrumental in both traditional and western music.
3. **Musical concerts**- participating in music concerts such as Christmas cantata within the school and places of worship.
4. **Project work** – Recording of performances, construction of percussion instruments.
5. **Music Club** – participating in music club activities within the school.
6. **Music festivals/interhouse/class music competition** – performing and learning from music competition held in school.
7. **Participating during cultural day/week.**
8. **School assembly activities** – performing songs or listening to performances during school assemblies.
9. **School events** - Performing during events such as Parents’ Day or sports day.
10. **Art and Craft Club** – participating in Art and Craft clubs to make percussion instruments.
11. **Scout/ Girl guide activities** – participating in the school band by playing a descant recorder and percussion instruments.
12. **Pastoral programme of instruction (PPI)** – performing during PPI lessons/activities.



CREATIVE ARTS

ESSENCE STATEMENT

Art and Craft in middle school involves acquiring and applying discipline, specific concepts, techniques and related vocabulary to increase capacity for effective pursuit of artistic goals. At this level, learners with visual impairments will be exposed to deeper knowledge, skills and attitudes in Art and Craft in order to build on the competences introduced at the Early Years Education. The span of strands has been broadened to include Puppetry, Animation, Graphic Design and Photography. In order to enhance appreciation of indigenous artistic cultural heritage, the learner with visual impairments will engage with skilled resource persons in the community to learn and apply traditional skills in Weaving and Basketry, Pottery, Ornaments and Sculpture. In line with global trends, this learning area endeavours to embrace emerging assistive devices and technologies as part of the learning tools. For the learner to acquire 21st century competencies in Art and Craft, the basic ICT competences acquired in learning experiences at the Early Years Education will be broadened to include competencies in design, animation and photography. In anticipation of equipping learners with marketing skills, mounting techniques and exhibition skills have been introduced at this level. This will equip the learner with visual impairments with relevant and appropriate competencies in the promotion of their finished art products as they talk about them.

In line with Dewey's social constructivism theory, emphasis will be on an experiential, participatory approach that will give the learner with visual impairment an opportunity to articulate their thoughts through creativity and collaboration. This will in turn prepare the learner with visual impairment to acquire the knowledge, skills, attitudes and values to transit to the lower secondary level.



Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experience	Key Inquiry Question(s)
1.0 PICTURE MAKING	1.1. Drawing 1.1.1.Smudging technique (2 lessons)	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> • observe and identify actual or virtual samples of value gradation strips to help them create their own(Low vision), • feel tactually and identify sample of value gradation strips to help them create their own (Learner with Blindness) • create value gradation strips in dry media using smudging technique for self- expression • display, talk about own and others’ gradation strips for appreciation. 	<ul style="list-style-type: none"> • Learners with low vision are guided to observe, identify and name actual or virtual samples of value gradation strips to motivate them create their own. • Learners with blindness are guided to manipulate and identify samples of value gradation strips. • Learners are guided to experiment and explore in mixed groups of leaners with low vision and learners with blindness a variety of dry media to create value gradation strips using smudging technique. • Learners are guided to display and talk about own and others’ work. 	<ol style="list-style-type: none"> 1. Why do some parts of an object look light or dark? 2. How can one create dark effect when smudging with dry media?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: This is developed as the learner interacts with others during their group activities. • Self-efficacy: This is developed as the learner displays own and others’ work. • Learning to Learn: This is developed as the learner experiments and manipulates different types of dry media. 				

<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Environmental Education - This is developed as learners re-use materials and conserve the environment as a source of art material. • Personal Hygiene- This is developed as the learners clean their hands and working area after the activity 	<p>Values:</p> <ul style="list-style-type: none"> • Respect: This is developed as learners care for each other’s work during display. • Unity: This is developed as learners work together in groups • Responsibility: This is developed as learners take care of their own and others’ work during display
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> • English: Vocabulary: gradation, strips, value and smudging. 	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Learners make ‘well wishes’ and ‘get better’ cards for patients in hospitals. • Learners make decorations for home and religious centers.
<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> • Question and answer • Observation • Portfolio 	
<p>Suggested Non- formal Activities:</p> <ul style="list-style-type: none"> • Inter class art exhibitions. • Learners make cards for fun. 	
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Paper • Coloured pencils • Pencils • Charcoal powder • Burnt sticks 	



Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner is be able to;</p> <ul style="list-style-type: none"> observe and identify actual or virtual samples of value gradation strips and talk about them 	<p>The learner is able to;</p> <ul style="list-style-type: none"> observe and identify actual or virtual samples of value gradation strips 	<p>The learner is able to;</p> <ul style="list-style-type: none"> observe and identify some actual or virtual samples of value gradation strips 	<p>The learner is able to;</p> <ul style="list-style-type: none"> observe and identify some actual or virtual samples of value gradation
<p>feel tactually and identify samples of value gradation strips them (Learner with Blindness)</p>	<ul style="list-style-type: none"> feel tactually and identify samples of value gradation (Learner with Blindness) 	<ul style="list-style-type: none"> feel tactually and identify some samples of value gradation strips (Learner with Blindness) 	<ul style="list-style-type: none"> feel tactually and identify some samples of value gradation strips with support (Learner with Blindness)
<ul style="list-style-type: none"> create value gradation strips in dry media using smudging technique and supports others 	<ul style="list-style-type: none"> create value gradation strips in dry media using smudging technique 	<ul style="list-style-type: none"> create value gradation strips in dry media using smudging technique with support 	<p>Has challenges creating value gradation strips in dry media using smudging technique even with support.</p>
<ul style="list-style-type: none"> display, talk about own and others gradation strips and rate them for sampling . 	<ul style="list-style-type: none"> display, talk about own and others' gradation strips. 	<p>display, talk about own and others' gradation strips with prompts.</p>	<p>Has challenges displaying, talking about own and others' gradation strips even with prompts</p>

Strand	Sub-Strand	Expected Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	1.1.2 Still-life drawing-smudging technique (2 lessons)	By the end of the sub-strand, the learner should be able to; <ol style="list-style-type: none"> observe and discuss in pairs a still life set up for motivation in creating own composition (Low vision), manipulate objects in a still life set up for familiarization and motivation in preparations of creation of own composition (Learners with blindness), draw a still life composition by smudging technique to show light and dark gradation (Low vision), draw a still life composition within a tactile outline for learning (Learners with blindness), Display, talk about own and others' still life compositions for appreciation. 	<ul style="list-style-type: none"> Learner with low vision are guided to observe and discuss a still life set up to motivate them draw their own. Learners with blindness are guided to manipulate objects in a still life set up for familiarization and motivation in preparations of creation of own composition Learners with low vision in groups are guided to draw and shade a still life arrangement of two objects using smudging technique. Learners with blindness in groups are guided to draw a still life composition within a tactile outline. Learners are guided to display and talk about own and others' drawings for appreciation. 	<ol style="list-style-type: none"> Why are some parts of an object in a still life composition not seen clearly? How can we create light and dark effect on objects in a still life drawing



<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> • Imagination and Creativity: This is developed as learners use materials from the environment in making still life composition. • Self-efficacy: This is developed as learners freely talk about own and others' work. • Communication and collaboration: This is developed as learners work in groups to create, display and discuss still life composition 	
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Environmental Education: This is developed as learners use objects from the environment to create still life composition 	<p>Values:</p> <ul style="list-style-type: none"> • Respect: This is developed as learners discuss each other's work positively. • Responsibility: This is developed as learners take care of own and others' materials.
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> • English: Vocabulary: Still life, smudging. • Home science: Learners learn aspects of good hygiene during and after work. 	<p>Suggested Community service learning activities:</p> <ul style="list-style-type: none"> • Photo stories based on still life theme taken and displayed to sensitize the community. • Create murals on still life theme on public walls. • draw still life pictures for decoration at home.
<p>Suggested Mode of Assessment:</p> <ul style="list-style-type: none"> • Observation • Peer assessment • Self- assessment • Project 	
<p>Suggested Non- formal Activities:</p> <ul style="list-style-type: none"> • Learners draw still life pictures in school for enjoyment. • Learners take part in school art exhibitions. 	
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Paper • Charcoal • pencils 	

- Coloured pencils
- Black powder paints
- Burnt sticks

Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner is be able to;</p> <ul style="list-style-type: none"> • bserve and discuss a still life set up and further nam the objects (Low vision) 	<p>The learner is be able to;</p> <ul style="list-style-type: none"> • bserve and discuss a still life set up (Low vision) 	<p>The learner is be able to;</p> <ul style="list-style-type: none"> • bserve and discuss a still lif set up with prompts (Low vision) 	<ul style="list-style-type: none"> • he learner is be able to; observe a still life set up but has challenges discussing even with prompts (Low vision),
<ul style="list-style-type: none"> • anipulate objects in a still life set up and further nam them (Learners with blindness), 	<ul style="list-style-type: none"> • anipulate objects in a still lif set up (Learners with blindness), 	<ul style="list-style-type: none"> • anipulate objects in a still life set up with prompts (Learners with blindness) 	<ul style="list-style-type: none"> • he learners has challenges manipulating objects in a still life set up even with prompts (Learners with blindness)
<ul style="list-style-type: none"> • raw a still life composition by smudging technique to show light and dark gradation and supports others (Low vision), 	<ul style="list-style-type: none"> • raw a still life composition by smudging technique to show light and dark gradation (Low vision) 	<ul style="list-style-type: none"> • raw a still life composition by smudging technique to show light and dark gradation with support (Low vision) 	<ul style="list-style-type: none"> • he learners has challenges drawing a still life composition by smudging technique to show light ar dark gradation even with support (Low vision)



<ul style="list-style-type: none">• isplay, talk about own and others' still life compositions and rate them for sampling	<ul style="list-style-type: none">• isplay, talk about own and others' still life compositions.	<ul style="list-style-type: none">• isplay, talk about own and others' still life compositions with prompts	<ul style="list-style-type: none">• isplay but has challenges talking about own and others' still life compositions even with prompts.
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Strand	Sub- Strand	Expected Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
	<p>1.1.3 Human forms- smudging technique (2 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> • observe each other and discuss body features for motivation in drawing the human form (Low vision). • feel tactually and identify own body parts or models of human form for motivation in drawing or modeling a human form (Learners with blindness), • draw human forms in their correct positions an proportions and create value gradation using smudging technique for learning (Low vision), • draw or model human form in their correct positions an proportions using plasticine or clay for conceptualization of human body. (Learners with blindness), • display, talk about own and others' drawings and models of human forms for motivation. 	<ul style="list-style-type: none"> • Learners are guided to sing a song in relation to body parts • Learners with low vision are guided to are g observe and identify each other's body features like the head, arm, the trunk and the legs, for motivation. • Learners with blindness are guided to feel tactually and identify own body parts and manipulate models of human forms for motivation to draw human forms, in their correct positions an proportions • Learners with low vision are guided to work in groups to draw human form and create value gradation through smudging technique. • Learners with blindness are guided to draw (within a tactile outline) or model human form in their correct positions and proportions using plasticine or clay for conceptualization. 	<p>1. Why do some parts of the body appear darker or lighter?</p>



			<ul style="list-style-type: none"> Learners are guided to display and talk about their own and others' work. 	
<p>Core Competencies to be developed</p> <p>Communication and Collaboration: This is developed as learners work in groups.</p> <p>Self- efficacy: This developed as learners display own and others' work.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Life skills Moral Education and Human Sexuality: This is developed as learners draw and model human forms.</p>		<p>Values:</p> <ul style="list-style-type: none"> Love: This is developed as learners appreciate others body parts Responsibility: This is developed as learners take care of their materials. 		
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> English: Vocabulary- parts of the body, proportion. Science: parts of the body. Music and Movement: singing songs on parts of the body. 		<p>Suggested Community Service Learning Activities:</p> <ul style="list-style-type: none"> Learners model human forms for decoration at home. 		
<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> Observation. Peer assessment. Self–assessment. 				
<p>Suggested Non- formal Activities:</p> <ul style="list-style-type: none"> Drawing and modeling human forms during leisure time Participating in school inter-class exhibition. Learners draw and model human forms for decoration at school. Sing songs about body parts during their free time 				

Suggested Learning Resources:

- Plasticine.
- Paper.
- Clay
- Pencil
- Coloured pencils
- Charcoal powder
- Burnt sticks

Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner is be able to:</p> <ul style="list-style-type: none"> • observe others, discuss and further names body features in drawing the human form (Low vision). 	<p>The learner is be able to:</p> <ul style="list-style-type: none"> • observe others and discuss body features in drawing human form (Low vision). 	<p>The learner is able to:</p> <ul style="list-style-type: none"> • observe others and discuss body features with prompts in drawing human form (Low vision). 	<p>The learner is able to:</p> <ul style="list-style-type: none"> • observe others but has challenges discussing body features in drawing human forms even with prompts (Low vision).
<ul style="list-style-type: none"> • feel tactually and identify own body parts or models of human form in drawing or modeling a human form and further state their functions(Learners with blindness), 	<ul style="list-style-type: none"> • feel tactually and identify own body parts or models of human form in drawing or modeling a human form (Learners with blindness), 	<ul style="list-style-type: none"> • feel tactually own body parts and identify some body or models of human form in drawing or modeling a human form (Learners with blindness), 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • feel tactually own body parts but has challenges identifying some parts of the models(Learners with blindness),



<ul style="list-style-type: none"> • draw and label human forms in their correct positions and proportions and create value gradation using smudging technique (Low vision), 	<ul style="list-style-type: none"> • draw human forms in their correct positions and proportions and create value gradation using smudging technique (Low vision), 	<ul style="list-style-type: none"> • draw human forms in their correct positions but not in their correct proportions to create value gradation using smudging technique (Low vision), 	<ul style="list-style-type: none"> • Has challenges in drawing human forms in their correct positions and proportions and in creating value gradation using smudging technique (Low vision)
<ul style="list-style-type: none"> • draw or model human form in their correct positions and proportions using plasticine or clay and further name parts. (Learners with blindness), 	<ul style="list-style-type: none"> • draw or model human form in their correct positions and proportions using plasticine or clay. (Learners with blindness), 	<ul style="list-style-type: none"> • draw or model human form in their correct positions and proportions using plasticine or clay with support 	<ul style="list-style-type: none"> Has challenges drawing or modeling human form in their correct positions and proportions using plasticine or clay even with support
<ul style="list-style-type: none"> • display, talk about own and others' drawings and models of human forms and rate them for sampling 	<ul style="list-style-type: none"> • display, talk about own and others' drawings and models of human forms. 	<ul style="list-style-type: none"> • display, talk about own and others' drawings and models of human forms with prompts 	<ul style="list-style-type: none"> display, but has challenges talking about own and others' drawings and models of human forms

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key inquiry Questions.
	1.1.4 Pictorial composition in crayon etching. (2 Lessons)	By the end of the sub-strand the learner should be able to; <ol style="list-style-type: none"> a) Observe and discuss actual or virtual pictorial compositions created using crayon etching technique to help them create their own composition (low vision) b) Create a pictorial composition using crayon etching techniques for self-expression (low vision) c) Manipulate and discuss tactual pictorial composition to help them in creating own composition (learners with blindness). d) Create a tactile composition using material with different textures for self-expression (learners with blindness). 	<ul style="list-style-type: none"> • Learners with low vision are guided to observe and discuss actual or virtual pictorial compositions created using crayon etching technique. • Learners with low vision are guided to identify and name materials and tools used in crayon etching compositions in groups. • Learners with low vision are guided to work in groups to, create pictorial compositions using crayon etching technique • Learners with blindness are guided to manipulate and discuss tactile pictorial compositions • Learners with blindness are guided to identify and name materials and tools used in tactile composition • Leaners with blindness are guided to create tactile pictorial compositions using 	<ol style="list-style-type: none"> 2. How do you create pictures using crayons?(Low vision) 3. How do you create tactile pictures using crayons? (Totally blind)



		e) Display and talk about own and others' crayon etching composition	materials with different textures <ul style="list-style-type: none"> • Learners display and talk about their own and others crayon etching compositions. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: This is developed as the learner interacts with others during group activities. • Self-efficacy: This is developed as the learner displays and talks about own and others' work. • Learning to learn: This is developed as they experiment with waxy crayons in the creation of the compositions. 				
Pertinent and Contemporary Issues: Environmental Education: This is developed as the learners are sensitized on: <ul style="list-style-type: none"> • Re-use of materials such as paper and conservation of the environment as a source of art materials. Personal Hygiene: This is developed as the learners clean their hands and the working area after handling the materials.		Values: <ul style="list-style-type: none"> • Respect: This is developed as the learners care for each other's' work during display and discussion. • Responsibility: This is developed as the learner handles own and others' materials with care. • Sharing: This is developed as the learner share the materials 		
Link to other Learning Areas: <ul style="list-style-type: none"> • English – vocabulary (crayons, etching, wax). 		Suggested Community Service Learning Activities: <ul style="list-style-type: none"> • Learners make compositions using crayon etching and display them at home. 		
Suggested Modes of Assessment: <ul style="list-style-type: none"> • Observation • Peer assessment • Project. 				
Suggested Non- formal Activities: <ul style="list-style-type: none"> • Drawing pictures during leisure time using crayon etching technique. • Participating in school inter-class exhibition. • Learners draw pictorial compositions for decoration at school. 				

Suggested Learning Resources:

- Crayons
- Paper
- Needles
- Black paint powder
- glue
- Containers
- Scrappers.

Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner is be able to;</p> <ul style="list-style-type: none"> • Observe and discuss actual or virtual pictorial compositions created using crayon etching technique and further explain how the pictures are made (learners with low vision) • Create a pictorial composition using crayon etching techniques and assist others (low vision) 	<p>The learner is be able to;</p> <ul style="list-style-type: none"> • Observe and discuss actual or virtual pictorial compositions created using crayon etching technique (learners with low vision) • Create a pictorial composition using crayon etching techniques (low vision) 	<p>The learner is be able to;</p> <ul style="list-style-type: none"> • Observe and discuss with prompts actual or virtual pictorial compositions created using crayon etching technique (learners with low vision) • Create a pictorial composition using crayon etching 	<p>Learner is able to;</p> <ul style="list-style-type: none"> • Observe actual or virtual pictorial compositions created using crayon etching technique but has challenges discussing even with prompts (learners



<ul style="list-style-type: none"> • Manipulate and discuss tactual pictorial composition and further explain how the pictures are made (learners with blindness). • Create a tactile composition using material of different textures and supports others (learners with blindness). • Display and talk about own and others' crayon etching composition and rate them for sampling 	<ul style="list-style-type: none"> • Manipulate and discuss tactual pictorial composition (learners with blindness). • Create a tactile composition using material of different textures (learners with blindness). • Display and talk about own and others' crayon etching composition 	<p>techniques with support (low vision)</p> <ul style="list-style-type: none"> • Manipulate and discuss with prompts the tactual pictorial composition (learners with blindness). • Create a tactile composition using different textures with support (learners with blindness). • Display but talk about own and others' crayon etching composition with prompts 	<p>with low vision)</p> <ul style="list-style-type: none"> • Has challenges Creating a pictorial composition using crayon etching techniques even with support (low vision) • Manipulate tactual pictorial composition but has challenges discussing even with prompts (learners with blindness). • Has challenges creating a tactile composition
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			<p>using different textures even with support (learners with blindness).</p> <ul style="list-style-type: none">• Display but has challenges talking about own and others' crayon etching composition even with prompts.
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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Enquiry Questions
<p>PICTURE MAKING</p>	<p>1.2 Painting 1.2.1 Experiment with black and white to create tonal variation strips (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) observe and distinguish samples of black and white tonal variation or gradation strips, from the actual and, or virtual learning environment, to motivate them make their own (Low vision),</p> <p>b) manipulate tactile samples of black and white tonal variation or gradation strips, from the actual and, or virtual learning environment, to motivate them make their own</p> <p>c) state the function of white and black colours in tonal variation</p> <p>d) experiment and create black and white tonal variation or gradation strips for self - expression(Low vision),</p> <p>e) experiment using tactual materials to create tonal</p>	<ul style="list-style-type: none"> • Learners with low vision are guided to observe and distinguish black and white tonal variation or gradation strips from the actual and, or Virtual learning environment. Learners with blindness are • Learners with blindness are guided to manipulate tactile samples of black and white tonal variation or gradation strips, from the actual and, or virtual learning environment, to motivate them make their own • Learners are guided to state the functions of white and black in tonal variation. • Learners with low vision are guided to experiment in groups with black and white colours in creating tonal variation strips. • Learners with low vision work in groups create tonal variation strips. 	<p>1. How do you create tonal variations using black and white colour?</p>

		<p>variation for self-expression (learners with blindness),</p> <p>f) display and talk about their own and others' artwork for enjoyment.</p>	<ul style="list-style-type: none"> • Learners with blindness are guided to experiment in pairs using tactual materials to create tonal variation. • Learners with blindness are guided to individually create tonal variation using tactile materials. • Learners are guided to display and talk about own tonal variation artwork. 	
<p>Core Competencies to be developed :</p> <ul style="list-style-type: none"> • Digital Literacy: This is developed as learners observe and distinguish virtual samples of painting with tonal variation. • Imagination and creativity: This is developed as learners use materials of different textures to create artwork. • Self-efficacy: This is developed as learners discuss about own and others' work. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Personal hygiene: Learners maintain personal hygiene during and after work. 		<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: This is developed as learners care for own and others' artwork. • Unity: This is developed as learners work together. 		
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> • English: Vocabulary- tonal value, strip, texture. • Social Studies: Learning colours and their uses. 		<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Learners paint pictures for decorations at home. • Learners can help in painting furniture and walls of their houses. 		
<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> • Observation • Peer assessment • Self-assessment. 				
<p>Suggested Non- formal Activities:</p>				



- Learners participate in school exhibitions.
- Learners can decorate the school environment.

Suggested Learning Resources:

- Brushes
- Ruler
- Pencil
- Containers
- Water
- Painting Pallets
- Rags
- Drawing book
- Working surface.

Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching expectations	Below expectations
<p>The learner is be able to;</p> <ul style="list-style-type: none"> • observe and distinguish samples of black and white tonal variation or gradation strips, from the actual and, or virtual learning environment and further explain the 	<p>The learner is be able to;</p> <ul style="list-style-type: none"> • observe and distinguish samples of black and white tonal variation or gradation strips, from the actual and, or virtual learning environment, 	<p>The learner is be able to;</p> <ul style="list-style-type: none"> • observe but can only distinguish some samples of black and white tonal variation or gradation strips, from the actual and, or virtual learning environment, (Low vision), 	<p>The learner is be able to;</p> <ul style="list-style-type: none"> • Observe but has challenges distinguishing samples of black and white tonal variation or gradation strips, from the actual and, or virtual learning environment, (Low vision),

<ul style="list-style-type: none"> state the function of white and black colours in tonal variation and give examples of how different colours change when white or black are added to them 	<ul style="list-style-type: none"> state the function of white and black colours in tonal variation 	<ul style="list-style-type: none"> state some function of white and black colours in tonal variation 	<ul style="list-style-type: none"> Has challenges stating the function of white and black colours in tonal variation
<ul style="list-style-type: none"> experiment and create black and white tonal variation or gradation strips and support others (Low vision), 	<ul style="list-style-type: none"> experiment and create black and white tonal variation or gradation strips (Low vision), 	<ul style="list-style-type: none"> experiment and create black and white tonal variation or gradation strips with support (Low vision), 	<ul style="list-style-type: none"> Has challenges experimenting and creating black and white tonal variation or gradation strips (Low vision),
<ul style="list-style-type: none"> experiment using tactual materials to create tonal variation and support others (learners with blindness). 	<ul style="list-style-type: none"> experiment using tactual materials to create tonal variation (learners with blindness), 	<ul style="list-style-type: none"> experiment using tactual materials to create tonal variation with support (learners with blindness), 	<ul style="list-style-type: none"> Has challenges experimenting using tactual materials to create tonal variation (learners with blindness),
<ul style="list-style-type: none"> display and talk about their own and others' artwork and rate them for sampling 	<ul style="list-style-type: none"> display and talk about their own and others' artwork. 	<ul style="list-style-type: none"> display and talk about their own and others' artwork with prompts . 	<ul style="list-style-type: none"> Has challenges displaying and talking about their own and others' artwork even with prompts.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
	<p>1.2.2 Tonal value on a cylindrical form using white.</p> <p>(2 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) observe and identify actual or virtual pictures of cylindrical forms with tonal values created in white and another colour to motivate them create their own (Low vision),</p> <p>b) manipulate various cylindrical forms with tactile outlines for learning (learners with blindness),</p> <p>c) create tonal value on cylindrical forms using white and another colour for appreciation (Low vision),</p> <p>d) create tonal value on cylindrical forms with tactile outlines for appreciation (Learners with blindness),</p>	<p>Learners are guided to;</p> <ul style="list-style-type: none"> • Learners with low vision are guided to observe and identify actual or virtual pictures of cylindrical form with tonal values created in white and another colour to motivate them create their own. • Learners with blindness are guided to manipulate various cylindrical forms with tactile outlines to motivate them make their own. • Learners with low vision are guided in pairs to create tonal value on cylindrical forms using white and another colour. • Learners with blindness are guided to create tonal value on cylindrical forms with tactile outlines • Learners are guided to display and talk about own and others' work. 	<p>1. How do we create tonal value using white colour?</p>

		e) talk about the effect of adding white to another colour for appreciation.		
Core Competencies to be developed				
Communication and Collaboration: This is developed as learners discuss in pairs..				
Imagination and Creativity: This is developed as learners create tonal value on cylindrical forms using white and other colours				
Pertinent and Contemporary Issues:			Values:	
<ul style="list-style-type: none"> • Personal Hygiene- This is developed as learners wash their hands after painting and clean up the working area. 			<ul style="list-style-type: none"> • Responsibility-This is enhanced as learners take care of their materials during the activities. • Unity-This is developed as learners work together. 	
Link to other Learning Areas:			Suggested Community Service Learning Activities:	
<ul style="list-style-type: none"> • English: Vocabulary- tonal value, . • Mathematics - mixing of paints in the right ratio. 			<ul style="list-style-type: none"> • Learners can help in painting at home. • Decorating of walls. • Visiting children care centres for face painting. 	
Suggested Modes of Assessment:				
<ul style="list-style-type: none"> • Observation • Self-assessment • Peer assessment • Project. 				
Suggested Non- formal Activities:				
<ul style="list-style-type: none"> • Learners do painting in school for fun. 				
Suggested Learning Resources:				
<ul style="list-style-type: none"> • Paint • Brush • Water • Water containers. • Cotton twine 				



- Adhesives
- Rubber bands manila papers or carton boxes

Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner is able to;</p> <ul style="list-style-type: none"> • observe and identify actual or virtual pictures of cylindrical forms with tonal values created in white and another colour and explain how they are made (Low vision), • manipulate various cylindrical forms with tactile outlines and further name the materials used in making the forms (learners with blindness), • create tonal value on cylindrical forms using white and another colour and support others (Low vision), 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • observe and identify actual or virtual pictures of cylindrical forms with tonal values created in white and another colour (Low vision), • manipulate various cylindrical forms with tactile outlines (learners with blindness), • create tonal value on cylindrical forms using white and another colour (Low vision), 	<p>The learner able to;</p> <ul style="list-style-type: none"> • observe and identify some actual or virtual pictures of cylindrical forms with tonal values created in white and another colour (Low vision), • manipulate various cylindrical forms with tactile outlines with support (learners with blindness), • create tonal value on cylindrical forms using white and another colour with support (Low vision), 	<p>The learner able to;</p> <ul style="list-style-type: none"> • Observe but has challenges identifying actual or virtual pictures of cylindrical forms with tonal values created in white and another colour (Low vision), • Has challenges manipulating various cylindrical forms with tactile outlines even with support (learners with blindness), • Has challenges creating tonal value on cylindrical forms using white and another colour even with support (Low vision),

<ul style="list-style-type: none"> • create tonal value on cylindrical forms with tactile outlines and support others (Learners with blindness) • talk about the effect of adding white to another colour and further explains the procedure of creating tonal value. 	<ul style="list-style-type: none"> • create tonal value on cylindrical forms with tactile outlines (Learners with blindness), • talk about the effect of adding white to another colour 	<ul style="list-style-type: none"> • create tonal value on cylindrical forms with tactile outlines with support (Learners with blindness), • talk about the effect of adding white to another colour with prompts 	<ul style="list-style-type: none"> • Has problems creating tonal value on cylindrical forms with tactile outlines even with support (Learners with blindness) • Has Challenges talking about the effect of adding white to another colour even with prompts
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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Enquiry Questions
	<p>1.2.3 Tonal value on a cylindrical form using black</p> <p>(2 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) observe and identify actual or virtual pictures of cylindrical forms with tonal values created in black and another colour to motivate them create their own (Low vision),</p> <p>b) manipulate various cylindrical forms with tactile outlines for learning. (learners with blindness),</p> <p>c) create tonal value on cylindrical forms using black and another colour for appreciation (Low vision),</p> <p>d) create tonal value on cylindrical forms with tactile outlines for appreciation (Learners with blindness),</p> <p>e) talk about the effect of adding back to another colour for appreciation.</p>	<p>Learners are guided to;</p> <ul style="list-style-type: none"> • Learners with low vision are guided to observe and identify actual or virtual pictures of cylindrical forms with tonal values created in black and another colour to motivate them create their own. • Learners with blindness are guided to manipulate various cylindrical forms with tactile outlines to motivate them make their own. • Learners with low vision are guided in pairs to create tonal value on cylindrical forms using black and another colour. • Learners with blindness are guided to create tonal value on cylindrical forms with tactile outlines 	<p>1. How do we create tonal value using black colour?</p>

			<ul style="list-style-type: none"> Learners are guided to display and talk about own and others' work.
<p>Core Competencies to be developed</p> <p>Communication and Collaboration: This is developed as learners discuss in pairs.</p> <p>Imagination and Creativity: This is developed as learners create tonal value on cylindrical forms using black and other colours</p>			
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> Personal Hygiene- This is developed as learners wash their hands after painting and clean up the working area. 		<p>Values:</p> <ul style="list-style-type: none"> Responsibility – this is developed as learners take care of their own and others materials. 	
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> English: Vocabulary- tonal value, Mathematics - mixing of paints in the right ratio. 		<p>Suggested Community Service Learning Activities</p> <ul style="list-style-type: none"> Learners can help painting at home. Decorating walls Visiting children for face painting. 	
<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> Observation Self-assessment Peer assessment Project. 			
<p>Suggested Non- formal Activities:</p> <ul style="list-style-type: none"> Learners do painting in school for fun. 			



Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner is able to;</p> <ul style="list-style-type: none"> • observe and identify actual or virtual pictures of cylindrical forms with tonal values created in black and another colour and explain how they are made (Low vision), • manipulate various cylindrical forms with tactile outlines and further name the materials used in making the forms (learners with blindness), • create tonal value on cylindrical forms using black and another colour and support others (Low vision), • create tonal value on cylindrical forms with tactile out lines and support others (Learners with blindness) 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • observe and identify actual or virtual pictures of cylindrical forms with tonal values created in black and another colour (Low vision), • manipulate various cylindrical forms with tactile outlines (learners with blindness), • create tonal value on cylindrical forms using black and another colour (Low vision), • create tonal value on cylindrical forms with tactile outlines (Learners with blindness), 	<p>The learner able to;</p> <ul style="list-style-type: none"> • observe and identify some actual or virtual pictures of cylindrical forms with tonal values created in black and another colour (Low vision), • manipulate various cylindrical forms with tactile outlines with support (learners with blindness), • create tonal value on cylindrical forms using black and another colour with support (Low vision), 	<p>The learner able to;</p> <ul style="list-style-type: none"> • Observe but has challenges identifying actual or virtual picture of cylindrical forms with tonal values created in black and another colour (Low vision), • Has challenges manipulating various cylindrical forms with tactile outlines even with support (learners with blindness), • Has challenges creating tonal value on cylindrical forms using black and another colour even with support (Low vision)

<ul style="list-style-type: none"> • talk about the effect of adding black to another colour and further explains the procedure of creating tonal value. 	<ul style="list-style-type: none"> • talk about the effect of adding black to another colour 	<ul style="list-style-type: none"> • create tonal value on cylindrical forms with tactile outlines with support (Learners with blindness), • talk about the effect of adding black to another colour with prompts 	<ul style="list-style-type: none"> • Has problems creating tonal value on cylindrical forms with tactile outlines even with support (Learners) • Has Challenges talking about the effect of adding black to another colour even with prompts
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Strand	Sub - Strand	Suggested Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 PICTURE MAKING	1.3 Montage 1.3.1 Cutting and pasting techniques (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a. Observe and give their views on displayed actual and or virtual sample of montage for motivation to create their own. (low vision). b. Manipulate and give their views on displayed actual and or virtual samples of montage for motivation (learners with blindness). c. create montage composition based on the theme of “Food” to enhance knowledge on nutrition. d. Appreciate own and others montage pictures to enhance motivation 	<ul style="list-style-type: none"> • Learners are guided to observe and give their views on displayed actual and, or virtual samples of montage. • Learners with blindness are guided to manipulate and give their views on actual display and, or virtual samples of montage. • In pairs Learners are guided to cut and paste cut out pictures on the theme of classes of food in a balanced diet to create a montage composition. • Learners are guided to talk and display own and others work 	<ol style="list-style-type: none"> 1. How do you create montage pictures using cutting and pasting technique?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: This is developed as the learner observes virtual samples of montage. • Communication and collaboration: This is developed as the learner interacts with others during the activity. • Self –efficacy: This is developed as the learner displays and talks about own and others’ work. 				

<ul style="list-style-type: none"> • Critical thinking and problem solving: This is developed as the learners cut and paste paper cut-outs to create pictures. 	
<p>Pertinent and Contemporary Issues:</p> <p>Environmental education: This is developed as learners are sensitized on re-use of materials like paper and conservation of the environment as a source of art materials.</p> <p>Personal hygiene- This is developed as learners clean their hands after handling the materials and the working area.</p> <p>Health Education: This is developed as learners talk about different types of food as a theme in montage .</p>	<p>Values:</p> <ul style="list-style-type: none"> • Love: This is developed as learners learn the value of sharing the available resources. • Respect: This is enhanced as learners share own and others opinions in artwork. • Peace: This is developed as learners co-exist together in harmony as they work.
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> • English: Vocabulary- montage, mounting, pasting strips. • Science: learners talk about different types of foods 	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Learners make montage pictures and play with them during community functions. • Learners display created folders during inter-community art exhibitions. • Learners make montage items for fun at their free time and decorate their folders.
<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> • Peer assessment • Project • Observation • Self-assessment 	
<p>Suggested Non- formal Activities:</p> <ul style="list-style-type: none"> • Learners make montage items and use them during school concerts. • Learners display created folders during inter-class exhibitions. • Learners make montage items for fun at their free time and place them in folders. 	
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Pair of scissors • Stands • Completed craft work • Adhesives 	



- Strings
- Pieces of timber
- Hard boards

Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner is able to;</p> <ul style="list-style-type: none"> • Observe and give views on displayed actual and or virtual sample of montage and further identify materials used (Low vision). • Manipulate and give views on displayed actual and or virtual samples of montage (learners with blindness). • create montage composition based on the theme of “Food” and further categorize the foods • Appreciate own and others montage pictures and rate the pictures for sampling 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • Observe and give views on displayed actual and or virtual sample of montage (Low vision). • Manipulate and give views on displayed actual and or virtual samples of montage (learners with blindness). • create montage composition based on the theme of “Food • Appreciate own and others montage pictures to enhance motivation 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • Observe and give views on displayed actual and or virtual sample of montage with prompts (Low vision). • Manipulate and give views on displayed actual and or virtual samples of montage with prompts • create montage composition based on the theme of “Food” with support . • Appreciate own and others montage pictures to enhance motivation with prompts 	<ul style="list-style-type: none"> • The learner is able to observe but has challenges giving views on displayed actual and or virtual sample of montage even with prompts (Low vision). • Has challenges manipulating and giving views on displayed actual and or virtual samples of montage even with prompts. • Has challenges creating montage composition based on the theme of “Food” even with support • Has challenges appreciating own and

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Enquiry Questions
2.0 INDIGENOUS KENYAN CRAFTS	a. Weaving & Basketry- Traditional weaving techniques (Twining technique) (4 lessons)	By the end of the sub strand, the learner should be able to; a) interact with displayed samples and, or community resource person's twined items for motivation to weave their own, b) weave functional items with natural fibres using twining technique for appreciation of traditional weaving techniques, c) appreciate own and others' woven items for motivation.	Learners are guided to; • interact with displayed samples and, or community resource person's twined items for motivation to weave. • select and prepare natural fibres from the locality appropriate for twine weaving. • weave functional items with natural fibres using twining technique. • display and talk about own and others' work.	1 How can we prepare fibre ready for use in twining technique? 2 How do we weave using twining technique
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: This is developed as the learner interacts with others during the activity. • Self-efficacy: This is developed as the learner displays and talks about own and others' work. • Citizenship: This is developed as the learner learns indigenous knowledge from the community resource person's finished items. • Learning to learn: This is developed as the learners experiment with natural fibres in twining technique. • Critical thinking and Problem Solving: This is developed as the learner makes functional items using natural and improvised materials. 				



<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Disaster Risk Reduction- This is enhanced as learners observe safety measures when handling materials and tools. • Personal Hygiene- This is developed as learners observe washing of hands after handling resources and clear the working area. 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: This is developed as learners take care of their materials and those of others • Patriotism: This is developed as learners make varied functional items from different communities. • Respect: This is developed as learners appreciate own and others work.
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> • Social studies: learners to be sensitized on importance of weaving as an economic activity. • English: Vocabularies: twining, weaving, warps and wefts. • Science: Learners talk about fibre crops. 	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Learners visit resource persons in the community to learn weaving technique. • Learners make and sell items made to the community.
<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> • Self- assessment • Peer assessment • Project • Question and answer • Observation 	
<p>Suggested Non- formal Activities:</p> <ul style="list-style-type: none"> • Learner weaves for fun during their free time. • Learners weave items for decoration. 	
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Knife • Fibre – banana, grass and sisal fibre • Water • Water containers. 	

Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner is able to;</p> <ul style="list-style-type: none"> • interact with displayed samples and, or community resource person’s twined items and further identify materials used • weave functional items with natural fibres using twining technique and support others • appreciate own and others’ woven items and further explain the process of making them 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • interact with displayed samples and, or community resource person’s twined items • weave functional items with natural fibres using twining technique • appreciate own and others’ woven items 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • interact with displayed samples and, or community resource person’s twined items with support • weave functional items with natural fibres using twining technique with support • appreciate own and others’ woven items with prompts 	<ul style="list-style-type: none"> • The learners has challenges interacting with displayed samples and, or community resource person’s twined items even with support. • The learners has challenges weaving functional items with natural fibres using twining technique even with support • The learner has challenges appreciating own and others’ woven items even with prompts



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Enquiry Questions
2.0 INDIGENOUS KENYAN CRAFTS	2.2.1. Leather work Thonging technique (4 lessons)	By the end of the sub strand, the learner should be able to; a) interact with the displayed or virtual samples and or community resource persons' selected items made of leather for motivation, b) select and explore materials and tools used in making a simple drum using thonging technique for preparation in making a traditional drum, c) make a traditional drum using thonging technique d) appreciate and display simple drums made using the thonging technique for motivation.	Learners are guided to; • interact with displayed or virtual samples and or community resource persons' selected items made of leather for motivation to make their own drum. • Select and explore materials and tools used in simple drum making. • Make simple drums using re-used leather in the thonging technique in groups. • Perform a traditional dance using the drum. • Express their feeling about the drum and dance.	1. How do we make drums? 2. Why do we make drums)

Core Competencies to be developed:

- **Imagination and creativity:** This is developed as learners execute the workmanship of the simple drums.
- **Digital literacy:** This is developed as learners observe leather items displayed on digital gadgets.
- **Self-efficacy:** This is developed as learners display and talk about their drums.
- **Communication and collaboration:** This is developed as learners work in groups when making the simple drums.
- **Learning to learn:** This is developed as learners experiment with leather in drum making.
- **Citizenship:** This is developed as learners perform traditional dances from varied cultures.

<p>Pertinent and Contemporary Issues:</p> <p>Environmental Education- This is developed as the learners re-use locally available materials.</p> <p>Disaster Risk Reduction: This is enhanced as learners observe safety measures in handling materials and tool used in thonging.</p> <p>Financial literacy- This is achieved as learners make drums for sale.</p>	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: This is developed as learners take care of their own and other’s materials. • Patriotism: This is developed as learners make varied functional drums from different communities. • Respect: This is developed as learners talk about and appreciate own and others work. • Unity: This is developed as learners work together in groups.
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> • Science - Learners talk about making of sound producing instrument • Music: as they learn musical instruments (percussion instruments). • English: Vocabulary - wefts, warps, thonging. • Social Studies and Science - to learn on benefits of skins and hides as art resources. 	<p>Suggested Community service learning activities:</p> <ul style="list-style-type: none"> • Learners visit resource persons and learn drum making techniques. • Learners can use the drums to entertain the public during functions. • Learners make and sell drums to the local community.
<p>Suggested Modes of assessment:</p> <ul style="list-style-type: none"> • Observation • Peer assessment • Self –assessment • Project 	<p>Suggested Learning Resources</p> <ul style="list-style-type: none"> • Tins of assorted sizes • Animal skins and hides • Knife • Water • Thonging threat • Water containers. • Thonging chisel
<p>Suggested Non- formal Activities:</p> <ul style="list-style-type: none"> • Learners play drums for fun. 	



Assessment Rubric:

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>The learner is able to;</p> <ul style="list-style-type: none"> • interact with the displayed or virtual samples and or community resource persons’ selected items made of leather and identify the materials used • select and explore materials and tools used in making a simple drum using thonging technique for preparation in making a traditional drum and further name the materials 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • interact with the displayed or virtual samples and or community resource persons’ selected items made of leather • select and explore materials and tools used in making a simple drum using thonging technique for preparation in making a traditional drum, 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • interact with the displayed or virtual samples and or community resource persons’ selected items made of leather with support • select and explore some materials and tools used in making a simple drum using thonging technique for preparation in making a traditional drum with prompts, 	<ul style="list-style-type: none"> • Learners has challenges interacting with the displayed or virtual samples and or community resource persons’ selected items made of leather even with support • The learners has challenges selecting and exploring materials and tools used in making a simple drum using thonging technique for preparation in making a traditional drum even with prompts,

<ul style="list-style-type: none"> • make a traditional drum using thonging technique and support others • appreciate and display simple drums made using the thonging technique and rates them for sampling 	<ul style="list-style-type: none"> • make a traditional drum using thonging technique • appreciate and display simple drums made using the thonging technique for motivation. 	<ul style="list-style-type: none"> • make a traditional drum using thonging technique with support • appreciate and display simple drums made using the thonging technique with prompts 	<ul style="list-style-type: none"> • Learner has challenges making a traditional drum using thonging technique even with support • Learners is able to appreciate but has challenges in displaying simple drums made using the thonging technique even with prompts
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Enquiry Questions
INDIGENOUS KENYAN CRAFTS	2.2.2 Pottery - Modeling(Pinch technique) (4 Lessons)	By the end of the sub strand, the learner should be able to:- a) interact with displayed actual and or virtual samples and or community resource person's selected pottery items for motivation, b) manipulate the materials and tools used in making pots using pinch technique to identify them in terms of size, shape and use c) model indigenous pots using pinch technique to create a functional pot, d) display and discuss the pots modelled for appreciation.	<ul style="list-style-type: none"> • Learners with low vision are guided to observe and identify actual and or virtual samples of indigenous pots from the displayed and or community resource persons for motivation to make their own. • Learners are guided to manipulate the materials and tools used in making pots using pinch technique to identify them in terms of size, shape and use • Learners with blindness are guided to manipulate and identify actual samples of indigenous pots. • Learners are guided to model pots of different shapes in groups using pinch technique. • Learners are guided to display and talk about own and others' work. 	1. How are pots modeled?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: This is developed as the learner observes virtual samples of modeled indigenous pots. • Communication and collaboration: This is developed as the learner interacts with others during the activity. • Citizenship: This is developed as the learner learns indigenous pottery techniques from the community resource person. • Self -efficacy: This is developed as the learner displays and talks about own and others' work. 				
<p>Pertinent and Contemporary Issues: Life Skills and Values Education:</p>			<p>Values:</p>	

<p>Self-awareness, self-esteem and assertiveness- This is developed as learners display and talk about their work.</p> <p>Disaster Risk Reduction- This is developed as learners observe safety measures while sourcing for modeling resources.</p> <p>Financial Literacy- This is developed as learners are sensitized on the economic importance of pottery.</p> <p>Personal Hygiene- This is developed as the learners clean their hands and the working area after handling the materials.</p>	<ul style="list-style-type: none"> • Responsibility: This is developed as learners take care of their materials. • Respect: This is developed as learners care for own and others work. • Unity: This is developed as learners work together in groups.
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> • Science & Technology: Learning about types of soil. • English: vocabularies; pinch, modelling. 	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Learners visit resource persons and learn pot making. • Learners can use the pots for cultural purposes. • Learners make and sell pots to the local community.
<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> • Observation. • Peer assessment. • Project. • Self- assessment. 	
<p>Suggested Non- formal Activities:</p> <ul style="list-style-type: none"> • Learners make flower pots for decoration. 	
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Water • Water containers • Clay • Samples of finished functional pots. 	



Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner is able to:-</p> <ul style="list-style-type: none"> • interact with displayed actual and or virtual samples and or community resource person’s selected pottery items and identify materials used in making the pots • manipulate the materials and tools used in making pots using pinch technique to identify them in terms of size, shape and use and support others • model and decorates indigenous pots using pinch technique to create a functional pot, • display and discuss the modelled pots and rate them for sampling 	<p>The learner is able to:-</p> <ul style="list-style-type: none"> • interact with displayed actual and or virtual samples and or community resource person’s selected pottery items, • manipulate the materials and tools used in making pots using pinch technique to identify them in terms of size, shape and use • model indigenous pots using pinch technique to create a functional pot, • display and discuss the modelled pots 	<p>The learner is able to:-</p> <ul style="list-style-type: none"> • interact with some displayed actual and or virtual samples and or community resource person’s selected pottery items with prompts • manipulate the materials and tools used in making pots using pinch technique to identify them in terms of size, shape and use with support • model indigenous pots using pinch technique to create a functional pot with support, • display and discuss the modelled pots with prompts 	<p>The learner is able to:-</p> <ul style="list-style-type: none"> • Learners has challenges interacting with displayed actual and or virtual samples and or community resource person’s selected pottery items even with prompts • Has challenges manipulating the materials and tools used in making pots using pinch technique to identify them in terms of size, shape and use even with support • Has challenges modelling indigenous pots using pinch technique to create a functional pot even with support. • Has challenges displaying and discussing the modelled pots even with prompts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Enquiry Questions
3.0 DESIGN, MIXED MEDIA AND TECHNOLOGY	3.1 Graphic design- Free hand lettering 3.1.1 Types of letters- (Lower and Upper case) (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> observe displayed slides and, or flash cards of short messages in lower and upper case letters for familiarization(Low vision), to oral or digital gadget. identify tactually graphically designed cut-outs of letters in lower and upper cases for familiarization (Learners with blindness) design and create short messages using freehand lower and upper case letters for communication (Low vision), stick the graphic letter cut outs on a manila paper for display (learners with blindness), identify, assemble and select materials needed for use in creating short message cards 	<ul style="list-style-type: none"> Learner with low vision are guided to observe and identify slides and, or flash cards of short messages in lower and upper case letters for familiarization. Learners are guided to work in groups to design and create short messages using freehand lettering using lower and upper case letters based on Disaster Risk Reduction or Health themes for communication. Learners with blindness stick the graphic letter cut outs on a manila paper for display in groups (learners with blindness), Learners, with total blindness are guided to identify, assemble and 	How do we create lower and upper case letters using freehand lettering?



		f) appreciate the activity of creating short messages for communication.	select materials needed for use in creating short message cards. <ul style="list-style-type: none"> Learners are guided to display and talk about own and others' work. 	
Core Competencies to be developed : <ul style="list-style-type: none"> Digital literacy: This is developed as the learner observes displayed slides or flash or cards. Communication and Collaboration: This is developed as the learner interacts with others during the activity. Critical Thinking: This is developed as the learner forms communicative messages. Learning to Learn: This is developed as learner designs letters and messages. Self-efficacy: This is developed as the learner displays and talks about own and others' work. 				
Pertinent and Contemporary Issues: Self-efficacy: This is developed as the learners display and talk about their work. HIV and AIDS: This is developed as learner communicates health messages. Disaster Risk Reduction: This is developed as the learner communicates safety messages.			Values: <ul style="list-style-type: none"> Respect: This is developed as learners care for each other's work during display and discussion. Responsibility: This is developed as learners take care of own and others' materials when working. Peace: This is developed as learners co-exist when working together. Love: This is developed as learners share materials. 	
Link to other Learning Areas: <ul style="list-style-type: none"> English – as they learn good handwriting. Science & Technology – Communicating messages on health education. 			Suggested Community service learning activities: <ul style="list-style-type: none"> Learners make cards for patients in Hospitals. Learners create graphic messages to be put around community centers. 	
Suggested Modes of Assessment: <ul style="list-style-type: none"> Observation Peer assessment Project 				

<ul style="list-style-type: none"> • Self- assessment
<p>Suggested Non- formal Activities:</p> <ul style="list-style-type: none"> • Learners create success cards and get better cards for their friends.
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Paper • Pencils • Felt pens • Ink • Manila paper • Coloured pencils • Carton boxes • Pair of scissors

Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner is able to;</p> <ul style="list-style-type: none"> • observe and read displayed slides and, or flash cards of short messages in lower and upper case letters (Low vision) • identify, assemble and select materials needed for use in creating short message cards and further state the use of each material 	<p>The learners able to;</p> <ul style="list-style-type: none"> • observe displayed slides and, or flash cards of short messages in lower and upper case letters (Low vision), identify tactually graphically designed cut-outs of letters in lower and upper cases (Learners with blindness) • identify, assemble and select materials needed for use in creating short message cards 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • observe displayed slides and, or flash cards of short messages in lower and upper case letters with prompts. (Low vision), • identify, assemble and select some materials needed for use in creating short message cards with support 	<ul style="list-style-type: none"> • Has challenges observing displayed slides and, or flash cards of short messages in lower and upper case letters even with prompts (Low vision) • Has challenges identifying, assembling and selecting materials needed for use in creating short



<ul style="list-style-type: none"> • design and create short messages using freehand lower and upper case letters and support others (Low vision), • stick the graphic letter cut outs on a manila paper for display and supports others (learners with blindness), • appreciate the activity of creating short messages and explain the meaning of the messages 	<ul style="list-style-type: none"> • design and create short messages using freehand lower and upper case letters (Low vision) • stick the graphic letter cut outs on a manila paper for display (learners with blindness) • appreciate the activity of creating short messages 	<ul style="list-style-type: none"> • design and create short messages using freehand lower and upper case letters with support (Low vision) • stick the graphic letter cut outs on a manila paper for display with support (learners with blindness), • appreciate the activity of creating short message cards with prompts 	<p>message cards even with support</p> <ul style="list-style-type: none"> • Has challenges designing and creating short messages using freehand lower and upper case letters even with support (Low vision) • Has challenges sticking the graphic letter cut outs on a manila paper for display even with support (learners with blindness), • Has challenges appreciating the activity of creating short messages even with prompts
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Enquiry Questions
	<p>3.1.Graphic design- Free hand lettering</p> <p>3.1.2 Types of letters</p> <p>Block letters</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) observe displayed slides and, or flash cards of block letters to motivate them make their own (Low vision),</p> <p>b) manipulate flash cards of block letters for familiarization(learners with blindness),</p> <p>c) identify, assemble and select materials needed for use in creating short message in flash cards</p> <p>d) construct simple freehand block letters to be used in school to communicate short messages,</p> <p>e) display the constructed messages and talk about own and others' work for motivation.</p>	<ul style="list-style-type: none"> • Learners with low vision are guided to observe displayed slides or flash cards of block letters to motivate them make their own • Learners with total blindness are guided to manipulate flash cards of block letters for familiarization. • Learners are guided to identify assemble and select materials needed for use in creating short message in flash cards • Learners are guided to work in groups to draw and shade freehand block letters in their right proportions based on Disaster Risk Reduction and Health themes for 	<p>1 How do you construct block letters?</p>



			<p>communication within the school.</p> <ul style="list-style-type: none"> Learners are guided to display their work in appropriate places in the school compound for communication. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Digital literacy: This is developed as the learner observes displayed slides and, or flash cards and listen to audio messages. Communication and collaboration: This is developed as the learner interacts with others during the activity. Critical Thinking: This is developed as the learner forms communicative messages. Learning to learn: This is developed as the learner designs letters and messages. Self-efficacy: This is developed as learner displays and talks about own and others' work. 				
<p>Pertinent and Contemporary Issues:</p> <p>Self-efficacy: This is developed as the learners display and talk about their work.</p> <p>HIV and AIDS- This is developed as the learner communicates health messages.</p> <p>Disaster Risk Reduction: This is developed as learners communicate safety messages.</p>		<p>Values:</p> <ul style="list-style-type: none"> Respect: This is developed as learners care for each other's work during display and discussion. Responsibility: This is developed as learners take care of own and others materials when working. Peace: This is developed as learners work together in groups Love: This is developed as learners share materials. 		
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> English – as they learn good handwriting and letter shaping. Science & Technology – Communicating messages on health education. 		<p>Suggested Community service learning activities:</p> <ul style="list-style-type: none"> Learners make cards using block letters for patients in Hospitals. Learners create graphic messages to be put around community centers. 		
<p>Suggested Mode of Assessment:</p> <ul style="list-style-type: none"> Observation 				

- Peer assessment
- Project
- Self –assessment

Suggested Non- formal Activities:

- Learners create success cards and ‘get better ‘cards for their friends.
- Learners label structures within the school.

Suggested Learning Resources:

- Paper
- Manila paper
- Carton boxes
- pencils
- felt pens
- ink
- a pair of scissors.

Assessment Rubric:

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectation
<p>The learner is able to;</p> <ul style="list-style-type: none"> • observe displayed slides or flash cards of block letters and read the letters (Low vision), • manipulate flash cards of block letters and name them (learners with blindness), • identify, assemble and select materials needed for use in 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • observe displayed slides and, or flash cards of block letters (Low vision), • manipulate flash cards of block letters (learners with blindness), • identify, assemble and select materials needed for use in 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • observe displayed slides or flash cards of block letters with support (Low vision), • manipulate flash cards of block letters with support (learners with blindness), • identify, assemble and select materials needed for 	<p>Learner has challenges;</p> <ul style="list-style-type: none"> • observing displayed slides and, or flash cards of block letters even with support (Low vision), • manipulating flash cards of block letters even with support (learners with blindness), • identifying assembling



<p>creating short message in flash cards and support others</p> <ul style="list-style-type: none"> • construct simple freehand block letters to be used in school to communicate short messages and support others • display the constructed messages on flash cards and talk about own and others' work and rates them for sampling 	<p>creating short message in flash cards</p> <ul style="list-style-type: none"> • construct simple freehand block letters to be used in school to communicate short messages, • display the constructed messages and talk about own and others' work 	<p>use in creating short message in flash cards with support</p> <ul style="list-style-type: none"> • construct simple freehand block letters to be used in school to communicate short messages with support • display the constructed messages and talk about own and others' work with prompts 	<p>and selecting materials needed for use in creating short message in flash cards even with support.</p> <ul style="list-style-type: none"> • constructing simple freehand block letters to be used in school to communicate short messages even with support, • displaying the constructed messages and talking about own and others' work even with prompts
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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Enquiry Questions
3.0 DESIGN, MIXED MEDIA AND TECHNOLOGY	3.2 Paper craft 3.2.1.Expandable folders (2 lessons)	By the end of the sub-strand, the learner should be able to; <ol style="list-style-type: none"> a) observe samples of expandable folders from the actual or virtual environment to motivate them make their own(Low vision), b) manipulate samples of expandable folders from the actual environment to motivate them make their own(learners with blindness), c) design and create an expandable folder for storing their artwork, d) display and talk about own and others work 	<ul style="list-style-type: none"> • Learners with low vision are guided to observe and talk about samples of expandable folders from the actual or virtual environment to motivate them make their own. • Learners with blindness are guided to manipulate samples of expandable folders from the actual environment to motivate them make their own. • Learners are guided to identify appropriate tools and materials used in making an expandable folder from the learning environment. • Learners are guided to work in groups to make expandable folders to store artwork. • Learners are guided to display and talk about own and other’s work. 	<ol style="list-style-type: none"> 1. How do we make an expandable folder? 2. Why do we make expandable folders?

Core Competencies to be developed:



<ul style="list-style-type: none"> • Digital literacy: This is developed as the learner observes virtual samples of expandable folders • Communication and Collaboration: This is developed as learners interact with each other during their group activity. • Self -efficacy: This is developed as the learner expresses views about their own and others’ work. 	
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Self-efficacy: - This is developed as learners display and talk about their work. • Personal Hygiene: This is developed as learners wash their hands and working area after the activity. 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: This is developed as learners take care of own and others’ property. • Respect: This is developed as they take instructions from their group leaders during their work.
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> • English: vocabulary - expandable, shape and folder. • Mathematics: Learners are taught about shapes in geometry. 	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Learners make expandable folder gifts for friends and relatives.
<p>Suggested Modes of assessment:</p> <ul style="list-style-type: none"> • Peer assessment • Project • Observation • Self- assessment. 	
<p>Suggested Non-Formal Activities to Support Learning: Learners make expandable folders for class use.</p>	
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Pair of scissors • Piece of cotton fabric • Manila papers • Pencils • Rulers • Carton boxes • Strings 	

Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner is able to;</p> <ul style="list-style-type: none"> • observe samples of expandable folders from the actual or virtual environment and identify material used in making the folders(Low vision), • manipulate samples of expandable folders from the actual environment and identify materials used in making the folders(learners with blindness), • design and create an expandable folder and decorates the folder • display and talk about own and others work and further rate for sampling 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • observe samples of expandable folders from the actual or virtual environment (Low vision), • manipulate samples of expandable folders from the actual environment (learners with blindness), • design and create an expandable folder • display and talk about own and others work 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • observe samples of expandable folders from the actual or virtual environment with support (Low vision), • manipulate samples of expandable folders from the actual environment with support (learners with blindness), • design and create an expandable folder with support • display and talk about own and others work with prompts 	<p>The learner;</p> <ul style="list-style-type: none"> • Has challenges observing samples of expandable folders from the actual or virtual environment even with support(Low vision), • Has challenges manipulating samples of expandable folders from the actual environment even with support (learners with blindness), • Has challenges designing and creating an expandable folder even with support • Has challenges displaying and talking about own and others work even with prompts



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Enquiry Questions
	1.2 Paper craft 3.2.2.Enhancing Expandable folders using tie and dye technique (2 lessons)	By the end of the sub-strand, the learner should be able to; <ul style="list-style-type: none"> • observe and identify folders enhanced using tie and dye technique from actual and, or virtual learning environment to motivate them to make their own(Low vision), • manipulate and discuss about actual folders enhanced using tie and dye technique to motivate them make their own (learners with blindness), • make tie and dye on piece of cloth to decorate an expandable folder, • Appreciate making an enhanced expandable 	<ul style="list-style-type: none"> • Learners with low vision are guided to observe and identify folders enhanced using tie and dye technique to inspire them to make their own. • Learners with blindness are guided to manipulate and discuss about actual folders enhanced using tie and dye technique to motivate them make their own. • Learners are guided to identify appropriate materials and tools used in making tie and dye. • Learners are guided in groups to tie and dye a fabric to be used in enhancing an expandable folder to store artwork. • Learners are guided to display and talk about own and others work to stimulate interest in artwork. 	<ol style="list-style-type: none"> 1. How do you make tie and dye? 2. How can you decorate an expandable folder?

		folder for use to hold valuable items.		
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: This is developed as the learner observes virtual samples of block prints, tie and dye. • Communication and collaboration: This is developed as the learner interacts with others during the activity. • Learning to learn: This is developed as the learner experiments with resources to make tie and dye. • Self- efficacy: This is developed as the learner displays and talks about own and others' work. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Self- efficacy: This is developed as the learners display and talk about their work. • Personal Hygiene: This is developed as the learners wash their hands and the working after the activity • Environmental Education: This is developed as learners are sensitized on the need to take care of the environment that provides resources for tie and dye. 		<p>Values:</p> <ul style="list-style-type: none"> • Respect: This is developed as the learner cares for each other's work during display and discussion • Responsibility: This is developed as the learner carefully handles materials when working. 		
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • English: vocabulary: expandable, folder, tie and dye, enhancing. • Science and Technology: Learners to learn about fibre crops. 		<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Learners make enhanced expandable folder gifts for friends and relatives. • Learners visit resource persons in the community to learn tie and dye techniques. 		
<p>Suggested Mode of Assessment:</p> <ul style="list-style-type: none"> • Peer assessment • Project • Self –assessment • Observation 				



Suggested Non- formal Activities:

- Learners make enhanced expandable folders for class use.
- Learners display tie and dye work during inter-class exhibitions.

Suggested Learning Resources:

- Pair of scissors
- White cotton fabric
- Water
- Dyes (assorted colours)
- Water containers
- Dye fastener
- Strings
- Expandable folders

Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner is able to;</p> <ul style="list-style-type: none"> • observe and identify folders enhanced using tie and dye technique from actual and, or virtual learning environment and identify the materials used • manipulate and discuss about actual folders enhanced using tie and dye technique and 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • observe and identify folders enhanced using tie and dye technique from actual and, or virtual learning environment (Low vision), • manipulate and discuss about actual folders enhanced using tie and dye technique (learners with blindness), 	<p>The learner is able to;</p> <p>observe and identify folders enhanced using tie and dye technique from actual and, or virtual learning environment with support</p> <ul style="list-style-type: none"> • manipulate and discuss about actual folders enhanced using tie and dye 	<p>The learner;</p> <p>Has challenges observing and identifying folders enhanced using tie and dye technique from actual and, or virtual learning environment even with support</p> <ul style="list-style-type: none"> • Has challenges manipulating and discussing about actual folders

<p>identify the materials used (learners with blindness),</p> <ul style="list-style-type: none"> • make tie and dye on piece of cloth to decorate an expandable folder and support others, • Appreciate making an enhanced expandable folder for use to hold valuable items rate for sampling 	<ul style="list-style-type: none"> • make tie and dye on piece of cloth to decorate an expandable folder, • Appreciate making an enhanced expandable folder for use to hold valuable items. 	<p>technique with support (learners with blindness),</p> <ul style="list-style-type: none"> • make tie and dye on piece of cloth to decorate an expandable folder with support, • Appreciate making an enhanced expandable folder for use to hold valuable items with support 	<p>enhanced using tie and dye technique even with support (learners with blindness),</p> <ul style="list-style-type: none"> • Has challenges making tie and dye on piece of cloth to decorate an expandable folder even with support, • Has challenges Appreciate making an enhanced expandable folder for use to hold valuable items even with support
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Enquiry Questions
	<p>3.2.Paper Craft 3.2.3.Enhancing an expandable folder using block printing technique (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) observe and identify block prints from actual and, or virtual environments for motivation to create their own (Low vision), b) Manipulate and discuss about block prints from the actual environment for motivation to create their own(Learners with blindness), c) create a block print pattern on a piece of cloth to be used in enhancing an expandable folder, d) display and appreciate own and others work 	<ul style="list-style-type: none"> • Learners with low vision are guided to observe and identify block prints from actual and or virtual environments to motivate them create their own. • Learners with blindness are guided to manipulate and discuss about block prints from the actual environment to motivate them. • Learners are guided to manipulate and explore materials used in making block print • Learners are guided to work in groups or in pairs to experiment with stamp making materials to create block print pattern on a piece of cloth to be used 	<p>1. Which materials from our environment can be used for block printing?</p>

			<p>in enhancing an expandable folder.</p> <ul style="list-style-type: none"> • Learners are guided to work in groups or in pairs to experiment with stencil materials to create block print pattern on a piece of cloth to be used in enhancing an expandable folder. • Learners are guided to display and talk about own and other's work. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: This is developed as the learner observes virtual samples of block prints. • Communication and collaboration: This is developed as the learner interacts with others during the activity. • Learning to learn: This is developed as the learner experiments with resources to make block prints. • Self-efficacy: This is developed as the learner displays and talks about own and others' work. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Personal Hygiene: This is developed as learners wash their hands and clean the working area after the activity. • Environmental Education: This is developed as learners are sensitized on the need to take care of the environment that provides resources for block printing. 			<p>Values:</p> <ul style="list-style-type: none"> • Respect: This is developed as the learner cares for each other's work during display and discussion • Responsibility: This is developed as the learners handle materials when working. 	
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> • English: vocabularies: expandable folder block, stencil, stamp. 			<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Learners make enhanced expandable folder gifts for friends and relatives. 	



<ul style="list-style-type: none"> • Science and Technology: Learners to be taught about types of leaves. 	<ul style="list-style-type: none"> • Learners visit resource persons in the community to learn block printing techniques.
<p>Suggested Mode of Assessment:</p> <ul style="list-style-type: none"> • Peers assessment • Project • Self- assessment • Question and answer • Observation 	
<p>Suggested Non- formal Activities:</p> <ul style="list-style-type: none"> • Learners make enhanced expandable folders using block prints for class use. • Learners display blocks print work during inter-class exhibitions. 	
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Pair of scissors • Bright cotton fabric • Water • Assorted coloured paints • Water containers • Blocks • Leaves • Stencils 	

Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner is able to;</p> <ul style="list-style-type: none"> • observe and identify block prints from actual and or virtual environments and further name the materials used in making them.(Low vision), • Manipulate and discuss about block prints from the actual environment and further name the materials used in making them (Learners with blindness), • create a block print pattern on a piece of cloth to be used in enhancing an expandable folder and support others • display and appreciate own and others work and rate the materials for sampling 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • observe and identify block prints from actual and, or virtual environments (Low vision), • Manipulate and discuss about block prints from the actual environment (Learners with blindness), • create a block print pattern on a piece of cloth to be used in enhancing an expandable folder, • display and appreciate own and others work 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • observe and identify some block prints from actual and, or virtual environments (Low vision), • Manipulate and discuss with prompts about block prints from the actual environment (Learners with blindness), • create a block print pattern on a piece of cloth to be used in enhancing an expandable folder with support • display and appreciate own and others work with support 	<p>The Learner:</p> <ul style="list-style-type: none"> • observes but has challenges identifying block prints from actual and or virtual environments even with support (Low vision), • Manipulates but has challenges discussing about block prints from the actual environment even with prompts (Learners with blindness), • Has challenges creating a block print pattern on a piece of cloth to be used in enhancing an expandable folder even with support • Has challenges in displaying and appreciating own and others work even with support



STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCE	KEY ENQUIRY QUESTIONS
3.0 DESIGN, MIXED MEDIA AND TECHNOLOGY	3.3 Puppetry 3.3.1 Making glove puppets. (2 lessons)	By the end of the sub strand, the learner should be able to; <ul style="list-style-type: none"> • Observe virtual or actual samples of glove puppet performance by teacher, resource person or video clips for concept formation (Low vision), • Manipulate and listen to virtual or actual samples of glove puppet performance by teacher, resource person or video clips for concept formation (Learner with blindness), • Manipulate and explore the materials used in making glove puppets so as to make their own • design and make characters with simple 	<ul style="list-style-type: none"> • Learners with low vision are guided to observe virtual or actual samples of glove puppet performance by teacher, resource person or video clips for concept formation • Learners with blindness are guided Manipulate and listen to virtual or actual samples of glove puppet performance by teacher, resource person or video clips for concept formation. • Manipulate and explore the materials used in making glove puppets so as to make their own • Learners are guided to enhance old glove or sock (by painting, sticking, stitching) to create the characters chosen by the group. • Learners are guided to practice manipulating the hand to move the puppets 	<ol style="list-style-type: none"> 1. How do you make glove puppets? 2. How do you manipulate a glove puppet?

		<p>plots and manipulate puppets to produce a creative performance,</p> <ul style="list-style-type: none"> perform a basic puppet show in an open window theatre to test functional use of the glove puppet. 	<p>according to a plot (story) agreed upon by the group members.</p> <ul style="list-style-type: none"> Learners are guided perform as a group a brief story using puppets to the rest of the class for enjoyment. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Digital literacy: This is developed as the learner observes samples of glove or sock puppets. Communication and collaboration: This is developed as the learner interacts with others during the activity. Self-efficacy: This is developed as the learner displays and talks about own and others' work. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> Environmental Education: This is developed as the learner make use of cast away socks or gloves Personal Hygiene: This is developed as the learners are sensitized on the need to wash old socks before making puppets with them. 		<p>Values:</p> <ul style="list-style-type: none"> Respect: This is developed as the learner cares for each other's work during display and discussion. Responsibility: This is developed as the learner handles materials with care when working. 		
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> Music: when performing songs and, or poems using puppets. Home science- Learners to learn stitching techniques. 		<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> Learners to make gloves puppets for entertainment in social places Learners visit resource persons in the community to learn glove puppet making techniques. 		



Suggested Mode of Assessment:

- Peers assessment
- Project
- Observation
- Question and answer
- Self- assessment

Suggested Non- formal Activities:

- Learners make glove puppets and use them during school concerts.
- Learners display glove puppets during inter-class exhibitions.

Suggested Learning Resources:

- Old socks
- Needles
- Gloves
- Coloured paper
- Thread
- Pair of scissors
- Paint
- Water
- Brush
- Buttons
- Adhesives
- Curtain
- Nails
- Sticks
- Carton box

Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner is able to;</p> <ul style="list-style-type: none"> • Observe virtual or actual samples of glove puppet performance by teacher, resource person or video clips and name the materials used in making the puppet(Low vision), • Manipulate and listen to virtual or actual samples of glove puppet performance by teacher, resource person or video clips and name the materials used in making the puppet (Learner with blindness), • Manipulate and explore the materials used in making glove puppets and explain 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • Observe virtual or actual samples of glove puppet performance by teacher, resource person or video clips (Low vision), • Manipulate and listen to virtual or actual samples of glove puppet performance by teacher, resource person or video clips (Learner with blindness), • Manipulate and explore the materials used in making glove puppets 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • Observe virtual or actual samples of glove puppet performance by teacher, resource person or video clips with support (Low vision), • Manipulate and listen to virtual or actual samples of glove puppet performance by teacher, resource person or video clips with support (Learner with blindness), • Manipulate and explore the materials used in 	<p>The learner;</p> <ul style="list-style-type: none"> • Has challenges Observing virtual or actual samples of glove puppet performance by teacher, resource person or video clips even with support (Low vision), • Has challenges Manipulating and listening to virtual or actual samples of glove puppet performance by teacher, resource person or video clips even with support (Learner with blindness), • Has challenges Manipulating and exploring the



<p>how some of the materials are used in making the puppet</p> <ul style="list-style-type: none"> • design and make characters with simple plots and manipulate puppets to produce a creative performance and support others, • perform a basic puppet show in an open window theatre to test functional use of the glove puppet with two or more plots of stories. 	<ul style="list-style-type: none"> • design and make characters with simple plots and manipulate puppets to produce a creative performance, • perform a basic puppet show in an open window theatre to test functional use of the glove puppet. 	<p>making glove puppets with support</p> <ul style="list-style-type: none"> • design and make characters with simple plots and manipulate puppets to produce a creative performance with support. • perform a basic puppet show in an open window theatre to test functional use of the glove puppet with support. 	<p>materials used in making glove puppets even with support</p> <ul style="list-style-type: none"> • Has challenges designing and making characters with simple plots and manipulate puppets to produce a creative performance even with support. • Has challenges performing a basic puppet show in an open window theatre to test functional use of the glove puppet even with support.
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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Enquiry Questions
3.0 DESIGN, MIXED MEDIA AND TECHNOLOGY	3.3 Puppetry 3.3.2. Make stick or rod puppets. (2 lessons)	By the end of the sub-strand, the learner should be able to; <ul style="list-style-type: none"> • Observe a stick or a rod puppet performance by teacher, resource person or a video clip for concept formation (low vision), • manipulate and listen to virtual and actual samples of a stick or rod puppet performance for concept formation (learner with blind), • Manipulate and explore materials used in ,making a stick puppet for familiarization • design and make animal-headed puppets mounted on stick or rod for creative performance, • perform a poem or story using animal-headed puppets mounted on stick 	<ul style="list-style-type: none"> • Learners with low vision are guided to observe a stick or a rod puppet performance by teacher, resource person or a video clip for concept formation • Learners with total blindness are guided to manipulate and listen to virtual and actual samples of a stick or rod puppet performance for concept formation • Learners are guided to manipulate and explore materials used in making a stick puppet for familiarization. • Learners are guided to assemble materials and make animal-headed puppets for creative performance in groups. • Learners are guided to perform to the rest of the class a poem or song using the animal-headed puppets for enjoyment. 	1.How do you make a stick or rod puppet? 2.How do you use stick or rod puppet



		<p>or rod in a doorway theatre for enjoyment,</p> <ul style="list-style-type: none"> • appreciate own and others work to stimulate fun and amusement. 	<ul style="list-style-type: none"> • Learners are guided to take turns in performing a poem or a story using a stick puppet 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: This is developed as the learner interacts with others during the activity • Self-efficacy: This is developed as the learner displays and talks about own and others' work • Learning to learn: This is developed as the learner makes and performs using rod or stick puppets • Critical thinking: This is developed as the learner makes and performs using rod or stick puppets. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Environmental education - This is developed as the learner is sensitized on the benefits of re-using materials like cast away sticks. • Financial literacy-This is developed as the learners are sensitized on the economic benefit of puppetry. 		<p>Values:</p> <ul style="list-style-type: none"> • Respect: This is developed as the learners work together during display and discussion. • Responsibility: This is developed as the learner cares for own and others' materials when working. • Social justice: This is developed as learners play various social roles using puppetry. 		
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> • Music: when performing songs or poems using puppets. • English: Vocabularies, Rod, sticks, puppet and Reciting poems. 		<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Learners make stick or rod puppets for entertainment in social places. • Learners visit resource persons in the community to learn stick or rod puppet making techniques. 		
<p>Suggested Mode of Assessment:</p> <ul style="list-style-type: none"> • Peer assessment • Project • Observation • Question and Answer 				

- Self-assessment

Suggested Non-formal Activities:

- Learners make stick or rod puppets and use them during school concerts.
- Learners display stick or rod puppets during inter class exhibitions.

Suggested Learning Resources:

- Paper: white or coloured
- Smooth bamboo skewers or other thin sticks
- Glue
- Scissors
- Masking tape
- Crayons, markers or coloured pencils
- Assorted objects or materials
- Cast away sticks
- Wires
- Plywood
- Tacking nails
- Hammer
- Markers



Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner is able to;</p> <ul style="list-style-type: none"> • Observe a stick or a rod puppet performance by teacher, resource person or a video clip and name the materials used in making the puppet (Low Vision) • manipulate and listen to virtual and actual samples of a stick or rod puppet performance and name the materials used in making the puppet (learner with blindness), • Manipulate and explore materials used in ,making a stick puppet and further identify most of them • design and make animal-headed puppets mounted on 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • Observe a stick or a rod puppet performance by teacher, resource person or a video clip (low vision), • manipulate and listen to virtual and actual samples of a stick or rod puppet performance (learner with blindness), • Manipulate and explore materials used in ,making a stick puppet • design and make animal-headed puppets mounted on stick or rod, 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • Observe a stick or a rod puppet performance by teacher, resource person or a video clip with support (low vision), • manipulate and listen to virtual and actual samples of a stick or rod puppet performance with support (learner with blindness), • Manipulate and explore materials used in ,making a stick puppet with support • design and make animal-headed puppets mounted on stick or rod with support, 	<p>The learner;</p> <ul style="list-style-type: none"> • Has challenges Observing a stick or a rod puppet performance by teacher, resource person or a video clip even with support (low vision), • Has challenges manipulating and listening to virtual and actual samples of a stick or rod puppet performance even with support(learner with blindness), • Has manipulating and exploring materials used in making a stick puppet • Has challenges designing and making animal-headed puppets

<p>stick or rod and support others,</p> <ul style="list-style-type: none"> perform two or more poems or stories using animal-headed puppets mounted on stick or rod in a doorway theatre appreciate own and others work and rate performances for sampling 	<ul style="list-style-type: none"> perform a poem or story using animal-headed puppets mounted on stick or rod in a doorway theatre appreciate own and others work 	<ul style="list-style-type: none"> perform a poem or story using animal-headed puppets mounted on stick or rod in a doorway theatre with support appreciate own and others work with prompts 	<p>mounted on stick or rod even with support.</p> <ul style="list-style-type: none"> Has performing a poem or story using animal-headed puppets mounted on stick or rod in a doorway theatre Has challenges appreciate own and others work even with prompts.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Enquiry Questions
3.0 DESIGN, MIXED MEDIA AND TECHNOLOGY	3.4 Photography 3.4.1 Elements of photography <ul style="list-style-type: none"> • Centre of interest • Appropriate background • View point • Appropriate lighting • Placement of forms in the frame (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) observe and talk about images and photographs from actual and virtual environment to motivate them take their own(low vision), b) manipulate and talk about images and photographs from actual environment to motivate them take their own (learners with blindness) c) manipulate and explore digital devices for familiarization d) capture images using digital devices for appreciation of beauty in the environment, e) discuss elements of photography for learning f) display and talk about own and others' photographs for appreciation. 	<ul style="list-style-type: none"> • Learners with low vision are guided to observe and talk about images and photographs from actual and virtual environment to motivate them take their own. • Learners with blindness are guided to manipulate and talk about images and photographs from actual environment to motivate them take their own. • Learners are guided to manipulate and explore digital devices for familiarization. • Learners are guided to work in groups to capture images using digital devices from their surroundings for appreciation. • Learners are guided to discuss elements of photography for learning. • Learners are guided to display and talk about own 	<ol style="list-style-type: none"> 1. Why do we take photographs? 2. How do we take photographs?

			and others' photographs for appreciation.	
<p>Core Competencies to developed:</p> <ul style="list-style-type: none"> • Digital literacy: This is developed as the learner interacts with digital devices in taking photographs. • Communication and collaboration: This is developed as the learner interacts with others during the activity. • Self -efficacy: This is developed as the learner displays and talks about own and others' work. • Learning to learn: This is developed as the learner interacts with digital devices in taking photographs. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Financial literacy: This is developed as the learners are sensitized on economic benefits of photography. • Environmental education: This is developed as the learners take different sceneries in their environment 			<p>Values:</p> <ul style="list-style-type: none"> • Respect: This is developed as the learners work together during taking of photographs, display and discussion. • Responsibility: This is developed as the learners care for own and others' materials when working. 	
<p>Link to other Learning areas:</p> <ul style="list-style-type: none"> • English-vocabulary; photography, focal point, view point, center of interest. 			<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Learners take photographs in social places and event in the community. • Learners visit resource persons in the community to learn photography. 	
<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> • Self- assessment • Project • Peer assessment • Observation • Question and answer 				



Suggested Non-formal Activities:

- Learners take photographs and use them during school concerts.
- Learners display photographs during inter class exhibitions.
- Learners take photographs for fun at their free time.

Suggested Learning Resources:

- Cameras
- Smart Phones
- Computers
- tablets

Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner is able to;</p> <ul style="list-style-type: none"> • observe and talk about images and photographs from actual and virtual environment and further explains how the images were taken(low vision), • manipulate and talk about images and photographs from actual environment and further explains how the images were taken (learners with blindness) 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • observe and talk about images and photographs from actual and virtual environment(low vision), • manipulate and talk about images and photographs from actual environment (learners with blindness) 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • observe and talk about images and photographs from actual and virtual environment with prompts (low vision), • manipulate and talk about images and photographs from actual environment with prompts (learners with blindness) 	<p>The learner ;</p> <ul style="list-style-type: none"> • Has challenges observing and talking about images and photographs from actual and virtual environment even with prompts (low vision), • Has challenges manipulating and talking about images and photographs from actual environment even with prompts (learners with blindness)

<ul style="list-style-type: none"> • manipulate and explore digital devices and further identifies some. • capture images using digital devices and support others. • discuss elements of photography for learning and further gives examples. • display and talk about own and others' photographs and rate them for sampling 	<ul style="list-style-type: none"> • manipulate and explore digital devices • capture images using digital devices, • discuss elements of photography for learning • display and talk about own and others' photographs. 	<ul style="list-style-type: none"> • manipulate and explore digital devices with support. • capture images using digital devices with support. • discuss elements of photography for learning with prompts. • display and talk about own and others' photographs with support. 	<ul style="list-style-type: none"> • Has challenges manipulating and exploring digital devices even with support • Has challenges capturing images using digital devices even with support. • Has challenges discussing elements of photography for learning even with support. • Has challenges displaying and talking about own and others' photographs even with prompts.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Enquiry Questions
	3.4.2.Creating and naming folders (One lesson)	By the end of the sub strand, the learner should be able to; a) Discuss reasons for storing digital photographs to enhance learning b) Create and name folders for storing digital photographs c) Download photographs from their digital folders and post them to their portfolios. d) Appreciate own and other's work for motivation	Learners are guided to; • Discuss reasons for storing digital photographs • Create and name folders for storing digital photographs in groups. • Download digital photographs and post them to their portfolios in groups. • Store digital photographs	<ul style="list-style-type: none"> • How does one create folders to store digital photographs? • Why do we store photographs?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: This is developed as the learner interacts with digital devices in creating and naming folders. • Communication and collaboration: This is developed as the learner interacts with others during the activity. • Self-efficacy: This is developed as the learner displays and talks about own and others' work. • Learning to learn: This is developed as the learner interacts with digital devices in creation and naming of folders. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Financial literacy: This is developed as the learners are sensitized on economic benefits of photography. 			<p>Values:</p> <ul style="list-style-type: none"> • Respect: This is developed as learners work together during display and discussion. • Responsibility: This is developed as the learner cares for own and others' materials when working. • Social justice: This is developed as learners play various social roles in creating and naming folders. 	

<p>Link to other Learning areas;</p> <ul style="list-style-type: none"> • English: vocabulary; folder, download, portfolio, photograph. 	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Learners take photographs in social places in the community. • Learners visit resource persons in the community to learn creation of folders.
<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> • Peer assessment • Project • Self- assessment • Question and answer • Observation 	
<p>Suggested Non-formal Activities:</p> <ul style="list-style-type: none"> • Learners take photographs and use them during school concerts. • Learners display the created folders during inter class exhibitions. • Learners take photographs for fun at their free time and place them in folders and portfolios. 	
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Cameras • Smart Phones • Computers • Laptops • Tablets 	



Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner is able to;</p> <ul style="list-style-type: none"> • Discuss reasons for storing digital photographs and further explains how the photographs are stored. • Create and name folders for storing digital photographs and support others. • Download photographs from their digital folders and post them to their portfolios and support others. • Appreciate own and others' work and rate them for sampling. 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • Discuss reasons for storing digital photographs. • Create and name folders for storing digital photographs • Download photographs from their digital folders and post them to their portfolios. • Appreciate own and others' work. 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • Discuss reasons for storing digital photographs with prompts. • Create and name folders for storing digital photographs with support. • Download photographs from their digital folders and post them to their portfolios with support. • Appreciate own and others' work with prompts. 	<p>The learner;</p> <ul style="list-style-type: none"> • Has challenges discussing reasons for storing digital photographs even with prompts. • Has challenges creating and naming folders for storing digital photographs even with support • Has challenges downloading photographs from their digital folders and posting them to their portfolios even with support. • Has challenges appreciating own and others' work even with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Enquiry Questions
4.0 PRESENTATION AND EXHIBITION	4.1. Mounting and Display of Artwork <ul style="list-style-type: none"> • Types and uses of Adhesives • Mounting 2 D artworks on -conventional surfaces • Mounting technique - Matting (2 lessons) 	By the end of the sub-strand the learner should be able to; <ol style="list-style-type: none"> a) observe, identify and experiment with different types of adhesives for familiarization(low vision), b) identify, manipulate and experiment with different types of adhesive for familiarization(learners with blindness), c) mount 2 D artwork on conventional surfaces using matting techniques for aesthetics and presentation, d) display and talk about own and others’ artwork. 	<ul style="list-style-type: none"> • Learners with low vision are guided to observe, identify and experiment with different types of adhesives available in their locality for familiarization. • Learners with blindness are guided to identify, manipulate and experiment with different types of adhesives available in their locality for familiarization • Learners are guided to work in groups to mount 2D artwork on conventional surfaces using matting technique for aesthetics and presentation. • Learners are guided to display and talk about 	<ol style="list-style-type: none"> 1. How do you display artwork? 2. Why do you display artwork?



			own and others' artwork .	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: This is developed as the learner interacts with others during the activity. • Self-efficacy: This is developed as the learner displays and talks about own and others' work. • Learning to learn: This is developed as the learners' experiment with different adhesives to mount their work. 				
<p>Pertinent and Contemporary Issues:</p> <p>Environmental education- This is developed as learners are made aware of conservation of various materials in the environment and of re-use of materials such as paper.</p> <p>Disaster Risk Reduction- This is developed as the learner observes safety measures as they source and use adhesives from the environment.</p>			<p>Values:</p> <p>Love: This is developed as learners learn the value of sharing the available resources.</p> <p>Respect: This is enhanced as learners share own and others opinions in artwork.</p> <p>Peace: This is developed as learners work together in harmony.</p>	
<p>Link to other Learning areas:</p> <ul style="list-style-type: none"> • English – vocabulary: matting, adhesive, display and mounting. 			<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Learners take part in community art exhibition • Learners visit resource persons in the community • Learners donate art work to the community 	
<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> • Peer assessment • Project • Observation • Question and answer • Self- assessment 				
<p>Suggested Non-formal Activities:</p> <ul style="list-style-type: none"> • Learners prepare displays of artwork for the school gallery. 				

- Learners display artwork during inter class exhibitions.
- Learners display artwork for fun at their free time.

Suggested Learning Resources:

- Hard boards
- Cardboards
- Glue
- Pair of scissors
- Picture cut outs
- Clear vanish

Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner is able to;</p> <ul style="list-style-type: none"> • observe, identify and experiment with different types of adhesives and explain how to make some of them (low vision), • identify, manipulate and experiment with different types of adhesives and explain how to make some of them (learners with blindness), 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • observe, identify and experiment with different types of adhesives (low vision), • identify, manipulate and experiment with different types of adhesives (learners with blindness), 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • observe, identify and experiment with different types of adhesives with support (low vision), • identify, manipulate and experiment with different types of adhesive with support (learners with blindness), 	<p>The learner ;</p> <ul style="list-style-type: none"> • Has challenges observing, identifying and experimenting with different types of adhesives even with support (low vision), • Has challenges identifying, manipulating and experimenting with different types of adhesive even with



<ul style="list-style-type: none"> • mount 2D artwork on conventional surfaces using matting techniques and support others, • display and talk about own and others' artwork and support others. 	<ul style="list-style-type: none"> • mount 2D artwork on conventional surfaces using matting techniques, • display and talk about own and others' artwork 	<ul style="list-style-type: none"> • mount 2D artwork on conventional surfaces using matting techniques with support, • display and talk about own and others' artwork with prompts 	<p>support (learners with blindness),</p> <ul style="list-style-type: none"> • Has challenges mounting 2D artwork on conventional surfaces using matting techniques even with support, <p>Has challenges displaying and talking about own and others' artwork even with prompts.</p>
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Enquiry Questions
	<p>4,2.Exhibition skills Exhibiting 2& 3D artwork</p> <ul style="list-style-type: none"> • Use of space (2 lessons) • Lighting • Display surfaces 	<p>By the end of the sub strand the learner should be able to;</p> <ul style="list-style-type: none"> • take a walk around the exhibition space noting the light and display surfaces for motivation(low vision), • take a walk around the exhibition space and manipulate displayed surfaces for motivation(learners with blindness) • select , arrange and display own 2D and 3D mounted artworks on the allocated spaces to develop creativity • appreciate the class artwork display for motivation. 	<ul style="list-style-type: none"> • Learners with low vision are guided to take a walk around the exhibition space noting the light and display surfaces for motivation. • Learners with blindness are guided to take a walk around the exhibition space and manipulate displayed surfaces for motivation. • Learners are guided to select from own 2D and 3D mounted artworks and display them in the allocated area. • Learners are guided to comment on own and others’ displayed work. 	<ol style="list-style-type: none"> 1. Why is it important to consider the direction of light when displaying artwork? 2. How do you display 2D and 3D artworks?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: This is developed as the learner interacts with others during the activity. • Self-efficacy: This is developed as the learner displays and talks about own and others’ work. • Learning to learn: This is developed as learners experiment with different adhesives to mount their work. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Environmental education 			<p>Values:</p>	



<p>-This is developed as Learners are made aware of conservation of various materials in the environment.</p> <p>- re-use of materials like paper.</p> <ul style="list-style-type: none"> • Disaster Risk Reduction-This is developed as learners observe safety measures as they source and use adhesives from the environment. 	<ul style="list-style-type: none"> • Love: This is developed as learners learn the value of sharing the available resources. • Respect: This is enhanced as learners share own and others opinions in artwork. • Peace: This is developed as learners work together in harmony.
<p>Link to other Learning areas:</p> <ul style="list-style-type: none"> • English – vocabulary: matting, adhesive, display, mounting. • Science: learners learn about wild animals in pictures. 	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Learners display exhibitions in community social places and government institutions. • Learners visit resource persons from the community to learn exhibitions.
<p>Suggested Mode of Assessment:</p> <ul style="list-style-type: none"> • Peer assessment • Project • Observation • Question and answer • Self-assessment 	
<p>Suggested Non-formal Activities:</p> <ul style="list-style-type: none"> • Learners display 2D and 3D mounted artworks during inter-class exhibition. 	
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Pair of scissors • Card boards • Stands • Completed craft work • Adhesives • Strings • Pieces of timber • Hard boards 	

Assessment Rubric:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner is able to;</p> <ul style="list-style-type: none"> • take a walk around the exhibition space noting the light and display surfaces (low vision) and identify the different display surfaces. • take a walk around the exhibition space and manipulate displayed surfaces and identify the different display surfaces (learners with blindness) • select, arrange and display own 2D and 3D mounted artworks on the allocated spaces to develop creativity and support others. • appreciate the class artwork display and rate for sampling. 	<p>The learner should be able to;</p> <ul style="list-style-type: none"> • take a walk around the exhibition space noting the light and display surfaces (low vision) • take a walk around the exhibition space and manipulate displayed surfaces (learners with blindness) • select, arrange and display own 2D and 3D mounted artworks on the allocated spaces to develop creativity • appreciate the class artwork display. 	<p>The learner is able to;</p> <ul style="list-style-type: none"> • take a walk around the exhibition space noting the light and display surfaces with support. (low vision) • take a walk around the exhibition space and manipulate displayed surfaces with support (learners with blindness). • select, arrange and display own 2D and 3D mounted artworks on the allocated spaces to develop creativity with support. • appreciate the class artwork display with prompts. 	<ul style="list-style-type: none"> • The learner; take a walk around the exhibition space but has challenges noting the light and display surfaces (low vision). • take a walk around the exhibition space but has challenges manipulating displayed surfaces even with support (learners with blindness) • has challenges selecting, arranging and displaying own 2D and 3D mounted artworks on the allocated spaces to develop creativity even with support.



			<ul style="list-style-type: none">• Has challenges appreciating the class artwork display even with prompts.
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SUGGESTED COMMUNITY SERVICE LEARNING ACTIVITIES:

1. Card making for patients in hospitals/the senior citizens/prisoners/children in Care centers.
2. Create paintings to decorate social halls/hospitals/homes/worship centers among others.
3. Make Artworks and sell to help needy students.
4. Use puppetry and animation to entertain the school community on PCI themes
5. Create PCI messages to be put around the school and community centers
6. Photo-stories based on PCI themes taken and displayed to sensitize the community
7. Create murals on PCI themes on school or public walls
8. Perform traditional dances using drums made during public functions

ASSESSMENT METHODS:

1. Question and answer
2. Portfolio
3. Discussion
4. Observation
5. project



SUGGESTED RESOURCES FOR ART ACTIVITIES:

1. **Drawing:** Dry media (charcoal, coloured chalk, pastels, burnt sticks, pencils, coloured pencils), paper, sharpeners, eraser
2. **Painting:** paint, paper, brushes, water containers
3. **Montage:** adhesives, papers, cutting tools, magazines, newspapers, mounting boards
4. **Graphic design:** rulers, stencils, pencils, erasers, paper, cutters, ink, paint
5. **Puppetry:** used socks, gloves, sticks/rods, cloth pieces, wires, nails, wood, cutting tools, adhesives, strings
6. **Leatherwork:** pieces of leather, thongs, fishing line, beads
7. **Book-craft:** sharp cutting tools, rulers, pencils, erasers, decorated fabric, adhesives
8. **Fabric Decoration:** fabric, silk mesh, stencils, squeegee, printing ink, wooden frames, dyes, strings, work tables,
9. **Photography:** cameras, smart phones, mobile phones, tablets, google, desk tops, printers, printing paper,
10. **Pottery:** clay, water, firewood, match box, incising tools
11. **Mounting and Exhibition:** wood, nails, hammers, saws, adhesives, papers, hard boards, soft boards, hessian grass, manila paper, carton boxes



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