

Curriculum Design Movement Activities Grade Three

Basic movement skills: Locomotor Skill: Skipping

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic Motor Skills	1.1 Locomotor skill: Skipping 12 lessons	By the end of the sub-strand, the learner should be able to: a) name the parts of the body that are in use when skipping for body awareness, b) watch a video clip on skipping for digital literacy, c) perform skipping in different ways for strength, coordination, endurance and balance , d) practice skipping in different ways for strength, coordination, endurance, balance and for excellence, e) establish relationships through skipping for critical thinking and problem solving, f) appreciate skipping for strength, coordination, balance and self-esteem g) make appropriate play items for creativity and imagination, h) play simple games for enjoyment, creativity, collaboration and peaceful coexistence, i) observe rules when playing games for own and others safety.	<ul style="list-style-type: none"> ▪ Learners to answer questions on the parts of the body in use when skipping. ▪ Learners in groups to watch a video clip of people skipping. ▪ Learners to practice Skipping in different ways by: <ul style="list-style-type: none"> ○ skip in different directions <ul style="list-style-type: none"> - forward, - backward, - to the right - to the left ○ skip in different pathways <ul style="list-style-type: none"> - circular - straight - curved - zigzag ○ skip in different levels <ul style="list-style-type: none"> - low - medium - high ○ learners to skip in varying tempo such as slowly, moderate and fast and make shapes(square , circle, rectangle etc) ▪ Learners to establish relationships such as mirroring, over, under, through, on beside, along and between ▪ Learners in groups to walk and make letters of the alphabet such as such as A, C, D, I, L. ▪ Learners in groups to walk and make numbers such as 6,7,8 	Name physical activities that can be performed using a rope?

			<ul style="list-style-type: none"> ▪ Learners to make a combination of levels, pathways, tempo and skip. ▪ Learners to play games that involve skipping. ▪ Learners to obey rules as they skip and play games. 	
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Communication and collaboration 7. Critical thinking and problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve skipping skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene nutrition ▪ Environmental activities ▪ Mathematics activities 	
<p>Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Love, Unity ,Peace</p>				
<p>Suggested Community Service Learning activity to support learning through application: Learners to make ropes and display them during parents meeting.</p>			<p>Suggested assessment: oral questions and practical</p>	
<p>Suggested non-formal activity to support learning through application: Learners to visit a market to see different types of ropes.</p>			<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, field, bean bags, ropes, ▪ digital devices smart phones ▪ video clips of people skipping 	

Movement Physical activities Assessment Rubric for Locomotor Skill: Skipping

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does observes safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
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Basic movement skills: Locomotor skill: Galloping

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	1.2 Locomotor skill: Galloping 12 Lessons	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) watch a video clip on horses galloping for digital literacy, b) perform galloping in different ways for strength, coordination, endurance and balance, c) practice galloping in different ways for strength, coordination, endurance, balance and for excellence, d) establish relationships through galloping for critical thinking and problem solving, 	<ul style="list-style-type: none"> ▪ Learners to answer questions on the animals that gallop. ▪ Learners watch a video of the animals that gallop. ▪ Learners to practice galloping in different ways by: <ul style="list-style-type: none"> ○ gallop in different directions <ul style="list-style-type: none"> - forward, - backward, - to the right - to the left ○ gallop in different pathways <ul style="list-style-type: none"> - circular - straight - curved 	<ol style="list-style-type: none"> 1. Name the animals that gallop? 2. How can you use the skill gallop in your daily life?

		<p>e) appreciate galloping for strength, coordination, balance and self-esteem,</p> <p>f) make appropriate play items for creativity and imagination,</p> <p>g) play simple games for enjoyment and peaceful coexistence,</p> <p>h) observe the rules when playing games for own and others safety.</p>	<ul style="list-style-type: none"> - zigzag o gallop in different levels <ul style="list-style-type: none"> - low - medium - high ▪ Learners to gallop in varying tempo such as slowly, moderate, fast and make shapes such as square, circle etc: ▪ Learners establish relationships such as under mirroring etc. ▪ Learners in groups to gallop and make letters of the alphabet such as C, I, L, O, ▪ Learners in groups to gallop and make numbers such as 7, 6, 3. ▪ Learners to make a combination of levels, pathways, tempo and gallop. ▪ Learners to play games that involve galloping. ▪ Learners to obey rules as they gallop and play games. 	
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Core Competences to be Developed:

The Learners are expected to acquire the following competences in the process of learning basic movement skills:

1. Citizenship
2. Self-efficacy
3. Learning to learn
4. Digital Literacy
5. Creativity and imagination
6. Communication and collaboration
7. Critical thinking and problem solving

Link to PCIs:

- **ESD: DRR:** safety and security: when playing games
- **Citizenship:** social cohesion: the learners to collaborate when playing games
- **Learner Support Program:** sports and games: games that involve walking skills

Links to other learning areas:

- Languages activities
- Hygiene Nutrition
- Environmental activities

<ul style="list-style-type: none"> ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	<ul style="list-style-type: none"> ▪ Mathematic activities
Links to Values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love, Peace	
Suggested community service learning activity to support learning through application: Learners can perform during prize giving day and AGM	Suggested assessment: oral questions and practical
Suggested non-formal activity to support learning through application: Learners can be taken to watch athletic championship in the community stadium.	Suggested Resources: <ul style="list-style-type: none"> ▪ field makers, field, bean bags, ropes, ▪ digital devices such as mobile smart phones ▪ video clips of people galloping

Movement Physical activities Assessment Rubric for the Locomotor Skill: Galloping

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
4.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components

5.	applies rules when playing games (cognitive and psycho-motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
6.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participate in the lesson nor accept corrects ▪ the does not contribute to team activities ▪ the learner exhibits poor leadership qualities

Locomotor skills: Dodging

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	1.3 Locomotor skills: Dodging 12 lessons	By the end of the sub-strand, the learner should be able to: a) name the parts of the body that are in use when dodging for body awareness, b) watch a video clip on a game of Netball and observe dodging for digital literacy , c) perform dodging in different ways for strength, coordination, endurance and balance , d) practice dodging in different ways for strength, coordination, endurance, balance and for excellence , e) establish relationships while dodging for critical thinking and problem solving, f) appreciate dodging for strength, coordination, balance and self-esteem, g) make appropriate play items for creativity and imagination, h) play simple games for enjoyment, creativity, collaboration and peaceful coexistence, i) obey rules when playing games for own and others safety,	<ul style="list-style-type: none"> ▪ Learners to answer questions on the games where the dodging skill is used. ▪ Learners to watch video clips of a netball game and to make observation on dodging. ▪ Learners to practice dodging in different ways by: <ul style="list-style-type: none"> ▪ dodging in different directions <ul style="list-style-type: none"> ○ forward, ○ backward, ○ to the right ○ to the left ▪ dodging in different pathways <ul style="list-style-type: none"> ○ circular ○ straight ○ curved ○ zigzag ▪ dodging in different levels, slowly moderate and fast ▪ Learners to play games while using the skill galloping ▪ Learners to obey rules as they gallop and play games. 	<ol style="list-style-type: none"> 1. Mention games that you can play using dodging? 2. What do you do to avoid being hit by a kicked ball?

<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Communication and collaboration 7. Critical thinking and problem solving 	
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve walking skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematics activities
<p>Link to values: exhibit responsible behaviour that respects self and others during physical activities by displaying such values as integrity, respect, responsibility, unity, love, peace</p>	
<p>Suggested community service learning activity to support learning through application: Learners to take part in the Freedom from Hunger Walk event</p>	<p>suggested assessment: oral questions and practical</p>
<p>Suggested non-formal physical activities to support learning: Learners to make balls and bean bags from the locally available materials.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field makers, field, bean bags, ropes, ▪ digital devices such as computer and smart mobile phones ▪ video clips of learners playing a game where dodging is used

Movement Physical activities Assessment Rubric for the Locomotor Skill: Dodging

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
7.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
8.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

9.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
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Locomotor skill: Sliding

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic Motor Skills	1.4 Locomotor skill: Sliding 12 lessons	By the end of the sub-strand, the learner should be able to: a) explore sliding in different ways for body awareness, b) watch a video clip of people sliding for digital literacy, c) perform sliding in different ways for strength, coordination, endurance and balance, d) practice sliding in different ways for strength, coordination, endurance,	<ul style="list-style-type: none"> ▪ Learners to answer questions on the parts of the body that are in use when sliding. ▪ Learners watch a video clip of the animals that slide. ▪ Learners to practice sliding in different ways by: <ul style="list-style-type: none"> ○ gallop in different directions <ul style="list-style-type: none"> - forward, - backward, - to the right - to the left 	<ol style="list-style-type: none"> 1. How can you use the skill sliding (side gallop) in your daily routine? 2. Name animals that slid for movement?

		<p>balance and for excellence,</p> <p>e) establish relationships through sliding for critical thinking and problem,</p> <p>f) appreciate sliding for strength, coordination, balance and self-esteem,</p> <p>g) make appropriate play items for creativity and imagination,</p> <p>h) play simple games for enjoyment, creativity, collaboration, and peaceful coexistence,</p> <p>i) observe the rules when playing games for own and others safety,</p>	<ul style="list-style-type: none"> ○ slide in different pathways <ul style="list-style-type: none"> - circular - straight - curved - zigzag ○ slide in different levels <ul style="list-style-type: none"> - low - medium - high <ul style="list-style-type: none"> ▪ Learners to establish relationships such as under, on, through, round, between, sideways etc. ▪ Learners in groups to slide and make letters of the alphabet such as such as O, N, T, W, Y. ▪ Learners in groups to slide and make numbers, 5, 6, 7, 8. ▪ Learners to make a combination of levels, pathways, tempo and slide. ▪ Learners to play games that involve sliding. ▪ Learners to obey rules for safety. 	
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Communication and collaboration 7. Critical thinking and problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene Nutrition 	

<ul style="list-style-type: none"> ▪ Learner Support Program: sports and games: games that involve walking skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	<ul style="list-style-type: none"> ▪ Environmental activities ▪ Mathematic activities
Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love Peace	
Suggested community service learning activity to support learning through application: Learners to pay a visit to the chief and learn about his responsibilities in the community.	Suggested assessment: oral questions and practical
Suggested non-formal activity to support learning through application: Learners to watch video clips of people skating.	Suggested Resources: <ul style="list-style-type: none"> ▪ field makers, pebbles ropes, ▪ digital devices such as smart phones ▪ video clips of animals that slide such as the seal

Movement Physical activities Assessment Rubric for the Locomotor Skill: Sliding

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
10.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components

11.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
12.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participate in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities

Basic Motor Skill: Non Locomotor skill: Twisting

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	1.5 Non-locomotor: Twisting 5Lessons	By the end of the sub-strand, the learner should be able to: a) explore twisting in different ways for body awareness, b) watch a video clip of ballet dancers for digital literacy , c) perform twisting in different ways for strength, coordination, endurance and balance , d) practice twisting in different ways for strength, coordination, endurance, balance and for excellence, e) establish relationships through twisting for critical thinking and problem, f) appreciate twisting for strength, coordination, balance and self-esteem, g) make appropriate play items for creativity and imagination, h) play simple games for creativity, collaboration ,enjoyment and peaceful coexistence, i) obey rules when playing games for own and others safety,	<ul style="list-style-type: none"> ▪ Learners to watch video clips of ballet dancers. ▪ Learners to practice twisting individually and in groups. ▪ Learners participate in twisting activities. ▪ Observe rules for safety 	<ol style="list-style-type: none"> 1. Which parts of the body can twist 2. Name an activity that involves twisting?
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 				

4. Learning to learn 5. Creativity and imagination 6. Communication and collaboration 7. Critical thinking and problem solving	
Link to PCIs: <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve walking skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	Links to other learning areas: <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love, Peace	
Suggested community service learning activity: Learners can perform a dance during the school closing ceremony.	Suggested assessment: oral questions and practical
Suggested non-formal activity to support learning through application: Learners can engage in signing games for enjoyment.	Suggested Resources: <ul style="list-style-type: none"> ▪ field makers, field, bean bags, ropes, ▪ digital devices such as smart mobile phones ▪ video clips of ballet dancers

Movement Physical activities Assessment Rubric for the Non-Locomotor Skill: Twisting

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The learner does not wear the right attire for movement activities ▪ the learner does not participate in the lesson nor accept corrections ▪ the learner does not contribute to team activities ▪ the learner exhibits poor leadership qualities
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basic movement skills: Manipulative skill: Striking

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	1.6 Manipulative skills: Striking 12 Lessons	By the end of the sub-strand, the learner should be able to: a) watch a video clip of cricket players and observe striking for digital literacy, b) perform striking in different ways for strength, coordination, endurance and balance, c) practice striking in different ways for strength, coordination, endurance, balance and for excellence, d) establish relationships through striking for critical thinking and problem solving,	<ul style="list-style-type: none"> ▪ Learners answer questions on the parts of the body that are used for striking. ▪ Learners to watch a video clip of game where the striking skill is performed such as rounder and cricket. ▪ practice striking in different ways by: <ul style="list-style-type: none"> ○ striking in different directions such as forward, backward, to right and left ○ striking sideways ○ strike in different levels such as low, medium and high ○ strike an object to varying distances such as near, far 	<ol style="list-style-type: none"> 1. Which parts of the body is used for striking? 2. Name a game where the striking skill is used?

		<ul style="list-style-type: none"> e) appreciate striking for strength, coordination, balance and self-esteem, f) make appropriate play items for creativity and imagination, g) play simple games for creativity, collaboration ,enjoyment and peaceful coexistence, h) obey rules when playing games for own and others safety. 	<ul style="list-style-type: none"> ▪ Learners to play games that involve striking. ▪ Learners to observe rules as they play games. 	
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Self-efficacy 2. Citizenship 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Communication and collaboration 7. Critical thinking and problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve walking skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities 	
<p>Values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Peace</p>				
<p>Suggested community service learning activity to support learning through application: The learners to make bats for striking and display during the schools cultural day.</p>			<p>Suggested assessment: oral questions and practical</p>	

Suggested non-formal activity to support learning: The learners improvise bats from the locally available materials and present them to the teacher..	Suggested Resources: <ul style="list-style-type: none"> ▪ field makers, pebbles, ropes, ▪ digital devices such as computers and smart mobile phones ▪ video clip of games where the striking skill is used such as rounder and cricket
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Movement Physical activities Assessment Rubric for the Non-Locomotor Skill: Striking

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho-motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does observes safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
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Manipulative skills: Punting

Strand	Sub - strand	Specific learning Outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	1.7 Manipulative skills: Punting 12 Lessons	By the end of the sub-strand, the learner should be able to: a) watch a video clip of soccer players punting for digital literacy , b) perform punting in different ways for coordination, endurance and balance , c) practice punting in different ways for coordination, endurance, balance and for excellence , d) establish relationships through punting for critical thinking and problem solving,	<ul style="list-style-type: none"> ▪ Learners answer questions on the parts of the body that are used for punting. ▪ learners to watch a video clip on of a game where punting is used such as football. ▪ practice punting in different directions such as forward, left and right . ▪ Learners to play games that involve punting such as a minor game of soccer. ▪ Learners to observe rules as they punt and play games. 	<ol style="list-style-type: none"> 1. Mention the part of the body used for punting 2. Name a game where punting is used?

		<p>e) appreciate punting for strength, coordination, balance and self-esteem,</p> <p>f) make appropriate play items for creativity and imagination,</p> <p>g) play simple games for creativity, collaboration, enjoyment and peaceful coexistence,</p> <p>h) obey rules when playing games for own and others safety.</p>		
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Critical thinking and problem solving 7. Communication and collaboration 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve punting skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene Nutrition ▪ Environmental activities ▪ Mathematic activities 	
<p>Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Peace, Unity, Love</p>				
<p>Suggested community service learning activity to support learning through: Learners to visit a nearby school for a friendly match.</p>			<p>Suggested assessment: oral questions and practical</p>	

Suggested non-formal physical activity to support learning through application: Learners to use the locally available materials and make ball for use in games.	Suggested Resources: <ul style="list-style-type: none"> ▪ field makers, field, bean bags, ropes, ▪ digital devices such as smart mobile phones ▪ video clip of a soccer game when punting is in use
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Movement Physical activities Assessment Rubric for the Non-Locomotor Skill: Punting

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
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Basic Motor Skills: Manipulative skill: Dribbling

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	1.8 manipulative skills: Dribbling 12 lessons	By the end of the sub-strand, the learner should be able to: a) watch a video clip of soccer game and observe dribbling for digital literacy, b) perform dribbling in different ways for coordination, endurance and balance, c) practice dribbling in different ways for coordination, endurance, balance and for excellence, d) establish relationships through dribbling for critical thinking and problem, e) appreciate dribbling for strength, coordination, balance and self-esteem, f) make appropriate play items for creativity and imagination,	<ul style="list-style-type: none"> ▪ Learners answer questions on the parts of the body that are used for dribbling. ▪ Learners to watch a video clip on a soccer game and observe as the ball is being dribbled. ▪ Learners to practice dribbling in different ways by: <ul style="list-style-type: none"> ○ dribbling in different directions such as forward, to the right and left ○ dribbling in different pathways such as circular, straight, zigzag and circles ○ dribble objects to varying distances such as near, far 	<ol style="list-style-type: none"> 1. Which directions can you dribble easily? 2. which part of the body is used for dribbling? 3. Name a game where dribbling is used?

		<ul style="list-style-type: none"> g) play simple games for creativity, collaboration, enjoyment and peaceful coexistence, h) obey rules when playing games for own and others safety. 	<ul style="list-style-type: none"> ▪ Learners to dribble individually and in groups. ▪ Learners to play games that involve dribbling. ▪ Observe the rules when dribbling for own and others safety. 	
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Self-efficacy 2. Citizenship 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Critical thinking and problem solving 7. Communication and collaboration 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve dribbling skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self - Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities 	
<p>Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love</p>				
<p>Suggested community service learning activity to support learning through application: Learners to make play items for display during AGM and academic days.</p>			<p>Suggested assessment: oral questions and practical</p>	
<p>Suggested non-formal activity to support learning through application: Learners to cooperate with others in playing soccer and use dribbling as the main skill.</p>			<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field makers, field, bean bags, ropes, ▪ digital devices such as computers and smart phones ▪ video clip of a soccer games where the dribbling is being used 	

Movement Physical activities Assessment Rubric for the Non-Locomotor Skill: Dribbling

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
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Swimming: Water Safety: Heat Escape Lessening Position (H.E.L.P)

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	2.1 Water safety: H.E.L.P 6 Lessons	By the end of the sub- strand, the learner should be able to: a) name a floating technique that you know for self- esteem, b) watch a video clip of people in the H.E.L.P position for digital literacy, c) perform H.E.L.P for –survival, d) practice H.E.L.P for survival, e) appreciate H.E.L.P for rescue, f) make relationships while in water for creativity and imagination, g) play simple games for creativity, collaboration, enjoyment and peaceful coexistence, h) obey the swimming pool rules for own and others safety.	<ul style="list-style-type: none"> ▪ Learners to name floating techniques that they know. ▪ Learners to be guided on the meaning of Heat Escape Lessening Postures (H.E.L.P). ▪ Learners to watch a video clip of the H.E.L.P in water. ▪ Learners to practice H.E.L.P. ▪ Learners to state the importance of H.E.L.P in water such as: <ul style="list-style-type: none"> ○ Huddling with other people in the water lessens the loss of body heat ○ Huddle Position in water is good for morale and rescuers can spot a group more easily than an individual ▪ Learners to observe swimming pool rules for safety 	<ol style="list-style-type: none"> 1. State pool rules that you know? 2. State a floating technique that you know.

Core Competences to be Developed:

The Learners are expected to acquire the following competences in the process of learning swimming:

1. Citizenship
2. Self-efficacy
3. Digital Literacy
4. Learning to learn
5. Creativity and imagination
6. Critical thinking and problem solving
7. Communication and collaboration

Link to PCIS and values:**PCIs:**

- **ESD: DRR:** safety and security: when playing games
- **Citizenship:** social cohesion: the learners to collaborate when playing games
- **Learner Support Program:** sports and games: games that involve walking skills
- **Health Education:** HIV and AIDS: when wounds and cuts occur while playing game report to the teacher do not handle
- **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities

Links to other learning areas:

- Languages activities
- Hygiene and Nutrition
- Environmental activities
- Mathematic activities

Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Peace, Unity, Love

Suggested community service learning activity to support learning through application:

Learners to plant trees around the water bodies in the community.

Suggested assessment: oral questions and practical

Suggested non-formal activities to support learning through application: Learners to visit a swimming gala organised in the community.

Suggested Resources:

- field makers, bean bags, ropes,
- digital devices such as computer and smart phones
- video clip of a soccer games where the dribbling is being used

Movement Physical activities Assessment Rubric for Swimming: Water Safety: H.E.L.P and Huddle Position in water

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
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Swimming: Basic swimming skills: Arm action in water- front crawl

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	2.2 Basic swimming skills: Arm action in water-front crawl 12 lesson	By the end of the sub-strand the learner should be able to: a) explore the different actions that the arm can make in water for body awareness, b) perform the arm action in front crawl in swimming for strength and coordination, c) Practice the arm action in front crawl in swimming for excellence d) appreciate the arm action in front crawl in swimming for self-esteem, e) make relationships in water for creativity, f) play simple water games for creativity, enjoyment and peaceful	<ul style="list-style-type: none"> ▪ Learners to name the different arm action they can make in water. ▪ Learners to watch a video clip of the arm action in front crawl in swimming. ▪ Learners to be guided on performing the arm action in front crawl in swimming. ▪ Learners to practicing the arm action in front crawl in swimming. ▪ Learners to enjoy playing simple water games. ▪ Learners to observe pool rules for safety. 	<ol style="list-style-type: none"> 1. Mention ways in which you can move your water? 2. give the various directions the body can move to in water?

		coexistence g) observe safety when performing the arm action in front crawl in swimming for own and others safety.		
Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning swimming: <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Critical thinking and problem solving 7. Communication and collaboration 				
Link to PCIs: <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve walking skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 			Links to other learning areas: <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities 	
Link to values : Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love				
Suggested Community Service Learning Physical activities: Learners to visit an orphanage and cooperate with the children there			Suggested assessment: oral questions and practical	
Suggested non-formal physical activities to support learning: The learners to dramatize and role play movement in water.			Suggested Resources: <ul style="list-style-type: none"> ▪ field markers, bean bags, ropes, ▪ digital devices such as computer and smart phones ▪ video clip of a soccer games where the dribbling is being used 	

Movement Physical activities Assessment Rubric for Swimming: Basic swimming skills: Front Crawl

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
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Swimming: Basic swimming skills: Leg action in water- Kicking

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	2.3 Basic swimming skills: Kicking (Leg action in water)in front crawl 12 lessons	By the end of the sub-strand the learner should be able to: a) explore the different actions that the leg can make in water for body awareness, b) perform kicking- leg action in front crawl in swimming for strength and coordination, c) Practice kicking –leg action in front crawl in swimming for excellence, d) appreciate kicking-leg action in front crawl in swimming for self-esteem, e) make relationships in water for creativity and imagination, f) play simple water game for creativity, enjoyment and peaceful coexistence, g) observe safety when performing kicking –leg action in front crawl in swimming for own and others safety.	<ul style="list-style-type: none"> ▪ Learners to name the different leg actions they can make in water ▪ Learners to watch a video clip of kicking –leg action in front crawl in swimming ▪ Learners to be guided on performing kicking –leg action in front crawl in swimming ▪ Learners to practice kicking-leg action in front crawl in swimming ▪ Learners to enjoy playing simple water games ▪ Learners to observe safety rules while performing kicking- leg action in front crawl in swimming and when playing water games for safety 	<ol style="list-style-type: none"> 1. Name body part used for kicking in water 2. Mention any floating technique they know

<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Digital Literacy 3. Self-efficacy 4. Learning to learn 5. Creativity and imagination 6. Critical thinking and problem solving 7. Communication and collaboration 	
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when swimming ▪ Citizenship: social cohesion: the learners to collaborate performing during the swimming gala/events ▪ Learner Support Program: swimming gala: swimming competitions ▪ Health Education: HIV and AIDS: when wounds and cuts occur while swimming report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
<p>Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love, Unity</p>	
<p>Suggested community service learning activity: Learner to visit the aged in the community and assist in daily chores.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning: Learners to watch a video clip of people performing the leg action in water.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field makers, field, bean bags, ropes, ▪ digital devices such as computers and smart phones ▪ video clip of a soccer games where the dribbling is being used

Movement Physical activities Assessment Rubric for Swimming: Basic swimming skills: Kicking (Leg Action in Water)

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The learner does not wear the right attire for movement activities ▪ the learner does not participate in the lesson nor accept corrections ▪ the learner does not contribute to team activities ▪ the learner exhibits poor leadership qualities
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Swimming: Basic swimming skills: Starfish float

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	2.4 Basic swimming skills: Starfish float 12Lessons	By the end of the sub-strand the learner should be able to: a) name some animals that live in water b) watch a video clip of people floating in water for digital literacy, c) perform the starfish float in water for survival, d) perform the starfish float in water for self-esteem, courage and confidence, e) appreciate floating in water using the starfish float for survival, f) play simple water games for creativity, enjoyment and peaceful co-existence, g) obey rules while playing water games for own and others safety.	<ul style="list-style-type: none"> ▪ Learners to draw the starfish. ▪ Learners to watch a video clip of the starfish float in swimming. ▪ Learners to be guided on performing starfish float in swimming. ▪ Learners to practice starfish float in swimming. ▪ Learners to enjoy playing simple water games. ▪ Learners to observe rules for safety. 	<ol style="list-style-type: none"> 1. Mention some objects that may float in water 2. Name animals that live in water

<p>Core Competences to be Developed: The learners are expected to acquire the following competences in the process of learning swimming:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Critical thinking and problem solving 7. Communication and collaboration 	
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when swimming ▪ Citizenship: social cohesion: the learners to collaborate performing during the swimming gala/events ▪ Learner Support Program: swimming gala: swimming competitions ▪ Health Education: HIV and AIDS: when wounds and cuts occur while swimming report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
<p>Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love, Unity</p>	
<p>Suggested community service learning activity to support learning through application: Learners to make play items and donate them to a children’s home of choice.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning through application: Learners to make improvised floaters for use and bring them to the teacher.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field makers, field, bean bags, ropes, ▪ digital devices such as computers and smart phones ▪ video clip of a soccer games where the dribbling is being used

Movement Physical activities Assessment Rubric for Swimming: Basic swimming skills: Starfish floating technique

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The learner does not wear the right attire for movement activities ▪ the learner does not participate in the lesson nor accept corrections ▪ the learner does not contribute to team activities ▪ the learner exhibits poor leadership qualities
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Gymnastics: Static balances: V-balance

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	3.1 Static balances: V-balance 5 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 that are involved in performing the V-balance, b) watch a video clip of people performing the V-balance for digital literacy, c) perform the V-balance for strength, agility, flexibility and coordination, d) practice the V-balance for strength, agility, flexibility, coordination and for excellence, e) appreciate performing the V-balance for strength, agility, flexibility, coordination and for self-esteem, f) make relationships when performing 	<ul style="list-style-type: none"> ▪ Learners to name the parts of the body used in performing the V-balance. ▪ Learners to watch video clips of the V-balance. ▪ Learners to be guided on how to perform the V-balance. ▪ Learners to practice the V-balance individually. ▪ Learners to participate in activities involving the V-balance. ▪ Learners to observe rules when performing balances for safety. 	<ol style="list-style-type: none"> 1. Mention any other balance you know 2. Name animals that sometimes stand on two legs

		<p>the V-balance for creativity and imagination,</p> <p>g) play simple games for creativity, collaboration, enjoyment and peaceful coexistence,</p> <p>h) obey rules while performing balances for own and others safety.</p>		
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning gymnastics skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Critical thinking and problem solving 7. Communication and collaboration 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: performing gymnastic displays ▪ Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays ▪ Learner Support Program: gymnastic displays: performing individual and group gymnastic displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities 	
<p>Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Peace, Love, Unity</p>				
<p>Suggested community service learning activity: Learners to perform gymnastic activities during the school closing day..</p>			<p>Suggested assessment: oral questions and practical</p>	
<p>Suggested non-formal activity to support learning through application: Learner to watch video clips of basic shapes in gymnastics.</p>			<p>Suggested Resources: field markers, bean bags, ropes, benches, digital devices such as computer and smart phones, video clips of the gymnastic skill</p>	

Movement physical activities Assessment Rubric for Gymnastics: static balance: V-Balance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does observes safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
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Gymnastics: Dynamic balance: Beam balance

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	3.2 Dynamic balance: Beam balance 10 Lessons	By the end of the sub- strand, the learner should be able to: a) watch a video clip of people performing beam balance for digital literacy, b) perform the beam balance for strength, balance and coordination, c) practice the beam balance for strength, balance, coordination and excellence, d) appreciate performing the beam balance for coordination, balance and courage, e) make relationships through performing the beam balance for creativity and imagination,	<ul style="list-style-type: none"> ▪ Learners to name any gymnastic balance they know. ▪ Learners to watch video clips of people performing the beam balance. ▪ Learners to be guided on how to perform the beam balance. ▪ Learners to practice the beam balance individually and in groups. ▪ Learners to participate in activities involving the beam balance. ▪ Observe rules for safety. 	<ol style="list-style-type: none"> 1. Name safety measures to observe when performing gymnastic skills? 2. Name some games you can play that involve balancing?

		<p>f) play simple games for enjoyment, creativity, collaboration and peaceful coexistence</p> <p>g) obey rules while performing the beam balance for own and others safety.</p>		
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning gymnastics skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Critical thinking and problem solving 7. Communication and collaboration 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: performing gymnastic displays ▪ Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays ▪ Learner Support Program: gymnastic displays: performing individual and group gymnastic displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities 	
<p>Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Peace, Love, Unity</p>				
<p>Suggested community service learning activity to support learning through application: The teacher to invite a resource person to give a general talk on gymnastics.</p>			<p>Suggested assessment: oral questions and practical</p>	
<p>Suggested non-formal physical activity to support learning through application: Learners to make a beam bag and bring to school.</p>			<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, bean bags, ropes, benches ▪ digital devices such as computer and smart phones ▪ video clips of the gymnastic skill 	

Movement physical activities Assessment Rubric for Gymnastics: static balance: Wheel Barrow Balance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
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Gymnastics: Static balance: Crab stand balance

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	3.3 Static balance: Crab stand balance 2 lessons	By the end of the sub- strand, the learner should be able to: a) watch a video clip on crabs for digital literacy, b) perform the crab stand balance for strength and coordination, c) practice the crab stand balance for strength and coordination, d) appreciate performing the crab stand balance for coordination strength and coordination, e) make relationships when performing the crab stand balance for creativity and imagination, f) play simple games for enjoyment, creativity, collaboration and peaceful coexistence,	<ul style="list-style-type: none"> ▪ learners to name gymnastic balance they know, ▪ learners to watch video clips of the crab stand balance, ▪ Learners to be guided on how to perform the crab stand balance, ▪ Learners to practice the crab stand balance individually and in groups, ▪ Learners to participate in activities involving the crab stand crab stand balance, ▪ Observe rules when performing balances for safety, 	<ol style="list-style-type: none"> 1. Name the body parts used in crab stand balance? 2. name animals that have eight legs

		g) obey rules while performing the crab stand balance for own and others safety,		
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning gymnastics skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Critical thinking and problem solving 7. Communication and collaboration 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: performing gymnastic displays ▪ Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays ▪ Learner Support Program: gymnastic displays: performing individual and group gymnastic displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities 	
<p>Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Peace, Love, Unity</p>				
<p>Suggested community service learning activity to support learning through application: Learners to perform gymnastic displays during AGM and academic days.</p>			<p>Suggested assessment: oral questions and practical</p>	
<p>Suggested non-formal activity to support learning through application: Learners to use locally available materials to improvise resources for use in during gymnastic lessons.</p>			<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, bean bags, ropes, benches ▪ digital devices such as computer and smart phones ▪ video clips of the gymnastic skill 	

Movement physical activities Assessment Rubric for Gymnastics: static balance: Crab Stand Balance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The learner does not wear the right attire for movement activities ▪ the learner does not participate in the lesson nor accept corrections ▪ the learner does not contribute to team activities ▪ the learner exhibits poor leadership qualities
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Gymnastics: Dynamic balance: Backward roll

Strand	Sub -strand	Specific learning outcomes	Suggested learning experiences	Key enquiry questions
3.0 Gymnastics	3.4 Dynamic Balance: Backward roll 12 Lessons	By the end of the sub- strand, the learner should be able to: <ol style="list-style-type: none"> a) watch a video clip on people performing the backward roll for digital literacy, b) perform backward roll for strength, balance and coordination, c) practice backward roll for strength, balance, coordination and excellence, d) appreciate performing the backward roll for strength, and balance coordination, e) make relationships when performing backward roll for creativity and imagination, f) play simple games for enjoyment, creativity, collaboration and peaceful coexistence, g) obey rules while performing rolls for own and others safety, 	<ul style="list-style-type: none"> ▪ Learners to mention the gymnastic activities they know ▪ Learners to watch video clips of people performing the backward roll. ▪ Learners to be guided on how to perform backward roll. ▪ Learners to practice Backward roll individually and in groups ▪ Learners to participate in activities involving backward roll. ▪ Observe rules when performing backward roll for safety. 	1. Identify games where rolling is used.

<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning gymnastics skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Critical thinking and problem solving 7. Communication and collaboration 	
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: performing gymnastic displays ▪ Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays ▪ Learner Support Program: gymnastic displays: performing individual and group gymnastic displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities ▪ Art activities
<p>Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Peace, Love, Unity</p>	
<p>Suggested community service learning activity to support learning through application: Learners to collect the community art facts and display them during the schools cultural day.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal physical activities to support learning: Learners to draw three cultural items from their community.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, bean bags, ropes, benches ▪ digital devices such as computer and smart phones ▪ video clips of the gymnastic skill

Movement physical activities assessment rubric Gymnastics: Dynamic balance: Backward Roll

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
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Gymnastics: Dynamic balance: Crab walk

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Gymnastics	3.5 Dynamic balance: Crab walk 2 lessons	By the end of the sub- strand, the learner should be able to: a) name the parts of the body that are used in performing the crab walk, b) perform crab walk for strength and coordination , c) practice the crab walk for strength, coordination and excellence, d) appreciate performing crab walk for strength, coordination and excellence, e) make relationships when performing crab walk for creativity and imagination, f) play simple games for enjoyment, creativity, collaboration and peaceful coexistence,	<ul style="list-style-type: none"> ▪ Learners to name the parts of the body that are in use when performing crab walk. ▪ Learners to name gymnastic balance they know. ▪ Learners to watch video clips of crab walk. ▪ Learners to perform the crab walk. ▪ Learners to practice the crab walk individually. ▪ Observe rules when performing crab walk for safety. 	<ol style="list-style-type: none"> 1. Which direction is easier to perform crab walk? 2. How does a rabbit move?

		g) obey rules while performing the crab walk for own and others safety.		
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning gymnastics skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Critical thinking and problem solving 7. Communication and collaboration 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: performing gymnastic displays ▪ Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays ▪ Learner Support Program: gymnastic displays: performing individual and group gymnastic displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities 	
<p>Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Peace, Love, Unity</p>				
<p>Suggested community service learning activity to support learning through application: Learners to perform gymnastic displays during closing days or school cultural festivals.</p>			<p>Suggested assessment: oral questions and practical</p>	
<p>Suggested non-formal activity to support learning through application: Learners to create a catalogue of gymnastic activities they have learnt.</p>			<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, bean bags, ropes, benches ▪ digital devices such as computer and smart phones ▪ video clips of the gymnastic skill 	

Movement physical activities Assessment Rubric for Gymnastics: Dynamic balance: Crab Walk

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participate in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
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