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**COMPETENCY BASED
CURRICULUM
FOR LEARNERS WITH
SPECIAL NEEDS
INTERMEDIATE LEVEL
TEACHER'S HANDBOOK**

**PSYCHOMOTOR
ACTIVITIES**

SEPTEMBER 2019



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT



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First Published 2019

© Kenya Institute of Curriculum Development

ISBN : 978-9966-31-885-5

Published and printed by
Kenya Institute of Curriculum Development
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FOREWORD

Kenya Institute of Curriculum Development in its endeavour to ensure that schools capture the essence of the curriculum reform has developed this Psychomotor Activities teacher's handbook. The Handbook is based on the Competency-Based Curriculum Designs for learners with special needs at the Intermediate level. The handbook is expected to equip the teacher with the necessary skills to interpret the curriculum designs and develop exciting and stimulating learning experiences appropriate for the level to ensure that the potential of every learner is nurtured.

The handbook will greatly assist the teachers to interpret the Psychomotor Activities Curriculum Designs, develop Individualized Educational Programmes (IEP) and lesson plans as well as select suitable learning experiences and resources. It will also guide the teacher on how to assist the learner to acquire the necessary competencies and values as envisaged in the curriculum reforms.

SARA RUTO, PhD

CHAIRPERSON

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT



ACKNOWLEDGEMENT

Kenya Institute of Curriculum Development is deeply indebted to the following individuals who participated in the development of this teacher's handbook in the various learning areas.

- 1) Hannah N. Njenga Kenya Institute of Curriculum Development
- 2) Zipporah Komen Moi University School of Education
(Special Education)
- 3) Chizi John Tom Mboya Celebral Palsy
- 4) Abdi Mohamed Ali Daa Integrated School
- 5) Jackline Opicho Birunda PAG ID unit
- 6) RamsonNyamu Japhet Teachers' Service Commission- Nakuru

I am particularly grateful to Madam Jacqueline Onyango (SDD CRS), Grace Ngugi Maina (DD SP), Beth Kahuthia (SPCDO - SNE) and Hannah Njenga (SCDO) who worked tirelessly to oversee, coordinate and steer the development of the Psychomotor Activities Teachers' Handbook.

I would also like to appreciate Onesmus Kakungi for Design and layout, Jane M. Sirogo and Esther Mukuria for typesetting and administrative support to the writing team which greatly contributed to the success of this work. I sincerely appreciate all those who made contribution to the development of this handbook who I may not have mentioned above.

DR. JULIUS O. JWAN (PhD)

DIRECTOR/ CEO

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

THE NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

Education should instill social and adaptive skills in the learner for effective participation in the family, community, national, regional and international development.

b) Economic Needs

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

c) Technological and Industrial Needs

Education should develop in the learner necessary competences for technological and industrial development for the nation in tandem with global trends.

3. Promote individual development and self-fulfilment

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



4. Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

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

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

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

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

8. Promote positive attitudes towards good health and environmental protection

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

1.0 INTRODUCTION

1.1 The Competency Based Curriculum

Curriculum can be defined as all the learning experiences learners have under the guidance of a school. A competence is the ability to apply appropriate knowledge, skills and values to successfully and efficiently perform a specified task. The Competency Based Curriculum (CBC) focuses on acquisition of the desired knowledge, skills, values and attitudes to enable the learner to cope with life challenges. It also focuses on the achievement of learning outcomes in terms of the desired behavioural change.

Competency based learning requires a participatory approach that is learner centred, where the learners are motivated and engaged in their own learning. It should be envisioned in terms of outcomes where the learners can take an initiative to create, innovate, co-exist and learn together. In CBC learners should also endeavour to develop their talents and values.

The pedagogical approaches advocated by CBC ensure that the learner is able to exhibit the desired level of competence. CBC focuses on competencies, is learner centred and is flexible with opportunities for specialization. It emphasizes on formative assessment and lifelong learning. The vision of CBC is to have an ethical, engaged and empowered citizen, while its mission is to nurture every learner's potential.

1.2 Overview of Intermediate level curriculum for learners with special needs

Kenya recognizes the right of learners with special needs to access appropriate education which is geared towards actualizing every learner's potential. Consequently, Kenya Institute of Curriculum Development has endeavoured to provide a differentiated curriculum that is responsive to the needs of all learners by making special provision through adaptation of the regular curriculum for learners with special needs who may follow the regular curriculum with modifications.

However, some learners with special needs may not follow the regular curriculum even with adaptation due to severity of the impairments.

They therefore, require specialized skills which are offered by the Intermediate Level curriculum. Learners in this category include those with severe intellectual disability, deafblindness, severe autism, severe cerebral palsy, multiple impairments and those with profound disabilities.

This teacher's handbook has been developed to enable the teacher to interpret the competence based curriculum and facilitate learning as envisaged in the curriculum designs.

1.3 Intermediate level Learning Areas

1. Communication, Social and Literacy Skills
2. Daily Living Skills and Religious Education
3. Environmental Activities
4. Sensory-Motor Integration
5. Numeracy Activities
6. Creative Activities
7. Psychomotor Activities

2.0 COMPONENTS OF THE CURRICULUM DESIGNS

2.1 What are curriculum designs?

Curriculum designs refer to the systematic organization of curriculum components. The designs outline what is to be learned in a given learning area and spell out how learning outcomes will be actualized through suggested learning experiences, key inquiry question(s) and resources. They also provide the teacher with suggested criterion referenced assessment rubric for every strand.



2.2 Components of the curriculum design

- National Goals of Education
- Level learning outcomes
- Essence statements of the learning areas
- Strands and sub strands
- Specific learning outcomes
- Suggested learning experiences
- Key Inquiry Question(s)
- Core competences to be developed
- Pertinent and Contemporary Issues to be addressed
- Link to values
- Link to other learning areas
- Community Service Learning
- Assessment rubrics
- Non-formal activities to support learning
- Suggested learning resources
- Suggested assessment methods

All components of the curriculum designs are interrelated and are aimed at achieving the learning outcomes.

2.2.1 National Goals of Education

National Goals of education give direction on what is to be taught. They are a reflection of the aspirations and needs of the Kenya society. Their attainment is envisaged to translate to social and economic development of the country. Consequently, all the learning outcomes, that is, the level learning outcomes, general learning outcomes and specific learning outcomes, work progressively towards the attainment of the National Goals.

2.2.2 Learning Outcomes

Learning outcomes indicate the expected observable behavioural changes in the learner after a learning experience. Outcomes are usually expressed through the application of knowledge, skills and attitudes. Specific learning outcome should have:

- The action verb
- The object
- The context

The curriculum designs outline the Level Learning Outcomes, the General Learning Outcomes and the Specific Learning Outcomes.

2.2.3 Level Learning Outcomes

Every educational cycle has its learning outcomes, referred to as level learning outcomes. For example, Early Years education, Middle School Education, Senior school and TIVET all have their level learning outcomes. Level Learning Outcomes are stated in general form and are therefore not specific.

Intermediate level learning outcomes

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

- a) communicate appropriately using verbal and/or non-verbal modes in a variety of contexts;
- b) demonstrate literacy and numeracy skills for learning;
- c) demonstrate appropriate etiquette in social relationships;
- d) apply creativity and critical thinking skills in problem solving;
- e) explore the immediate environment for learning and enjoyment;
- f) practice hygiene, nutrition, sanitation, safety skills to promote health and wellbeing;
- g) demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living;
- h) demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence;
- i) apply digital literacy skills for learning and enjoyment.



2.2.4 General Learning Outcomes

General Learning Outcomes for various learning areas are derived from Level Learning Outcomes.

The following are general learning outcomes for Psychomotor Motor Activities:

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

- a) develop locomotor and non-locomotor skills for physical fitness and wellness;
- b) develop manipulative skills for fine and gross motor co-ordination;
- c) participate in games and sports for the development of team spirit;
- d) nurture talents through games, athletics and sports activities;
- e) integrate technology in psychomotor activities through digital and assistive devices

Essence statement

The essence statement provides a brief explanation of the importance of the learning area. It also provides a general overview of the learning area.

Strands and sub-strands

Strands and sub-strands indicate the specific content area to be covered and provide the scope of coverage as guided by the learning outcomes.

Specific learning outcomes

Specific learning outcomes are lesson based. Each strand or sub strand in the curriculum designs has specific learning outcomes which are geared towards achieving the general learning outcomes.

The sub strands in the Design are actualized through Psychomotor Motor Activities specific learning outcomes. The specific learning outcomes indicate the knowledge, skills, attitudes and values expected to be achieved by the end of the sub strand. They also show expected observable changes in the learner after covering the sub strand. They specify what the learner should know (cognitive), be able to do (psychomotor) and demonstrate value of (affective) after participating and completing a given sub strand.

Bloom's Taxonomy

Developing a specific learning outcome is guided by the Bloom's Taxonomy which classifies educational learning outcomes into three domains; the cognitive, the affective and the psychomotor domains.

a) The cognitive domain

Bloom (1956) categorized cognitive domain into six cognitive abilities. These were knowledge, comprehension, application, analysis, synthesis and evaluation. Bloom's Taxonomy has been revised by other scholars and the cognitive abilities classified as follows; remembering, understanding, applying, analyzing, evaluating and creating.

The scholars recognize creating (synthesis) as the highest cognitive ability. Below is the categorization of the original and new cognitive terms

Original Terms		New Terms
Evaluation	➡	Evaluating
Synthesis	➡	Creating
Analysis	➡	Analysing
Application	➡	Applying
Comprehension	➡	Understanding
Knowledge	➡	Remembering

Example 1: Cognitive domain based specific learning outcome

Intermediate:

Strand: Locomotor

Sub strand: Crawling

Specific learning outcome (a): By the end of the sub strand, the learner should be able to observe safety precautions during crawling to prevent accidents

In this example, the learner is expected to carry out an action which is to “observe”. Therefore, observing is the action verb.



The question that follows is, “what is the learner going to observe?” The “safety precautions” is what the learner is expected to observe and therefore it become the object of the action verb.

Where will the learner observe the safety precautions? In this example, the learner will observe safety precautions in “his or her practicing environment”.

His or her practicing environment therefore, gives the context in which observation of safety precaution will be based.

ii) **Psychomotor domain**

The psychomotor Domain (Simpson 1972) includes physical movement, coordination and use of the motor skill areas. To develop these skills practice is required. It is measured in terms of speed, precision, distance, procedures or techniques in performance.

The skills range from manual tasks such as digging, washing or dancing.

Perception

This is the ability to use sensory cues to guide motor activity. This ranges from sensory simulation through cue selection to translation.

Example 2: Psychomotor domain based specific learning outcome

Level Intermediate

Strand: Locomotor

Sub strand: Crawling

Specific learning outcome (b): By the end of the sub strand, the learner should be able to perform crawling activities using limbs and belly for learning and enjoyment.

In this example, the learner is expected to carry out a psychomotor action which is to “perform” crawling activities using limbs and belly. The object of the action verb is “crawling”. Then a question arises, on what basis are the learner expected to perform crawling? This develops the context for performing; it seeks for the basis (criteria) upon which he or she performs crawling activities using limbs and belly”. This therefore,

forms the context in that specific learning outcome. Crawling will be performed using limbs and belly in their practising environment.

(i) Affective domain

Affective domain expresses how human beings deal with emotions such as feelings, values, appreciation, perceptions, motivations and attitudes. Affective learning outcomes vary from simple to complex. Internalizing values is the highest in the domain which involves having a value system that controls behaviour. It is however worth to note that unlike cognitive and psychomotor skills, behaviour change or adjustment may not be spontaneous since it requires the learner to internalize and appreciate rationale for the action or expectations.

Example 3: Affective domain based specific learning outcome

Level: Intermediate

Strand: Locomotor

Sub strand: Crawling

Specific learning outcome (c): By the end of the sub strand, the learner should be able to appreciate crawling for health and physical fitness

In this example, the learner is expected to develop an attitude to “appreciate crawling” which will lead to appreciating of crawling activities for health and physical fitness. The action verb is “appreciating”, the object is “crawling” while the context is “crawling”.

2.2.8 Learning experiences

Learning experiences comprise of activities that the learner is engaged in during the lesson. The activities may be carried out by an individual learner or as a group work activity. The learning experiences could be formal, classroom activities, non-formal programmes such as in clubs and societies or informal events in school and at home. Learners should be to exposed relevant and appropriate learning experiences for realization of desired learning outcomes.



Learning experiences enable the learner to:

- Acquire knowledge, skills and attitudes
- Acquire the intended core competences
- Share knowledge
- Evaluate self
- Manipulate learning resources and draw conclusions.
- Reflect on the learning process
- Interact with others during the learning process.

The curriculum designs have **suggested** learning experiences which are expected to guide the learner in acquiring the right knowledge, skills, attitudes and values. Learning experiences may be adjusted depending on the local environment, individual differences, availability of resources, teacher's experience, and weather among other factors.

Learning Experiences and Methodologies

In Competence Based Curriculum (CBC), different methods are suggested to facilitate learning. Some methods are more appropriate in some learning areas than others depending on the intended learning outcomes.

These methods include:

- Role play
- Story telling
- Question and answer
- Group discussions
- Singing
- Inquiry
- Discovery
- Role Modelling
- Reciting

- Demonstration
- Field work
- Problem solving
- Experimental
- Reflection
- Practical activities
- E-Learning

In CBC the role of the teacher is to facilitate learning. The teacher should guide learning and not take the centre stage. He or she should allow learners to take responsibility for their learning. The learning should be learner centred not teacher centred.

Differentiated Learning

Differentiated learning is based on the principle of diversity in learning styles and multiple intelligences. It ensures that the instructional approaches and methods are appropriate for the varied learners in a given class. It provides space for teachers to adapt teaching methods to suit individual learners. Differentiated learning does not demand that every learner must learn in the same way, in the same number of hours and at the same time.

Differentiated learning is an effective instructional strategy that is responsive to learner's readiness, interest and learning preferences. It enables learners to build new learning through preferred ways of learning. The learning preferences refer to different ways in which the learner is naturally inclined to acquire, process and use the information.

Every learner learns differently. Technically, individual learners have preferential ways in which they absorb, process, comprehend and retain information.



It is therefore important for teachers to understand the differences in their learner's preferential way of learning, in order to implement the best practices and strategies in their daily teaching activities.

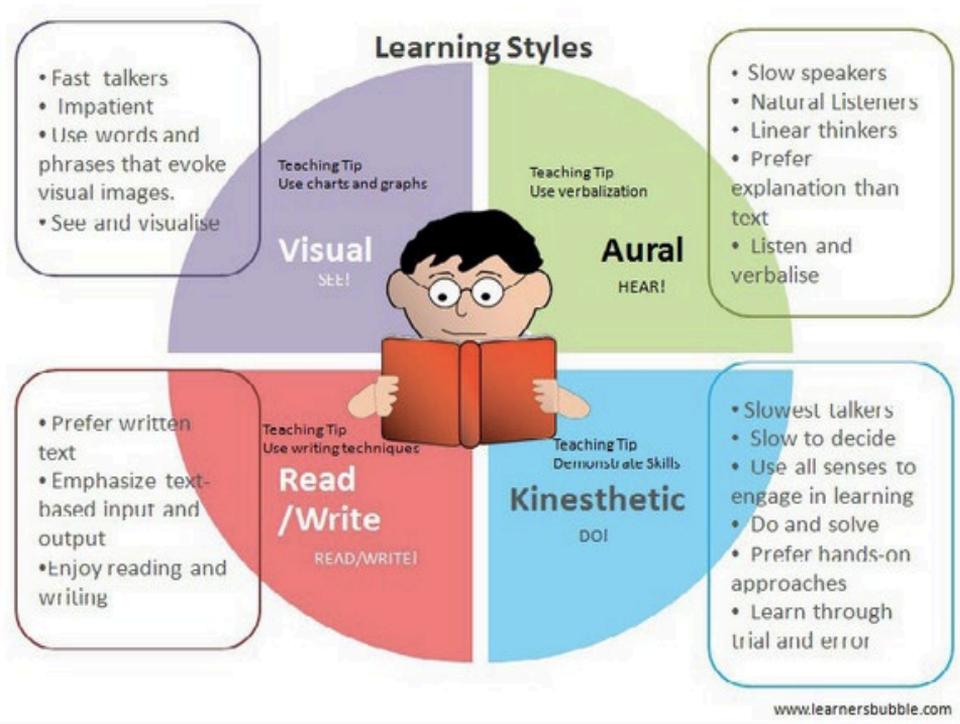
Learning preferences are influenced by gender, age, culture, disability, classroom environment, learning styles and multiple intelligences. The teacher is required to use a range of instructional and assessment strategies to meet the needs of individual learners. Learners are assessed before, during and after learning in order to inform the next step for both the teacher and the learner.

All differentiated instruction activities should equally engage and should take approximately the same amount of time. Differentiated learning allows for flexibility in creating and altering instructional plans in response to learner's specific needs. It involves expanding instructional routines and skills where learning experiences are introduced to learners in different ways of learning.

Kenya policy on inclusive education requires that learners with special needs and disabilities be taught together with the regular learners. Use of differentiated learning assists these learners as most of them learn in different ways depending on their special needs and disability.

Learning Styles

Four broad learning styles have been identified. Learners have a natural tendency to employ one or more of the styles relative to others in the learning process. These are Visual, Aural, Kinesthetic and Reading and Writing. Some learners tend to learn best through one of the four, but supported by the other three. (See Figure) The teacher needs to ensure that all learners are catered for in each lesson by providing varied experiences: Visual (Seeing), Aural (Hearing), Kinesthetic (Doing) and Reading and Writing.



Multiple Intelligences

The theory of multiple intelligences proposes that people have varied natural capacities of approaching life challenges. This is shown in the Figure below.



Source:



Learners therefore have different strengths as follows:

- Musical-rhythmic (sensitivity to sounds, rhythms, tones, and music)
- Bodily-kinesthetic (control of one's bodily motions and the capacity to handle objects skillfully)
- Interpersonal (sensitivity to others' moods, feelings, temperaments, motivations)
- Verbal-linguistic (facility with words and languages)
- Logical-mathematical (logic, abstractions, reasoning, numbers and critical thinking)
- Naturalistic (able to recognize flora and fauna)
- Intrapersonal (introspective and self-reflective capacities)
- Visual-spatial (spatial judgment and the ability to visualize with the mind's eye)

The teacher needs to appreciate the varied intelligences among learners in order to accord them appropriate opportunities and guidance.

Summary

Differentiated learning recognizes that all children learn differently and benefit from differentiated learning techniques in the classroom. It shifts focus from the “one-size-fits-all” approach to learning. The teacher therefore employs varied learning experiences to cater for the different learning styles. This leads to improved learning outcomes among all learners.

2.2.9 Key Inquiry Question(s)

These are questions that the teacher poses and models to help the learner focus on the learning. Key inquiry questions are important to the lesson since they are used to probe for deeper meaning through questioning that fosters critical thinking and problem solving skills.

Writing Key Inquiry Questions

In writing the key inquiry questions, the teacher should utilize the typical question words: Who? What? Where? When? Why? Which? and How?

It is important that the teacher starts asking simple key inquiry questions before moving on to complex ones.

A key inquiry question should:

- be clear, relevant and suitable for the level
- focus on the specific learning outcomes as given in the curriculum design
- examine the theme or concept that is being addressed
- enable the learner to think critically

Characteristics of Key Inquiry Questions

Key Inquiry Questions should:

- be open ended, non-judgmental, meaningful and purposeful with an aim to allow the learner to explore ideas.
- be used to explore the environment
- be used to help learners construct knowledge by themselves
- encourage collaboration amongst learners
- integrate technology to support the learning process
- be thought provoking and intellectually engaging, often sparking discussion and debate among learners.
- call for higher-order thinking, such as analysis, inference, evaluation, prediction and critique.
- point towards important, transferable ideas within and across learning areas.
- raise additional questions and spark further inquiry.
- support and justify an idea, not just giving an answer.
- address an authentic problem or issue.
- stimulate ongoing thinking.
- raise additional questions, debate, and discussion



A key enquiry question is not:

- A question that can be answered with a “yes” or a “no”
- A question that can be answered without support.
- Blurry (undefined/unclear)

Use of Key Inquiry Questions in learning

Once a key inquiry question has been identified, the next step will be to formulate a list of related questions that will assist the learner in answering the key question.

Key Inquiry Questions (KIQ) is an approach where the teacher uses question to prod learners thinking to allow them to create information using their own words and understanding. They:

- help to focus the learning
- probe for deeper meaning and set the stage for further questioning.
- foster the development of critical thinking skills and higher order capabilities such as problem solving.
- allow learners to explore ideas in an open-ended, non-judgmental, meaningful and purposeful way.
- encourage collaboration amongst learners, teachers, and the community and integrates technology to support the learning process.

2.2.10 Core Competencies

Competency is conceptualized as the ability to apply appropriate knowledge and skills to successfully perform a function. Seven core Competences have been identified in Basic Education Curriculum Framework. They include:

- **Learning to learn**

The individual develops skills for self- development through exploration, collaboration and interaction with peers and the immediate environment, at their operational levels and pace.

- **Communication and collaboration**

An individual who responds to sensory stimuli appropriately and expresses self verbally and / or non-verbally in varied contexts. The individual interacts with peers and significant others in solving intra and inter personal problems within the immediate environment

- **Imagination and creativity**

An individual who engages in imaginative and creative activities for self-reliance

- **Digital literacy**

An individual who uses technology safely and legally for enjoyment, entertainment and socialization to enhance learning

- **Self-efficacy**

An individual who spontaneously construct self-confidence leading to internal motivation capable of performing tasks and manage situations in the environment

- **Citizenship**

An individual who is continuously mentored to be ethical and responsible to respect diversity for adaptation in the environment

- **Critical thinking and problem solving**

An individual who attempts to apply reasoning to solve problems at their own and immediate environments

2.2.11 Pertinent and Contemporary Issues

Holistic, meaningful and learner centred education does not only focus on the subject content but also on the competencies the learner requires to effectively address the issues and challenges of everyday life thereby leading a fulfilled life and becoming a productive member of the society. Issues that have been identified as salient and therefore mainstreamed in the designs are referred to as Pertinent and contemporary issues (PCIs). Mainstreaming is the process of identifying suitable opportunity in the learning area or subject where PCI can be incorporated appropriately and taught alongside the subject matter. PCIs should be included in the schemes of work and in the lesson plans.



Pertinent and Contemporary Issues are categorized as follows:

- **Health Related Issues:** HIV and AIDS, alcohol and drug abuse prevention, life style diseases, personal hygiene, common communicable and non-communicable diseases and chronic diseases.
- **Life Skills Issues:** skills of knowing and living with self, knowing and living with others, critical thinking and problem solving, etiquette, moral education and human sexuality.
- **Social Economic Issues:** environmental issues, disaster risk reduction, safety and security, financial literacy, poverty eradication, terrorism, violence and radicalization, gender issues and animal welfare.

PCIs are supposed to not only be integrated in the lesson but in other programmes and activities in the school, home and in the community. Acquisition of knowledge, values and skills in various PCIs will enable the learner to translate what they have learnt to real life situation both in and outside school.

2.2.12 Link to values

Values are standards that guide people on how to respond or behave in each situation. They influence how someone feels, acts and makes choices in life. The responsibility for **nurturing values** rests with parents, school and the community. Everybody in the school has a role to play in helping the learner to nurture values. This approach is referred to as 'The whole school approach to value based education'. The overall goal of values-based education is 'To nurture values in learners to become empowered, engaged and ethical citizens for positive and holistic transformation of society'. The teacher therefore has an important role to play in nurturing values through teaching.

Core Values

According to the Competency-Based Curriculum there are eight core values to be nurtured in the learner namely:

- **Love**

Love is generally defined as strong feelings and expressions of affection towards a person or a thing. Love enables the learner to possess and exhibit virtues such as compassion, self- sacrifice, generosity, selflessness and empathy.

- **Responsibility**

Responsibility refers to recognition of one's role and function. Responsibility involves caring for personal property, engaging in assigned roles and duties at home, school and in the wider community. A responsible person exhibits qualities such as accountability, hard work, resilience, diligence, self-drive, persistence, determination, excellence and doing their best always.

- **Respect**

Respect is having positive regard towards self, others and property without bias. This value is nurtured through humility, patience, acceptance, open mindedness, etiquette and delayed gratification.

- **Unity**

Unity is the ability to live together harmoniously regardless of social, cultural, racial, religious, economic and political differences. This value can be nurtured through cooperation, respect, equity, equality, non-discrimination, fairness, inclusion and responsibility.

- **Peace**

Peace is a state of tranquillity and harmony with oneself and among people. One can model peace by creating an atmosphere of love, respect, tolerance, justice and solidarity. Peace enhances virtues such as compassion, care, responsibility, love and empathy.



- **Patriotism**

Patriotism refers to loyalty, love and devotion to one's country or nation. Patriotism calls for readiness to defend one's country, obey its laws, respect fellow citizens and speak well of it.

- **Social Justice**

Social justice refers to fair treatment of each other and promotion of equity. Social justice promotes other virtues such as human dignity, equity, solidarity and elimination of inequalities.

- **Integrity**

Integrity refers to the ability of a person to demonstrate acceptable behaviour. A person of integrity exhibits commitment, courage, honesty and ethical conduct. Thus, integrity is wholeness of character, uprightness of one's actions, speech and their totality of life.

2.2.13 Link to other learning areas

Some of the competencies that are developed in one learning area can be reinforced through other learning areas for example when you teach the concept of numbers in Numeracy activities, it could be enhanced in the learning area of movement and creative activities where learners are expected to count number of steps when they carry out a physical exercise like jumping.

2.2.14 Community Service Learning

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning to learning from the community to enable learners reflect, experience and learn from the community. Community Service Learning will create opportunities for learners to apply the knowledge and skills acquired through the formal dimension in their community while at the same time learning from the community.

This will develop in the learner not only employability skills but also promote personal growth by strong and productive relationships with the community. Learners will utilize the acquired knowledge, skills, values and attitudes to improve the welfare of the community.

2.2.15 Parental Empowerment and Engagement

Children start learning before they go to school. Parents, other family members and caregivers are a child's first and most important educator. They can be a positive influence and help child do well at school. Parents therefore require empowerment and opportunity to get involved throughout their children's schooling.

As soon as children enrol for formal learning, teachers have a responsibility to create awareness and provide an enabling environment for parents to engage in their child's learning. Involving parents can have very positive impact on education outcomes. The following are suggested ways teachers can employ to empower and engage parents.

Parents can be sensitized on:

- Parental roles and responsibilities with regard to education according to the constitution and other national and school policies.
- The need to ensure the child is given proper care and protection to experience normal patterns of growth and development.
- The importance of providing basic care, nutrition, clothing, shelter and access to good health.
- Importance of early identification of disability and prompt referral for early intervention to mitigate the disability in order to avoid further delay or distorted development.
- The need to have a safe and conducive environment to enable a child to be creative and innovative.
- Importance of creating a family culture where values taught in school are reinforced at home.



- The need to equip children with basic self-help skills e.g. toilet training, eating and table manners/etiquette and dressing up.
- The fact that children need to develop fine motor skills so they can do activities such as scribbling, painting, clothing and opening buttons.
- The importance of providing resources e.g. school uniform, toys and other items required by the teacher in various learning areas and subjects.
- The importance of carrying out roles and tasks assigned by the teacher for instance reinforcing a skill, value or provision of extra information on an issue.
- Reading and narrating to children stories.
- Importance of seeking information from the school head and teachers about the formal, informal and the non-formal aspects of the child's potential at school.

Parents play a very important role in determining the success of a child's education.

Teachers in liaison with the head teacher should from time to time have forums to discuss strategies they can employ to empower and engage parents in their school activities.

2.2.16 Non-formal activity to support learning

Non-formal activities are structured learning activities that are geared towards development of affective and psychomotor dimensions of learning. Some of the non-formal activities may include: singing, dancing, planting trees in rows, club activities, and games.

2.2.17 Learning resources

Learning resources are any materials that help to facilitate the learning process. Such materials include charts, realia, models and the immediate environment. Learning resources prompts the learners' reasoning and facilitates the development of competences such as critical thinking and problem solving, creativity and imagination, collaboration, self-efficacy among others.

PSYCHOMOTOR ACTIVITIES

ESSENCE STATEMENT

This learning area involves loco-motor, non-loco-motor activities, manipulative skills, games and sports. Psychomotor activities enable the learner to develop talents, spirit of sport and its values, fine and gross motor abilities for physical fitness, health and recreation.

GENERAL LEARNING OUTCOMES

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

- e) develop loco-motor and non-loco-motor skills for physical fitness and wellness;
- f) develop manipulative skills for fine and gross motor co-ordination;
- g) participate in games and sports for the development of team spirit;
- h) nurture talents through games, athletics and sports activities;
- i) integrate technology in psychomotor activities through digital and assistive devices.

1.0. Strand: Loco-motor Activities

1.1. Sub- strand: Crawling

Introduction

Crawling is moving forward on the hands and knees or by dragging the body close to the ground.

Crawling helps in developing fine and gross motor skills of a learner. It stimulates different areas of the brain that are crucial for learning. Crawling influences the development of visual skills.

Specific Learning Outcomes

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

- a) observe safety precautions during crawling to prevent accidents;
- b) perform crawling activities using limbs and belly for learning and enjoyment;
- c) Appreciate crawling for health and physical fitness.



Key inquiry questions

The learners could be asked the following questions to elicit responses related to crawling.

1. Why do you crawl?
2. How do you crawl?

Suggested resources:

The following are suggested learning resources the teacher may use to support learning. Mat, knee pad, mattresses, First aid kit, video clips, photographs and structure board

Learning experiences

For learners to achieve the learning outcomes they could be guided and prompted to carry out the following activities

- Guided on the structure board for anticipation of the crawling activities. Communication and collaboration may be achieved as learners discuss items on the structure board.
- Prepare safe places for crawling by removing obstacles such as stones, sticks and other injurious objects. Materials in first aid kit to be displayed and shown their uses. Safety is observed while clearing obstacles and injurious objects in the playground for health.
- Watch video clips of children crawling. Digital literacy is developed through watching video clips
- Guided to position self during crawling from one end to another individually or in pairs with or without mats, mattresses and knee pads. In this activity self-esteem is boosted.
- Practice crawling from one end to another individually or in pairs using different types of crawling such as bear, belly, bottom scooter, crab and rolling. Animal welfare is appreciated when learners are able imitate how various animals crawl.
- Guided to draw and colour pictures of other learners. Imagination and creativity and self-esteem is enhanced when drawing and colouring pictures of other learners crawling.

Illustrations on Crawling exercises



- Learners are encouraged to participate in crawling activities during games and sports.
- Parents are encouraged to allow learners utilize crawling skills at home when performing chores which require crawling such sweeping under the beds.



Suggested modes of assessment

The teacher should ask simple questions and give clear instructions on how to crawl through the most effective communication mode. The teacher should develop a checklist of crawling activities that a learner is expected to perform. Through observation the teacher should take and keep records of learner's achievements for reference. Teacher should guide the learners on how to do peer and self-assessment.

Assessment Rubrics

A rubric is a scoring guide used to evaluate the quality of a learner's work. Assessment will help the teacher to monitor learner's progress and plan for intervention where applicable. Therefore, the learner should be assessed using the following level of performance:

- Exceeding expectations
- Meeting expectations
- Approaching expectations
- Below expectations

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to crawl from one end to another and even crawl over and under obstacles using various methods of crawling such as bear crawl, belly crawl, bottom scooter, crab crawl and rolling crawl and also assist others.	Learner is able to crawl from one end to another and even crawl over and under obstacles using various methods of crawling such as bear crawl, belly crawl, bottom scooter, crab crawl and rolling crawl.	Learner is able to crawl from one end to another and even crawl over and under obstacles however is assisted in performing various methods of crawling such as bear crawl, belly crawl, bottom scooter, crab crawl and rolling crawl.	Learner has difficulties in crawling.

1.2. Sub-strand: Rolling

Introduction

Rolling is moving by turning over and over on an axis.

Rolling strengthens the muscles and balances the body. It also gives a sense of independence.

Specific Learning outcomes

By the end of the sub-strand, the learner should be able to;

- a) observe safety precautions while rolling to prevent accidents;
- b) roll backward, forward and sideways for healthy and physical fitness;
- c) Appreciate rolling for learning and enjoyment.

Key inquiry questions

The learner could be asked the following questions to elicit response related to rolling.

1. Why do you roll?
2. How do you roll?

Suggested learning resources

The following are the suggested learning resources the teacher could use to facilitate performance of rolling activities.

Field, video clips, structure board, mats, cameras, first aid kit, objects of reference and mattresses.

Suggested learning experiences

The following are the suggested learning experiences the teacher could apply for learners to effectively achieve the intended learning outcomes;

- Guided to the structure board for anticipation of the rolling activities. This enhances communication and collaboration as they discuss anticipated activities.
- Guided to prepare safe place for rolling by clearing the obstacles in the field. Safety is enhanced when learners remove obstacles from the field and or playing ground.



- Guided to watch and listen to video clips related to rolling. This enhances digital learning as they watch and listen.
- Guided to position self in readiness for rolling by assuming a lying position, legs straight and arms straight on the sides. Social justice is observed as learners observe fairness during rolling activities with peers.
- Guided to roll forward, backwards and sideways for body balance on the mats. This activity enhances learning to learn as they perform the activities.
- Practice rolling in groups or pairs for social interaction. Teamwork is realized as learners compete.
- Take photographs of peers rolling, in pairs or groups. Digital literacy is achieved during this activity.
- Encouraged to play games involving rolling during breaks, lunch and games time.
- Parents encourage learners practice rolling with other children at home and during picnics for enjoyment,

Suggested modes of assessment

The teacher should develop a checklist of the activities on rolling that a learner is expected to perform. Through observation the teacher should take and keep records of learners' achievements for reference. Teacher should guide learners on how to perform peer and self-assessment.

Assessment Rubric

A rubric is a scoring guide used to evaluate the quality of a learner's work. Assessment will help the teacher to monitor learner's progress and plan for intervention where applicable.

Therefore, the learner should be assessed using the following level of performance:

- Exceeding expectations
- Meeting expectations
- Approaching expectations
- Below expectations

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to maintain appropriate position for rolling forward, backward and sideways. In addition, rolls side by side with a partner and support others in performing rolling activities.	Learner is able to maintain appropriate position for rolling forward, backwards, sideways and side by side with a partner.	Learner is able to maintain appropriate position for rolling forward, backwards and sideways. However assisted to roll side by side with a partner.	Learner has difficulties in performing rolling activities.

1.3. Sub-strand: Walking

Introduction

Walking is a move at a regular pace by lifting and setting down each foot in turn, never having both feet off the ground at once.

Walking enables learners to develop gross motor skills, balance and coordination of the body. It also enhances general physical fitness of the body.

Specific learning outcomes

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

- observe safety precaution during walking to prevent accidents;
- position self in readiness for walking;
- walk in different directions for mobility and learning;
- walk in different directions with assistive devices for mobility and learning;
- Appreciate walking as an activity for learning and enjoyment.



Key inquiry questions

The learner could be asked the following questions to elicit responses related to walking.

1. Why do we walk?
2. How do we walk?

Suggested learning resources

The following are the suggested resources a teacher could use to facilitate learning:

Walking assistive devices such as crutches and boots, structure boards, cameras and video clips object of reference.

Learning experiences

The following are the suggested learning experiences the teacher may apply for learners to effectively achieve the intended learning outcome:

- Guided to the structure board for the anticipation of the walking activities. This activity enhances communication and collaboration as they discuss the anticipated activities.
- Guided to clear obstacles from the field in readiness for walking. Safety is achieved as learners remove obstacles from the field.
- Shown video clips related to walking activities. Digital literacy is achieved in this activity as learners watch or listen to video clips.
- Sing or sign sing while walking for motivation and enjoyment. Communication, social and literacy skills are enhanced while singing and signing
- Walk in relaxed steps, on the heels and toes for physical fitness. Learning to learn is achieved during this activity.
- Guided to walk while swinging the arms with motion of the opposing legs for relaxation and body balance. Health is achieved when learners walk for health and physical fitness
- Guided to walk forward, backward, sideways and in patterns for body balance. Social justice is achieved when learners observe fairness during walking with peers.

- Guided to walk in slow and fast motions to perfect their walking skills. Learning to learn is enhanced as learners compete.
- Learners with physical impairment could be guided to walk using assistive devices. Human resource may be required to assist learners with mobility difficulties.
- Learners with deafblindness could be guided to walk using assistive devices. Human resource may be required to assist learners with mobility difficulties.
- Learners may imitate varied walking styles depicted by different animals. In this case animal welfare is appreciated.
- Learners may take videos and photographs during walking activities. While they take videos digital literacy is enhanced.
- Participate in walking races in sports and games.
- Parents are encouraged to provide opportunities for their children to participate in walking activities during community events such as public holidays.

Suggested modes of assessment:

Ask simple questions and give clear instructions on how to walk through the most effective communication mode. Develop a checklist of walking activities that learners should perform. Through observation take and keep records of learners' achievements for reference. Guide the learners on how to do peer and self-assessment.

Assessment Rubrics

A rubric is a scoring guide used to evaluate the quality of a learner's work. Assessment will help the teacher to monitor learner's progress and plan for intervention where applicable. Therefore, the learner should be assessed using the following level of performance:

- Exceeding expectations
- Meeting expectations
- Approaching expectations
- Below expectations



Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to walk independently while swinging the arms with motion of opposite legs with or without assistive device and support others to walk	Learner is able to walk independently while swinging the arms with motion of opposite legs with or without assistive device and support	Learner is able to walk independently however has difficulty in swinging the arms with motion of opposite legs with or without assistive device.	Learner has difficulty in walking even with assistive device.

1.4. Sub-strand: Running

Introduction

Running is moving forward quickly upon the two feet by alternatively making a short jump of either foot.

Running strengthens the limbs, muscles, body posture and wellbeing of the cardiovascular health.

Specific Learning Outcomes

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

- a) observe safety precautions during running to prevent accidents;
- b) position self in readiness for running;
- c) run while swinging arms in alternate manner to maintain balance;
- d) land mid sole of the feet for running;
- e) use assistive devices for running as an activity for health and physical fitness;
- f) Appreciate running as an activity for learning and enjoyment.

Key inquiry questions

The learner could be asked the following questions to elicit responses related to running:

1. Why do we run?
2. How do we run?

Suggested learning resources:

The following are suggested learning resources a teacher could use to facilitate running activities;

Assistive devices, videos and video clips, landmarks, cues, structure boards, field and objects of reference.

Illustration of assistive devices for running (wheel chair, crutches walkers' calipers and white cane

Suggested learning experiences

The following are the suggested learning experiences the teacher may apply for learners to effectively achieve the intended learning outcomes:

- Guided to the structure board for anticipation of the running activities. This activity enhances communication and collaboration while they discuss anticipated activities.
- Guided to clear obstacles in readiness for running activities. Safety is achieved when learners remove obstacles in the field.
- Guided to identify the landmarks and cues in the field prior to running activities.
- Watch videos related to running activities.
- Guided to run while swinging the arms in alternating manner. Health is achieved when learners run for health and physical fitness.
- Guided to run while landing mid sole of the feet and rolling towards their toes for body balance. This activity helps learner acquire creativity and problem solving skills.
- Run in pairs or in groups while singing or sign singing to perfect running skill. Patriotism is achieved when learners relate to Kenyan elite runners.



- Guided to use assistive devices during running alone or with peer assistants. Self-esteem and responsibility is enhanced when learners support each other to run especially those using assistive devices.
- Learners with deaf blindness could be supported by sighted guides. A sense of responsibility is instilled on the sighted guide.
- Take photos and record videos during running activities for learning and reference. Digital literacy is achieved while they take and record videos.
- Encouraged to participate in running at school during games.
- Parents are encouraged to allow their children to take part in cross country competition with neighboring schools

Suggested modes of assessment

Ask simple questions and give clear instructions on how to perform running activities through the most effective communication mode. Develop a checklist on the running activities that a learner is expected to perform. Through observation take and keep records of learners' achievements for reference. Guide learners on how to perform peer and self-assessment.

Assessment Rubrics

A rubric is a scoring guide used to evaluate the quality of a learner's work. Assessment will help the teacher to monitor learner's progress and plan for intervention where applicable. Therefore, the learner should be assessed using the following level of performance:

- Exceeding expectations
- Meeting expectations
- Approaching expectations
- Below expectations

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to run while swinging the arms in an alternating manner and land mid sole of the feet while rolling towards the toes, and support others especially those using assistive devices.	Learner is able to run while swinging the arms in an alternating manner and land mid sole of the feet while rolling towards the toes.	Learner is able to run while swinging the arms in an alternating manner however has difficulty in landing the mid sole of feet.	Learner has difficulties in running.

1.5. Sub-strand: Jumping

Introduction

Jumping is a form of locomotion or movement in which an individual propels self through the air. Jumping is a fundamental movement pattern that helps in endurance and stability.

It helps in the strengthening of the muscles, burning of the calories and improvement of motor skills.

Specific learning outcomes

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

- observe precaution during jumping for safety purposes;
- position arms upwards in readiness for jumping;
- stretch both arms sideways forcefully when jumping to maintain stability;
- bend the knees while pushing the arms behind forcefully for balance;



- e) take off on both feet simultaneously;
- f) land on both feet while thrusting the arms downwards for stability;
- g) appreciate jumping as an activity for learning and enjoyment.

Key inquiry questions:

The learner could be asked the following questions to elicit responses related to jumping

1. Why do we jump?
2. How do we jump?

Suggested learning Resources:

The following are suggested learning resources a teacher could use to facilitate jumping activities.

Videos and video clips, Structure boards, Jumping ropes.

Suggested learning experiences:

The following are suggested learning experiences the teacher could use for the learner to effectively achieve the intended learning outcomes:

- Guided to the structure board for anticipation of the jumping activity. The activity enhances sense of communication and collaboration as they discuss anticipation of jumping activity.
- Prepare the field for jumping by clearing obstacles such as stones, sticks or slippery materials. Safety is observed as they clear the obstacles.
- Watch videos clips related to jumping activity to enhance their jumping skills. Digital literacy is achieved through this activity.
- Guided to position arms upwards in readiness for jumping. Respect is enhanced when learners respect self and others during jumping activities.
- Guided to stretch both arms sideways forcefully when jumping for body balance. Health is achieved when learners jump for health and physical fitness.
- Guided to bend the knees while pushing the arms behind forcefully for body balance. Creativity and imagination when learners perform different kinds of jumps.

- Learners with physical impairments could be guided to perform adapted jumping activities.
- Guided to take off on both feet simultaneously over the rope or hurdles for body balance.
- Guided to land on both feet while thrusting the arms downwards.
- Take photos and record videos during jumping activities.
- Encouraged to engage in games and spots involving jumping during break time.
- Parents are encouraged to engage their children in jumping activities during cultural events.

Suggested modes of assessment:

Ask simple questions and give clear instructions on how to perform jumping activities through the most effective communication mode. Develop a checklist on the jumping activities that a learner is expected to perform. Take and keep records of learner’s achievements for reference. Guide learners on how to perform peer and self-assessment

Assessment rubric

A rubric is a scoring guide used to evaluate the quality of a learner’s work. Assessment will help the teacher to monitor learner’s progress and plan for intervention where applicable. Therefore, the learner should be assessed using the following level of performance:

- Exceeding expectations
- Meeting expectations
- Approaching expectations
- Below expectations



Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to consistently position self in readiness for jumping and perform jumping activities.	Learner is able to position self in readiness for jumping and perform jumping activities.	Learner is able to position self in readiness for jumping and perform jumping activities with assistance.	Learner has difficulties in performing jumping activities.

2.0. Strand: Non loco-motor activities

2.1. Sub strand-Stretching

Introduction

Stretching is to straighten or extend one's body or a part of one's body to its full length typically so as to tighten ones muscle or to reach something. Stretching decreases muscle stiffness, increases range of motion, reduces muscular tension and enhances muscular relaxation and helps relieve post-exercise aches and pains among others.

Specific learning outcomes

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

- a) observe safety precautions during stretching activities to prevent accidents;
- b) stretch with hands upwards; downwards sideways, forward and backwards for health and physical fitness;
- c) Appreciate stretching as a form of exercise for learning and enjoyment.

Key inquiry question

The learner could be asked the following questions to elicit responses related to stretching.

1. How do we stretch?
2. Why do we stretch?

Suggested learning resources

The learner could be asked the following questions to elicit responses related to stretching. Structure board, field, mats, whistles, video clips, Cameras and pictures

Suggested learning experiences

The following are the suggested learning experiences the teacher may apply for learners to effectively achieve the intended learning outcomes:

- Guided to the structure board for anticipation of the stretching activity. The activity enhances sense of communication and collaboration as they discuss anticipation of stretching activity.
- Learners prepare the ground in readiness for stretching by removing obstacles to create space and for safety and by spreading the mats. Through this activity learners develop responsibility, communication and collaboration.
- Learners watch and/or listen to video clips of children stretching. For learners who cannot follow the video through listening or watching, the teacher to guide them through tactual and manual sign.
- Learners view different pictures of children stretching from books, magazines, drawings. Through this activity learners develop sense of imagination and creativity.
- Learners are guided to position self in readiness for stretching hands upwards, downwards, forward and backwards while counting once, twice, trice or as instructed by the teacher verbally or with a whistle. Through this activity learners develop social cohesion.
- Learners stretch with hands upwards, downwards sideways forward and backwards. Through this activity self-esteem is achieved.
- In pairs learners stretch by extending their arms towards each other. Through this activity learners develop respect for one another.
- Learners to take photos of peers performing stretching activities. In this activity digital literacy is developed.



- Parents to be encouraged to allow their children to participate in domestic chores which entail stretching activities.

Suggested mode of Assessment

Ask simple questions and give clear instructions on how to perform stretching activities through the most effective communication mode. Develop a checklist on the stretching activities that a learner is expected to perform. Take and keep records of learner's achievements for reference. Guide learners on how to perform peer and self-assessment.

Assessment Rubric

A rubric is a scoring guide used to evaluate the quality of a learner's work. Assessment will help the teacher to monitor learner's progress and plan for intervention where applicable. Therefore, the learner should be assessed using the following level of performance:

- Exceeding expectations
- Meeting expectations
- Approaching expectations
- Below expectations

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to stretch upwards, sideways, forward, backwards, downwards and is able to assist others in performing stretching activities.	Learner is able to stretch upwards, sideways, forward, backwards and downwards.	Learner is minimally assisted to stretch upwards, sideways, forward, backwards and downwards.	Learner has difficulties in stretching upwards, sideways, forward, backwards and downwards.

2.2. Sub-strand: Bending

Introduction

Bending is moving forward on the hands by dragging the body close to the ground. Bending helps in developing fine and gross motor skills of a learner. Bending influences development of visual skills.

Specific learning outcome

By the end of the sub-strand the learner should be able to:

- a) Identify appropriate free area for bending to enhance safety.
- b) Use hands, legs and waist to bend in different directions for health and physical fitness.
- c) Appreciate bending as an activity for learning and enjoyment.

Key enquiry questions

The learner could be asked the following questions to elicit responses related to bending

- 1) Why do we bend?
- 2) How do we bend?

Suggested learning resources

To achieve the above learning outcomes, the following learning resources could be used.

Field, mat, floor, carpet, structure board, camera, pictures, video clips

Suggested learning experiences

The following are the suggested learning experiences the teacher may apply for learners to effectively achieve the intended learning outcomes:

- Guided to the structure board for anticipation of the bending activity. The activity enhances sense of communication and collaboration as they discuss anticipation of bending activity.



- Clear the environment in readiness for bending by removing obstacles and spreading mats and carpets. Through this activity learners observe safety and responsibility.
- View photos and /or manipulate tactile diagrams of children bending .Through these activity learners are able to observe different bending positions and directions.
- Watch /or listen to video clips of children bending. Learners develop digital literacy, communication and collaboration. For learners who may not watch videos the teacher provides tactual signing of what is happening.
- Position self for stability and bend up and down slowly through this activity learners are able to develop self esteem
- Guided to place hands in a straight manner facing upwards and downwards as they count one, two, three, or as instructed by the teacher.
- Bend in different direction for example left and right in pairs or in groups. Through this learners enhance teamwork and respect for each other.
- Move out of the bending position to an upright position. These enhance flexibility and fitness for health purposes.
- Learners sing and perform a song that entails bending; through this activity learners are able to develop communication and collaboration.
- Learners take video clips and photographs of peers bending. Through this activity learners develop digital literacy, imagination and creativity.
- Parents to be encouraged to allow their children to participate in domestic chores which will enable them continue exercising bending.

Suggested modes of Assessment.

Ask simple questions and give clear instructions on how to perform bending activities through the most effective communication mode. Develop a checklist on the bending activities that a learner is expected to perform. Take and keep records of learner's achievements for reference. Guide learners on how to perform peer and self-assessment.

Assessment Rubrics.

A Rubric is a scoring guide used to evaluate quality of learners work. Assessment will help the teacher to monitor learner's progress and plan for intervention where applicable. Therefore the learner should be assessed using the following level of performance.

- Exceeding expectations
- Meeting expectations
- Approaching expectations
- Below expectations.

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to consistently position self for stability bend up and down with legs straight, trunk and hands at an angle with face downwards and also prompted others to bend.	Learner is able to bend with legs straight trunk and hands at an angle with face downwards.	Learner is guided to bend with legs straight, trunk and hands at an angle with face downwards.	Learner has difficulties in bending.

2.3. Sub-strand: Pulling.

Pulling is to move something towards you sometimes with great physical effort.

It is a physical exercise that is mentally stimulating.

Specific learning outcomes

By the end of the sub- strand the learner should be able to:

- a) Observe safety precautions during pulling activities to prevent accidents;
- b) Hold a rope or a partner in opposing direction for pulling;
- c) Perform pulling as a an activity for learning and enjoyment;
- d) Appreciate pulling as form of activity for health and physical fitness.



Key inquiry questions

The learner could be asked the following questions to elicit responses related to pulling

- 1) Why do we pull?
- 2) How do we pull?

Suggested learning resources

To achieve the above learning outcomes, the following learning resources can be used;
Ropes, field, mat, video clips, camera objects of reference and structure board.

Suggested learning experiences.

The following are the suggested learning experiences the teacher may apply for learners to effectively achieve the intended learning outcomes:

- Guided to the structure board or object of reference for anticipation of the pulling activity. The activity enhances sense of communication and collaboration as they discuss anticipation of pulling activity.
- Clear environment and spread mats in readiness for pulling activities. This will enhance safety.
- Watch and /or listen to videos on pulling activities for learners who cannot follow the video through listening or watching the teacher to guide them through tactual and manual signing.
- Listen as they are taken through the roles that govern pulling activities this enhances communication and collaboration.
- Guided to position self in readiness for pulling activities through this activity learners develop self-efficacy.
- In pairs or groups learners pull rope or each other in opposing directions. This activity enhances unity, respect and cooperation.
- Take photos of peers pulling activities. This activity enhances social cohesion and digital literacy.

- Parents to be encouraged to allow their children to participate in domestic chores that involve pulling for learning to learn.
- Encouraged to play different games involving pulling for physical fitness and enjoyment.

Suggested modes of assessments

Ask simple oral questions. Develop a checklist to ensure completeness in carrying out the work and allow self and peer assessment for independence and motivation.

Assessment rubric

A rubric is a scoring guide used to evaluate the quality of a learner’s work. Assessment will help the teacher to monitor Lerner’s progress and plan for intervention where applicable.

Therefore the leaner should be assessed using the following level of performance:

- Exceeding expectations
- Meeting expectations
- Approaching expectations
- Below expectations.

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to consistently position self in readiness for pulling, follow rules governing various pulling activities and perform pulling activities either individually, in pairs or in groups.	Learner is able position self in readiness for pulling, follow rules governing various pulling activities and perform pulling either individually, in pairs or in groups.	Learner is able to position self in readiness for pulling, following rules, governing various pulling activities however has difficulties in performing pulling either individually, in pairs or in groups.	Learner has difficulties in pulling activities.



2.4. Sub-strand: Lifting

Lifting is to raise to a higher position or level. It helps in muscle strengthening and body posture.

Specific learning outcomes

By the end of the sub-strand the learner should be able to:

- a) Observe safety precautions during lifting activities to prevent accidents;
- b) Position self in readiness for lifting activities;
- c) Lift self or objects at a certain height or from one point to another for motor coordination, transfer or physical fitness;
- d) Appreciate lifting as a form of physical activities for learning and enjoyment.

Key enquiry questions.

The learner could be asked the following questions to elicit responses related to lifting,

1. Why do we lift objects?
2. How do we lift objects?

Suggested learning resources

To achieve the above learning outcomes, the following learning resources can be used: Stones, water bottles, bricks, mat, objects of reference and structure board.

Suggested learning Experiences

The following are the suggested learning experiences the teacher may apply for learners to effectively achieve the intended learning outcomes:

- Guided to the object of reference or structure board for anticipation of the lifting activity. The activity enhances sense of communication and collaboration as they discuss anticipation of lifting activity.
- Remove obstacles from their immediate environment to create space and spread mats. This activity will enhance safety.
- View photos and/or manipulate tactile diagrams of children performing lifting activities. This activity enhances digital literacy, communication and collaboration.

- Watch and/or listen to videos of lifting activities. For learners who cannot follow the video through listening or watching the teacher to guide through tactual and manual sign. This enhances digital literacy.
- In pairs or groups learners lift each other in turns. This activity enhances social cohesion and motivation to participate in games and sport.
- Lift themselves from the mat, wheelchair or ground. This builds self-confidence. The teacher to encourage the learners to assist each other during the activity.
- Lift stones, water bottles and bricks from one point to another as they count the number of objects lifted.
- Participate in removing obstacles off the ground during breaks, lunch and games time.
- Parents to encourage their children to participate in domestic chores that involve lifting.

Suggested modes of assessment

Ask simple oral questions. Develop a checklist to ensure completeness in carrying out the task and allow self and peer assessment for independence and motivation.

Assessment Rubrics

A rubric is a scoring guide used to evaluate the quality of a learners work. Assessment will help the teacher to monitor learners' progress and plan for intervention where applicable.

Therefore, the learner should be assessed using the following level of performance.

- Exceeding expectations
- Meeting expectations
- Approaching expectations
- Below expectations



Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to consistently position self in readiness for lifting, follow rules governing lifting, and consistently lift self or various objects either individually, in pairs or in groups.	Learner is able to successfully position self in readiness for lifting, follow rules governing lifting, and lift self or various objects either individually, in pairs or in groups.	Learner is able to position self in readiness for lifting, follow rules governing lifting, however, assisted to lift self or various objects.	Learner has difficulties in lifting activities.

2.5. Sub-strand: Balancing

Introduction

Balancing is the ability to hold your body upright and steady without falling down.

This could be in sitting or standing, moving or standing still with eyes open or closed.

Specific learning outcomes

By the end of the sub-strand the learner should be able to:

- a) Observe safety precaution during balancing activities to prevent accidents;
- b) Perform balancing activities for learning and enjoyment;
- c) Enjoying balancing as an activity for physical fitness and wellness;

Key inquiry questions

The learner could be asked the following questions to elicit responses related to balancing.

1. Why do we balance?
2. How do we balance?

Suggested learning resources

To achieve the above learning outcomes, the following learning resources can be used
Stones, water bottles, bricks, mats, object of reference, structure board.

Suggested learning experiences

The following are the suggested learning experiences the teacher may apply for learners to effectively achieve the intended learning outcomes:

- Guided to the object of reference or structure board for anticipation of the balancing activity. The activity enhances sense of communication and collaboration as they discuss anticipation of balancing activity.
- Remove obstacles from immediate environment to observe safety and create space.
- Put head stable, eye focused on target with trunk stable and upright. This activity develops learning to learn as learners apply skills for balancing.
- Balance stones, water bottles and bricks using different parts of the body, the teacher should encourage the learners to assist each other through this activity, the learners develop peer teaching.
- Practice balancing using different objects these activities enhances creativity and enjoyment.
- Sign, sign sing and count to motivate each other to maintain a balancing position. This activity enhances social cohesion.
- Watch and/or listen to videos balancing for learners who cannot follow the video through listening or watching the teacher to guide them through tactual and manual signing. Through this activity digital literacy is enhanced.
- Take photographs of peers balancing on mats. Through this activity digital literacy is developed.
- Encouraged to participate in games involving balancing activities.
- Parents to be encouraged to allow their children to participate in house chores to further practice balancing activities.



Suggested modes of assessment

Ask simple questions and give clear instructions on how to balance through the most effective communication mode. Develop a check list of balancing activities that a learners is expected to perform. Through observation, take and keep records of learner's achievements for reference. Guide the learners on how to do peer and self - assessment.

Assessment Rubric

A rubric is a scoring guide used to evaluate the quality of a learners work. Assessment will help the teacher to monitor learner's progress and plan for intervention where applicable.

Therefore, the learners should be assessed using the following levels of performance:

- Exceeding expectations
- Meeting expectations
- Approaching expectations
- Below expectation

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to successfully position self in readiness for balancing, follow rules governing balancing and consistently perform balancing of various objects using different parts of the body such as head, hands, mouth or legs. In addition assist others in balancing activities.	Learner is able to successfully position self in readiness for balancing, follow rules governing balancing and perform balancing of various objects using different parts of the body such as head, hands, mouth or legs.	Learner is able to position self in readiness for balancing and follow rules. However, is assisted in performing balancing of various objects using different parts of the body such as head, hands, mouth or legs	Learner has difficulties in balancing activities.

3.0. STRAND: MANIPULATIVE SKILLS

3.1. Sub-strand: Catching

Introduction

To catch is to intercept and hold something which has been thrown, propelled or dropped. Catching increases joint stability and full body control.

Specific learning outcome

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

- a) Observe safety precautions during catching activities to prevent accidents;
- b) Position self in readiness for catching
- c) Perform catching activities for learning and enjoyment
- d) Appreciate catching activities for health and physical fitness.

Key inquiry questions

The learner could be asked the following questions to elicit responses related to catching.

1. Why do we catch objects?
2. How do we catch the objects?

Suggested learning resources

The following are the suggested learning resource the teacher could use to support learning.

Field, field markers, video clips, cameras, balls, object of reference, structure board.

Suggested learning experiences

The following are the suggested learning experiences the teacher may apply for learners to effectively achieve the intended learning outcomes:

- Guided to the object of reference or structure board for anticipation of the catching activity. The activity enhances sense of communication and collaboration as they discuss anticipation of catching activity.
- Remove the obstacles from the field where catching activities are to take place and display field markers. This builds unity and cooperation and also enhances safety.



- Position self in readiness for catching this enhances critical thinking and problem solving.
- Perform catching activities for learning and enjoyment, communication and collaboration is achieved when learners work in pairs or in groups.
- Watch and/or listed to videos of children catching balls. Digital literacy is developed as learners watch, listen and take videos and photographs.
- Guided to catch balls using assistive devices by their peers. This enhances unity.
- Encouraged to perform catching activities during games time.
- Parents are encouraged to give an opportunity to their children to participate in activities involving catching with others in the community.

Suggested modes of assessment

Ask simple questions and give clear instruction on how to catch through the most effective communication mode. Develop a check list of catching activities that the learners is expected to perform. Through observation take and keep records of learner's achievement for reference. Guide the learners on how to do peer and self-assessment.

Assessment Rubrics

A rubric is a scoring guide used to evaluate the quality of a learners work. Assessment will help the teacher to monitor learners' progress and plan for intervention where applicable.

Therefore, the learner should be assessed using the following level of performance.

- Exceeding expectations
- Meeting expectations
- Approaching expectations
- Below expectations

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to consistently position self in readiness for catching, fix eyes on the object to be caught as the arms reach out for the object, move arms slightly to the body and flex knees to catch the object.	Learner is able to position self in readiness for catching, fix eyes on the object to be caught as the arms reach out for the object, move arms slightly to the body and flex knees to catch the object.	Learner is able to position self- facing the direction of the partner, fixes eyes on the object to be caught as the arms reach out for the object, however, and has difficulties in moving arms slightly to the body to catch the object.	Learner has difficulties in performing catching activities.

3.2. Sub-strand: Throwing

Introduction

Throwing is propelling something with force through the air by the movement of the arm and hand. It also helps in the development of gross motor muscles and body stability.

Specific learning outcomes

By the end of the sub-strand the learner should be able to:

- a) observe safety precaution during throwing activities to prevent accidents;
- b) position self in readiness for throwing;
- c) Perform throwing activities for learning and enjoyment.



Key inquiry questions

The learner could be asked the following questions to elicit responses related to jumping.

1. Why do we throw objects?
2. How do we throw objects?

Suggested learning resources

The following are the suggested learning resources to be used to support learning. Balls, beanbags, object of reference/structure boards, field, camera, video clips.

Suggested learning experience

The following are the suggested learning experiences the teacher may apply for learners to effectively achieve the intended learning outcomes:

- Guided to the object of reference or structure board for anticipation of throwing activity. The activity enhances sense of communication and collaboration as they discuss anticipation of throwing activity.
- In groups learners talk about safety measures to take while throwing.
- Prepare the field by removing obstacles that can cause accidents, this activity enhances personal safety and develops a sense of responsibility.
- Position self for throwing by first facing the direction of the throw and body weight transferred to the front foot. Encourage learners to assist one another, this builds unity.
- Perform throwing activities using balls and beanbags to each other. This encourages learning to learn, builds cooperation and teamwork.
- Swing their arms upwards and backwards as elbow moves closer to the ear level. Self-efficacy is developed as learners are encouraged for successful throws.
- Step forward as the elbow stretches before release. Self-esteem is boosted by success in throws.
- In groups learners watch and/or listen video of children performing throwing activities. Digital literacy is developed as learners watch and/or listen to video clips and take videos.

- Take photographs as they participate in throwing activities in pairs and in groups. Unity is achieved as learners work together in pairs and groups when throwing.
- Encouraged to engage in games involving throwing activities such as netball and hand ball.
- Parents are encouraged to give opportunities to their children to join clubs in their community that participate in throwing activities.

Suggested modes of assessment

Ask simple questions and give clear instructions on how to throw through the most effective communication mode. Develop a checklist of throwing activities that a learner is expected to perform. Through observation take and keep records of learner's achievements for reference, guide the learners on how to do peer and self-assessment.

Assessment Rubrics

A rubric is a scoring guide used to evaluate the quality of a learners work. Assessment will help the teacher to monitor the learners' progress and plan for intervention where applicable.

Therefore, the learner should be assessed using the following levels of performance:

- Exceeding expectations
- Meeting expectations
- Approaching expectations
- Below expectations



Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to consistently position self-facing the direction of the throw, transfer body weight to the front foot, hold the ball correctly, take forward step and stretch the elbow before release, swings the arms forward, backward with the elbow closer to ear level and release.	Learner is able to position self-facing the direction of the throw, transfer body weight to the front foot, holds the ball correctly, takes forward step and stretch the arms forward, backward with the elbow closer to ear level and release.	Learner is able to position self-facing the direction of the throw, transfer body weight to the front foot, and holds the ball correctly, however the learner has difficulties to take forward step, release, swings the arms forward backward and the elbow closer to ear level.	Learner has difficulties in throwing activities

3.3. Sub-strand: Bouncing

To bounce is to move quickly up, back or away from a surface after hitting it. The activity develops coordination of the eyes and any other part of the body that is being used.

Specific learning outcomes

By the end of a sub-strand the learner should be able to:

- a) Observe safety precautions during bouncing activities to prevent accidents;
- b) Identify the ball according to size, shape, and texture for familiarization;
- c) Hold the ball to position in preparation for bouncing, perform bouncing activities for learning and enjoyment;
- d) Enjoy bouncing as activities for learning.

Key enquiry questions

The learner could be asked the following questions to elicit responses related to bouncing

1. Why do we bounce objects?
2. Why do we bounce objects?

Suggested learning resources

To achieve the above learning outcomes, the following learning resources can be used
Balls, goalpost, field, camera, video clips, whistle, structure board and objects of reference.

Suggested learning experiences

The following are the suggested learning experiences the teacher may apply for learners to effectively achieve the intended learning outcomes:

- Guided to the object of reference or structure board for anticipation of bouncing activity. The activity enhances sense of communication and collaboration as they discuss anticipation of bouncing activity.
- Clear working field by removing all the dangerous objects and obstacles. This enhances personal safety and the sense of responsibility.
- Identify balls for practicing bouncing according to size and shape. Learners observe personal safety.
- Watch and/ or listen to video clip of other learners practicing bouncing activity. This activity enhances digital literacy.



- Assist learners with difficulties in bouncing the ball and by encouraging other learners to assist each other bounce the ball to the goalpost when the whistle is blown. This activity enhances cooperation and social justice.
- May take photographs of peers bouncing the ball for digital literacy and reference.
- Encouraged to participate in games and sports.
- Parents to be encouraged to provide learners opportunities to play and provide playing materials.

Suggested modes of assessment

Ask simple questions and give clear instructions on how to throw through the most effective communication mode. Develop a checklist of throwing activities that a learner is expected to perform. Through observation take and keep records of learner's achievements for reference, guide the learners on how to do peer and self-assessment.

Assessment Rubrics

A rubric is a scoring guide used to evaluate the quality of a learners work. Assessment will help the teacher to monitor learners' progress and plan for intervention where applicable.

Therefore, the learner should be assessed using the following level of performance.

- Exceeding expectations
- Meeting expectations
- Approaching expectations
- Below expectations.

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to consistently position self in readiness for bouncing, follow rules governing bouncing activities and perform bouncing.	Learner is able to position self in readiness for bouncing activities and perform bouncing,	Learner is able to position self in readiness for bouncing, follow rules governing bouncing activities but has difficulty in performing bouncing.	Learner has difficulties in performing bouncing activities.

3.4. Sub-strand: Kicking

Introduction

Kicking is striking or propelling forcibly with the foot. This will assist in the development of fine and gross motor.

Specific learning outcomes

By the end of the sub strand, the learner should be able to:

- a) observe safety precautions during kicking activities to avoid accidents;
- b) position self in readiness for kicking;
- c) perform kicking activities for learning and enjoyment;
- d) enjoy kicking activities for health and physical fitness.

Key enquiry questions

The learners may be asked the following questions to elicit responses related to kicking

1. Why do we kick objects?
2. How do we kick objects?

Suggested learning resources

To achieve the above learning outcomes, the following resources can be used.

Balls, video clips, goalposts, camera, structure board and object of reference.

Suggested learning experiences

The following are the suggested learning experiences the teacher may apply for learners to effectively achieve the intended learning outcomes:

- Guided to the object of reference or structure board for anticipation of kicking activity. The activity enhances sense of communication and collaboration as they discuss anticipation of kicking activity.
- Prepare the field by removing the obstacles that may cause accidents such as stones, sticks and slippery materials. Through this activity learners observe safety and responsibility.



- Position self in readiness for kicking by placing the non-kicking foot near the ball, swing the kicking leg backward with the knee bent, then swing the leg forward to kick. This builds self-esteem.
- Swing arms in position to maintain balance as the trunk is bent in readiness for kicking this enhances learning and enjoyment.
- Perform kicking activities by kicking hard for distance or when attempting to score. Compete in kicking this activity enhances communication and collaboration.
- Enjoy kicking activities for health and physical activities.
- Watch and / or listen to a video clip of children kicking.
- For learners who may not watch video the teacher provides tactual signing of what is happening. Watching and listing to video clips enhances digital literacy.
- In pairs learners kick the ball towards each other for learning, physical fitness and enjoyment.
- Take photographs as they participate in kicking activities. Through this activity develop digital literacy. Encouraged to participate in games and sports.
- Parents to be encouraged to provide learners opportunities to play and also provide playing materials.

Suggested modes of assessments

The teacher should ask simple questions and give clear instructions on how to how to kick the ball through the most effective communication mode. The teacher should develop a checklist of kicking activities that a learner is expected to perform. Through observation the teacher should take and keep records of learners achievements for reference. The teacher guide the learners on how to do peer and self-assessment.

Assessment rubric

A rubric is a scoring guide used to evaluate the quality of a learner's work. Assessment will help the teacher to monitor learner's progress and plan for intervention where applicable.

Therefore, the learner should be assessed using the following level of performance:

- Exceeding expectations
- Meeting expectations
- Approaching expectations
- Below expectations

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to consistently position self, facing the right direction of kicking, place non-kicking foot near the ball, swing the kicking leg backwards with knees and trunk bent, swing the leg forward to kick to the target and finally swing the arms in the right position to maintain balance.	Learner is able to position self, facing the right direction of kicking, place non-kicking foot near the ball, swing the kicking leg backwards with the knee and trunk bent, swing the leg forward to kick to the target and finally swing the arms in the right position to maintain balance.	Learner is able to position self- facing the right direction of kicking, place non-kicking foot near the ball but has difficulties in swinging the kicking leg backwards with knees and trunk bent, swing the leg forward to kick to the target and also swinging the arms in the right position to maintain balance.	Learner has difficulties in performing kicking activities.

3.5. Sub-strand: Striking

Introduction

Striking is to hit forcibly and deliberately with one hand or other implement. This done to aim at targeted goal for learning, health, enjoyment and physical fitness.



Specific learning outcomes

By the end of the sub-strand, the learner should be able to;

- a) Observe safety precautions to prevent accidents;
- b) position self in readiness for striking;
- c) perform striking activities to hit the target for learning and enjoyment;
- d) Enjoy striking activities for health and physical enjoyment.

Key inquiry questions

The learners may be asked the following questions to elicit responses related to striking

1. Why do we strike objects?
2. How do we strike objects?

Suggested learning resources

To achieve the above learning outcomes, the following resources can be used;

Balls, cameras, structure board, object of reference, paddles, bats, rackets, mats, fields and balloons.

Suggested learning experiences

The following are the suggested learning experiences the teacher may apply for learners to effectively achieve the intended learning outcomes:

- Guided to the object of reference or structure board for anticipation of striking activity. The activity enhances sense of communication and collaboration as they discuss anticipation of striking activity.
- In pairs learners discuss the importance of clearing the working area this enhances social cohesion.
- Clear working field by removing all dangerous objects and obstacles that can cause accidents. This enhances personal safety and the sense of responsibly.
- Watch and/ or listen to video clips of children performing striking activities. Digital literacy will be developed. For learners who may not watch videos the teacher provide tactual signing of what is happening.

- Position self for striking by locking eyes to the paddles, bats, rackets or balloons pointing the non-striking shoulder towards the target object. Learning to learn is developed as learners apply the skills learned in striking activities.
- Step with the opposite foot towards the target while keeping the knees bent and grip firm. Strike the object by maintaining fluid swinging motion. This enhances critical thinking and imagination.
- Appreciate each other’s performance and this enhances self-esteem. Learning to learn is enhanced as learners apply the skills in striking games like hockey.
- Take photographs of learners striking this encourages digital literacy.
- Encouraged to participate or join clubs.
- Parents to be encouraged to provide striking materials for playing in the community.

Suggested modes of assessment

The teacher should ask simple questions and give clear instructions on how to how to kick the ball through the most effective communication mode. The teacher should develop a checklist of kicking activities that a learner is expected to perform. Through observation the teacher should take and keep records of learners achievements for reference. The teacher guide the learners on how to do peer and self-assessment

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to consistently position self in readiness for striking and perform striking activities to hit the target.	Learner is able to position self in readiness for striking and perform striking activities to hit the target.	Learner is able to position self in readiness for striking and perform striking activities to hit the target with assistance.	Learner has difficulty in performing striking activities.



4.0. STRAND: GAMES AND SPORTS

4.1. Sub-strand: Tract activities

Introduction

Track event is an event in athletics which involves running or walking around a racetrack over a defined distance, in contrast to events that involve only jumping or throwing. These activities assist in the development of fine and gross motor skills.

Specific learning outcome

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

- a) observe safety precautions during track activities to avoid accidents;
- b) position self in readiness to perform various activities;
- c) perform various track activities for learning and enjoyment;
- d) Enjoy track activities for health and physical fitness.

Key inquiry question

The learner may be asked the following question to elicit responses related to striking

1. Why do you participate in track events?

Suggested learning resources

To achieve the above learning outcomes the following learning resources can be used
Marked track, structure board, object of reference, whistles ,start guns, guiding robes, stop watches, first aid kits, assistive devices {wheelchair and clutches}, spoons, sacks, batons, video clips and video cameras.

Suggested learning experiences

The following are the suggested learning experiences the teacher may apply for learners to effectively achieve the intended learning outcomes:

- Guided to the object of reference or structure board for anticipation of track events.
The activity enhances sense of communication and collaboration as they discuss anticipation of track events.
- Observe safety as they remove obstacles that may cause accidents from the track before performing track activities,

- In pairs or groups learners familiarize with various track equipment, clues and landmarks that could support them to participate in track events. Learning to learn is enhanced as they discuss about the clues and landmarks.
- Taken through the rules that guide various track activities, this enhances safety and upholds integrity.
- Watch and/or listen to video clips of children taking part in track events. For learners who may not watch videos the teacher provide tactual signing of what is happening. Digital literacy will be developed.
- Encouraged to take part in various track events of their choice, interest and ability for learning and enjoyment either individually, in pairs, or in groups by motivating each other.

Learners are encouraged to compete for health, physical fitness and enjoyment.

- Take videos and pictures of peers taking part in various track activities. Through this activity digital literacy and responsibility is enhanced.
- Talk about their experiences in various track activities to express their self-esteem and efficacy.
- Learner show sense of responsibility as they store the various materials and equipment used during track activities.
- Encouraged to participate in track activities to embrace citizenship and patriotism.
- Parents to be encouraged to provide opportunities to their children to participate in track events and also buy for them necessary materials and equipment for track activities.

Assessment Modes

The teacher should ask simple questions and give clear instructions on how to how to kick the ball through the most effective communication mode. The teacher should develop a checklist of kicking activities that a learner is expected to perform.



Through observation the teacher should take and keep records of learners' achievements for reference. The teacher guides the learners on how to do peer and self-assessment.

Assessment Rubrics

A rubric is a scoring guide used to evaluate the quality of a learner's work. Assessment will help the teacher to monitor learner's progress and plan for intervention where applicable. Therefore, the learner should be assessed using the following level of performance:

- Exceeding expectations
- Meeting expectations
- Approaching expectations
- Below expectations

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to position self in readiness for track and consistently perform various track events of choice, interest or ability.	Learner is able to position self in readiness for track events and perform various track events of choice, interest or ability.	Learner is able to position self in readiness for track events performing various track events with prompts	Learner has difficulties in performing track events.

4.2. Sub-strand: Field events

Introduction

Field events are athletic sports other than races, such as throwing and jumping events. These activities enhance health and physical fitness.

Specific learning outcomes

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

- a) Observe safety precaution in readiness for field events to prevent injuries;
- b) position self in readiness for field events;
- c) Perform various field events activities for learning and enjoyment;
- d) Enjoy field events for health and physical fitness

Key inquiry question

The learners may be asked the following questions to elicit responses related to striking

1. Why do take part in field events?

Suggested learning resources

To achieve the above learning outcomes the following learning resources can be used; Chairs, stop watches, start gun flags, structure boards, object of reference, whistle, fribees, crossbar, uprights, shot-put, tape measures, javelins, discus, first aid kit, video camera, and field.

Suggested learning experiences

The following are the suggested learning experiences the teacher may apply for learners to effectively achieve the intended learning outcomes:

- Guided to the object of reference or structure board for anticipation of field events.
The activity enhances sense of communication and collaboration as they discuss anticipation of field events.
- Discuss in pairs or group the importance of clearing obstacles found in the field.
Through this activity learners observe safety and responsibility.
- Prepare the field in readiness for field events by removing obstacles.
Through this activity learners observe safety.
- Familiarize themselves with the land marks, clues on the field such as marked lines, saw dust and sand pits for easy movement, through these activity learners learn to learn.
- Familiarize themselves with materials and equipment used in field



events. In this case the learners will attain sense of responsibility.

- Watch videos of children performing field events. The learners will gain digital literacy.
- Guided on various rules that govern field events. Integrity is achieved when learners observe ethics, fair play and honest when performing field events. Respect is also achieved when learners observe rules that govern various field events.
- Perform various field events of choice, interest and ability either individually, in pairs and in groups. Through these activities assertiveness is realized.
- Take photographs of peers taking part in field events. Through this learners develop digital literacy.
- Sing songs and share their experiences about the field events. Social cohesion is achieved when learners sing and share their experiences.
- Parents to be encouraged to provide opportunities for their children to participate in athletics clubs in the community. Citizenship is realized when their children imitate successful Kenyan athletes.

Assessment Modes

The teacher should ask simple questions and give clear instructions on how to how to perform field events through the most effective communication mode. The teacher should develop a checklist of field events activities that a learner is expected to perform. Through observation the teacher should take and keep records of learners' achievements for reference. The teacher guides the learners on how to do peer and self-assessment.

Assessment Rubrics

A rubric is a scoring guide used to evaluate the quality of a learner’s work. Assessment will help the teacher to monitor learner’s progress and plan for intervention where applicable. Therefore, the learner should be assessed using the following level of performance:

- Exceeding expectations
- Meeting expectations
- Approaching expectations
- Below expectation

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to successfully position self for field events, conversant with landmarks and cues as well as materials and equipment used in the field events, follow rules governing various field events and consistently perform various field events of choice, interest or ability individually, pairs or in groups.	Learner is able to successfully position self for field events, conversant with landmarks and cues as well as materials and equipment, follow rules governing various field events and perform various field events of choice, interest or ability individually, pairs or in groups.	Learner is able to successfully position self for field events, conversant with landmarks and clues as well as materials and equipment, however, has difficulty in following rules governing various field events and perform various field events of choice, interest or ability individually, pairs or in groups.	Learner has difficulties in performing field events.



4.3. Sub-strand: Ball games

Introduction

Ball games are any form of game or sport which feature a ball as part of play. These activities improve motor skills, hand-eye coordination, and timing, which are important parts of the developmental progression.

Specific learning outcomes

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

- a) Observe safety precaution in readiness for ball games to prevent accidents;
- b) position self appropriately in readiness to perform various ball games;
- c) Perform various ball games for learning and enjoyment;
- d) Appreciate ball games for health and physical fitness.

Key inquiry questions

The learners may be asked the following questions to elicit responses related to ball games

1. Why do we play ball games?
2. How do you play the ball games that you like?

Suggested learning resources

To achieve the above learning outcomes the following learning resources can be used. Balls, video clips, camera, first aid kit, field markers, corner flags, goalposts, hockey sticks, whistles, goal nets, resource persons, rackets, structure board and objects of reference

Suggested learning experiences

The following are the suggested learning experiences the teacher may apply for learners to effectively achieve the intended learning outcomes.

- Guided to the object of reference or structure board for anticipation of ball games. The activity enhances sense of communication and collaboration as they discuss anticipation of ball games.
- Remove obstacles in the field that may cause accidents or given orientation in the rooms where ball games take place. Through this activity learners observe safety. Unity is also achieved when learners embrace teamwork while clearing the playing area.
- Familiarize themselves with landmarks and clues in the field or room. Learners are guided on the rules that govern the various ball games. Respect is achieved when learners observe rules that govern the various ball games.
- Familiarize themselves with materials used in ball games. This will enhance communication and collaboration.
- Position self appropriately in readiness to perform various ball games. Imagination and creativity is realized when learners display unique skills as they play.
- Perform various ball games using suitable materials for learning and enjoyment.
- Watch and/or listen to videos of peers playing various ball games. Digital literacy is enhanced.
- Perform various ball games of choice, interest and ability either individually, in pairs or in groups. First aid kits should be available to be used in case of an injury,
- Store the various ball game equipment in their rightful places. This activity inculcates the sense of responsibility.
- Sing songs and also talk about their experiences about the ball games. In the process the learners enjoy songs and communicate while sharing experiences.



- Parents to be encouraged to allow their children join clubs in community that play ball games.

Assessment Modes

Ask simple questions and give clear instructions on how to how to perform ball games through the most effective communication mode. Develop a checklist of ball games activities that a learner is expected to perform. Through observation the teacher should take and keep records of learners' achievements for reference. Guide the learners on how to do peer and self-assessment.

Assessment Rubrics

A rubric is a scoring guide used to evaluate the quality of a learner's work. Assessment will help the teacher to monitor learner's progress and plan for intervention where applicable. Therefore, the learner should be assessed using the following level of performance:

- Exceeding expectations
- Meeting expectations
- Approaching expectations
- Below expectations

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to successfully position self in readiness for various ball games, conversant with field, materials and rooms used in various ball games. In addition, the learner consistently follows rules governing various ball games and performs games of choice, interest or ability either individually, in pairs or in groups.	Learner is able to successfully position self in readiness for various ball games, conversant with field, materials and rooms used in various ball games. In addition, the learner follows rules governing various games and perform ball games of choice, interest or ability either individually, in pairs or in groups.	Learner is able to successfully position self in readiness for various ball games, conversant with field, materials and room used in various ball games, However, the learner has difficulties in following rules governing various ball games and performing games of choice, interest or ability either individually, in pairs or in groups.	Learner has difficulties in performing ball games.

4.4. Sub-strand: Board games

Introduction

Board games are games that involve counters or pieces moved or placed on a pre marked surface or board according to set of rules. They play crucial role in children's development and growth.



It is an important aspect of brain development as they help acquire logical and reasoning skills, boost critical thinking and gain spatial reasoning. Playing board games helps with learning, social and communication skills as well.

Specific learning outcomes

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

- a) observe safety precautions in readiness for board games to prevent accidents;
- b) position self appropriately in readiness for board games;
- c) perform board games for learning and enjoyment;
- d) Appreciate board games activities for recreation.

Suggested learning resources

To achieve the above learning outcomes the following learning resources can be used. Tables,, darts board, darts video clips, camera, structure board, objects of reference, mats, chase pieces board, ajua beans, scrabbles, dice and first aid kit

Suggested learning experiences

The following are the suggested learning experiences the teacher may apply for learners to effectively achieve the intended learning outcomes.

- Guided to the object of reference or structure board for anticipation of board games. The activity enhances sense of communication and collaboration as they discuss anticipation of board games
- Oriented to the room that the board game is performed. Through this activity learners observe safety.
- Familiarize themselves with materials and equipment used in board games. This enhances social cohesion when learners share materials and equipment.
- Position self appropriately in readiness for board games. Respect for self and others is achieved when learners observe rules that govern the various board games.

- Watch and/or listen to videos of peers performing board games. This enhances digital literacy.
- Perform various board games of choice, interest and ability on a mat or table either individually, in pairs and in groups. Imagination creativity is developed when learners display creative moves in performing board games.
- Take photographs of peer taking part in board games, through this activity digital literacy will be enhanced.
- Share their experiences about the board games. Self-efficacy is achieved when learners are able to successfully take part in board games of their choice, ability and interest.
- Appreciate ball games activities for recreation. Self-esteem is developed when learners are congratulated and reinforced positively.
- Store the equipment and materials used in board games. This builds responsibility.
- Encouraged to play board games during their free time with their teachers, support staff and peers.
- Parents are encouraged to allow their children join clubs in the community that play board games.

Key inquiry questions

The learners may be asked the following questions to elicit responses related to board games

1. Why do you play board games?
2. How do you play board games?

Suggested assessment modes

Ask simple questions and give clear instructions on how to how to perform board games through the most effective communication mode. Develop a checklist of board games activities that a learner is expected to perform.



Through observation take and keep records of learners' achievements for reference.
Guide the learners on how to do peer and self-assessment.

Assessment Rubrics

A rubric is a scoring guide used to evaluate the quality of a learner's work. Assessment will help the teacher to monitor learner's progress and plan for intervention where applicable. Therefore, the learner should be assessed using the following level of performance:

- Exceeding expectations
- Meeting expectations
- Approaching expectations
- Below expectations

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to successfully position self for board games and consistently perform various board games.	Learner is able to successfully position self for board games and perform various board games.	Learner is able to successfully position self for board games and perform various board games with assistance.	Learner has difficulties in performing board games.

4.5. Sub-strand: Swimming

Introduction

Swimming is an individual or team sport that requires the use of one's entire body to move through water. The activity takes place in pools or open water. Competitive swimming is one of the most popular Olympic sports, with varied distance events in butterfly, backstroke, breaststroke, freestyle, and individual medley.

Swimming builds endurance, muscle strength and cardiovascular fitness. It helps maintain a healthy weight, healthy heart and lungs.

Specific learning outcomes

By the end of the sub – strand, the learner should be able to:

- a) observe safety precautions during swimming to prevent injuries;
- b) position self appropriately in readiness for swimming;
- c) perform various swimming strokes for learning and enjoyment;
- d) Enjoy swimming as an activity for health and recreation.

Suggested learning resources

To achieve the above learning outcomes the following learning resources can be used. video clips, camera, structure board, objects of reference, swimming pool, stop watches, resource persons, and swimming pools.

Suggested learning experiences

The following are the suggested learning experiences the teacher may apply for learners to effectively achieve the intended learning outcomes:

- Guided to the object of reference or structure board for anticipation of swimming. The activity enhances sense of communication and collaboration as they discuss anticipation of swimming
- In pairs or groups learners discuss importance of swimming, through this activity critical thinking and problem solving is achieved.
- Oriented to the swimming pool for safety to prevent injuries.
- In pairs or groups learners familiarize themselves with swimming materials and equipment. Decision making is realized when learners identify the ideal materials for swimming. Responsibility is achieved as they take care of materials.
- Listen and watch videos of peers swimming. Through this activity digital literacy is achieved.
- Guided to observe rules that govern swimming. Respect is achieved



when learners observe rules that govern swing.

- Oriented in the water to identify the deep and the shallow ends of the pool and also to identify ideal or comfortable depth for swimming.
- Take appropriate position for floating with or without floating devices.
- Guided to swim in different strokes according to ability. This can be done individually, in pair or groups. Creativity and imagination is enhanced as learners swim to ideal and comfortable depths.
- Talk about their experiences in swimming as they demonstrate how various animals swim. Animal welfare is realized when learners take care of animals that stay in water. Communication and collaboration is developed as they share their experiences.
- Encouraged to engage in swimming activities during games and sports.
- Parents are encouraged to allow and support their children to take part in swimming activities and trainings. Through these skills they can save lives of individuals about to drown and even themselves.

Key inquiry question

The learners may be asked the following questions to elicit responses related to swimming.

- 1) How do you swim?
- 2) Why do you swim?

Assessment Modes

Ask simple questions and give clear instructions on how to how to perform swimming through the most effective communication mode. Develop a checklist of swimming activities that a learner is expected to perform. Through observation take and keep records of learners' achievements for reference. Guide the learners on how to do peer and self-assessment.

Assessment Rubrics

A rubric is a scoring guide used to evaluate the quality of a learner's work. Assessment will help the teacher to monitor learner's progress and plan for intervention where applicable. Therefore, the learner should be assessed using the following level of performance:

- Exceeding expectations
- Meeting expectations
- Approaching expectations
- Below expectations

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to successfully position self in readiness for floating and swimming, and consistently performs several strokes.	Learner is able to successfully position self in readiness for floating and swimming, and performs several strokes.	Learner is able to successfully position self in readiness for floating and swimming, and performs few strokes with assistance.	Learner has difficulties in performing strokes.

4.6. Sub-strand Gymnastics

Introduction

Is an activity which individuals perform optional and prescribed acrobatic feats mostly on special apparatus in order to demonstrate strength, balance and body control.

Specific Learning Outcomes

By the end of the sub-strand learners should be able to

- a) observe safety precautions when performing gymnastics to prevent injuries;



- b) position self appropriately in readiness for gymnastics;
- c) perform various gymnastics for learning and enjoyment
- d) Appreciate gymnastics for health and physical fitness.

Key Inquiry questions

The learners may be asked the following questions to elicit responses related to gymnastics

1. Why do you perform gymnastics?
2. How do you perform gymnastics?

Suggested learning resources

To achieve the above learning outcomes the following learning resources can be used. Mats, bars, vaulting boxes, beam balances, structure board, object of references, rings, trampoline, cameras, videos and resource persons

Suggested learning experiences

The following are the suggested learning experiences the teacher may apply for learners to effectively achieve the intended learning outcomes:

- Guided to the object of reference or structure board for anticipation of gymnastics activities. The activity enhances sense of communication and collaboration as they discuss anticipation of gymnastics.
- Discuss the importance of gymnastics.
- Prepare the field or rooms in readiness for gymnastics by removing obstacles. Through this activity learners inculcate sense of responsibility and safety.
- Familiarize themselves with materials used in gymnastics.
- Oriented on the field or the gymnastic room to be used for familiarization.
- Guided on the rules that govern gymnastics. In this activity the learner develops integrity.

- Perform various gymnastic activities of their choice, interest and ability. This could be done individually, in pairs or in groups. These activities enhances cooperation and social cohesion.
- Take videos and photographs of peers performing various gymnastic activities. This activity enhances digital learning.
- Sing songs, count and share their experiences about the gymnastic activities. This activity enhances learning to learn.
- Encouraged to participate in activities that involve gymnastics.
- Parents are encouraged to give opportunities to their children to join clubs and societies and participate in gymnastic activities.

Assessment Modes

Ask simple questions and give clear instructions on how to how to perform swimming through the most effective communication mode. Develop a checklist of swimming activities that a learner is expected to perform. Through observation take and keep records of learners’ achievements for reference. Guide the learners on how to do peer and self-assessment.

Assessment Rubric

A rubric is a scoring guide used to evaluate the quality of a learner’s work. Assessment will help the teacher to monitor learner’s progress and plan for intervention where applicable.

Therefore, the learner should be assessed using the following level of performance:

- Exceeding expectations
- Meeting expectations
- Approaching expectations
- Below expectations



Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to successfully position self in readiness for various gymnastic activities, and consistently perform various gymnastics of choice, interest or ability either individually, in pairs or in groups.	Learner is able to successfully position self in readiness for various gymnastic activities, and perform various gymnastics.	Learner is able to successfully position self in readiness for various gymnastic activities, and perform some gymnastics with assistance.	Learner has difficulties in performing gymnastics activities.



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