

CPS | Physical Education

New Curriculum

Physical Education

Grade 2 Teacher's Guide



2

Dube M
Muringani E

Khumalo T
Ngwenya E

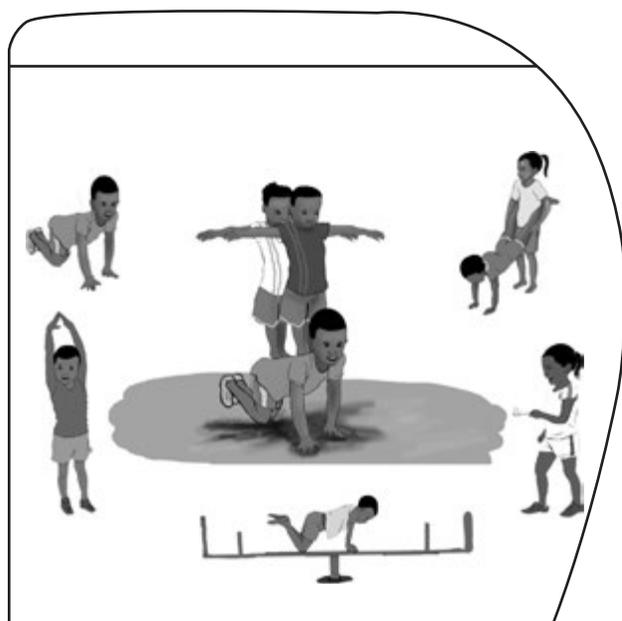
Masuka E
Tiriboyi R

Mhembere N

CPS | Primary Physical Education

New Curriculum

Grade 2 Teacher's Guide



Dube M
Muringani E

Khumalo T
Ngwenya E

Masuka E
Tiriboyi R

Mhembere N

CPS | CONSULTUS
PUBLISHING
SERVICES



19 Glenara Avenue, Eastlea, Harare

Grade 2 Physical Education – Teacher’s Guide

© CPS 2018

First Published October 2018

ISBN: 978-1-77934-014-6

Publisher: Mwazvita Patricia Madondo

Commissioning editor: Sophia Gwakuka

Edited by: Marygold Mangena

Cover design by: Masimba Madondo

Cover image: Masimba Madondo

Text and Design layout: Maxine F. Kundishora

Printed by:

CPS would like to thank the following for their assistance in the production of this book:

Chagadama, S Lusitania Primary School, Kandira, L Cecil John Rhodes Primary School, Mungororo, N Mapunga Primary School and Ncube, S Mtshede Primary School.

Every effort has been made to trace the copyright holders. In the event of unintentional omissions or errors, any information that would enable the publisher to make the proper arrangements will be appreciated.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the written permission of the copyright holder.

Contents

Topic 1 Human body

| | | | |
|---------|---|------------------------|----|
| Chapter | 1 | My body | 1 |
| Chapter | 2 | Internal body parts | 6 |
| Chapter | 3 | Function of body parts | 11 |
| Chapter | 4 | Caring of body parts | 14 |
| Chapter | 5 | Males and females | 19 |

Topic 2 Safety and health

| | | | |
|---------|----|-----------------------|----|
| Chapter | 6 | Safety | 23 |
| Chapter | 7 | Apparatus | 28 |
| Chapter | 8 | Health | 31 |
| Chapter | 9 | Food | 35 |
| Chapter | 10 | Personal hygiene | 39 |
| Chapter | 11 | Environmental hygiene | 43 |
| Chapter | 12 | End of term test | 48 |

Topic 3 Balances

| | | | |
|---------|----|------------------------------|----|
| Chapter | 13 | One-point balance | 50 |
| Chapter | 14 | Two-point balance | 54 |
| Chapter | 15 | Three-point balance | 58 |
| Chapter | 16 | Four-point balance | 63 |
| Chapter | 17 | Linking balances | 67 |
| Chapter | 18 | Weight transfer and bearing | 70 |
| Chapter | 19 | Matching and mirror balances | 73 |

Topic 4 Elementary movement

| | | | |
|---------|----|----------------------------------|----|
| Chapter | 20 | Movement under given instruction | 77 |
| Chapter | 21 | Movement using apparatus | 81 |
| Chapter | 22 | Movement in response to stimuli | 84 |
| Chapter | 23 | End of term test | 88 |

Topic 5 Coordination skills

| | | | |
|---------|----|--|-----|
| Chapter | 24 | Elementary skills of coordination | 89 |
| Chapter | 25 | Coordination in relation to balance and weight transfer | 94 |
| Chapter | 26 | Coordination when using apparatus | 97 |
| Chapter | 27 | Formations | 101 |

Topic 6 Aquatic skills

| | | | |
|---------|----|-----------------------|-----|
| Chapter | 28 | Water bodies | 104 |
| Chapter | 29 | Water familiarisation | 109 |

Topic 7 Play and game skills

| | | | |
|---------|----|-----------------------------------|-----|
| Chapter | 30 | Throwing and catching | 112 |
| Chapter | 31 | Kicking | 115 |
| Chapter | 32 | Moving with and without apparatus | 118 |

Topic 7 Kids athletics

| | | | |
|---------|----|-------------|-----|
| Chapter | 33 | Running | 121 |
| Chapter | 34 | Jumping | 125 |
| Chapter | 35 | Throwing | 129 |
| Chapter | 36 | End of term | 132 |

Chapter 1 My body

Aims

By the end of this chapter, learners should be able to:

- a) name parts of the human body
- b) identify the external parts of the human body
- c) sing songs and rhymes on external body parts

1 The human body

Objectives

By the end of this lesson, learners should be able to:

- a) list the external body parts

Learning aids

- dolls
- charts showing external human body parts
- model of external human body parts
- colourful flash cards with the names of external body parts

Introduction

Learners should list in pairs the external body parts that they can identify on the dolls that they were given.

Lesson development

1. Learners should read out their list of external body parts.
2. Learners should be able to identify the external body parts that they listed.
3. Learners should use the dolls they were given by the teacher to identify external body parts.
4. Using charts showing the external human body or a model of external human body parts, learners should be asked to identify the external body parts.
5. Learners should look at the chart or model and use flash cards that are written the names of the external body parts to identify the different external body parts.

Conclusion

Learners should refer to Activity 1.1.

Activity 1.1

1. In their groups, learners should talk about the external body parts that they know.
2. Learners should list the names of the external body parts that they know.
3. Learners should share their group findings with the rest of the class.

2 Naming external body parts

Objectives

By the end of this lesson, learners should be able to:

- a) name external body parts

Learning aids

- dolls
- charts with external human body
- model of external human body parts
- colourful flash cards with the names of external body parts

Introduction

Learners should be allowed to name body parts in any order of their choice. Until the learners become sufficiently fluent in English, they should be allowed to use their mother language to name some of the external body parts. However, the teacher should not let the learners become so dependent on mother language that they fail to learn English. Also emphasise on Unhu/ Ubuntu as the curriculum philosophy and guide learners in not mentioning genitals as the time to study such will come when they are mature. Use of other acceptable names for genitals can be done when the learners mention them.

Lesson development

1. Learners should sing the song, "I have body parts."

I have so many body parts

Which help me work all day long

Eyes, nose, ears and mouth

Neck, shoulders, arms and chest

Waist, hips, knees and toes

They help me all day long

NB: learners can sing in their own language.

2. Learners should touch their own body parts as they sing.
3. At this point, the teacher should ensure that all the learners are able to identify their external body parts.
4. Stick a chart with a picture of the human external body parts and blank spaces to be filled on the parts.

5. The teacher should write the names of the parts on flash cards.
6. The teacher should display one flash card at a time and ask learners to read out the name written on the flash card.
7. Make sure learners give names of the external body parts and place the flash cards with the correct name on the correct part.
8. Colourful flash cards that attract the learners should be used.
9. The teacher can trace the body of one learner and place the traced chart on the black board.
10. Learners should be given the opportunity to label the parts.
11. The teacher should help the learners on labelling the body parts.
12. Teacher should assist learners to draw or use a model of an external human body starting with the head to the toes.
13. Learners should count the external body parts using the diagram or model of an external human body and their own body.
14. Learners should state where external body parts are located, for example, the left leg or the heart is found on the left side of the chest.
15. Learners should be given worksheets for the activities.
16. From the tune B-I-N-G-O sing, "I have body parts."
17. As the learners sing, they should be touching the body parts that are mentioned in the song.

Conclusion

Learners should refer to Activity 1.2. Use a table to show different groups of body parts as pairs, singles and more than two.

Activity 1.2

1. Learners should remember the external body parts that they sang about and list them down.
2. They should read the list of the external body parts to the class.

3 External body parts

Objectives

By the end of this lesson, learners should be able to:

- a) identify external body parts

Learning aids

- dolls
- charts with external human body parts
- model of external human body parts
- colourful flash cards with the names of external body parts

Introduction

Learners should recap the lesson on naming external body parts.

Lesson development

1. In groups, learners should talk about external body parts.
2. They should be able to name the different external body parts.
3. As a class, they should give feedback on their group discussions.
4. Using the chart, dolls or model of the human body, learners should identify the external body parts that come in pairs.
5. They should have a discussion on these in pairs.
6. Learners should present to the class their pair work findings.
7. The class should identify the external body parts that come in pairs.

Conclusion

Learners should refer to Activity 1.3.

Activity 1.3

1. External body parts that come in pairs.
 - a) Eyes
 - b) Ears
 - c) Arms
 - d) Hands
 - e) Legs
 - f) Feet
 - g) Elbows
 - h) Knees
2. Learners should draw the external body parts that come in pairs.

4 and 5 External body parts

Objectives

By the end of this lesson, learners should be able to:

- a) complete the diagram using external body parts

Learning aids

- dolls
- charts with external human body parts
- model of external human body parts
- colourful flash cards with the names of external body parts

Introduction

Learners should recap all the external body parts they learnt about.

Lesson development

1. In groups, learners should talk about the external body parts.

2. They should be able to name the different external body parts.
3. As a class, they should give feedback on their group discussions.
4. Using the chart, dolls or model of the external human body, learners should identify the external body parts.
5. Each learner should be asked to recite the different external body parts.

Conclusion

Learners should refer to Activity 1.4.

Activity 1.4

1. Head
2. Shoulder
3. Elbow
4. Knees
5. Toes

End of chapter answers

1. Outside
2. Leg
3. Learners can list any four of the following external body parts:
 - a) Head
 - b) Ears
 - c) Mouth
 - d) Fingers
 - e) Knee
 - f) Toes
 - g) Feet
 - h) Leg
 - i) Hand
 - j) Arm
 - k) Elbow
 - l) Shoulder
 - m) Nose
 - n) Eyes
4. External body parts that come in pairs.
 - a) Eyes
 - b) Ears
 - c) Arms
 - d) Hands
 - e) Legs
 - f) Feet
 - g) Elbows
 - h) Knees
5. External body parts that are singular.
 - a) Head
 - b) Nose
 - c) Mouth
 - d) Stomach
 - e) Neck

Chapter 2 Internal body parts

Aims

By the end of this chapter, learners should be able to:

- a) name parts of the internal human body
- b) identify the internal parts of the human body
- c) list the internal parts of the body

1 The human body

Objectives

By the end of this lesson, learners should be able to:

- a) list the internal body parts

Learning aids

- model of human internal body parts

Introduction

Learners should discuss in pairs what they understand by internal body parts.

Lesson development

1. In groups, learners should discuss the meaning of internal body parts.
2. In their groups, learners should state what they understand by internal body parts.
3. As a class, learners will give feedback on their group discussions.
4. The teacher should give learners a model of the human internal body parts.
5. Learners should get back into their groups and look at the model of the internal body parts.
6. They should discuss the parts that they can see.
7. They should be allowed to say anything about the parts that they see.
8. As a class, the groups should give feedback on the group discussions.
9. The teacher should assist the learners in areas where they face challenges.

Conclusion

Learners should refer to Activity 2.1.

Activity 2.1

1. In their groups, learners will list the internal body parts that they know.
2. Learners will share their group findings with the rest of the class.

2 Naming internal body parts

Objectives

By the end of this lesson, learners should be able to:

- a) name internal body parts

Learning aids

- model of human body parts

Introduction

Learners should recap the lesson on the human body.

Lesson development

1. The teacher should lead a song on internal body parts
2. Learners should sing the song which will help them know the internal body parts.
I have body parts, I have body parts
The brain, the throat,
The humerus,
The ribs, the lungs, the liver,
The stomach, the intestines,
The pelvis, the femur,
Then the tibia and fibula!
3. Teacher can have own tune or choose the internal body parts he or she wants to use.
4. The teacher should note that most learners may have little knowledge on internal body parts, therefore, they need more attention on this.
5. Using the model of internal body parts, learners should name the internal body parts as a class.
6. The teacher should allow learners to use vernacular language to identify and name the internal body parts.
7. The teacher should give the learners the names of the body parts mentioned in mother language so that the learners can understand.
8. If there are any internal body parts that were not named, the teacher should assist the learners by giving them the names of the body parts.

Conclusion

Learners should refer to Activity 2.2.

Activity 2.2

1. Using a picture that shows internal body parts learners should:
 - a) name the internal body parts.
 - b) identify the positions of the internal body parts in the body.

3 and 4 Internal body parts

Objectives

By the end of this lesson, learners should be able to:

- a) list the internal body parts

Learning aids

- model of human internal body parts
- diagram with the major internal body parts
- Internet

Introduction

Learners should list the internal body parts.

Lesson development

1. Continuing from the previous lesson, learners should be able to name the internal body parts looking at a drawing of internal body parts.
2. Using a labelled diagram with the major internal body parts like brain, heart, stomach, small intestines, colon, lungs and bones learners should say out loud the names of each part.
3. Learners should also be able to identify the internal body parts that are singular.
4. They should make use of some Anatomy applications at the computer lab to understand more on the concept where applicable.
5. Learners should be encouraged to do more research on the internal body parts as they are a bit complicated.
6. Learners who have done research on the internal body parts can assist their classmates.
7. Learners should make a model of the human body using different materials like clay, twigs, bamboo twigs or ear buds. They can also use clay and sand to construct models.
8. They can also have puzzles of cut pictures where they will build a human body from pieces.
9. The librarian can also assist learners with models of internal body parts.

Conclusion

Learners should refer to Activity 2.3.

Activity 2.3

1. Learners should list the internal body parts.

2. Body parts that are singular.
 - a) Brain
 - b) Stomach
 - c) Large intestine
 - d) Bladder
 - e) Small intestine
 - f) Liver
 - g) Heart
 - h) Lungs
 - i) Kidney
3. Learners should draw and label the internal body parts that come in pairs. Their efforts should be acknowledged even if their drawings may not show the actual shape or size of the organ.

5 Internal body parts

Objectives

By the end of this lesson, learners should be able to:

- a) fill in the correct name of the internal body parts in the diagrams

Learning aids

- model of the internal body parts
- a diagram or chart of internal body parts

Introduction

Learners should recap all the internal body parts they learnt.

Lesson development

1. In groups, learners should talk about internal body parts.
2. They should be able to name the different internal body parts.
3. As a class, they should give feedback on their group discussions.
4. Using a chart or model of the human body, learners should identify the internal body parts.
5. Each learner should be asked to recite the different internal body parts.
6. Learners should be given a worksheet with a diagram of internal body parts.
7. Learners should be able to write the correct name on the correct internal body part.

Conclusion

Learners should refer to Activity 2.4.

Activity 2.4

1. Brain
2. Heart
3. Lungs
4. Liver
5. Stomach
6. Kidneys

End of chapter answers

1. Inside
2. True
3. Eye
4. Learners can list any of the four internal body parts:
 - a) brain
 - b) heart
 - c) lungs
 - d) liver
 - e) stomach
 - f) large intestines
 - g) small intestines
 - h) kidney
 - i) bladder
5. Human body parts that come in pairs:
 - a) lungs
 - b) kidneys

Chapter **3** Functions of body parts

Aims

By the end of this chapter, learners should be able to:

- a) discuss the functions of different parts of the human body

1 Body parts

Objectives

By the end of this lesson, learners should be able to:

- a) list the external and internal body parts

Learning aids

- model of external and internal human body parts

Introduction

Learners should talk about the different roles of body parts.

Lesson development

1. In groups, learners should discuss the external and internal body parts.
2. In their groups, learners should debate on what they think is the most important organ and they should give their reasons.
3. Learners should be allowed to use their mother language for better debates.
4. As a class, learners will give feedback on their group discussions.
5. The teacher should ask learners to explain in detail their reasons for choosing the body part they chose as the most important body part.
6. The teacher should give learners a model of the external and internal human body parts.
7. Learners should use the model to list the external and internal body parts.

Conclusion

Learners should refer to Activity 3.1.

Activity 3.1

1. Learners should draw a table that has two columns.
2. On one column, they should write external body parts and internal body parts in the next column.
3. Learners should list all the external and internal body parts they learnt about.

2 and 3 Functions of external body parts

Objectives

By the end of this lesson, learners should be able to:

- a) discuss the functions of external body parts

Learning aids

- model of external human body parts

Introduction

Learners should sing a song or rhyme on body parts.

Lesson development

1. Learners should name the external body parts that they know.
2. Learners should touch their own body parts.
3. Learners should use the model of the external human body that shows body parts to identify and name the external body parts.
4. In groups, learners should discuss the functions of the external body parts.
5. As a class, they should give feedback on their group discussions.
6. Learners should be allowed to express themselves freely in their mother language.
7. The teacher should assist the learners in areas where they may be facing challenges.
8. Learners should refer to the learner's book for more functions of external body parts.

Conclusion

Learners should refer to Activity 3.2.

Activity 3.2

1. In their groups, learners will blindfold a group member.
2. The blindfolded group members should compete to throw any object to a target that they have agreed on.
3. Anyone who hits the target will score a point for their group.
4. Other group members should be blindfolded and move at least ten metres in a straight line.
5. Any member who will come out of the line will be disqualified.
6. The first person to get to the finish line will score a point for their group.
7. Learners should place markers in a zigzag line.
8. A rope should be tied around the arms of the group members so that they walk with their hands glued to their bodies.

9. Any group member who fails to stay on the bricks will be disqualified.
10. The group member who reaches the end of the bricks first will score a point for their group.

4 and 5 Functions of internal body parts

Objectives

By the end of this lesson, learners should be able to:

- a) discuss the functions of internal body parts

Learning aids

- model of internal human body parts

Introduction

Learners should sing a song or rhyme on body parts.

Lesson development

1. Learners should name the internal body parts that they know.
2. Using a model showing the internal body parts of a human being, learners should identify the internal body parts that they named.
3. In groups, learners should discuss the functions of each identified internal body part.
4. As a class, they should give feedback on their group discussions.
5. Learners should be allowed to express themselves freely in their mother language.
6. The teacher should give the learners the proper names of the words used by the learners in English.
7. The teacher should assist the learners in areas where they may be facing challenges.
8. Learners should refer to the learner's book for more functions of internal body parts.

Conclusion

Learners should refer to Activity 3.3.

Activity 3.3

1. Learners should write two body parts and their functions.
2. Learners should draw the body parts that they mentioned and colour them.

End of chapter answers

1. Function
2. Grow and develop
3. True
4. The brain receives messages from the whole body and tells a person what to do.
5. The heart beats faster so that it can pump more blood.

Chapter 4 Caring of body parts

Aims

By the end of this chapter, learners should be able to:

- a) state different ways of caring for body parts
- b) talk about healthy food

1 Care of body parts

Objectives

By the end of this lesson, learners should be able to:

- a) discuss the care of body parts

Learning aids

- pictures of the different ways of caring for the body

Introduction

Learners should talk about body cleanliness.

Lesson development

1. In their groups, learners should discuss good hygiene practices.
2. They should state how they take care of their body.
3. They should state why they do what they do to keep their bodies clean.
4. As a class, they should give feedback on group discussions.
5. They can also use the different pictures that show ways of keeping the body clean to explain the ways the body is kept clean.
6. In their groups, learners can role play the different ways that different body parts are kept clean.
7. The groups that role plays better than the other groups should be applauded.
8. Learners should specify how the skin is kept clean.
9. They should also list the ways of cleaning teeth, hair and nails.
10. Learners should state what they think could be the repercussions of not keeping their bodies clean.

Conclusion

Learners should refer to Activity 4.1.

Activity 4.1

1. Learners should discuss the ways in which they keep their body clean.
2. In their groups, they should demonstrate how to keep their bodies clean.

2 Healthy eating

Objectives

By the end of this lesson, learners should be able to:

- a) discuss healthy eating habits

Learning aids

- pictures of the different food groups
- Internet

Introduction

Learners should talk about the importance of food.

Lesson development

1. Learners should all be given an opportunity to say what their favourite food is.
2. They should state how the food they chose is prepared.
3. Using pictures that show different food groups, learners should be asked to identify the food that they know that is in the food groups.
4. Learners can also be encouraged to research on the importance of the different food types to the body.
5. They should be able to discuss their research findings as a class.
6. With the assistance of the teacher, learners should be able to discuss the different types of food groups.

Conclusion

Learners should refer to Activity 4.2.

Activity 4.2

1. Learners should record the food they ate the whole of yesterday.
2. They should also state whether the food was healthy or not.

3 Healthy living

Objectives

By the end of this lesson, learners should be able to:

- a) discuss the importance of exercising

Learning aids

- different gym apparatus

Introduction

Learners should talk about the different ways of exercising.

Lesson development

1. In groups, learners should discuss what is meant by exercising.
2. They should give feedback to the class on their group discussions.
3. Learners should go outside and practise some of the exercising methods that they identified.
4. In pairs, learners should work together to identify why exercise is good for the heart.
5. Learners should record each other's heart beat when the body is resting, that is, when the body is just standing.
6. The teacher should time the recording over ten seconds.
7. The learners can do various exercises such as running, skipping, dancing or even jumping.
8. They can use the gym apparatus to conduct different exercises.
9. Again, the pairs should record each other's heart beats.
10. The teacher should time the recording over ten seconds.
11. Learners should state the difference in the way the heart is beating.
12. The teacher should then emphasise the importance of exercise for different body parts.

Conclusion

Learners should refer to Activity 4.3.

Activity 4.3

1. Learners should record the number of times their heart beats in twenty seconds when they are resting.
2. Learners can jump for one minute and record the number of times that their hearts beats.
3. Learners will record each other's heart beats.
4. They will present their findings.

4 Resting and sleeping

Objectives

By the end of this lesson, learners should be able to:

- a) discuss the importance of sleeping and resting

Learning aids

- chart written the advantages of sleep

Introduction

Learners should each state what time they go to bed at night.

Lesson development

1. Learners should state what they do when they are resting.
2. They should state the importance of rest on the body.
3. Using the chart, learners should discuss the importance of sleep.
4. They should state the minimum hours that a person is required to sleep.
5. In their groups, learners should come up with the advantages of getting enough sleep and the disadvantages of not getting enough sleep.
6. The teacher should walk around and encourage learners to recall personal experiences where they had a difficult time due to lack of sleep.
7. As a class, learners should discuss their group findings.

Conclusion

Learners should refer to Activity 4.4.

Activity 4.4

1. In their groups, learners will discuss the importance of sleeping.
2. They will relay to the class an experience they had when they did not get enough sleep.

5 Protective clothing

Objectives

By the end of this lesson, learners should be able to:

- a) discuss protective clothing

Learning aids

- pictures of the different protective clothing
- Internet

Introduction

Learners should talk about different rigorous activities.

Lesson development

1. Learners should discuss how the body can be protected from harm and injury during rigorous activities.
2. They should look at the pictures of different protective clothing and they should name the ones that they know.
3. Learners should identify the body parts that the protective clothing protects.
4. The teacher should assist the learners in stating what the other protective clothing, if any, protects.
5. Learners be given the chance to state the importance of the protective clothing.
6. Learners should be asked to bring any protective clothing that they may have at home.

Conclusion

Learners should refer to Activity 4.5.

Activity 4.5

1. Learners should research and list the different protective clothing that is worn during different activities.
2. They should discuss their findings as a class.

End of chapter answers

1. Exercising
2. It helps the body to grow
3. True
4. Any of the following would be correct.
 - a) By exercising.
 - b) By resting.
 - c) By eating healthy food.
 - d) By bathing, brushing your teeth, combing your hair, putting on lotion and cutting your nails.
5. Protective clothing protects body parts from getting hurt.

Chapter 5 Males and females

Aims

By the end of this chapter, learners should be able to:

- a) identify males and females
- b) state the difference between males and females
- c) sort pictures according to sex

1 Sexes

Objectives

By the end of this lesson, learners should be able to:

- a) state the gender that refers to males and females

Learning aids

- age appropriate magazines

Introduction

Learners will state their genders.

Lesson development

1. Learners should sit in pairs constituting of a boy and a girl.
2. Each pair should go to the front and the boy should say something about the girl and the girl should say something about the boy.
3. In schools where there are boys only or girls only, boys should say something about any female member of their family. Girls should say something about any male member of their family.
4. When everyone has said something, learners should talk about what they observed as they were talking about each other.
5. The teacher should assist the learners in areas where they may be facing challenges.

Conclusion

Learners should refer to Activity 5.1.

Activity 5.1

1. Learners should draw a picture of a girl or a boy.
2. Learners should write three sentences using her, hers and she.

3. Learners should write two sentences using he, him and his.
4. They should give each other turns to read out their sentences.

2 Similarities between males and females

Objectives

By the end of this lesson, learners should be able to:

- a) state the similarities between males and females

Learning aids

- charts that show body parts
- magazines

Introduction

Learners will state their genders.

Lesson development

1. Using charts that show body parts, learners can strengthen their knowledge on the similarities between boys and girls.
2. The teacher can be of assistance to learners in areas where they are facing challenges.

Conclusion

Learners should refer to Activity 5.2.

Activity 5.2

1. In groups, learners should cut pictures of males and females from magazines or newspapers.
2. They should make sure that they paste males on the left and females on the right side of the chart.
3. Learners should decorate their chart on the wall.

3 Difference between males and females

Objectives

By the end of this lesson, learners should be able to:

- a) state the difference between males and females

Learning aids

- charts with human body
- educational magazine
- dolls

Introduction

Learners should discuss the charts with the human body.

Lesson development

1. Learners should count the number of boys and the number of girls in their class.
2. Learners should state the difference they note between boys and girls.
3. Teacher can write the responses on the board.
4. Using dolls, magazines, newspapers or pictures, learners can sort the pictures according to sex.
5. The teacher can cut paper pieces of boys and girls and make them into a jigsaw puzzle.
6. Learners should fit the puzzles of males and females.
7. Learners should discuss the major difference between boys and girls.
8. Learners can also state the sports which are played by girls only as well as boys only.

Conclusion

Learners should refer to Activity 5.3.

Activity 5.3

1. In their groups, learners should discuss the differences between males and females.
2. Using clay, they should make a model of a male or a female.

4 and 5 Males and females

Objectives

By the end of this lesson, learners should be able to:

- a) write a poem about the importance of their bodies
- b) recite the poems they wrote

Learning aids

- poems written on charts about the importance of their bodies

Introduction

Learners should read the poems that are written on the importance of body parts.

Lesson development

1. Learners should discuss what they understood from the poems that they read on the charts.
2. They should talk about the importance of their bodies.
3. The teacher should emphasise that they report any form of abuse.

Conclusion

Learners should refer to Activity 5.4.

Activity 5.4

1. Learners will sing the song, “Don’t touch” as a class.
2. They will write a short poem about the importance of their body.
3. Each learner will go to the front of the class and say the words of the poem that they wrote.

End of chapter answers

1. Female
2. True
3. True
4. The differences can include:
 - a) the private area
 - b) the uniforms that are worn
 - c) at times, depending on the schools, the hairstyles
5. They should tell their friend, teacher or parent.

Chapter 6 Safety and health

Aims

By the end of this chapter, learners should be able to:

- a) discuss playing area safety rules
- b) formulate safety rules and regulations to be followed with or without equipment
- c) identify hazardous objects in and around the environment

1 Safety

Objectives

By the end of this lesson, learners should be able to:

- a) state the importance of safety

Learning aids

- pictures showing protective clothing

Introduction

Learners should explain what they understand by safety.

Lesson development

1. In groups, learners should be given the opportunity to discuss what they understand by safety.
2. As a class, they should discuss their group findings and the teacher should assist them where they are failing to understand.
3. Learners should state the importance of safety.
4. They should state how rules assist in keeping them safe.
5. In their groups, learners should write the rules that they must follow at home, on their way to school, at school and in the classroom.
6. Each group should choose one person who will present the groups findings.
7. The group member will go to the front and present the group findings.
8. Other groups should be allowed to ask questions in areas where they do not understand.
9. Group members of the presenter should answer questions coming from the audience.
10. After all the groups have presented, learners should look at the pictures that show protective clothing and they should state how these type of clothing help to keep them safe.

Conclusion

Learners should refer to Activity 6.1.

Activity 6.1

1. Safety is a condition that prevents one from danger or harm.
2. Safety is important because it makes sure that one is protected from any dangers that may be harmful to the environment or people's health.
3. Learners should discuss the home, class and school safety rules that can apply to their personal situation.

2 Safety rules in and out the playing area

Objectives

By the end of this lesson, learners should be able to:

- a) discuss the playing area safety rules

Learning aids

- chart with playing area safety rules

Introduction

Learners should recap their lesson on safety.

Lesson development

1. Learners must state what safety is.
2. They should develop an understanding of what rules are.
3. Learners should discuss why rules are important.
4. They should recall some rules and state what makes them important.
5. In their groups, learners should formulate safety rules that relate to their school
6. environment.
7. One learner should read out to the class the safety rules that the group formulated.
8. The class can then discuss what each group has given.
9. The teacher can close the discussion by concluding the aspect of safety rules.

Conclusion

Learners should refer to Activity 6.2.

Activity 6.2

1. In pairs, learners should discuss the playing area safety rules.
2. Following the safety rules prevents any unnecessary danger or harm on a person, equipment or the environment.

3 Safety rules and regulations

Objectives

By the end of this lesson, learners should be able to:

- a) discuss the safety rules that must be followed

Learning aids

- chart with playing area safety rules

Introduction

Learners should recap their lesson on safety rules.

Lesson development

1. Learners should recall the importance of safety rules.
2. They should understand that safety rules can be created to suit their local needs.
3. Learners should recall how they formulated safety rules.
4. They should state the simple ways of creating rules.
5. In their groups, learners should create and decorate charts on safety rules.
6. Learners should state when the rules they formulated would be used.
7. They should also give reasons why they formulated the rules and state when the rules can be used.
8. The teacher should, in agreement with the class, implement some of these rules that the learners formulated and make them part of the official Physical Education rules.

Conclusion

Learners should refer to Activity 6.3.

Activity 6.3

1. In groups, learners should make a chart with five safety rules that they created.
2. They should add pictures to their rules to make them look nice.
3. Learners should use some of the questions asked in the section to help them create rules.

4 and 5 Hazardous and non-hazardous objects in and around the environment

Objectives

By the end of this lesson, learners should be able to:

- a) identify hazardous and non-hazardous objects in and around the environment

Learning aids

- pictures showing hazardous and non-hazardous objects

Introduction

Learners should name any hazardous and non-hazardous objects that they know. Point of emphasis is that any object that is wrongly handled, used or stored becomes hazardous for example a crayon in a lunchbox.

Lesson development

1. Learners should distinguish between safe and unsafe objects, bearing in mind that for an object to be unsafe, it is about its use, storage and way of handling.
2. They should explain why they distinguished the objects in the manner that they did so that the teacher can evaluate if the learners have understood the concept of safe and unsafe objects.
3. In pairs, learners should classify objects into hazardous and non-hazardous using their knowledge from the discussions above.
4. The teacher should show learners charts that have hazardous and non-hazardous objects and learners should identify the objects.
5. Learners should view actual hazardous objects such as thorns, nails and glass and these should be handled under teacher supervision.
6. As a class, learners should go to the playing environment and identify hazardous and non-hazardous objects if possible and clear grounds of the objects.
7. Learners should state the effect of hazardous objects on the environment.
8. They should also state the effect of non-hazardous objects on the environment.
9. Back in class, learners should discuss the findings they made on their trip to the school grounds.

Conclusion

Learners should refer to Activity 6.4.

Activity 6.4

1. Learners should pick litter and other hazardous objects from the play environment.
2. They should sing a song while they do so to make it more fun.

Pick up litter X 3

Twigs and stones X 2

End of chapter answers

1. It makes sure that people are protected from any dangers that may be harmful.
2. They protect people from harm.
3. Anything that is hazardous means that it is harmful or dangerous.
4. Hazardous objects are harmful to the environment and people's health. Non-hazardous objects are likely not to cause harm to the environment or people's health if they are managed properly.
5. Learners should draw and name two hazardous objects.

Chapter 7 Apparatus

Aims

By the end of this chapter, learners should be able to:

- a) discuss the safe handling and use of apparatus
- b) formulate safety rules and regulations to be followed with or without equipment
- c) demonstrate various ways of caring for apparatus

1 Apparatus

Objectives

By the end of this lesson, learners should be able to:

- a) identify what apparatus are

Learning aids

- picture showing different apparatus

Introduction

Learners should sing a song on safety.

Lesson development

1. Learners should state what apparatus are.
2. They should state the different apparatus that they know.
3. Using the picture that shows apparatus, learners should list the apparatus that they are familiar with.
4. They should also be able to identify the everyday life experiences that each apparatus they listed is used in.
5. Learners must develop an understanding of the use of apparatus.
6. They should state the importance of apparatus.

Conclusion

Learners should refer to Activity 7.1.

Activity 7.1

1. Using magazines, learners must collect pictures of different sporting apparatus.
2. They should state the activities in which the different apparatus are used.

2 and 3 Safety rules, safe handling and use of apparatus

Objectives

By the end of this lesson, learners should be able to:

- a) state the safety rules
- b) discuss ways of handling apparatus safely

Learning aids

- picture showing different apparatus

Introduction

Learners should recap on the lesson on apparatus.

Lesson development

1. Learners should state the importance of rules.
2. Learners should give reasons why every place has rules.
3. In groups, learners should discuss some of the safety rules.
4. Each group should present its findings to the class.
5. Learners should discuss why it is important to use apparatus correctly.
6. Learners should list the advantages of using apparatus properly.

Conclusion

Learners should refer to Activity 7.2.

Activity 7.2

1. In groups, learners should talk about some of the ways that they have used to handle apparatus.
2. Learners should create two safety rules that can be used when handling apparatus.
3. Learners should ensure that the rules they create refer to apparatus that they are familiar with.

4 and 5 Ways of caring for apparatus

Objectives

By the end of this lesson, learners should be able to:

- a) discuss ways of caring for apparatus

Learning aids

- picture showing different apparatus
- stored equipment

Introduction

Learners should recap on safety rules.

Lesson development

1. Learners should discuss how apparatus should be stored.
2. Learners should visit the storage area of the school, where equipment is stored.
3. The teacher should emphasise that after use, equipment should be stored properly.
4. Learners should list why apparatus should be stored properly.
5. The teacher should conclude the concept.

Conclusion

Learners should refer to Activity 7.3.

Activity 7.3

1. Learners will discuss ways of caring for equipment such as:
 - a) Placing equipment in a proper place.
 - b) Keeping metal things in a dry place.
 - c) Repairing broken equipment.
 - d) Washing and storing sports attire.
2. Learners will go to their school storeroom where their apparatus are kept.
3. They will check to see if there are any broken or dirty apparatus.
4. Learners will sort the apparatus so that the broken or dirty apparatus can be repaired or cleaned.
5. They will pack the other apparatus in a safe way for use next time.

End of chapter answers

1. Apparatus
2. True
3. True
4. Learners can give any of the following rules:
 - a) always use proper equipment correctly.
 - b) apparatus such as bats should not be thrown when playing.
 - c) use apparatus that is suitable for the sporting activity.
 - d) all apparatus must be prepared properly for the sporting activities.
 - e) wear protective clothing such as face masks and helmets when using hard balls.
5. It can be a hazard.

Chapter 8 Health

Aims

By the end of this chapter, learners should be able to:

- a) exercise regularly to maintain physical fitness and mental health
- b) exercise regularly to enhance muscular development, strength and body coordination

1 Health

Objectives

By the end of this lesson, learners should be able to:

- a) role play on the things they need to do to keep healthy

Learning aids

- age appropriate magazines showing different types of exercises
- charts that have different types of healthy food

Introduction

Learners will take turns to explain what health is in their own words from their own understanding.

Lesson development

1. Learners should participate in running, jumping and skipping activities.
2. Using age appropriate magazines showing different types of exercises and charts that have different types of healthy food, learners should mention in their roles how food, exercise and sleep help one to stay healthy.
3. In their plays, they should explain the repercussions on health when they do not do the things that need to be done to stay healthy.

Conclusion

Learners should refer to Activity 8.1.

Activity 8.1

1. Healthy
2. Water
3. Mind and body

2 and 3 Factors that affect good health

Objectives

By the end of this lesson, learners should be able to:

- a) identify and discuss the factors that affect good health

Learning aids

- charts that have different pictures of homes, environment and health institutions
- Internet

Introduction

Learners should do a recap on what health is.

Lesson development

1. Learners should discuss other factors that may affect health.
2. The teacher should assist the learners in areas where they may be facing challenges.
3. Learners should look at pictures showing different pictures of homes, environments and health institutions.
4. They should state which picture shows a place that will promote good health in people and they should be able to give their reasons.
5. They should state which picture shows a place that will reduce good health in people and they should be able to give their reasons.
6. Learners should research other factors that may affect their health.
7. They should be able to research on many websites so that they get vast information.
8. After accessing that information, learners should pick out the information that relates to them and leave out any other information that may not be relevant.
9. As a class, learners should present their findings.
10. If the other learners do not understand some of the points being presented, they should be encouraged to write their questions down and ask them after the presentation.

Conclusion

Learners should discuss questions that may arise from the presentations.

Activity 8.2

1. Learners should research on other factors that may be a threat to their health.
2. Learners should share their findings with the class.

4 Exercise

Objectives

By the end of this lesson, learners should be able to:

- a) demonstrate the number of ways of exercising

Learning aids

- age appropriate magazines showing different types of exercises

Introduction

Learners should state what they understand by exercising.

Lesson development

1. In groups, learners demonstrate the number of ways of exercising.
2. Each group will demonstrate any form of physical activity.
3. As the learners demonstrate their physical activities, they should distinguish between planned and unplanned exercise.
4. Learners should be given the time to practise routines that show planned exercises.
5. They should also do unplanned exercises that they can think of.

Conclusion

Learners should refer to Activity 8.3.

Activity 8.3

1. In groups, learners will demonstrate any physical activity that they like the most.
2. Afterwards, learners should take time to practise a routine in their groups and perform the routine.
3. Learners should participate in locomotor activities such as walking, running, jumping, leaping, hopping and skipping.

5 Play and exercise

Objectives

By the end of this lesson, learners should be able to:

- a) understand the importance of play and exercise

Learning aids

- charts showing pictures of learners playing

Introduction

Learners should state their favourite game.

Lesson development

1. Learners should state when they are able to play and exercise at school and at home.
2. In groups, learners should be given an opportunity to state their reasons why they think play and exercise are important.
3. As a class, learners should give feedback on their findings.
4. The teacher should introduce the concept of play.
5. Learners should be given the chance to ask questions where they do not understand.
6. Learners should identify games which can be played for fitness and mental health.
7. Learners to state the skills acquired from play and exercise that they identified.
8. Learners will play in groups.
9. They will give feedback.

Conclusion

Learners should refer to Activity 8.4.

Activity 8.4

1. Points that would be appropriate:
 - a) it is good for the body and mind.
 - b) during play, the body is also exercising.
 - c) the physical activity helps the body to fight diseases.
 - d) it helps to make friends.
2. Learners will go outside to play.
3. Learners should observe certain things as they play such as:
 - a) whether their bodies would be exercising.
 - b) whether they will feel better.
 - c) whether they will make friends.

End of chapter answers

1. Balanced
2. Eight
3. Health
4. Body
5. Good

Chapter 9 Food

Aims

By the end of this chapter, learners should be able to:

- a) name healthy and unhealthy foods
- b) identify good eating habits

1 Food

Objectives

By the end of this lesson, learners should be able to:

- a) discuss the importance of food

Learning aids

- pictures showing food

Introduction

Learners should state their favourite food.

Lesson development

1. Learners should state what they ate the night before.
2. They should discuss as a class the purpose of eating food.
3. Learners should state the different types of food that they know.
4. They should state if the food is eaten cooked or uncooked.
5. Learners should use the pictures that show food to further their discussion on the different types of food.

Conclusion

Learners should refer to Activity 9.1.

Activity 9.1

1. Food helps the body to function, grow and repair itself.
2. Learners should state their favourite food that is eaten when cooked, baked or without being cooked.

2 Healthy food

Objectives

By the end of this lesson, learners should be able to:

- a) identify healthy food

Learning aids

- chart showing the food pyramid

Introduction

Learners should do a recap on the different types of food.

Lesson development

1. Learners should be given a chance to talk about their favourite food.
2. The teacher should encourage all the learners to say their favourite food regardless of its effect on health.
3. They should state the different categories of food, that is, healthy and unhealthy food.
4. Learners should state the healthy food using pictures that show the food pyramid.
5. In groups, they should state the importance of eating healthy food.
6. As a class, they should give feedback.
7. The teacher should assist the learners in their discussions and correct them in areas where they have challenges.
8. The teacher should let learners know that food can turn unhealthy if it is not stored or cooked properly.
9. They should state why the food they chose is labelled as unhealthy food.

Conclusion

Learners should refer to Activity 9.2.

Activity 9.2

1. In groups, learners should cut pictures of food from magazines.
2. They should draw a table with two columns on a chart.
3. The left column should have food that is healthy for the body. The right column should have food that is unhealthy for the body.

3 Eating habits

Objectives

By the end of this lesson, learners should be able to:

- a) identify eating habits

Learning aids

- pictures showing food that is eaten at breakfast, lunch and supper

Introduction

Learners should do a recap on healthy food.

Lesson development

1. Learners should state what eating habits are.
2. Learners should discuss the importance of eating breakfast, lunch and supper.
3. Learners should engage in a debate about snacks.
4. The teacher explains further on healthy eating habits and snacks.

Conclusion

Learners should refer to Activity 9.3.

Activity 9.3

1. Three
2. Water

4 and 5 Eating manners

Objectives

By the end of this lesson, learners should be able to:

- a) identify and discuss eating manners

Learning aids

- a list of eating manners written on a chart

Introduction

Learners should do a recap on eating habits.

Lesson development

1. Learners should state what they understand by eating manners.
2. Learners should identify good eating manners.
3. Learners should state the importance of good eating manners.
4. In groups, learners list the good eating manners using the chart as a reference for some eating manners that are specific to them.
5. They should give feedback.
6. Learners should role play on the good eating manners.
7. The class should discuss the performances of the different groups and applaud the group that gave a great performance.

Conclusion

Learners should refer to Activity 9.4.

Activity 9.4

1. Learners will role play on the good eating habits.

End of chapter answers

1. Grow
2. True
3. Learners will list the food and drinks that they know.
4. Three.
5. Rules that should be followed when eating.

Chapter 10 Personal hygiene

Aims

By the end of this chapter, learners should be able to:

- a) discuss what is meant by personal hygiene
- b) explain the dangers of poor hygiene practices

1 Personal hygiene

Objectives

By the end of this lesson, learners should be able to:

- a) role play on personal hygiene

Learning aids

- charts showing pictures of people practising personal hygiene

Introduction

Learners should state what they understand by personal hygiene.

Lesson development

1. Using charts that show pictures of people practising personal hygiene, learners should discuss what they understand by personal hygiene.
2. They should give their feedback to the class.
3. Learners must then discuss further, citing examples of what can be termed personal hygiene.
4. Learners should be encouraged to research information on personal hygiene.
5. Learners must state body parts and explain how each body part can be taken care of.
6. Learners must role play on personal hygiene

Conclusion

Learners should refer to Activity 10.1.

Activity 10.1

1. Learners must role play on personal hygiene.
2. They should sing songs as they role play to make it fun.

2 Personal hygiene apparatus

Objectives

By the end of this lesson, learners should be able to:

- a) discuss the apparatus that are used in personal hygiene

Learning aids

- pictures of apparatus used to keep the body clean such as a dish with clean water, soap, a towel, lotion, a comb, a toothbrush and tooth paste

Introduction

Learners recap on personal hygiene.

Lesson development

1. In groups, learners should discuss the things that are used in personal hygiene practices.
2. They should give feedback.
3. Using pictures of the apparatus that are used to keep the body clean, learners should state how each apparatus is used when taking care of the body.
4. The teacher should assist the learners in areas where they may be facing some challenges.

Conclusion

Learners should refer to Activity 10.2.

Activity 10.2

Learners should draw any apparatus used for personal hygiene and they should state its use(s).

3 Personal hygiene practices

Objectives

By the end of this lesson, learners should be able to:

- a) identify personal hygiene practices

Learning aids

- pictures of children practising personal hygiene such as bathing, brushing teeth, combing hair, putting on lotion, washing hands after using the toilet and cutting nails

Introduction

Learners recap on personal hygiene.

Lesson development

1. Learners should state what good hygiene is.

2. In groups, learners should discuss good hygiene practices.
3. They should give feedback.
4. Learners identify how they keep themselves clean.
5. Learners can use pictures that show how to take care of the body to support their points home.
6. They should state what they use to keep themselves clean.
7. Learners should state why it is important to practise good hygiene.
8. Learners should state ways of keeping themselves clean.
9. They should list the reasons why it is important to practise good hygiene.
10. Learners should discuss good hygiene practices in groups.

Conclusion

Learners should refer to Activity 10.3.

Activity 10.3

1. Learners will discuss the ways in which they care for their body.

4 Benefits of personal hygiene

Objectives

By the end of this lesson, learners should be able to:

- a) discuss the benefits of personal hygiene practices

Learning aids

- pictures of children practising personal hygiene such as bathing, brushing teeth, combing hair, putting on lotion, washing hands after using the toilet and cutting nails

Introduction

Learners recap on personal hygiene.

Lesson development

1. Learners should state what good hygiene is.
2. In groups, learners should discuss the benefits of personal hygiene practices.
3. Learners should present their group findings to the class.
4. Other learners should ask questions after the presentation if they have any queries.
5. The teacher should ensure that all the points on benefits of personal hygiene have been noted.

Conclusion

Learners should refer to Activity 10.4.

Activity 10.4

Learners should discuss their responses as a class.

5 Dangers of poor personal hygiene

Objectives

By the end of this lesson, learners should be able to:

- a) identify the dangers of poor personal hygiene practices

Learning aids

- pictures of people affected by various diseases caused by poor personal hygiene such as tooth decay

Introduction

Learners recap on the importance of personal hygiene.

Lesson development

1. Learners should state the dangers that are associated with poor personal hygiene.
2. Learners state the implications of poor personal hygiene practices.
3. Learners should state what could be done to correct poor personal hygiene.
4. In groups, learners should role play the ways of keeping their bodies clean and healthy.
5. The teacher should assist the learners in areas where they may be facing challenges.

Conclusion

Learners should discuss the ways of keeping the body clean.

Activity 10.5

1. In groups, learners should role play the ways of keeping their bodies clean and healthy.
2. They should discuss the ways of keeping the body clean from the role-playing activities that they did.

End of chapter answers

1. Body
2. False
3. Germs
4. Decay
5. Learners should state their views and they should be able to support their answer.

Chapter 11 Envirometal health

Aims

By the end of this chapter, learners should be able to:

- a) discuss what is meant by environmental hygiene
- b) explain the dangers of poor environmental practices

1 Environmental hygiene

Objectives

By the end of this lesson, learners should be able to:

- a) discuss environmental hygiene

Learning aids

- pictures showing the environment

Introduction

Learners should state what the environment is.

Lesson development

1. In groups, learners should discuss what they understand by environmental hygiene.
2. Each group should present their findings.
3. Learners should be encouraged to use the Internet to research more information.
4. With the teacher's help, learners must find the connection between environmental health and hygiene.
5. Learners discuss what they can see on the picture shown in the learner's book.

Conclusion

Learners should refer to Activity 11.1.

Activity 11.1

1. In groups, learners must go outside and make a list of things that they see in the school yard.
2. They should read the list to the class.
3. Learners should talk about what they found outside.

2 Hygiene in the environment

Objectives

By the end of this lesson, learners should be able to:

- a) discuss environmental hygiene

Learning aids

- pictures showing things that can be used to keep the environment clean

Introduction

Learners should recap on environmental health.

Lesson development

1. Learners should discuss why the environment must be kept clean.
2. Learners should state ways of keeping the environment clean.
3. They should list the reasons why it is important to keep the environment clean.
4. Using pictures, learners should identify the apparatus that can be used to keep the environment clean.
5. They should list the apparatus they identified above.
6. Learners should state the roles that everyone in the community could play in assisting to keep the environment clean.
7. Learners practise environmental hygiene as they pick up papers around the sporting facilities and demonstrate washing of hands using soap or ash under running water.

Conclusion

Learners should refer to Activity 11.2.

Activity 11.2

1. Learners should move around the sporting facilities and pick all litter and put it in the rubbish bin or rubbish pit.
2. Learners should try to establish where the litter is coming from?
3. In groups, learners should think of ways that they can help to stop others from throwing litter everywhere in the school.
4. They should present their findings to the class.

3 Environmental hygiene practices

Objectives

By the end of this lesson, learners should be able to:

- a) identify environmental hygiene practices

Learning aids

- pictures showing a clean environment

Introduction

1. Learners should recap on environmental hygiene.

Lesson development

1. Learners discuss how they can help keep the environment clean.
2. Learners look at the pictures showing a clean environment and with the help of the teacher, give suggestions on how such an environment can be achieved.
3. Learners gather in their groups and discuss the feasibility of the points that were suggested.
4. Each group should then present its findings to the class.
5. The class will identify ways in which they can help the environment as individuals and as a class, at home and at school.

Conclusion

Learners should refer to Activity 11.3.

Activity 11.3

1. In pairs, learners should research more information to widen their knowledge on what they can do to help the environment.
2. Learners will present their findings to the class.

4 Benefits of environmental hygiene

Objectives

By the end of this lesson, learners should be able to:

- a) discuss the benefits of environmental hygiene
- b) state the basic needs

Learning aids

- balanced pictures showing various clean environment of rural, urban, farm or mine communities

Introduction

Learners should recap on environmental hygiene practices.

Lesson development

1. Learners should discuss how environmental practices help the environment.
2. In groups, they should list the benefits of practising environmental hygiene.
3. Learners should discuss as a class and give their findings.
4. As a class, learners should state the basic needs.
5. They should discuss the benefits of environmental hygiene on the basic needs.

Conclusion

Learners should refer to Activity 11.4.

Activity 11.4

1. Learners should discuss the importance of a clean environment.

5 Dangers of poor environmental practices

Objectives

By the end of this lesson, learners should be able to:

- a) discuss the dangers of poor environmental practices

Learning aids

- a) pictures showing a dirty environment

Introduction

Learners should recap on environmental hygiene practices.

Lesson development

1. Learners should look at the pictures that show a dirty environment.
2. They should state whether the environment should look like that.
3. Learners should state what could happen if the environment remains like that.
4. They should list the dangers that could be caused by such an environment.
5. The teacher should organise a class trip to the nearest clean up service for learners to understand more about the dangers of poor hygiene practices.
6. Learners should be encouraged to create a list of questions that they will ask so that they get wider knowledge on the dangers of poor environmental practices.

Conclusion

Learners should refer to Activity 11.5.

Activity 11.5

1. Learners should write a report on what they discovered in their field trip.

End of chapter answers

1. Taking care of the environment
2. Diseases
3. Polluting
4. The basic needs are protected.
5. Learners will draw a picture that shows a clean environment.

Chapter 12 End of term test

1. Arm
2. Mouth
3. Lungs
4. Brain
5. Liver
6. – 10.

| Body part | Functions |
|-----------|--|
| Leg | Kicking and walking. |
| Brain | Telling body parts what to do. |
| Arm | Catching and throwing. |
| Heart | Pump blood. |
| Eye | Seeing and coordinating with the hand and the leg. |

11. Rest
12. Kick and run
13. Breathing
14. Arms
15. Shape
16. Ribs
17. Resting
18. Female
19. A balanced diet
20. Exercise
21. Bathing
22. Sleep
23. Water
24. Hazardous and non-hazardous objects.

| Hazardous objects | Non-hazardous objects |
|-------------------|-----------------------|
| Thorns | Grass |
| Nails | Ball |
| Stones | |
| Glass | |

25. Bin
26. Safe
27. Toothbrush
28. Cleanliness
29. Two
30. Bad
31. Hands, ears, legs, feet and eyes.
32. Lungs and kidneys.
33. Learners will make a list of the food that they know.
34. They will write separate the healthy food from the unhealthy food on their list.
35. Learners will write the steps taken to create their favourite meals.
36. At least three meals.
37. Breakfast, lunch and supper.
38. To avoid getting sick and spreading germs.
39. Taking care of the environment by keeping it clean.
40. Learners can give answers such as:
 - a) Removing hazardous objects.
 - b) Cleaning the environment.
 - c) Not polluting the environment.
 - d) Recycling.

Practical test

1. Learners will stand and name their external body parts. They should touch the body parts as they name them.
2. Learners should stand and name their internal body parts.
3. They should demonstrate one function of the hand.
4. Learners should be able to jump for thirty seconds and say what happens to their heart beat.
5. Learners should show how apparatus can be stored.
6. For one minute, they should do any exercise that improves health.
7. Learners should show how their teeth are brushed.
8. They should demonstrate any illness they may have if they do not practise personal hygiene.
9. Learners should pick all litter around their classroom and throw it in the place for litter.
10. Learners should make a small bin out of five litre plastic containers and put it in the corner for use.

Chapter 13 One-point balance

Aims

By the end of this chapter, learners should be able to:

- a) master the skill of balancing
- b) balance on one-point as an individual
- c) balance on one-point in pairs
- d) balance on one-point using apparatus

1 Balances

Objectives

By the end of this lesson, learners should be able to:

- a) state what balances are

Learning aids

- pictures showing different balances

Introduction

Learners should recap the balances they learnt in the previous grade.

Lesson development

1. Learners state what they remember about balances.
2. Learners state the balances that they know.
3. Learners view the pictures that show different balances and they should be able to identify the balance by name.
4. Learners should demonstrate the different types of balances.
5. In balances that require more than one person, learners must work in pairs or groups to create those balances.

Conclusion

Learners talk about the different balances that they created.

Activity 13.1

1. Learners go outside and practice different types of balances.

2 Solo balance

Objectives

By the end of this lesson, learners should be able to:

- a) balance individually on one-point

Learning aids

- pictures showing individual one-point balances
- videos showing individual one-point balances

Introduction

Learners should discuss the various balancing points that they know.

Lesson development

1. Learners should discuss the different one-point balances citing the leg stand or arm stand as an example of a one-point balance that can be done alone.
2. Learners should recall the one-point balances they did in grade 1.
3. They should take turns to do the one-point balances they remember.
4. Learners should refer to Activity 13.2 for the practice of the one-point balance.
5. Learners should be given the opportunity to come up with their own one-point balances.
6. The teacher should show them pictures, videos or images of one-point balances and allow them to practise coming up with one-point balances as individuals.

Conclusion

Learners will discuss the different one-point balances that they did.

Activity 13.2

1. Learners take turns to do the one-point balances they remember.

3 One-point balance in pairs

Objectives

By the end of this lesson, learners should be able to:

- a) balance on one-point in pairs

Learning aids

- pictures showing one-point balances done in pairs
- videos showing one-point balances done in pairs

Introduction

Learners should recap on the individual one-point balance.

Lesson development

1. Learners should discuss the different one-point balances that can be done in pairs.
2. Learners should explain the balances that they discussed.
3. The teacher should take into consideration that the learners are still juniors and some balances may be difficult for them to execute.
4. Learners should be allowed to create one-point balances that can be done in pairs.
5. The teacher must ensure that the balances that the learners mention are balances that can be created even by the seasoned gymnasts.
6. The teacher should show them pictures, videos or images of one-point balances that can be done in pairs.
7. Learners will discuss the different one-point balances that they witnessed on the videos and pictures and try to execute them.

Conclusion

Learners should refer to Activity 13.3.

Activity 13.3

1. Learners should practise one-point balances in pairs.

4 and 5 One-point balance on apparatus

Objectives

By the end of this lesson, learners should be able to:

- a) balance on one-point using apparatus

Learning aids

- pictures showing individual one-point balances done on apparatus
- videos showing individual one-point balances done on apparatus

Introduction

Learners should recap on the individual one-point balance.

Lesson development

1. Learners should give an example of the different apparatus that can be used for balancing.
2. Learners should discuss the different individual one-point balances that can be done on apparatus.

3. They should take turns to do the individual one-point balances on apparatus.
4. Learners should be given the opportunity to come up with their own individual one-point balances using different apparatus.
5. The teacher should show them pictures, videos or images of individual one-point balances that are done on apparatus.
6. Learners should try to balance on one-point in pairs using apparatus.
7. The teacher should ensure that one pair demonstrates at a time so that the teacher can closely monitor the pair balances that are done on apparatus.

Conclusion

Learners should refer to Activity 13.4.

Activity 13.4

1. Using apparatus of their choice, learners will practise balancing individually on one-point using apparatus.
2. After perfecting their individual balance on apparatus, learners should pair up with a friend and practise balancing on an apparatus together.

End of chapter answers

1. One-point
2. Leg
3. Chair
4. True
5. Learners will draw any apparatus that can be used for balancing.

Chapter 14 Two-point balance

Aims

By the end of this chapter, learners should be able to:

- a) balance on two-points as an individual
- b) balance on two-points in pairs
- c) balance on two-points in groups
- d) balance on two-points using apparatus

1 Individual two-point balances

Objectives

By the end of this lesson, learners should be able to:

- a) balance individually on two points

Learning aids

- pictures showing individual two-point balances
- videos showing individual two-point balances

Introduction

Learners should state what is meant by two-point balance.

Lesson development

1. Learners should discuss the different two-point balances that can be done alone.
2. Learners should recall the two-point balances they did in grade 1.
3. They should take turns to do the two-point balances they remember as individuals.
4. Learners should refer to Activity 14.1 for the practice of the two-point balance.
5. Learners should be given the opportunity to come up with their own two-point balances.
6. The teacher should show them pictures, videos or images of two-point balances and allow them to practise coming up with two-point balances as individuals.

Conclusion

Learners should talk about the different balances that they created.

Activity 14.1

1. Learners practise two-point balances in individually.

2 Two-point balance in pairs

Objectives

By the end of this lesson, learners should be able to:

- a) balance on two-points in pairs

Learning aids

- pictures showing individual two-point balances in pairs
- videos showing individual two-point balances in pairs

Introduction

Learners should recap balancing individually on two-points.

Lesson development

1. Learners should discuss the different two-point balances that can be done in pairs.
2. Learners should recall the two-point balances they did in grade 1.
3. They should take turns to do the two-point balances they remember.
4. Learners should refer to Activity 14.2 for the practice of the two-point balance.
5. Learners should be given the opportunity to come up with their own two-point balances.
6. The teacher should show them pictures, videos or images of two-point balances and allow them to practise coming up with two-point balances in pairs.

Conclusion

Learners will discuss the different two-point balances that they practised.

Activity 14.2

1. In pairs, learners should balance on any two-points.
2. They should try to create as many different two-point balances that they can.

3 Two-point balance in groups

Objectives

By the end of this lesson, learners should be able to:

- a) balance on two-points in groups

Learning aids

- pictures showing two-point balances done in groups
- videos showing two-point balances done in groups

Introduction

Learners should recap on the two-point balance done in pairs.

Lesson development

1. Learners should discuss the different two-point balances that can be done in groups.
2. Learners should explain the balances that they discussed.
3. The teacher should take into consideration that the learners are still juniors and some balances may not be possible for them to create.
4. Learners should be allowed to try creating two-point balances that can be done in groups.
5. The teacher should show them pictures, videos or images of two-point balances that can be done in groups.
6. Learners will discuss the different two-point balances that they witnessed on the videos and pictures and execute them.

Conclusion

Learners should refer to Activity 14.3.

Activity 14.3

1. In groups of three or more, learners should balance on any two points.

4 and 5 Two-point balance on apparatus

Objectives

By the end of this lesson, learners should be able to:

- a) balance on two-points using apparatus

Learning aids

- pictures showing individual two-point balances done on apparatus
- videos showing individual two-point balances done on apparatus

Introduction

Learners should recap on the group two-point balance.

Lesson development

1. They should give examples of different apparatus that can be used for balancing.
2. Learners should give reasons why apparatus are used when balancing.
3. Learners should discuss the different individual two-point balances that can be done on apparatus.
4. Learners should take turns to do the individual two-point balances on apparatus.
5. Learners should be given the opportunity to come up with their own individual two-

point balances using different apparatus.

6. The teacher should show them pictures, videos or images of individual two-point balances that are done on apparatus.
7. Learners should try to balance on two-points in pairs using apparatus.
8. The teacher should ensure that one pair demonstrates at a time so that the teacher can closely monitor the pair balances that are done on apparatus.
9. Learners should state the different types of two-point balances that can be created in groups.
10. This balance will probably be difficult for learners to do practically so they should be allowed to describe a group two-point balance.
11. If the learners are confident, they should be assisted to do the balance, but they should exercise extreme safety.

Conclusion

Learners should refer to Activity 14.4.

Activity 14.4

1. Using different apparatus, learners should balance on any two points as an individual.
2. In pairs, they should try to balance on any two points using apparatus of their choice.

End of chapter answers

1. Any two
2. True
3. False
4. True
5. True

Chapter 15 Three-point balance

Aims

By the end of this chapter, learners should be able to:

- balance on three-points as an individual
- balance on three-points in pairs
- balance on three-points in groups
- balance on three-points using apparatus

1 Individual three-point balance

Objectives

By the end of this lesson, learners should be able to:

- balance individually on three points

Learning aids

- pictures showing individual three-point balances
- videos showing individual three-point balances

Introduction

Learners should state what is meant by three-point balance.

Lesson development

- Learners should discuss the different three-point balances that can be done alone.
- Learners should recall the three-point balances they did in grade 1.
- They should take turns to do the three-point balances they remember as individuals.
- Learners should refer to Activity 15.1 for the practice of the three-point balance.
- Learners should be given the opportunity to come up with their own three-point balances.
- The teacher should show them pictures, videos or images of three-point balances and allow them to practise coming up with three-point balances as individuals.

Conclusion

Learners should talk about the different balances that they created.

Activity 15.1

- Learners should demonstrate how they balance on any three points.
- Learners should ask their friends to show them any balance on three points that they know.

2 Three-point balance in pairs

Objectives

By the end of this lesson, learners should be able to:

- a) balance on three-points in pairs

Learning aids

- pictures showing individual three-point balances in pairs
- videos showing individual three-point balances in pairs

Introduction

Learners should recap balancing individually on three-points.

Lesson development

1. Learners should discuss the different three-point balances that can be done in pairs.
2. Learners should recall the three-point balances they did in grade 1.
3. They should take turns to do the three-point balances they remember.
4. Learners should refer to Activity 15.2 for the practice of the three-point balance.
5. Learners should be given the opportunity to come up with their own three-point balances.
6. The teacher should show them pictures, videos or images of three-point balances and allow them to practise coming up with three-point balances in pairs.

Conclusion

Learners will discuss the different three-point balances that they practised.

Activity 15.2

1. In pairs, learners should balance on any three points.
2. In the same pairs, one learner should support the base of the balance.
3. The learners have to swap places, the other learner should be the one supporting the base of the balance whilst the other balances.
4. Learners should record the number of balances that they come up with.

3 Three-point balance in groups

Objectives

By the end of this lesson, learners should be able to:

- a) balance on three-points in groups

Learning aids

- pictures showing three-point balances done in groups
- videos showing three-point balances done in groups

Introduction

Learners should recap on the three-point balance done in pairs.

Lesson development

1. Learners should discuss the different three-point balances that can be done in groups.
2. Learners should explain the balances that they discussed.
3. The teacher should take into consideration that the learners are still juniors and some balances may be difficult for them to do. Point of balance and duration of the balance makes is easy or difficult.
4. Learners should be allowed to try create three-point balances that can be done in groups.
5. The teacher should show them pictures, videos or images of three-point balances that can be done in groups.
6. Learners will discuss the different three-point balances that they witnessed on the videos and pictures and execute them.

Conclusion

Learners should refer to Activity 15.3.

Activity 15.3

1. In groups of three, learners should come up with a three-point balance and practise it for thirty seconds.
2. They should take turns to present their balances to the rest of the class members.
3. Learners should record all the balances that they made.

4 and 5 Three-point balance on apparatus

Objectives

By the end of this lesson, learners should be able to:

- a) balance on three-points using apparatus

Learning aids

- pictures showing individual three-point balances done on apparatus
- videos showing individual three-point balances done on apparatus

Introduction

Learners should recap on the group three-point balance.

Lesson development

1. Learners give examples of the different apparatus that can be used for balancing.
2. Learners should give reasons as to why apparatus are used when balancing.
3. Learners should discuss the different individual three-point balances that can be done on apparatus.
4. They should take turns to do the individual three-point balances on apparatus.
5. Learners should be given the opportunity to come up with their own individual three-point balances using different apparatus.
6. The teacher should show them pictures, videos or images of individual three-point balances that are done on apparatus.
7. Learners should try to balance on three-points in pairs using apparatus.
8. The teacher ensures that one pair demonstrates at a time so that the teacher can closely monitor the pair balances that are done on apparatus.
9. Learners should state the different types of three-point balances that can be created in groups.
10. Learners should create a three-point balance in their groups.

Conclusion

Learners should refer to Activity 15.4.

Activity 15.4

1. In the same groups of three that they were in when doing Activity 15.3, learners should recreate the same three-point balance that they had created.
2. They should now try the same balance while balancing on apparatus.

End of chapter answers

1. Three-point
2. Three
3. Legs, arms and head.
4. True
5. Learners should draw any three-point balance that they like.

Chapter 16 Four-point balance

Aims

By the end of this chapter, learners should be able to:

- a) balance on four-points as an individual
- b) balance on four-points in pairs
- c) balance on four-points in groups
- d) balance on four-points using apparatus

1 Individual four-point balance

Objectives

By the end of this lesson, learners should be able to:

- a) balance individually on four points

Learning aids

- pictures showing individual four-point balances
- videos showing individual four-point balances

Introduction

Learners should state what is meant by four-point balance.

Lesson development

1. Learners should discuss the different four-point balances that can be done alone.
2. Learners should recall the four-point balances they did in grade 1.
3. They should take turns to do the four-point balances they remember as individuals.
4. Learners should refer to Activity 16.1 for the practice of the four-point balance.
5. Learners should be given the opportunity to come up with their own four-point balances.
6. The teacher should show them pictures, videos or images of four-point balances and allow them to practise coming up with four-point balances as individuals.

Conclusion

Learners should talk about the different balances that they created.

Activity 16.1

1. Learners should imitate the way four-legged animals balance.

2 Four-point balance in pairs

Objectives

By the end of this lesson, learners should be able to:

- a) balance on four-points in pairs

Learning aids

- pictures showing individual four-point balances in pairs
- videos showing individual four-point balances in pairs

Introduction

Learners should recap balancing individually on four-points.

Lesson development

1. Learners should discuss the different four-point balances that can be done in pairs.
2. Learners should recall the four-point balances they did in grade 1.
3. They should take turns to do the four-point balances they remember.
4. Learners should refer to Activity 16.2 for the practice of the four-point balance.
5. Learners should be given the opportunity to come up with their own four-point balances.
6. The teacher should show them pictures, videos or images of four-point balances and allow them to practise coming up with four-point balances in pairs.

Conclusion

Learners should discuss the different four-point balances that they practised.

Activity 16.2

1. Learners should get into pairs and come up with four-point pair balances and practise.
2. Afterwards, they should take turns to show the rest of their classmates their balances.
3. After each pair has had a chance to show their balances, the pair with the most difficult balance should show the rest of the classmates how they did the balance.

3 Four-point balance in groups

Objectives

By the end of this lesson, learners should be able to:

- a) balance on four-points in groups

Learning aids

- pictures showing four-point balances done in groups

- videos showing four-point balances done in groups

Introduction

Learners recap on the four-point balance done in pairs.

Lesson development

1. Learners should discuss the different four-point balances that can be done in groups.
2. Learners should explain the balances that they discussed.
3. Learners should be allowed to create four-point balances that can be done in groups.
4. The teacher must ensure that the balances that the learners mention are balances that can be created even by the seasoned gymnasts.
5. Learners discuss the different four-point balances that they witnessed on the videos and pictures.

Conclusion

Learners should refer to Activity 16.3.

Activity 16.3

1. In groups of different numbers, learners should come up with a four-point group balance and practise it for thirty seconds.

4 and 5 Four-point balance on apparatus

Objectives

By the end of this lesson, learners should be able to:

- a) balance on four-points using apparatus

Learning aids

- pictures showing individual four-point balances done on apparatus
- videos showing individual four-point balances done on apparatus

Introduction

Learners should recap on the group four-point balance.

Lesson development

1. Learners give examples of different apparatus that can be used for balancing.
2. Learners should give reasons as to why apparatus are used when balancing.
3. Learners should discuss the different individual four-point balances that can be done on apparatus.
4. They should take turns to do the individual four-point balances on apparatus.

5. Learners should be given the opportunity to come up with their own individual four-point balances using different apparatus.
6. The teacher should show them pictures, videos or images of individual four-point balances that are done on apparatus.
7. Learners should try to balance on four-points in pairs using apparatus.
8. The teacher should ensure that one pair demonstrates at a time so that the teacher can closely monitor the pair balances that are done on apparatus.
9. Learners should state the different types of four-point balances that can be created in groups.
10. If the learners are confident, they should be assisted to do the balance, but they should exercise extreme safety.
11. Learners should also try to create a four-point balance in their groups.
12. It can be one, two, three or four people who will balance on the four points.

Conclusion

Learners should refer to Activity 16.4.

Activity 16.4

1. As a class, each learner should come up with a four-point balance using safe appropriate apparatus of their choice.
2. In pairs, learners should choose any apparatus of their choice and practise a four-point balance.
3. Learners must get into groups of different numbers and they must come up with a four-point group balance whilst using apparatus.

End of chapter answers

1. Any four
2. Dog
3. True
4. Four points
5. Learners will draw any animal that balances on four points.

Chapter 17 Linking balance

Aims

By the end of this chapter, learners should be able to:

- link balances as pairs and groups
- link balances to form five-point balance
- link balances to form six-point balance

1 Linking balances

Objectives

By the end of this lesson, learners should be able to:

- link balances

Learning aids

- pictures showing different balances
- videos showing different balances

Introduction

Learners should state what they think is meant by linking balances.

Lesson development

1. In their groups, learners should discuss what is meant by linking balances.
2. Each group should present its findings.
3. Other groups will question the presenting group if they have any questions.
4. After all the presentations, learners should discuss as a class and agree on what they think is meant by linking balances.
5. Learners should look at the pictures and videos of different balances and they should state how those balances can be linked to form new balances.
6. Learners should practise linking balances.

Conclusion

Learners should refer to Activity 17.1.

Activity 17.1

1. In their groups, learners will link the following balances:
 - a) one-point balance and one-point balance.
 - b) one-point balance and two-point-balance.
 - c) two-point balance and two-point balance.

2 and 3 Linking balances to form five-point balances

Objectives

By the end of this lesson, learners should be able to:

- a) link balances to form five-point balance

Learning aids

- pictures showing different balances
- videos showing different balances

Introduction

Learners should recap on linking balances.

Lesson development

1. Learners should discuss the different balances that they know.
2. They can use pictures and videos to assist them in their discussions.
3. Learners can talk about the different balances they have been doing over the weeks.
4. Learners should state how they can link balances to come up with a five-point balance.
5. They should also state the number of balances that can be linked to create a five-point balance.
6. Learners should refer to Activity 17.2 for the practice of linking balances to create a five-point balance.
7. Learners should be given the opportunity to come up with their own links that will create a five-point balance or more points.

Conclusion

Learners will discuss the different five-point balances that they linked.

Activity 17.2

1. Learners should divide themselves into four equal groups.
2. Each group demonstrates different balances from one-point to four-point balances.
3. As each group demonstrates, learners should look at the balances they can join to come up with five-point balances.

4 and 5 Linking balances to form six-point balances

Objectives

By the end of this lesson, learners should be able to:

- a) link balances to form six-point balance

Learning aids

- pictures showing different balances
- videos showing different balances

Introduction

Learners should recap on linking balances to create a five-point balance.

Lesson development

1. Learners should discuss the different balances that they know.
2. They can use pictures and videos to assist them in their discussions.
3. Learners can talk about the different balances they have been doing over the weeks.
4. Learners should state how they can link balances to come up with a six-point balance.
5. They should also state the number of balances that can be linked to create a six-point balance.
6. Learners should refer to Activity 17.3 for the practice of linking balances to create a six-point balance.
7. Learners should be given the opportunity to come up with their own links that will create a six-point balance.

Conclusion

Learners will discuss the different six-point balances that they linked.

Activity 17.3

1. Learners should divide themselves into four equal groups.
2. Each group must take a task of demonstrating different balances from one-point to four-point balances.
3. As each group demonstrates, learners should look at the balances they can join to come up with six-point balances.

End of chapter answers

1. Linking balances
2. True
3. True
4. To come up with a five-point balance, the following balances can be linked:
 - a) one-point balance and a four-point balance.
 - b) two-point balance and a three-point balance.
5. To come up with a six-point balance you link these balances:
 - a) one-point balance and a five-point balance.
 - b) two-point balance and a four-point balance.
 - c) two-point balance linked with another two-point balance and another two-point balance.
 - d) three-point balance and a three-point balance.

Chapter 18 Weight transfer and bearing

Aims

By the end of this chapter, learners should be able to:

- a) transfer weight
- b) bear weight through balancing on each other

1 and 2 Weight transfer

Objectives

By the end of this lesson, learners should be able to:

- a) transfer weight

Learning aids

- videos showing how weight can be transferred

Introduction

Learners should state what they think is meant by weight transfer.

Lesson development

1. In groups, learners should discuss what is meant by weight transfer.
2. Each group should present its group findings.
3. Other groups will question the presenting group if they have any questions.
4. The questions should come up after the presenter has finished presenting.
5. The teacher should encourage learners to write their questions and only listen to the presenter so that the flow of the presentation is not lost.
6. After all the presentations, learners should discuss as a class and agree on what they think is meant by weight transfer.
7. Learners should look at the videos of weight transfer and they should practise activities that show weight transfer.

Conclusion

Learners should refer to Activity 18.1.

Activity 18.1

1. In pairs, learners should try walking like a wheelbarrow.
 2. Learners should discuss how weight is transferred from one body part to another.
-

3 Weight bearing

Objectives

By the end of this lesson, learners should be able to:

- a) bear weight

Learning aids

- pictures showing people bearing weight such as people walking using crutches
- videos showing how weight can be transferred

Introduction

Learners should recap on transferring weight.

Lesson development

1. Learners should perform activities, transferring and bearing weight.
2. They can use pictures and videos to assist them in their discussions.
3. Learners should demonstrate different positions that enable them to bear weight.
4. Learners should refer to Activity 18.2 for the practice of bearing weight.

Conclusion

Learners will identify the body parts that were bearing the weight.

Activity 18.2

1. Learners should stand on their toes for ten seconds.
2. They should rest their feet and spread their legs wide open.
3. Learners should squat onto a chair and sit on it.
4. They should extend one knee.
5. Learners should identify the body parts that were bearing weight in the exercises that they just did.
6. Learners should be given the chance to explore and perform their own balances.

4 and 5 Weight transfer and bearing through balancing on each other

Objectives

By the end of this lesson, learners should be able to:

- a) transfer and bear weight through balancing on each other

Learning aids

- videos showing weight transfer and bearing through balancing on one another

Introduction

Learners should recap on weight bearing.

Lesson development

1. Learners should discuss how weight can be transferred to another person.
2. They should also discuss how the weight can be held by another after it has been transferred.
3. Learners can use videos showing weight transfer and bearing through balancing on one another to help them understand how this concept works.
4. The teacher should assist the learners in areas where they may be failing to understand.
5. Learners should be encouraged to practise some of the balancing techniques that they saw in the videos.
6. The teacher should ensure that these balances are practised with care.

Conclusion

Learners should refer to Activity 18.3.

Activity 18.3

1. Learners should get into pairs and take turns to practise individual balances.
2. One of the pair members should check how to transfer weight when shifting to balance at different point balances.
3. They should check to see the body part or parts which bear the weight when the balance is complete.
4. Learners should come up with balances that they can do together so that they balance on each other.
5. Learners should check how weight is transferred and held when they do their balances.
6. They must remember to include balancing on or with apparatus as they practise.
7. Learners should practise group balances and see how weight is transferred and beared.

End of chapter answers

1. Steady
2. Shifting weight from one body part to another
3. Supporting
4. Various points of balances
5. Transferred

Chapter 19 Balances

Aims

By the end of this chapter, learners should be able to:

- a) match balances
- b) mirror balances
- c) balance to create shapes and formations

1 and 2 Matching balances

Objectives

By the end of this lesson, learners should be able to:

- a) match balances

Learning aids

- videos showing matching balances

Introduction

Learners should state what they think is meant by matching balances.

Lesson development

1. Learners should discuss what is meant by matching balances.
2. Learners should practise different matching balances.
3. Learners should explain how to achieve matching balances in pairs or in groups.
4. Learners should refer to Activity 19.1 to help them to practise and identify matching balances.
5. The teacher should show learners videos which show matching balances.
6. Learners should imitate the matching balances that they saw in the videos.
7. Learners should come up with their own matching balances in pairs and in groups.

Conclusion

Learners should record the number of matching balances that they did.

Activity 19.1

1. Learners should come up with different matching balances in their groups and practise.
2. As they practise, learners should try to come up with balances that show weight transfer and bearing as well as linking balances.

3 and 4 Mirror balances

Objectives

By the end of this lesson, learners should be able to:

- a) mirror balances

Learning aids

- videos showing people who are doing a mirror balance

Introduction

Learners should recap on matching balances.

Lesson development

1. Learners should discuss what mirror balances are.
2. They should sit in their groups and discuss for at least five minutes.
3. Each group should present their group findings.
4. Other groups should write down any questions that they may have and only ask questions after the presentation.
5. Learners should agree on what a mirror balance is.
6. Learners should practise different mirror balances.
7. Learners should demonstrate how to achieve mirror balances in pairs.
8. The teacher should show learners videos which show mirror balances.
9. Learners should imitate the mirror balances that they saw in the videos.
10. Learners should come up with their own mirror balances in pairs.

Conclusion

Learners should refer to Activity 19.2.

Activity 19.2

1. In groups, learners should practise different balances that require them to mirror each other.
2. As they practise, learners come up with balances that show weight transfer and bearing as well as linking balances.

5 Balancing to create shapes and formations

Objectives

By the end of this lesson, learners should be able to:

- a) balance to create shapes and formations

Learning aids

- videos showing balances that create shapes and formations

Introduction

Learners should recap on mirror balancing.

Lesson development

1. In groups, learners should discuss what they understand by formation and shapes.
2. Learners should name the formations that they know as well as shapes that can be created during balances.
3. Learners should take turns to have individual balances showing various body shapes.
4. When everyone gets a chance to demonstrate, they should get into pairs and continue practising different point balances showing different shapes.
5. Learners must record the balances and shapes they practise in pairs and see how many they can come up with.
6. They can do the same in groups so that they can identify the different formations that they can create.
7. The teacher should assist learners to come up with more activities to practise balancing to create shapes and formations.

Conclusion

Learners should refer to Activity 19.3.

Activity 19.3

1. Learners should get into groups of eight.
2. They should practise balances by making different shapes in groups.
3. Learners should continue practising making shapes but this time coming up with different formations.

End of chapter answers

1. False
2. Matching
3. Face to face
4. Learners can name any two formations such as:
 - a) linear
 - b) chevron
 - c) triangular

- d) circular
- e) oblique
- f) square
- g) column

5. Learners will draw the two formations that they stated in (4).

Chapter 20 Movement under given instruction

Aims

By the end of this chapter, learners should be able to:

- a) move from point A to point B
- b) move freely
- c) move under given instruction
- d) move using different body parts

1 Movement

Objectives

By the end of this lesson, learners should be able to:

- a) demonstrate movement

Learning aids

- videos showing people moving

Introduction

Learners should demonstrate movements of any sort.

Lesson development

1. Learners should practise different movements.
2. In groups, learners should mimic different animals or vehicles, for example, a train.
3. The teacher should show learners videos of people moving.
4. Learners should refer to Activity 20.1.

Conclusion

Learners should state what they understood about movement after their activity.

Activity 20.1

1. In pairs, learners should show all the movements that they can do.

2 Free movement

Objectives

By the end of this lesson, learners should be able to:

- a) engage in free movement

Learning aids

- videos showing people who are moving about freely

Introduction

Learners should recap on movement.

Lesson development

1. In groups, learners should practise free movement.
2. They should be able to move freely on different body parts.
3. As they move, learners should change direction and speed.

Conclusion

Learners should refer to Activity 20.2.

Activity 20.2

1. Learners should move around freely in any direction.
2. They should change speed and direction.
3. Learners should move freely using any body part.

3 Moving from point A to point B under given instruction

Objectives

By the end of this lesson, learners should be able to:

- a) move following the given instruction

Learning aids

- cones
- videos showing movements under instruction

Introduction

Learners should recap on free movement.

Lesson development

1. Learners should demonstrate the different ways of locomotion.
2. Instructions should be clear and easy for learners to follow.
3. Place cones or markings on the area which will be worked on.
4. Play games in which learners share space and move together.
5. Introduce each skill by discussion with learners and demonstrations such as heaviness and lightness.
6. Learners demonstrate each locomotor skill at slow and fast speeds while observing good technique.

7. On movements like sliding, make sure the floor is even and safe to slide on.
8. State the dangers of such a movement.
9. As learners execute their skills, move around to check on safety, give corrections and assistance to learners facing challenges. Learners should move like an elephant or bull (heavy) or like a chameleon or tortoise (light).
10. Explain to learners the significance of each way of movement.

Conclusion

Learners should refer to Activity 20.3.

Activity 20.3

1. Learners use heels to move from point A to B.
2. They should walk five metres on their toes in any other direction and stop. They should start by moving slowly and then increase speed.
3. Learners should move like a chameleon, using both legs and hands, for ten metres.
4. They should change direction and run like a monkey with a maize cob from the fields.
5. They should jump over hula hoops at changing the speed.

4 and 5 Moving on different body parts

Objectives

By the end of this lesson, learners should be able to:

- a) move using different body parts

Learning aids

- videos showing movements using different body parts

Introduction

Learners should recap on movement under given instruction.

Lesson development

1. In their groups, learners should discuss the body parts that enable movement.
2. As a class, they should give each other feedback.
3. The teacher should assist learners as they conduct their class discussion.
4. Learners say out the different body parts that facilitate locomotion and the teacher should accept even vernacular language.
5. Learners should demonstrate the different ways of locomotion using the body parts that they chose.
6. Instructions should be clear and easy for learners to follow.
7. Play games in which learners share space and move together.

8. Introduce each skill by discussion with learners and demonstrations such as heaviness and lightness.
9. Learners demonstrate each locomotor skill at slow and fast speeds while observing good technique.
10. On movements like rolling, make sure the floor is even and safe to slide on.
11. State the dangers of such a movement.
12. As learners execute their skills, move around to check on safety, give corrections and assistance to learners facing challenges.
13. Explain to learners the significance of each way of movement.

Conclusion

Learners should refer to Activity 20.4.

Activity 20.4

1. Learners should move one to five metres on their hands only.
2. They should move for ten metres doing the cartwheel at varying speed.
3. Learners should roll like a log for five metres.
4. With mats laid on the ground or floor, learners should do seven forward rolls, stand and gallop sideways for five metres.
5. They should stop and do seven backward rolls on a mat, stand up and gallop backwards for five minutes.
6. Learners should do cartwheels for ten metres and stop.
7. Using mats or on soft ground, learners must travel on knees whilst holding their heels.
8. Learners should jump on one leg five times.
9. NB: Teacher should select appropriate activities according to available apparatus, play field and lesson duration.

End of chapter answers

1. Movement
2. Any one of these ways would be correct:
 - a) walking
 - b) running
 - c) hopping
 - d) galloping
 - e) swimming
 - f) leaping
 - g) rolling
 - h) jumping
3. Legs, arms, knees and tummy.
4. Free movement.
5. Instructed movement.

Chapter 21 Movement under given apparatus

Aims

By the end of this chapter, learners should be able to:

- a) move from point A to point B on apparatus to a given direction
- b) move from point A to point B with apparatus to a given direction

1 Apparatus

Objectives

By the end of this lesson, learners should be able to:

- a) identify apparatus

Learning aids

- pictures showing different types of apparatus

Introduction

Learners should state the different apparatus that they know.

Lesson development

1. Learners should look at the pictures and identify the apparatus that they know.
2. They should state the activity in which the apparatus are used.
3. Learners should identify apparatus that can be used in locomotion.
4. They should explain how each apparatus that they chose can be used in movement.

Conclusion

Learners should refer to Activity 21.1.

Activity 21.1

1. Learners should collect all the apparatus that they think can help them in their daily activities such as walking and running or working.
2. They should demonstrate how they can use the apparatus to perform some form of movement.

2 and 3 Moving from point A to point B on apparatus to a given direction

Objectives

By the end of this lesson, learners should be able to:

- a) move on apparatus

Learning aids

- pictures of apparatus that help in movement
- real apparatus brought by learners

Introduction

Learners should recap on apparatus.

Lesson development

1. Learners should discuss what moving on apparatus means.
2. Learners should get into their groups and have a discussion.
3. Each group should present its group findings.
4. Using pictures of moving apparatus, learners should guess the purpose of the moving apparatus.
5. Learners should also look at the other apparatus that can be used for movement and they should state how the apparatus assists in movement.
6. Learners must create their own apparatus made of tins that will help them test the concept of moving on apparatus.

Conclusion

Learners should refer to Activity 21.2.

Activity 21.2

1. Learners will follow the given instructions to create tins with strings that can be used for walking.
2. After creating the tins, learners must walk using the tins.
3. As they gain confidence, learners should increase their speed.

4 and 5 Moving from point A to point B with apparatus to a given direction

Objectives

By the end of this lesson, learners should be able to:

- a) move with apparatus

Learning aids

- pictures of apparatus that help in movement

Introduction

Learners should recap on moving on apparatus.

Lesson development

1. Learners should move with apparatus.
2. Learners should get into their groups and move with apparatus.
3. Each group should present its best performers.
4. The class will have a final discussion before the teacher assists the learners.

Conclusion

Learners should refer to Activity 21.3.

Activity 21.3

1. With hula hoops on their waists, learners must move for ten metres.
2. In groups, they should roll tyres as they run. Size of tyres should be checked for safety.
3. Learners should sit on the rolling tyre so that they can roll forward.
4. They should use a skipping rope to travel from a given position to another for ten metres.
5. They should increase speed as they skip.
6. Learners can skip on one foot or skip with partner.

End of chapter answers

1. Tools
2. Movement
3. False
4. True
5. Learners can draw any apparatus that can be used in movement.

Chapter 22 Movement in response to stimuli

Aims

By the end of this chapter, learners should be able to:

- a) move in response to stimuli

1 Stimulus

Objectives

By the end of this lesson, learners should be able to:

- a) move in response to stimuli

Learning aids

- pictures showing drums, bells, radio and whistles

Introduction

Learners should talk about the things that they can see on the pictures.

Lesson development

1. Learners should name what they can see in the pictures.
2. Learners should state what they are used for.
3. Learners should play a game that will show a response to stimuli.

Conclusion

Learners should refer to Activity 22.1.

Activity 22.1

1. Learners should play the game, "Cops and robbers."
2. They should make a jail area and divide the class into two groups.
3. Cops should be on one side and robbers on the other side.
4. The teacher will blow a whistle and the cops should run after the robbers.
5. When the robbers are caught, they will be sent to jail.
6. When the teacher blows a whistle everyone should freeze.
7. The teacher will blow the whistle after thirty seconds and the cops must run after the robbers.
8. The game should continue until all the robbers are sent to jail.

2 Moving from point A to point B in response to stimulus

Objectives

By the end of this lesson, learners should be able to:

- a) move from point A to B in response to stimuli

Learning aids

- drums, bells, radio and whistles

Introduction

Learners should recap on stimulus.

Lesson development

1. Learners should use tools that are on the learning aids.

Conclusion

Learners should refer to Activity 22.2.

Activity 22.2

1. In groups, learners should choose any game of their choice where they will have any stimulus to evoke reaction from others.

3 One-time motion

Objectives

By the end of this lesson, learners should be able to:

- a) move on one-time motion

Learning aids

- pictures of throwing games

Introduction

Learners should recap on moving in response to stimulus.

Lesson development

1. Learners should perform one-time motion.
2. Learners should get into groups and give examples of a one-time motion activity.
3. Each group should present its findings.

4. The class will have a final discussion before the teacher assists the learners.
5. Learners should also look at the pictures showing throwing games and they should be able to identify the aspect of one-time motion.

Conclusion

Learners should refer to Activity 22.3.

Activity 22.3

1. In groups, learners must demonstrate any one-time motion movement.
2. The teacher will use any stimuli and their movement should happen soon after the stimuli.

4 and 5 Continuous motion

Objectives

By the end of this lesson, learners should be able to:

- a) move on continuous motion

Learning aids

- pictures of showing learners using hula hoops, tyres

Introduction

Learners should recap on one-time motion.

Lesson development

1. Learners should perform continuous motion.
2. Learners should get into groups and give examples of a continuous motion activity.
3. Each group should present its findings.
4. The class will have a final discussion before the teacher assists the learners.

Conclusion

Learners should refer to Activity 22.4.

Activity 22.4

1. With the drum beating slowly, learners should fly like a bird swinging their arms whilst they move in any direction.
2. Learners should march like a soldier as the drum beats at normal speed.
3. They should march according to the speed of the stimulus and maintain their rhythm.

4. As the drum beats slowly, learners should use any style to move slowly with slow beat.
5. As the drum beats faster, they should use any style to move faster with fast music.

End of chapter answers

1. Respond
2. Moving
3. You are in the same environment.
4. Move and stop
5. Continues

Chapter 23 End of term test

1. Balance
2. Shape
3. One
4. False
5. True
6. Chair
7. Two
8. Three
9. Any four
10. Dog
11. Linking
12. False
13. Five-point
14. Weight transfer
15. Weight bearing
16. Walking
17. Standing still
18. Matching
19. Two
20. Mirror
21. False
22. Shapes and formations
23. Move in any direction
24. Apparatus
25. Rolling
26. Free
27. Instructed
28. True
29. True
30. True
31. Learners will give a list of other apparatus that can be used in movement.
32. Anything that can provoke movement.
33. Learners will give any example of apparatus that can be used as stimulus.
34. The body responds.
35. In different ways depending on the environment in which the stimulus is made.
36. Soon after the stimulus.
37. It is a move and stop motion.
38. In throws and jumps.
39. It is movement that continues for a while.
40. In dribbling.

Practical test

1. Learners should demonstrate a one-point balance.
2. Learners should demonstrate a two-point balance.
3. They should demonstrate a three-point balance.
4. Learners should demonstrate a four-point balance.
5. They should demonstrate all the balances they did using any apparatus of their choice.
6. Learners should match a balance that was done by their friend.
7. Using stimulus of their choice, learners should demonstrate slow and fast movement from point A to B.
8. Using an apparatus of their choice, learners should move from one point to another.
9. Learners should do any continuous movement showing different speed, direction and use of space. They should use any stimulus of their choice.
10. Learners should move in any direction using different styles.

Chapter 24 Elementary skills of coordination

Aims

By the end of this chapter, learners should be able to:

- a) execute the elementary skills of coordination
- b) demonstrate the basic concepts of coordination in walking
- c) perform the basic concepts of coordination in throwing
- d) execute the basic concepts of coordination in catching

1 Coordination

Objectives

By the end of this lesson, learners should be able to:

- a) execute movement with ease

Learning aids

- balls
- cones
- whistle

Introduction

Learners should talk about the things that they think require coordination skills.

Lesson development

1. Learners should practise movements that require coordination.
2. Learners should identify what they should do to execute their movements with ease.
3. They should be able to identify the things that need coordination.

Conclusion

Learners should refer to Activity 24.1.

Activity 24.1

1. Learners stand in a line and execute an overhead pass.
2. Once they are done, they will pass the ball between the legs.
3. Learners should use both hands for passing.
4. Learners should walk in a zigzag line following marked cones.
5. They should jump from one point to another.
6. Learners should discuss as a class what they noticed about the hands and the arms as they were executing the movements.

2 Elementary skills of coordination

Objectives

By the end of this lesson, learners should be able to:

- a) demonstrate the elementary skills of coordination

Learning aids

- pictures showing learners passing balls to each other
- ball
- whistle
- markers

Introduction

Learners should recap on coordination.

Lesson development

1. In groups, learners should discuss what they understand by elementary skills of coordination.
2. Learners should demonstrate eye and hand coordination.
3. They should be able to practise skills that require the eye and hand coordination.
4. They can look at the pictures that show people who are passing a ball to each other.

Conclusion

Learners should refer to Activity 24.2.

Activity 24.2

1. In pairs, learners should practise passing a ball to one another.
2. They should start by rolling the ball to a partner.
3. They should throw the ball using one hand.
4. Learners should make sure the ball reaches their partner.
5. They should practise throwing the ball using both hands.
6. Learners should gradually increase the distance between them.

3 Basic concepts of coordination in throwing

Objectives

By the end of this lesson, learners should be able to:

- a) demonstrate the basic concepts of coordination in throwing

Learning aids

- pictures showing different throwing techniques
- videos showing different passing techniques

Introduction

Learners should recap on the basic concepts of coordination.

Lesson development

1. Learners need to be afforded opportunities to practise throwing.
2. Learners to practise passing a ball using one hand.
3. They should also practise passing a ball using both hands.
4. Teacher should demonstrate the different throwing techniques.
5. Teacher should show video clips on different passes such as using both hands and using one hand.
6. Teacher should assist learners who may be facing difficulties.
7. Learners should add variety in the games.

Conclusion

Learners should refer to Activity 24.3.

Activity 24.3

1. Using any size of a ball, learners should throw it up and catch it.
2. They should watch the ball as it goes up and move to catch it before it lands down.
3. With practice, learners should increase the height at which they throw the ball.
4. They should throw and catch the object as they move.
5. Learners should jog to receive the ball.
6. Learners can use a net bag or plastic container tied to a string to suspend the ball.

4 Basic concepts of coordination in catching

Objectives

By the end of this lesson, learners should be able to:

- a) demonstrate the basic concepts of coordination in catching

Learning aids

- pictures showing different catching techniques

Introduction

Learners should recap on the basic concepts of coordination in throwing.

Lesson development

1. Learners should practise catching a ball.
2. They should state how a ball can be caught.
3. Learners should look at the pictures that show the different catching techniques.
4. They should be able to identify the correct ways of catching.
5. Learners should state how to hold a ball when catching it so that it does not fall.

Conclusion

Learners should refer to Activity 24.4.

Activity 24.4

1. In pairs, learners should practise catching a ball.
2. The catcher should watch the ball as it goes towards them.
3. With practice, learners should increase the distance between the thrower and the catcher.
4. Learners can now add movement like stepping and throwing.
5. They should move to catch the ball like jumping and catching.

5 Basic concepts of coordination in walking

Objectives

By the end of this lesson, learners should be able to:

- a) demonstrate the basic concepts of coordination in walking

Learning aids

- pictures showing people walking on different levels such as steps

Introduction

Learners should recap on basic skills of coordination.

Lesson development

1. Learners should recall what the teacher told them in the brief introduction about foot and eye coordination.
2. Learners should state in their own words what they understand by foot and eye coordination.
3. Learners should state the importance of the foot and eye coordination in relation to balance.
4. Learners should practise walking on different levels such as walking over blocks,

climbing stairs and walking on a straight line.

Conclusion

Learners should refer to Activity 24.5.

Activity 24.5

1. Using a ladder or hula hoops that are placed on the ground, learners should walk in and out of them.
2. They should start with the right foot forward.
3. As they get used to moving, they should increase their pace.
4. Learners should start hopping over the ladder or hula hoops.
5. They should eventually start running.

End of chapter answers

1. Coordination
2. Eyes and legs
3. Walking
4. Throwing
5. Eyes

Chapter 25 Coordination in relation to balance and weight transfer

Aims

By the end of this chapter, learners should be able to:

- a) execute movements in a sequence with ease
- b) link weight bearing with weight transfer
- c) perform different tasks at varied speeds

1 and 2 Balance

Objectives

By the end of this lesson, learners should be able to:

- a) balance

Learning aids

- bean bags

Introduction

Learners should practise standing on one leg to see if they can balance without falling.

Lesson development

1. They should be able to identify the things that need balance.
2. Each group should present its findings.
3. The teacher should encourage the other learners to write down any questions that they may have for the presenting group and only ask the questions after the presentation.
4. Learners should state what is meant by balance.
5. They should state what is needed for one to balance properly.
6. Learners should identify the body parts that are responsible for balance.

Conclusion

Using bean bags, learners should refer to Activity 25.1.

Activity 25.1

1. Learners will walk on any unstable surface such as bean bags and maintain their balance.
2. Learners should play the hopscotch game in groups. As they hop on one leg, learners should maintain an upright position to maintain their balance.

3 Weight transfer

Objectives

By the end of this lesson, learners should be able to:

- a) perform weight transfer

Learning aids

- pictures showing dancers transferring weight

Introduction

Learners should recap on balance.

Lesson development

1. Learners can perform weight transfer activities.
2. They can practise the, “Head and Tail” game for coordination.
3. As they practise, learners should be able to understand how weight is transferred.

Conclusion

Learners should refer to Activity 25.2.

Activity 25.2

1. Learners should draw a long curvy line on the ground.
2. They should walk with one foot in front of the other, without taking a step off the line.
3. If they fall off the line, they should start over at the beginning of the line.
4. If they find it difficult to keep their balance, the teacher should encourage the learners to hold their arms out away from their body.

4 and 5 Basic concepts of coordination in relation to balance and weight transfer

Objectives

By the end of this lesson, learners should be able to:

- a) discuss the basic concepts of coordination in relation to balance and weight transfer

Learning aids

- videos showing cross crawls
- pictures of athletes executing different weight transfer balances

Introduction

Learners should recap on weight transfer.

Lesson development

1. Learners should demonstrate cross crawls.
2. Safe environment for cross crawls to be provided.
3. These may include mats, lawn and any safe surfaces.
4. Limbs should be fully stretched so that there is beauty of the movement.
5. Activities should be varied, starting from slow to fast, simple to complex and known to the unknown.
6. Teacher should play video clips for learners to grasp the concept of cross crawls.

Conclusion

Learners should refer to Activity 25.3.

Activity 25.3

1. Learners should sit on the ground comfortably.
2. They should bring their right elbow to their left knee.
3. Their left elbow to their right knee.
4. They should repeat the movements several times.
5. On soft comfortable surfaces, learners should get into a crawling position.
6. Learners should move their right hand to the front following with their left knee.
7. Learners should move their left hand to the front following with their right knee.
8. They should gradually increase speed.

End of chapter answers

1. Weight transfer
2. Communication
3. Movement
4. True
5. True

Chapter 26 Coordination when using apparatus

Aims

By the end of this chapter, learners should be able to:

- a) play games that involves coordination using apparatus

1 and 2 Skills of coordination using apparatus

Objectives

By the end of this lesson, learners should be able to:

- a) practise the skills of coordination with apparatus

Learning aids

- pictures of people who walk using sticks

Introduction

Learners should recap on what apparatus are.

Lesson development

1. In groups, learners should state what they remember on apparatus.
2. They should identify the different apparatus that they remember.
3. Each group should present its findings.
4. The teacher should encourage the learners to write down any questions that they may have for the presenting group.
5. Learners should state how the skills of coordination can be conducted when using apparatus.
6. They should demonstrate movement when using apparatus of their choice.
7. They should demonstrate how to maintain balance and how to coordinate two or more body parts.
8. Learners should look at the pictures that show people walking on sticks.
9. Learners should practise walking on sticks.

Conclusion

Learners should refer to Activity 26.1.

Activity 26.1

1. In pairs, learners should create walking sticks using strong materials.
2. The teacher should help learners to make the sticks safe to be used as walking sticks.

3. Learners should practise walking on the sticks that they created.
4. As they walk, learners must make sure that their partners are always by their side to cushion their fall in case they fall.

3 The egg and spoon race

Objectives

By the end of this lesson, learners should be able to:

- a) play the egg and spoon race

Learning aids

- spoons
- model eggs

Introduction

Learners should recap on skills of coordination using apparatus.

Lesson development

1. Learners should discuss the rules of the egg and spoon race to the other learners.
2. Teacher should encourage learners to play by the rules.
3. Learners who succeed to get to the finish line should be commended.
4. The teacher should identify learners who are executing the skills correctly and ask them to demonstrate to others.

Conclusion

Learners should refer to Activity 26.2.

Activity 26.2

1. Learners should follow the given instructions to play the egg and spoon race.
 - a) Learners should run with their eggs on a spoon.
 - b) All learners should be given the chance to run.
 - c) All those who come out in first place should compete until one person remains as the champion of the egg and spoon race.
2. Walk steadily.

4 Three-legged race

Objectives

By the end of this lesson, learners should be able to:

- a) play the three-legged race

Learning aids

- ropes

Introduction

Learners should recap on the egg and spoon race.

Lesson development

1. Learners should explain the rules of the race to the other learners.
2. Learners should be encouraged to play by the rules of the three-legged race.
3. Learners should be encouraged to communicate with their partners.
4. Learners should tie ropes around their ankles and start walking.
5. Learners should demonstrate team work, coordination and maintaining of balance in their activities.
6. The teacher should identify learners who are executing correctly and ask them to demonstrate to others.
7. All learners should be involved in the activities.
8. Reward winners by praising and clapping hands.

Conclusion

Learners should refer to Activity 26.3.

Activity 26.3

1. Learners must follow the given instructions to play the three-legged race.
 - a) Five pairs should run with their legs tied together.
 - b) Everyone should be given the chance to run.
 - c) All the pairs that come out in first place should compete until one pair remains as the champion of the three-legged race.
2. Not walking at the same time.
3. The tied legs should step as one leg and each partner's free leg should step at the same time.

5 Sack race

Objectives

By the end of this lesson, learners should be able to:

- a) play the sack race

Learning aids

- sacks

Introduction

Learners should recap on the three-legged race.

Lesson development

1. Learners should explain the rules of the race to the other learners.
2. Learners should be encouraged to play by the rules.
3. Learners should remain focused.
4. Learners should use sacks that go up to their waists.
5. The teacher should identify learners who are executing the skills correctly and ask them to demonstrate to others.
6. All learners should be involved in the activities.
7. Reward winners by praising and clapping hands.

Conclusion

Learners should refer to Activity 26.4.

Activity 26.4

1. Learners must follow the given instructions to play the sack race.
 - a) Learners should run with their sacks held at waist level.
 - b) Everyone should be given the chance to run.
 - c) All those who come first should compete until one person remains the champion of the sack race.
2. Keep their legs together and hop forward.

End of chapter answers

1. Apparatus
2. You can maintain your balance.
3. Coordination
4. True
5. False

Chapter 27 Formations

Aims

By the end of this chapter, learners should be able to:

- a) create basic formations
- b) demonstrate coordination in relation to formations and stimuli

1 and 2 Formations

Objectives

By the end of this lesson, learners should be able to:

- a) create basic formations

Learning aids

- smart phones
- whistle
- drums

Introduction

Learners should name the different formations that they know.

Lesson development

1. In their groups, learners should state the properties of the formations that they named.
2. Each group should present its findings.
3. As a class, learners should demonstrate the different formations that they are familiar with.
4. They should sing songs as they create their formations.
5. Learners should take turns to record the formations using smart phones and drawing in art books.
6. As a class, learners should discuss and name the different formations that were created.
7. The teacher should assist the learners in explaining the concept of formations.

Conclusion

Learners should refer to Activity 27.1.

Activity 27.1

1. As a class, learners should create and name their own formations.
2. Learners should sing songs as they create their formations, for example, “March like a soldier.”

3 Stimuli

Objectives

By the end of this lesson, learners should be able to:

- a) move in response to stimuli

Learning aids

- pictures of different items that can be stimuli

Introduction

Learners should recap on formations.

Lesson development

1. Learners should identify the things that can be used as stimuli.
2. They should practise moving in response to stimuli.
3. Learners should respond to stimuli and they should create formations as they do so.

Conclusion

Learners should refer to Activity 27.2.

Activity 27.2

1. As a class, learners should discuss on the type of formation that they would want to perform.
2. The teacher will blow a whistle and the learners should run and create any formation.
3. The teacher will blow the whistle after thirty seconds and the learners should all freeze in the place where they were standing.
4. If the learner was standing in a place that is not well coordinated with the formation, they should go and sit.
5. The teacher will blow the whistle again and the learners should unfreeze and create a new formation.
6. The game should continue until all the learners that are in the formation are able to respond to the stimuli and create formations that are well coordinated.

4 and 5 Coordination in relation to formations and stimuli

Objectives

By the end of this lesson, learners should be able to:

- a) perform various coordination skills in relation to formations and stimuli

Learning aids

- apparatus such as drums and whistles

Introduction

Learners should recap on stimuli.

Lesson development

1. Learners should recap on what coordination is.
2. They should discuss why it is important.
3. Learners should make a connection between coordination, formations and stimulus.
4. They should perform coordinated formations.
5. Learners should use stimuli in formations.
6. They should identify the various stimuli for various formations.

Conclusion

Learners should refer to Activity 27.3.

Activity 27.3

1. As a group, learners should create a band.
2. The band should play drums and sing a song that the other class members will march to.
3. The teacher will blow a whistle and learners should stand in a linear formation.
4. Each formation should have six people.
5. The band will beat drums and sing. Each formation should march from a linear to a rectangular formation.
6. The band will stop playing and the members of the rectangular formation will stand in a stationary position.
7. When the band starts playing again, the rectangular formations should march into any formation of their choice.
8. The teacher should take pictures of the performances so that learners can print them out and paste them on the class wall.

End of chapter answers

1. Various
2. Stimuli
3. Formations
4. Many
5. Learners should draw any formation that they liked.

Chapter 28 Water bodies

Aims

By the end of this chapter, learners should be able to:

- a) identify water bodies
- b) recognise water hazards

1 Aquatic skills

Objectives

By the end of this lesson, learners should be able to:

- a) identify water bodies

Learning aids

- pictures of water

Introduction

Learners should discuss the importance of water.

Lesson development

1. Learners should identify the places where they can find water in the school and at home.
2. They should be able to state the importance of the places that have water.
3. The class should discuss their findings.

Conclusion

Learners should refer to Activity 28.1.

Activity 28.1

1. Learners should list the places where they get water from when they are:
 - a) at home.
 - b) at school.
2. Uses of water.
 - a) Drinking
 - b) Washing
 - c) Bathing
 - d) Cleaning
 - e) Sports

2 Water bodies

Objectives

By the end of this lesson, learners should be able to:

- a) identify water bodies

Learning aids

- charts of different water bodies

Introduction

Learners should recap on aquatic skills.

Lesson development

1. Learners should state what they understand by water bodies.
2. They should give feedback.
3. The teacher should assist the learners in their class discussion.
4. Learners should be shown charts that have pictures of water bodies.
5. The teacher should take the learners to a safe and close place where they can identify water bodies.
6. Learners should state the water bodies they have come across.
7. Emphasise that one should not go near any water body without a teacher, adult or swimming coach.

Conclusion

Learners should refer to Activity 28.2.

Activity 28.2

1. Learners should list the water bodies that they know.
2. Learners should name the water bodies that they have seen in their area.

3 Uses of water bodies

Objectives

By the end of this lesson, learners should be able to:

- a) identify the uses of water bodies

Learning aids

- pictures showing water bodies such as a bottle drink, tub, dam, swimming pool and a river

Introduction

Learners should recap on water bodies.

Lesson development

1. Learners should identify the water bodies that they talked about in Lesson 2.
2. Learners should give different uses of water bodies.
3. Learners should discuss the uses of the different water bodies.
4. Learners should present their findings.
5. Learners should state what they use the different water bodies for, citing those water bodies that are in their communities.
6. Learners should look at the pictures showing the uses of water bodies and they should state if any is familiar to them or not.

Conclusion

Learners should refer to Activity 28.3.

Activity 28.3

1. The uses include:
 - a) to drink.
 - b) to bath and to wash.
 - c) swimming.
 - d) swimming, bathing, washing, drinking water for animals and shelter.
 - e) to cook.
2. Learners will draw a water body and name two of its uses.

4 Dangers of water bodies

Objectives

By the end of this lesson, learners should be able to:

- a) recognise water hazards

Learning aids

- pictures of water bodies

Introduction

Learners should recap on uses of water bodies.

Lesson development

1. Learners should identify the different water bodies.
2. The teacher should introduce the aspect of danger that is associated with water bodies.
3. In their groups, learners should discuss the dangers that are associated with water bodies.

4. They will give feedback.
5. Learners should outline the dangers of water bodies as per their group discussions.
6. The teacher will assist the learners in areas where they may be facing challenges.

Conclusion

Learners should refer to Activity 28.4.

Activity 28.4

1. The dangers of water bodies.
 - a) The water temperature may be very cold or very hot.
 - b) It may be difficult to get out of the water because of the steep banks.
 - c) The water can be deep.
 - d) There may be dangerous animals in the water.
 - e) The water may be polluted and this could cause illness.
2. One should go to water bodies in the presence of an adult.
3. With the assistance of a friend, learners should draw a dam, a pot, a river and a swimming pool and name the bad things that are likely to occur in those water bodies.

5 Aquatic safety rules

Objectives

By the end of this lesson, learners should be able to:

- a) state the aquatic safety rules

Learning aids

- pictures of water bodies

Introduction

Learners should recap on dangers of water bodies.

Lesson development

1. Learners should outline the aquatic safety rules that should be followed to avoid any dangers.
2. Learners should state the importance of each rule in safe guarding their lives.
3. Learners should be given an opportunity to create aquatic safety rules that are specific to their local environment.
4. Learners should share their rules with the class.
5. Learners should state the hazards that are being avoided by the safety rules that they created.

Conclusion

Learners should refer to Activity 28.5.

Activity 28.5

1. The safety rules protect people from any possible dangers.
2. Learners should list the dangers and these could include:
 - a) Drowning
 - b) Chocking
 - c) Getting burnt
 - d) Being attached by animals that live in the water.

End of chapter answers

1. Survival and health
2. An adult
3. Learners can give any two of the following:
 - a) they store water for people and animals
 - b) they are a source of shelter for some animals
 - c) they provide a place for water sporting activities
4. Learners can give any of the following:
 - a) the water temperature may be very cold – this may cause sickness.
 - b) the water temperature may be very hot – they may get burnt.
 - c) it may prove difficult to get out of the water because of the steep banks – one can drown.
 - d) the water can be deep – one can drown.
 - e) there may be dangerous animals in the water – one's life could be in danger.
 - f) the water may be polluted - this could make one ill.
5. To stay safe.

Chapter 29 Water familiarisation

Aims

By the end of this chapter, learners should be able to:

- a) practise safe entry and exit
- b) execute the correct breathing system when under water
- c) demonstrate water familiarisation drills

1 Safe water entry and exit

Objectives

By the end of this lesson, learners should be able to:

- a) practise safe water entry and exit

Learning aids

- pictures of water bodies

Introduction

Learners should discuss the importance of water.

Lesson development

1. Learners should state what is meant by safe entry into water bodies.
2. Learners should be reminded that water bodies include a water bottle, a tub, a dish, a cup, a river, swimming pool and dams.
3. Learners should discuss the safe ways to enter water bodies.
4. Learners should demonstrate the safe ways to enter water bodies.
5. Learners should explain the importance of entering water bodies safely.
6. Learners should state what is meant by safe exiting when exiting water bodies.
7. Learners should discuss the safe ways to exit water bodies.
8. They should also be asked to demonstrate safe exiting of water bodies.
9. Learners should explain the importance of exiting water bodies safely.

Conclusion

Learners should refer to Activity 29.1.

Activity 29.1

1. On a card, learners should write what they use for bathing and what time they take a bath.
2. They should exchange cards.

3. Learners should read what they have written.
4. On their work card, learners should write one bath time rule and give back the card to the owner to read.
5. In groups, learners should discuss the rules they have written.

2 Water familiarisation drills

Objectives

By the end of this lesson, learners should be able to:

- a) familiarise themselves with water

Learning aids

- pictures of water bodies

Introduction

Learners should recap on safe water entry and exit.

Lesson development

1. Learners should state what they understand by drills.
2. They should outline the different drills that they are aware of.
3. Learners should state the different ways in which they can familiarise themselves with water.
4. They should explain the importance of familiarising themselves with water.

Conclusion

Learners should refer to Activity 29.2.

Activity 29.2

1. Using the same water bottles, they should compete in groups to drink water from the bottle.
2. Learners should make sure that their throats do not make any noise as they swallow.
3. They should make sure that they do not make a sound after removing their mouth from the bottle.
4. They should make sure that they do not deform the water bottle.
5. They should make sure that they do not choke as they drink the water.
6. Anyone who does any of these things will be disqualified.

3, 4 and 5 Water games

Objectives

By the end of this lesson, learners should be able to:

- a) practise water games

Learning aids

- pictures showing the different water games

Introduction

Learners should recap on familiarisation drills.

Lesson development

1. Learners should state the water games that they are familiar with.
2. They should be able to link the water games with the lesson on water familiarisation.
3. Learners should state the safety rules that go hand in hand with water games to prevent any dangers.
4. The teacher should organise a practical where learners will go to safe water bodies to play water games.
5. Learners should look at the pictures that show water games.
6. They should be able to play some of those games when they go for their practical.

Conclusion

Learners should talk about the games that they played.

Activity 29.3

1. In their groups, learners should create their own water game that will assist them to familiarise with water.
2. They should demonstrate the game to the other class members.
3. The group that demonstrates a game that is fun and educative will win.

End of chapter answers

1. Water hazards
2. Comfortable
3. Bath time
4. To avoid choking.
5. An adult.

Chapter **30** Throwing and catching

Aims

By the end of this chapter, learners should be able to:

- a) execute proper sending techniques
- b) execute proper receiving techniques

1 and 2 One-handed throws

Objectives

By the end of this lesson, learners should be able to:

- a) practise throwing using one hand

Learning aids

- ball
- whistle
- bean bags

Introduction

Learners should practise swinging the hand that they use to throw.

Lesson development

1. Learners should look for balls that they can throw.
2. Learners should go to their play area to practise throwing balls.
3. The teacher should ensure that learners give each other turns to throw to maintain order.

Conclusion

Learners should refer to Activity 30.1.

Activity 30.1

1. In their groups, learners must come up with different ways where they can throw different balls using one hand.
2. They should make sure that they try out as many one-handed throws as they can.
3. Learners should practise throwing using a different hand.
4. They should include movement in their throws.

3 and 4 Two-handed throws

Objectives

By the end of this lesson, learners should be able to:

- a) practise throwing using both hands

Learning aids

- ball

Introduction

Learners should recap on throwing using one hand.

Lesson development

1. Learners should practise swinging both hands whilst not throwing a ball.
2. Learners should get into groups.
3. Learners should practise throwing a ball using both hands.

Conclusion

Learners should refer to Activity 30.2.

Activity 30.2

1. In groups, learners should come up with different ways where they can throw different balls using two hands.
2. Learners must make sure that they try out as many two-handed throws as they can.

5 Catching

Objectives

By the end of this lesson, learners should be able to:

- a) practise catching using one hand and both hands

Learning aids

- pictures showing ways to catch objects using one hand and both hands

Introduction

Learners should recap on throwing using two hands.

Lesson development

1. Learners should discuss what they understand about catching.

2. Learners should practise catching using one hand.
3. They should be able to identify the position of a ball that can be caught using one hand.
4. Learners should proceed to catch a ball using both hands.
5. They should be able to identify the position of a ball that should be caught using both hands.
6. Looking at the pictures, learners should outline how to catch a ball.

Conclusion

Learners should refer to Activity 30.3.

Activity 30.3

1. Learners should throw a ball into the air.
2. They must look at the ball as it is in the air.
3. They should move their hands and their bodies to catch the ball.
4. In pairs, learners should throw the ball from where they are sitting in class.
5. One should look at the ball as it goes to them.
6. They should move their hands and body to catch the ball.
7. Learners should demonstrate a variety of ways to catch a ball.

End of chapter answers

1. Hands
2. One
3. Two-handed
4. Overhead
5. Catching

Chapter **31** Kicking

Aims

By the end of this chapter, learners should be able to:

- a) demonstrate proper sending techniques
- b) execute proper receiving techniques

1 Kicking

Objectives

By the end of this lesson, learners should be able to:

- a) practise kicking

Learning aids

- videos and pictures showing different kicking methods

Introduction

Learners should practise swinging their feet as if to kick something.

Lesson development

1. Learners should demonstrate how to kick by kicking the air.
2. The teacher should show learners videos or pictures of different kicking methods.
3. Learners should imitate the kicks that they have seen.

Conclusion

Learners should refer to Activity 31.1.

Activity 31.1

1. Learners should stand in two rows facing each other.
2. They should kick the air using their right leg.
3. They should also kick the air using the left leg.
4. Learners should kick the air using more force and power.
5. Learners should discuss as a class what they noticed about the movements that they did.

2 and 3 One-foot kicking

Objectives

By the end of this lesson, learners should be able to:

- a) practise kicking using one foot

Learning aids

- pictures showing people kicking using one foot

Introduction

Learners should recap on kicking the air.

Lesson development

1. Learners should practise kicking the air using one foot.
2. The teacher should make sure that learners use any foot that they want.
3. The teacher should also ensure that the learners do not swap legs.

Conclusion

Learners should refer to Activity 31.2.

Activity 31.2

1. In their groups, learners must come up with as many types of kicks that they can think of.
2. Learners should practise kicking using different methods.
3. Learners should kick the ball using different methods.
4. Learners should practise kicking objects.
5. They should practise kicking to hit a target.
6. Learners should practise kicking to a friend and they should notice how the friend receives the ball.

4 and 5 Two-foot kicking

Objectives

By the end of this lesson, learners should be able to:

- a) practise kicking using two feet

Learning aids

- videos and pictures showing different kicking methods using two feet

Introduction

Learners should recap on kicks that they practised using one foot.

Lesson development

1. Learners should practise kicking the air using two feet.
2. Learners should watch videos and pictures of kicking methods that are executed with

both feet.

3. They should be able to execute this kick and still maintain their balance.

Conclusion

Learners should refer to Activity 31.3.

Activity 31.3

1. Learners do the butterfly kick.
2. They should be encouraged to kick in any way that they want.
3. The teacher should assist the learners in doing the different kicks.
4. Learners will discuss as a class their experience on kicking using two feet.

End of chapter answers

1. Kicking
2. Leg
3. A kick where one foot is used.
4. A kick where both feet are used.
5. Learners will draw any object that can be kicked.

Chapter **32** Moving with and without apparatus

Aims

By the end of this chapter, learners should be able to:

- a) execute safe and correct techniques of moving with apparatus
- b) execute safe and correct techniques of moving without apparatus

1 Hopscotch games

Objectives

By the end of this lesson, learners should be able to:

- a) play the hopscotch game

Learning aids

- pictures showing a variety of hopscotch games

Introduction

Learners should discuss what they know about the hopscotch games.

Lesson development

1. Learners should state whether they are familiar with the game.
2. They should identify the hopscotch game that they are familiar with from the pictures.
3. Learners should play the game.

Conclusion

Learners should refer to Activity 32.1.

Activity 32.1

1. They should discuss the rules to one another as they know them.
2. They should give each other the chance to play the game.

2 and 3 Dodging game

Objectives

By the end of this lesson, learners should be able to:

- a) play the dodging game

Learning aids

- drawing of the dodging game on the black board

Introduction

Learners should name the dodging games that they are familiar with.

Lesson development

1. Learners should discuss the rules of the game.
2. They should list rules of the dodging games that they know.
3. Learners should get into two groups and play the game.

Conclusion

Learners should refer to Activity 32.2.

Activity 32.2

1. As a class, learners should divide each other into two teams.
2. Learners should agree on the rules of the game before they start playing.
3. One team should be the ones to dodge whilst the other will be throwing.
4. Learners should decide on the centrepiece that they are going to use, it could be bricks, a bottle or a tree branch.
5. The team that will be throwing should only have two members of the team throwing, the rest should be catching the ball.
6. The game will end only when both teams have used all their players.

4 and 5 Tag game

Objectives

By the end of this lesson, learners should be able to:

- a) play the tag game

Learning aids

- pictures showing people playing the tag game

Introduction

Learners should discuss the tag game.

Lesson development

1. Learners should give the rules that they know of the tag game.
2. They should clearly list the steps that are taken to play this game.
3. Learners should play the tag game.

Conclusion

Learners should refer to Activity 32.3.

Activity 32.3

1. Learners should create their own rules so that their game is fun.
2. Learners should decide what will happen to a person who is tagged by the person who is chasing others.
3. They should also decide what happens to those that do not get caught by the person who is chasing others.
4. Learners should make sure that the rules are clear to everyone so that they do not have problems during the game.

End of chapter answers

1. Apparatus
2. Movement and direction.
3. Hopscotch games teach balance, movement, speed and direction.
4. The tag game teaches movement, speed, dodging and direction.
5. Learners will draw one hopscotch game of their choice.

Chapter **33** Running

Aims

By the end of this chapter, learners should be able to:

- a) demonstrate appropriate running mechanics

1 and 2 Sprint/hurdles shuttle relay

Objectives

By the end of this lesson, learners should be able to:

- a) run the sprint/hurdles shuttle relay

Learning aids

- pictures showing the sprint/hurdles shuttle relay

Introduction

Learners should look at the pictures that show the sprint/hurdles shuttle relay.

Lesson development

1. Learners should do their warm up exercises.
2. They should divide themselves into two teams.

Conclusion

Learners should refer to Activity 33.1.

Activity 33.1

1. The starting team will be on the lane with the hurdles and the other team will stand on the side of the lane that does not have the hurdles.
2. The starting team will run the hurdle distance to their team members for a changeover.
3. The team members will sprint the distance that does not have the hurdles.
4. A changeover will be made using the left hand to the other team members.
5. The changeovers will continue until each team member has run the hurdle and sprint distances.
6. The team that has all its members complete both the hurdle and sprint distances with the best time wins.
7. Each team member should be standing in the place where they were standing before the race started.

3 Endurance

Objectives

By the end of this lesson, learners should be able to:

- a) run the endurance race

Learning aids

- pictures showing the endurance race

Introduction

Learners should look at the pictures that show endurance running.

Lesson development

1. Learners should do their warm up exercises.
2. Learners get into two teams.

Conclusion

Learners should refer to Activity 33.2.

Activity 33.2

1. All teams should have a member of their team present in all the starting points.
2. The teacher will blow a whistle and all the teams should run around the course as many times as they can.
3. Each team member will start the race with a card or a ball.
4. When each team member completes the course, they must take a new card or ball.
5. After seven minutes, the teacher will blow a whistle to announce the last minute.
6. When the eight minutes is up, the teacher will announce it by blowing the whistle three times.
7. The teacher will help the teams to find out which team won the race.

4 Formula one

Objectives

By the end of this lesson, learners should be able to:

- a) run the formula one race

Learning aids

- pictures showing the formula one race

Introduction

Learners should look at the pictures of the formula one race.

Lesson development

1. Learners should do their warm up exercises.
2. Learners should get into six teams.

Conclusion

Learners should refer to Activity 33.3.

Activity 33.3

1. All teams should have a member of their team present in the starting line.
2. The teacher will blow a whistle and each team member should start with a forward roll on the mat, sprint to the slalom poles and over to the hurdles.
3. At the changeover, the team members will exchange a soft ring.
4. The first team to have all its members run through the course wins.

5 Ladder running

Objectives

By the end of this lesson, learners should be able to:

- a) run the ladder race

Learning aids

- pictures showing the ladder race

Introduction

Learners should look at the pictures showing the ladder race.

Lesson development

1. Learners should do their warm up exercises.
2. Learners will stand in a line and give each other a chance to run through the ladder.

Conclusion

Learners should refer to Activity 33.4.

Activity 33.4

1. Learners will stand at the starting line in line with the first cone.
2. The teacher will blow a whistle and time the learner using a stop watch.
3. The learner will run through the ladder as fast as they can, touch the second cone with their hand, turn and run through the ladder again and touch the first cone.
4. The teacher will stop the clock and record the time they took to run across the ladder.
5. Normally if the learner misses or jumps over an area of a ladder, the distance will be increased and the learner will have to run a longer distance.
6. However, because they may be not enough time to have one person running more than once, if the learners miss or jumps over an area of a ladder, they will be disqualified.
7. After everyone has run across the ladder, the teacher will choose number one. That would be the person who took the shortest time to run across the ladder.

End of chapter answers

1. Hurdles
2. False
3. False
4. True
5. False

Chapter 34 Jumping

Aims

By the end of this chapter, learners should be able to:

- a) develop basic jumping mechanics

1 and 2 Forward squat jumps

Objectives

By the end of this lesson, learners should be able to:

- a) practise the forward squat jumps

Learning aids

- pictures showing learners jumping

Introduction

Learners should jump in any way that they want.

Lesson development

1. Learners should talk about the jumps they made earlier.
2. The teacher should note if any learner did a squat jump.
3. If so, that learner should demonstrate it.
4. If not, the teacher can demonstrate the forward squat jump.
5. Learners should practise the forward squat jump.

Conclusion

Learners should refer to Activity 34.1.

Activity 34.1

1. Learners should get into teams with seven members each.
2. One at a time they will jump using the forward squat jump.
3. The first person will jump from the starting line and the teacher will mark the point that is nearest to the starting line.
4. The landing point of the team member will become the starting point of the next team member to jump.

5. This will continue until all the team members have jumped and the final landing point has been marked.
6. The same team will have to repeat the whole process of jumping again.
7. When all teams have jumped twice, the team with the highest points wins the game.

3 Cross hop

Objectives

By the end of this lesson, learners should be able to:

- a) practise the cross hop jump

Learning aids

- videos showing people cross hopping

Introduction

Learners should recap on forward squat jumping.

Lesson development

1. Learners should look at the videos of people cross hopping.
2. They should be able to imitate the jump.
3. Learners should get ready to jump.

Conclusion

Learners should refer to Activity 34.2.

Activity 34.2

1. Each learner will be given fifteen seconds to jump through all the boxes.
2. Each jump will score the learner one point, so the learner must jump as many times as they can to get many points.
3. Starting from the centre, the learner must jump forward and then back to the centre.
4. Jump to the box on the left and then back to the centre.
5. Jump to the box on the right and then back to the centre.
6. Jump backward and then back to the centre.
7. Each learner will get two trials to jump and the highest points will be the recorded score.
8. The teacher will choose a winner, the person with the highest points.

4 Rope skipping

Objectives

By the end of this lesson, learners should be able to:

- a) practise rope skipping

Learning aids

- skipping ropes

Introduction

Learners should recap on cross hop.

Lesson development

1. Learners should use skipping ropes to skip as they wish.
2. Learners should demonstrate the different ways in which they can skip.
3. Learners should get into five teams.

Conclusion

Learners should refer to Activity 34.3.

Activity 34.3

1. For the starting position, learners should hold the rope with two hands behind their body.
2. The teacher will blow a whistle and learners must bring the rope over their head, to the front and they must skip the rope with both feet.
3. Each learner will be given fifteen seconds to skip.
4. Each time the rope touches the ground the learner will score one point.
5. Each learner will get two trials to jump and the best result will be scored for each team.

5 Triple jump within a limited area

Objectives

By the end of this lesson, learners should be able to:

- a) practise the triple jump within a limited area

Learning aids

- videos showing learners jumping the triple jump within a limited area

Introduction

Learners should recap on rope skipping.

Lesson development

1. Learners watch videos of learners jumping the triple jump within a limited area.
2. They should imitate the jumps.

Conclusion

Learners should refer to Activity 34.4.

Activity 34.4

1. Learners will start by running at least five metres.
2. They will hop, step and jump.
3. Learner's feet should hit the centre of the grid.
4. Each learner will get two trials to jump and their best result will be scored for their team.

End of chapter answers

1. Squatting
2. Forward
3. Direction
4. Both
5. False

Chapter 35 Throwing

Aims

By the end of this chapter, learners should be able to:

- a) demonstrate the correct throwing techniques

1 and 2 Kids' javelin throw

Objectives

By the end of this lesson, learners should be able to:

- a) practise the kids' javelin throw

Learning aids

- pictures showing learners throwing the kids' javelin

Introduction

Learners should swing one arm as if to throw an object into the air.

Lesson development

1. Learners should state the number of ways that one can throw.
2. They should discuss the kind of throw they were doing as they swung their arms.
3. Kids should throw the kids' javelin.

Conclusion

Learners should refer to Activity 35.1.

Activity 35.1

1. Each learner will run a short distance and throw the javelin on a five metre area.
2. The learner should make sure that they do not step over the foul line as they throw the javelin.
3. The teacher will record the mark on the landing area.
4. Each learner shall be given two trials and the better throw will be recorded for the team.
5. Each throw will be measured from the foul line.

2 Knee throw

Objectives

By the end of this lesson, learners should be able to:

- a) practise knee throwing

Learning aids

- videos and pictures showing knee throwing

Introduction

Learners should recap on the kids' javelin throw.

Lesson development

1. Learners watch videos showing knee throwing.
2. Learners should state the rules and lessons that they may have got from the videos.
3. Learners must demonstrate knee throwing.

Conclusion

Learners should refer to Activity 35.2.

Activity 35.2

1. Each learner should kneel on a soft surface.
2. They should hold the medicine ball over the head using both hands.
3. The learner must bend backwards and throw the medicine ball forward for distance.
4. Each learner shall be given two trials and the better throw will be recorded for the team.
5. Each throw will be measured from the foul line.

4 and 5 Target throw over a barrier

Objectives

By the end of this lesson, learners should be able to:

- a) practise target throwing

Learning aids

- videos and pictures showing target throwing

Introduction

Learners should recap on knee throwing.

Lesson development

1. Learners should watch videos and pictures on target throwing.
2. They should discuss the rules of target throwing.
3. Learners should get into their teams.

Conclusion

Learners should refer to Activity 35.3.

Activity 35.3

1. The teacher will mark four throwing lines, that is, five, six, seven and eight metres from the high barrier.
2. Each learner can choose to throw from any of the four lines.
3. If the learner throws from a line that is far from the high barrier, the learner will earn more points.
4. Learners should make sure that when they throw their object, it should hit the target so that they do not lose points.
5. Each learner will be given three opportunities to throw and the scores will be added and the sum will be recorded for the team.

End of chapter answers

1. Distance
2. True
3. The kneeling position.
4. Both hands.
5. One hand.

Chapter 36 End of term test

1. Hand and legs
2. True
3. Look
4. Brain
5. Hand and eye
6. To aim it/ to point at it
7. True
8. True
9. right
10. Weight transfer
11. All
12. Coordination
13. True
14. True
15. False
16. Coordination
17. Stop
18. Formation
19. Shapes
20. Oblique
21. Stimulus
22. Sequence
23. Coordination
24. Water body
25. False
26. An adult
27. Confidence
28. Bath time and water games
29. Throwing
30. Catching
31. One-foot kick
32. Two-feet kick
33. Balance
34. Relay race
35. Running fast
36. Both legs
37. Look at the target
38. Javelin
39. Obstacle
40. By jumping one leg at a time

Practical test

1. Learners should walk on a straight line with their eyes blind folded.
2. Learners should play any game that shows the skill of balance.
3. They should perform any physical activity when stimuli are used and stop when the same stimuli are used again.
4. Learners should demonstrate the safest entry into any water body of their choice.
5. They should demonstrate the safest exit from any water body of their choice.
6. Learners should show the skill of breathing under water.
7. With the use of floaters, learners should demonstrate the correct skill of floating.
8. With their eyes blinded, learners should throw a ball to hit a stationary target.
9. They should throw a ball into the air and move to catch it.
10. Learners should jump for fifteen seconds and count the number of times the rope hits the ground.

CPS | Physical Education

CPS Primary Physical Education

Physical Education Grade 2 Teacher's Guide

- is written in line with the new curriculum that was developed and prepared by the Ministry of Primary and Secondary Education (new curriculum 2015-2022)
- is logically and sequentially arranged to help the teacher to effectively and efficiently deliver the intended lessons
- explicitly and clearly guides the teacher on how to execute the lessons as per the new curriculum requirements
- tallies very well with the learner's book
- gives room to the teacher to collect and improvise learning materials for the lessons
- provides answers for questions given in the learner's book
- clearly outlines five distinct lessons in all chapters

Approved by the Ministry of Primary and Secondary Education, October 2018

