

SPOTLIGHT PHYSICAL HEALTH EDUCATION ACTIVITIES.

GRADE FIVE SCHEMES OF WORK TERM 3

Wk	Lsn	Strand / Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Ref
1	1	OPTIONAL GAMES: Frisbee	Spirit of the game	By the end of the sub strand, the learner should be able to: a. discuss the term ‘spirit of the game’ in Frisbee b. play a Frisbee game and use the spirit of the game to officiating c. discuss how to measure the ‘spirit of the game’ in Frisbee d. apply the acronym B.E.C.A.L.M in a Frisbee game situation	what is the importance of the ‘Spirit of the game’?	The learner is guided individually or in groups to: interact with technology to find out the meaning of the term ‘spirit of the game’ in Frisbee practice Frisbee game and use the spirit of game for officiating Illustrate how to measure ‘spirit of the game’ in Frisbee □ discuss the importance of B.E.C.A.L.M in a Frisbee game situation	<ul style="list-style-type: none"> • Frisbee discs • Whistle • Field of play • Chart • Video clip • Digital device • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 127-129</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 94-96</i> 	a) Observation checklists b) Portfolio c) Progress reports	
	2	SWIMMING	Swimming Strokes: Breaststroke	By the end of the sub strand, the learner should be able to: a. practice streamlining the body for skill acquisition b. play water games for fun and enjoyment c. appreciate the breaststroke for leisure and fitness	1. Which animal uses the breaststroke to move in water? 2. Why is it important to streamline the body in water?	The learner is guided individually or in groups to: interact with technology to watch a video clip on the breaststroke Hold the floater between the legs and practice arm action across the width of the pool and get teachers feedback Hold the floater with Play water games for fun and enjoyment	<ul style="list-style-type: none"> • Floaters • Swimming attire • head caps • Water balloons • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 130-134</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 96-99</i> 	a) Observation checklists b) Portfolio c) Progress reports	

	3		Swimming Strokes: Breaststroke	By the end of the sub strand, the learner should be able to: a. practice streamlining the body for skill acquisition b. play water games for fun and enjoyment	1. Which animal uses the breaststroke to move in water? 2. Why is it important to streamline the body in water?	The learner is guided individually or in groups to: interact with technology to watch a video clip on the breaststroke Holds the floater between the legs and practice arm action	<ul style="list-style-type: none">• Floaters• Swimming attire• head caps• Water balloons	a) Observation checklists b) Portfolio c) Progress reports	
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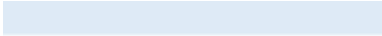
				c. appreciate the breaststroke for leisure and fitness		across the width of the pool and get teachers feedback Play water games for fun and enjoyment	<ul style="list-style-type: none"> ● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 130-134</i> ● <i>Spotlight P.H.E Grade 5 TG Pg. 96-99</i> 		
	4		Swimming Strokes: Breaststroke	By the end of the sub strand, the learner should be able to: a. practice streamlining the body for skill acquisition b. play water games for fun and enjoyment c. appreciate the breaststroke for leisure and fitness	1. Which animal uses the breaststroke to move in water? 2. Why is it important to streamline the body in water?	The learner is guided individually or in groups to: interact with technology to watch a video clip on the breaststroke Play water games for fun and enjoyment	<ul style="list-style-type: none"> ● Floaters ● Swimming attire ● head caps ● Water balloons ● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 130-134</i> ● <i>Spotlight P.H.E Grade 5 TG Pg. 96-99</i> 	a) Observation checklists b) Portfolio c) Progress reports	
	5		Swimming Strokes: Breaststroke	By the end of the sub strand, the learner should be able to: a. practice the arm and leg action in breaststroke b. demonstrate timing for proper execution of the stroke c. appreciate the breaststroke for leisure and fitness	1. Which animal uses the breaststroke to move in water? 2. Why is it important to streamline the body in water?	The learner is guided individually or in groups to: interact with technology to watch a video clip on the breaststroke Holds the floater between the legs Hold the floater with outstretched hands and practice the leg kick across the width of the pool and get teachers feedback practice the arm and the leg action and give each other feedback demonstrate timing when practicing the breaststroke and get feedback from the teacher	<ul style="list-style-type: none"> ● Floaters ● Swimming attire ● head caps ● Water balloons ● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 130-134</i> ● <i>Spotlight P.H.E Grade 5 TG Pg. 96-99</i> 	a) Observation checklists b) Portfolio c) Progress reports	
2	1		Swimming	By the end of the sub strand,	1. Which	The learner is guided	● Floaters	a) Observ	

			Strokes: Breaststroke	the learner should be able to: a. practice the arm and leg action in breaststroke b. demonstrate timing for proper execution of the stroke	animal uses the breaststroke to move in water? 2. Why is it important to streamline the body in water?	individually or in groups to: interact with technology to watch a video clip on the breaststroke Holds the floater between the Leg holds the floater with	<ul style="list-style-type: none">Swimming attirehead capsWater balloons	ation checklists b) Portfolio c) Progress reports	
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				c. appreciate the breaststroke for leisure and fitness		outstretched hands and practice the leg kick across the width of the pool and get teachers feedback ice the arm and the leg action and give each other feedback nstrate timing when practicing the breaststroke and get feedback from the teacher	<ul style="list-style-type: none">● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 130-134</i>● <i>Spotlight P.H.E Grade 5 TG Pg. 96-99</i>		
2		Swimming Strokes: Breaststroke	By the end of the sub strand, the learner should be able to: a. practice the arm and leg action in breaststroke b. demonstrate timing for proper execution of the stroke c. appreciate the breaststroke for leisure and fitness	1. Which animal uses the breaststroke to move in water? 2. Why is it important to streamline the body in water?	The learner is guided individually or in groups to: interact with technology to watch a video clip on the breaststroke holds the floater between the leg the floater with outstretched hands and practice the leg kick across the width of the pool and get teachers feedback practice the arm and the leg action and give each other feedback demonstrate timing when practicing the breaststroke and get feedback from the teacher	<ul style="list-style-type: none">● Floaters● Swimming attire● head caps● Water balloons● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 130-134</i>● <i>Spotlight P.H.E Grade 5 TG Pg. 96-99</i>	a) Observation checklists b) Portfolio c) Progress reports		
3		Backstroke	By the end of the sub strand, the learner should be able to: a. practice the back stroke for skill acquisition b. play water games for enjoyment c. appreciate the back stroke for leisure and fitness	. Which animal uses the breaststroke to move in water? 2. Why is it important to streamline the body in water?	The learner is guided individually or in groups to: gital devices to watch a video clip on the back stroke and observe the body streamlining in water e the back-stroke body and get feedback from the teacher <input type="checkbox"/> Play water games for enjoyment	<ul style="list-style-type: none">● Floaters● Swimming attire● head caps● Water balloons● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 134-137</i>● <i>Spotlight P.H.E Grade 5 TG Pg. 99-101</i>	a) Observation checklists b) Portfolio c) Progress reports		

	4		Backstroke	By the end of the sub strand, the learner should be able to: a. practice the back stroke for skill acquisition	. Which animal uses the breaststroke to move in water? 2. Why is it important to	The learner is guided individually or in groups to: Use digital devices to watch a video clip on the back stroke	<ul style="list-style-type: none">• Floaters• Swimming attire• head caps	a) Observ ation checklists b) Portfolio c) Pro gress reports	
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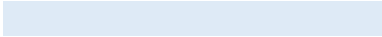


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				b. play water games for enjoyment c. appreciate the back stroke for leisure and fitness	streamline the body in water?	and observe the body streamlining in water practice the back-stroke body and get feedback from the teacher <input type="checkbox"/> Play water games for enjoyment	<ul style="list-style-type: none"> Water balloons Spotlight P.H.E Grade 5 Learners Bk. Pg. 134-137 Spotlight P.H.E Grade 5 TG Pg. 99-101 		
	5		Backstroke	By the end of the sub strand, the learner should be able to: a. demonstrate timing for proper execution of the stroke b. play water games for enjoyment c. appreciate the back stroke for leisure and fitness	1. Which animal uses the breaststroke to move in water? 2. Why is it important to streamline the body in water?	The learner is guided individually or in groups to: Use digital devices to watch a video clip on the back stroke and observe the body streamlining in water Practice the back-stroke body and get feedback from the teacher <input type="checkbox"/> Play water games for enjoyment	<ul style="list-style-type: none"> Floaters Swimming attire head caps Water balloons Spotlight P.H.E Grade 5 Learners Bk. Pg. 134-137 Spotlight P.H.E Grade 5 TG Pg. 99-101 	a) Observation checklists b) Portfolio c) Progress reports	
3	1		Backstroke	By the end of the sub strand, the learner should be able to: a. demonstrate timing for proper execution of the stroke b. play water games for enjoyment c. appreciate the back stroke for leisure and fitness	1. Which animal uses the breaststroke to move in water? 2. Why is it important to streamline the body in water?	The learner is guided individually or in groups to: Use digital devices to watch a video clip on the back stroke and observe the body streamlining in water practice the back-stroke body and get feedback from the teacher <input type="checkbox"/> Play water games for enjoyment	<ul style="list-style-type: none"> Floaters Swimming attire head caps Water balloons Spotlight P.H.E Grade 5 Learners Bk. Pg. 134-137 Spotlight P.H.E Grade 5 TG Pg. 99-101 	a) Observation checklists b) Portfolio c) Progress reports	

	2		Side stroke	By the end of the sub-strand, the learner should be able to: a. practice the body and head position for streamlining in water b. practice the leg and arm movements in water for efficiency and speed	Which stroke is used for rescuing a drowning person?	The learner is guided individually or in groups to: with technology and watch a video clip on side stroke and observe the Body and head position in water ract with technology to observe the leg and arm movement in water	<ul style="list-style-type: none">• Floaters• Swimming attire• head caps• Water balloons• <i>Spotlight P.H.E Grade 5</i>	a) Observ ation checklists b) Portfolio c) Pro gress reports	
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				<div><div>c. play water games for enjoyment</div><div>d. appreciate the side stroke for leisure and water recue</div></div>		<div><div><input type="checkbox"/> Practice the leg and arm movements in water and get feedback from the teacher</div><div><input type="checkbox"/> Tow a floater one length of the pull to</div></div>	<div><div><i>Learners Bk. Pg. 138-142</i></div><div>● <i>Spotlight P.H.E Grade 5 TG Pg. 101-103</i></div></div>		
3		Side stroke	<div><div>By the end of the sub-strand, the learner should be able to:</div><div><div>a. practice the body and head position for streamlining in water</div><div>b. practice the leg and arm movements in water for efficiency and speed</div><div>c. play water games for enjoyment</div><div>d. appreciate the side stroke for leisure and water recue</div></div></div>	Which stroke is used for rescuing a drowning person?	<div><div>The learner is guided individually or in groups to: Interact with technology and watch a video clip on side stroke and observe the Body and head position in water interact with technology to observe the leg and arm movement in water</div><div><input type="checkbox"/> Practice the leg and arm movements in water and get feedback from the teacher</div><div>Tow a floater one length of the pull to</div></div>	<div><div>● Floaters</div><div>● Swimming attire</div><div>● head caps</div><div>● Water balloons</div><div>● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 138-142</i></div><div>● <i>Spotlight P.H.E Grade 5 TG Pg. 101-103</i></div></div>	<div><div>a) Observation checklists</div><div>b) Portfolio</div><div>c) Progress reports</div></div>		
4		Side stroke	<div><div>By the end of the sub-strand, the learner should be able to:</div><div><div>a. practice the body and head position for streamlining in water</div><div>b. practice the leg and arm movements in water for efficiency and speed</div><div>c. play water games for enjoyment</div><div>d. appreciate the side stroke for leisure and water recue</div></div></div>	Which stroke is used for rescuing a drowning person?	<div><div>The learner is guided individually or in groups to: ract with technology to observe the leg and arm movement in water</div><div><input type="checkbox"/> Practice the leg and arm movements in water and get feedback from the teacher</div><div><input type="checkbox"/> Tow a floater one length of the pull</div></div>	<div><div>● Floaters</div><div>● Swimming attire</div><div>● head caps</div><div>● Water balloons</div><div>● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 138-142</i></div><div>● <i>Spotlight P.H.E Grade 5 TG Pg. 101-103</i></div></div>	<div><div>a) Observation checklists</div><div>b) Portfolio</div><div>c) Progress reports</div></div>		

	5		Side stroke	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> practice breathing for relaxed movement tow a floater while using the side stroke for rescue play water games for enjoyment appreciate the side stroke for leisure and water recue 	Which stroke is used for rescuing a drowning person?	<p>The learner is guided individually or in groups to: Practice the body and head position in water and get feedback from the teacher</p> <p><input type="checkbox"/> Practice the leg and arm movements in water and get feedback from the teacher</p> <p>Tow a floater one length of the pull to</p>	<ul style="list-style-type: none"> Floaters Swimming attire head caps Water balloons <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 138-142</i> 	<p>a) Observa tion checklists</p> <p>b) Portfolio</p> <p>c) Pro gress reports</p>	
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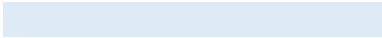
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							<ul style="list-style-type: none"> ● <i>Spotlight P.H.E Grade 5 TG Pg. 101-103</i> 		
4	1	GYMNASTICS	<p>hand balance into splits and hand walk</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> Practice the hand balance into splits and hand walk for skill acquisition observe safety when performing the hand balance into splits and hand walk in gymnastics appreciate the Hand balance into splits and hand walk for aesthetic value 	<p>Which fitness components can be developed by participating in gymnastics</p>	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> interact with technology to watch video clips on different splits demonstrate hand balance into splits and hand walk and get feedback from the teacher practice the Hand balance into splits and hand walk and give each other feedback display the class the hand balance into splits and hand walk and observe safety 	<ul style="list-style-type: none"> ● video clips ● sketches of hand balances ● gymnastics ● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 142-144</i> ● <i>Spotlight P.H.E Grade 5 TG Pg. 104-106</i> 	<ol style="list-style-type: none"> Observation checklists Portfolio Progress reports 	
	2		<p>hand balance into splits and hand walk</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> Practice the hand balance into splits and hand walk for skill acquisition observe safety when performing the hand balance into splits and hand walk in gymnastics appreciate the Hand balance into splits and hand walk for aesthetic value 	<p>Which fitness components can be developed by participating in gymnastics</p>	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> interact with technology to watch video clips on different splits demonstrate hand balance into splits and hand walk and get feedback from the teacher practice the Hand balance into splits and hand walk and give each other feedback display the class the hand balance into splits and hand walk and observe safety 	<ul style="list-style-type: none"> ● video clips ● sketches of hand balances ● gymnastics ● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 142-144</i> ● <i>Spotlight P.H.E Grade 5 TG Pg. 104-106</i> 	<ol style="list-style-type: none"> Observation checklists Portfolio Progress reports 	

	3		<p>hand balance into splits and hand walk</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> Practice the hand balance into splits and hand walk for skill acquisition observe safety when performing the hand balance into splits and hand walk in gymnastics appreciate the Hand balance into splits and hand walk for aesthetic value 	<p>Which fitness components can be developed by participating in gymnastics</p>	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> interact with technology to watch video clips on different splits <input type="checkbox"/> demonstrate hand balance into splits and hand walk and get feedback from the teacher practice the Hand balance into splits and hand walk and <input type="checkbox"/> give each other feedback <input type="checkbox"/> display the class the hand balance into splits and hand walk and observe safety 	<ul style="list-style-type: none"> ● video clips ● sketches of hand balances ● gymnastics ● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 142-144</i> ● <i>Spotlight P.H.E Grade 5 TG Pg. 104-106</i> 	<p>a) Observa tion checklists b) Portfolio c) Pro gress reports</p>	
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	4		Shoulder Roll	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> practice shoulder roll for skill acquisition observe safety when performing the shoulder roll to avoid injuries appreciate the shoulder roll for self-defence 	When would the shoulder roll skill become useful in everyday life	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> interact with technology to watch a video on shoulder roll Demonstrate the shoulder roll and get feedback from the teacher practice the shoulder roll and give each other feedback Observe safety when performing the shoulder roll to avoid injuries – Appreciate the shoulder roll for self-defence 	<ul style="list-style-type: none"> pictures video clips open field whistle <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 144-146</i> <i>Spotlight P.H.E Grade 5 TG Pg. 106-107</i> 	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	
	5		Shoulder Roll	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> practice shoulder roll for skill acquisition observe safety when performing the shoulder roll to avoid injuries appreciate the shoulder roll for self-defence 	When would the shoulder roll skill become useful in everyday life	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> eract with technology to watch a video on shoulder roll Demonstrate the shoulder roll and get feedback from the teacher practice the shoulder roll and give each other feedback Observe safety when performing the shoulder roll to avoid injuries □ Appreciate the shoulder roll for self-defence 	<ul style="list-style-type: none"> pictures video clips open field whistle <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 144-146</i> <i>Spotlight P.H.E Grade 5 TG Pg. 106-107</i> 	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	
5	1		Through Vault into forward roll	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> Practice the through vault into forward roll for skill acquisition observe safety when performing the through vault into forward roll in gymnastics appreciate the through vault into forward roll as essential skills in daily life 	Which situations in everyday life would call for the application of Through Vault into forward roll?	<p>The learner is guided individually and in groups to:</p> <ul style="list-style-type: none"> interact with technology to observe the through vault into forward roll demonstrate the through vault into forward roll and get feedback from the teacher display the through vault into forward roll to the class and observe safety 	<ul style="list-style-type: none"> video clips landing mats charts <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 146-148</i> <i>Spotlight P.H.E Grade 5 TG Pg. 108-109</i> 	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	

	2		Through Vault into forward roll	By the end of the sub strand the learner should be able to: a. Practice the through vault into forward roll for skill acquisition	Which situations in everyday life would call for the application of	The learner is guided individually and in groups to: <div> <input type="checkbox"/> interact with technology to observe the through vault into forward roll </div>	<ul style="list-style-type: none"> video clips landing mats charts <i>Spotlight P.H.E Grade 5</i> 	a) Observation checklists b) Portfolio c) Progress reports	
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3		Side Vault	<p>By the end of the sub strand the learner should be able to:</p> <p>a. practice the Side Vault for gymnastic display</p> <p>b. observe rules when performing the Side Vault for own and others safety</p> <p>c. appreciate Side Vault for use in everyday life</p>	Which situations in everyday life would call for the application of side vault?	The learner is guided individually or in groups to: interact with technology to watch a video clip on side vault demonstrate the Side Vault and get feedback from the teacher practice the side vault and give each other feedback observe safety when performing the side vault	<ul style="list-style-type: none"> ● video clips ● landing mats ● charts ● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 148-149</i> ● <i>Spotlight P.H.E Grade 5 TG Pg. 109-111</i> 	a) Observation checklists b) Portfolio c) Progress reports	
4		Cartwheel	<p>By the end of the sub strand the learner should be able to:</p> <p>a. practice the Cartwheel for skill acquisition</p> <p>b. observe safety when performing the Cartwheel to avoid injuries</p> <p>c. appreciate the Cartwheel for self-defence</p>	Which situations in everyday life would call for the application of Cartwheel?	The learner is guided individually or in groups to: interact with technology to watch a video clip on Cartwheel Demonstrate the Cartwheel and get feedback from the teacher practice the Cartwheel and give each other feedback <input type="checkbox"/> display the cartwheel and observe safety	<ul style="list-style-type: none"> ● video clips ● landing mats ● charts ● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 149-151</i> ● <i>Spotlight P.H.E Grade 5 TG Pg. 111-112</i> 	a) Observation checklists b) Portfolio c) Progress reports	
5		Cartwheel	<p>By the end of the sub strand the learner should be able to:</p> <p>a. practice the Cartwheel for skill acquisition</p> <p>b. observe safety when performing the Cartwheel to avoid injuries</p> <p>c. appreciate the Cartwheel for self-defence</p>	Which situations in everyday life would call for the application of Cartwheel?	The learner is guided individually or in groups to: interact with technology to watch a video clip on Cartwheel Demonstrate the Cartwheel and get feedback from the teacher practice the Cartwheel and give each other feedback <input type="checkbox"/> display the cartwheel and observe safety	<ul style="list-style-type: none"> ● video clips ● landing mats ● charts ● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 149-151</i> ● <i>Spotlight P.H.E Grade 5 TG Pg. 111-112</i> 	a) Observation checklists b) Portfolio c) Progress reports	

6	1		Round -off	By the end of the sub strand the learner should be able to: a. Practice the Round -off for skill masterly	Which gymnastic skill is almost similar to round –off?	The learner is guided individually or in groups to: <input type="checkbox"/> eract with technology to watch a video clip on Round - off	<ul style="list-style-type: none"> ● video clips ● landing mats ● charts ● <i>Spotlight P.H.E Grade 5</i> 	a) Observ ation checklists b) Portfolio c) Pro gress reports	
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				b. observe safety when performing the Round -off to avoid injuries c. appreciate the Round -off for self-defence		-off and get feedback from the teacher -off and give each other feedback -off and observe safety when	<i>Learners Bk. Pg. 151-152</i> ● <i>Spotlight P.H.E Grade 5 TG Pg. 113-114</i>		
	2		Round -off	By the end of the sub strand the learner should be able to: a. Practice the Round -off for skill masterly b. observe safety when performing the Round -off to avoid injuries c. appreciate the Round -off for self-defence	Which gymnastic skill is almost similar to round –off?	The learner is guided individually or in groups to: interact with technology to watch a video clip on Round -off demonstrate the round –off and get feedback from the teacher display the round -off and give each other feedback display the round -off and observe safety when	● video clips ● landing mats ● charts ● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 151-152</i> ● <i>Spotlight P.H.E Grade 5 TG Pg. 113-114</i>	a) Observ ation checklists b) Portfolio c) Pro gress reports	
	3		Five action sequence	By the end of the sub strand the learner should be able to: a. practice the Five action sequence for skill acquisition b. observe safety when performing the Five action sequence to avoid injuries c. appreciate the Five action sequence for gymnastic display	Why are skills in gymnastics important in everyday life?	The learner is guided individually and in groups to: eract with technology to watch a video clip on sequences in gymnastics □ Demonstrate the Five action sequence and get feedback from the teacher ctice the Five action sequence and give each other feedback splay the Five action sequence and observe safety	● video clips ● landing mats ● charts ● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 153-155</i> ● <i>Spotlight P.H.E Grade 5 TG Pg. 114-117</i>	a) Observ ation checklists b) Portfolio c) Pro gress reports	

	4		Five action sequence	By the end of the sub strand the learner should be able to: <ul style="list-style-type: none"> a. practice the Five action sequence for skill acquisition b. observe safety when performing the Five action sequence to avoid injuries c. appreciate the Five action sequence for gymnastic display 	Why are skills in gymnastics important in everyday life?	The learner is guided individually and in groups to: <ul style="list-style-type: none"> interact with technology to watch a video clip on sequences in gymnastics – Demonstrate the Five action sequence and get feedback from the teacher practice the Five action sequence and give each other feedback display the Five action sequence and observe safety 	<ul style="list-style-type: none"> • video clips • landing mats • charts • <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 153-155</i> • <i>Spotlight P.H.E Grade 5 TG Pg. 114-117</i> 	a) Observation checklists b) Portfolio c) Progress reports	
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	5	HEALTH AND FITNESS	Skill related fitness: Balance	By the end of the sub strand, the learner should be able to: a. explain the term balance to enhance learning b. identify exercises that can develop balance for healthy living c. appreciate balance as necessary for functional life	Which activities can you perform to develop balance?	The learner is guided individually or in groups to: Use digital devices and other sources interact with technology to explain the term balance <input type="checkbox"/> discuss exercises that can be performed to develop balance for body awareness <input type="checkbox"/> play games that enhance the development of balance and observe safety	<ul style="list-style-type: none"> field of play beam balance digital device <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 156-158</i> <i>Spotlight P.H.E Grade 5 TG Pg. 118-119</i> 	a) Observation checklists b) Portfolio c) Progress reports	
7	1		Skill related fitness: Balance	By the end of the sub strand, the learner should be able to: a. identify exercises that can develop balance for healthy living b. practice physical activities for developing coordination in daily life c. appreciate balance as necessary for functional life	Which activities can you perform to develop balance?	The learner is guided individually or in groups to: Use digital devices and other sources interact with technology to explain the term balance Discuss the exercises that can be performed to develop balance for body awareness play games to enhance the development of balance and observe safety	<ul style="list-style-type: none"> field of play beam balance digital device <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 156-158</i> <i>Spotlight P.H.E Grade 5 TG Pg. 118-119</i> 	a) Observation checklists b) Portfolio c) Progress reports	
	2		Agility	By the end of the sub strand, the learner should be able to: a. define the term agility to enhance learning b. identify activities that can be performed to develop agility in daily life practice activities c. appreciate agility in daily life	Which exercises can develop agility?	The learner is guided individually or in groups to: Interact with technology to explain the term agility Discuss exercises that can develop agility <input type="checkbox"/> play games that enhance the development of agility and observe safety	<ul style="list-style-type: none"> field of play beam balance digital device <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 159-160</i> <i>Spotlight P.H.E Grade 5 TG Pg. 120-121</i> 	a) Observation checklists b) Portfolio c) Progress reports	

	3		Agility	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> define the term agility to enhance learning identify activities that can be performed to develop agility in daily life practice activities appreciate agility in daily life 	Which exercises can develop agility?	<p>The learner is guided individually or in groups to:</p> <p>interact with technology to explain the term agility</p> <p>discuss exercises that can develop agility</p> <p>– play games that enhance the development of agility and observe safety</p>	<ul style="list-style-type: none"> field of play beam balance digital device Spotlight P.H.E Grade 5 Learners Bk. Pg. 159-160 Spotlight P.H.E Grade 5 TG Pg. 120-121 	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	
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	4		Reaction Time	By the end of the sub strand, the learner should be able to: a. define the term Reaction Time to enhance learning b. identify activities that can develop Reaction Time in daily life c. practice activities that enhance develop of Reaction Time in daily life d. appreciate Reaction Time in daily life	Why is reaction time important in everyday life?	The learner is guided individually or in groups to: act with technology to explain the term Reaction Time se digital devices to identify activities that develop Reaction ss activities develop Reaction Time in daily life <input type="checkbox"/> play games that enhance the development of Reaction Time and observe safety	<ul style="list-style-type: none"> field of play beam balance digital device <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 161-162</i> <i>Spotlight P.H.E Grade 5 TG Pg. 121-123</i> 	a) Observ ation checklists b) Portfolio c) Pro gress reports	
	5		Reaction Time	By the end of the sub strand, the learner should be able to: a. define the term Reaction Time to enhance learning b. identify activities that can develop Reaction Time in daily life c. practice activities that enhance develop of Reaction Time in daily life d. appreciate Reaction Time in daily life	Why is reaction time important in everyday life?	The learner is guided individually or in groups to: act with technology to explain the term Reaction Time se digital devices to identify activities that develop Reaction ss activities develop Reaction Time in daily life play games that enhance the development of Reaction Time and observe safety	<ul style="list-style-type: none"> field of play beam balance digital device <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 161-162</i> <i>Spotlight P.H.E Grade 5 TG Pg. 121-123</i> 	a) Observ ation checklists b) Portfolio c) Pro gress reports	
8	1		Sit and Reach Test	By the end of the sub strand, the learner should be able to: a. define the term Sit and Reach Test to enhance learning b. explain the importance of Sit and Reach Test in sports c. appreciate the Sit and Reach Test for flexibility	why is it important to take Sit and Reach Test	The learner is guided individually or in groups to: digital devices to explain the term Sit and Reach Test ce of Sit and Reach Test use the Sit and Reach Test to measure flexibility	<ul style="list-style-type: none"> field of play beam balance digital device <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 163-165</i> <i>Spotlight P.H.E Grade 5 TG Pg. 123-125</i> 	a) Observ ation checklists b) Portfolio c) Pro gress reports	

	2		Sit and Reach Test	By the end of the sub strand, the learner should be able to: a. explain the importance of Sit and Reach Test in sports b. practice measuring flexibility using Sit and Reach Test c. appreciate the Sit and Reach Test for flexibility	why is it important to take Sit and Reach Test	The learner is guided individually or in groups to: Use digital devices to explain the term Sit and Reach Test Discuss the importance of Sit and Reach Test use the Sit and Reach Test to measure flexibility	<ul style="list-style-type: none">● field of play● beam balance● digital device● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 163-165</i>● <i>Spotlight P.H.E Grade 5 TG Pg. 123-125</i>	a) Observation checklists b) Portfolio c) Progress reports	
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3	FIRST AID IN SPORTS	Sports Injuries: Closed wound	By the end of the sub strand, the learner should be able to: a. explain the term closed wound in First Aid b. list the safety precautions to be applied when dressing a closed wound c. demonstrate how to manage a closed wound to avoid infection d. join the first aid school team during sports day	Why is it important to manage a closed wound?	The learner is guided individually or in groups to: ● technology to explain the term closed wound ● th technology to watch a video clip on how to dress a closed wound ● groups ways of ensuring safety while dressing a closed wound ● dress a closed wound and get feedback from the teacher	<ul style="list-style-type: none"> ● video clip ● posters ● pictures ● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 165-167</i> ● <i>Spotlight P.H.E Grade 5 TG Pg. 126-127</i> 	a) Observation checklists b) Portfolio c) Progress reports	
4		Sports Injuries: Closed wound	By the end of the sub strand, the learner should be able to: a. explain the term closed wound in First Aid b. list the safety precautions to be applied when dressing a closed wound c. demonstrate how to manage a closed wound to avoid infection d. join the first aid school team during sports day	Why is it important to manage a closed wound?	The learner is guided individually or in groups to: Interact with technology to explain the term closed wound Interact with technology to watch a video clip on how to dress a closed wound Discuss in groups ways of ensuring safety while dressing a closed wound Demonstrate how to dress a closed wound and get feedback from the teacher	<ul style="list-style-type: none"> ● video clip ● posters ● pictures ● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 165-167</i> ● <i>Spotlight P.H.E Grade 5 TG Pg. 126-127</i> 	a) Observation checklists b) Portfolio c) Progress reports	
5		Sprain	By the end of the sub strand, the learner should be able to: a. identify the parts of the body where a sprain may occur b. identify the signs and symptoms of a sprain c. demonstrate the management of a sprain	1. Where does a sprain occur in body? 2. How can a sprain be effectively managed?	The learner is guided individually or in groups to: □ Use digital devices to identify the signs and symptoms of a sprain □ discuss the parts of the body where a sprain may occur ● video clip on the management of a sprain ● e how to manage sprain and get feedback from the teacher	<ul style="list-style-type: none"> ● video clip ● posters ● pictures ● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 167-169</i> ● <i>Spotlight P.H.E Grade 5 TG Pg. 128-129</i> 	a) Observation checklists b) Portfolio c) Progress reports	

9	1		Sprain	By the end of the sub strand, the learner should be able to:	1. Where does a sprain occur in body?	The learner is guided individually or in groups to:	<ul style="list-style-type: none">• video clip• posters• pictures	a) Observ ation checklists b) Portfolio	
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				<ul style="list-style-type: none"> a. identify the parts of the body where a sprain may occur b. identify the signs and symptoms of a sprain c. demonstrate the management of a sprain 	2. How can a sprain be effectively managed?	<ul style="list-style-type: none"> □ Use digital devices to identify the signs and symptoms of a sprain – discuss the parts of the body where a sprain may occur <p>watch video clip on the management of a sprain</p> <p>demonstrate how to manage sprain and get feedback from the teacher</p>	<ul style="list-style-type: none"> ● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 167-169</i> ● <i>Spotlight P.H.E Grade 5 TG Pg. 128-129</i> 	c) Progress reports	
	2		Strain	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a. identify the parts of the body where a strain may occur b. identify the signs and symptoms of a strain c. demonstrate the management of a strain 	<ul style="list-style-type: none"> 1. Where does a strain occur in body? 2. How can a strain be effectively managed? 	<p>The learner is guided individually or in groups to:</p> <p>Use digital devices to identify the signs and symptoms of a strain</p> <p>– discuss the parts of the body where a strain may occur</p> <p>watch video clip on the management of a strain</p> <p>demonstrate how to manage a strain and get feedback from the teacher</p>	<ul style="list-style-type: none"> ● video clip ● posters ● pictures ● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 169-171</i> ● <i>Spotlight P.H.E Grade 5 TG Pg. 129-131</i> 	<ul style="list-style-type: none"> a) Observation checklists b) Portfolio c) Progress reports 	
	3		Strain	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a. identify the parts of the body where a strain may occur b. identify the signs and symptoms of a strain c. demonstrate the management of a strain 	<ul style="list-style-type: none"> 1. Where does a strain occur in body? 2. How can a strain be effectively managed? 	<p>The learner is guided individually or in groups to:</p> <p>Use digital devices to identify the signs and symptoms of a strain</p> <p>Discuss the parts of the body where a strain may occur</p> <p>Watch video clip on the management of a strain</p> <p>Discuss how to manage a strain and get feedback from the teacher</p>	<ul style="list-style-type: none"> ● video clip ● posters ● pictures ● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 169-171</i> ● <i>Spotlight P.H.E Grade 5 TG Pg. 129-131</i> 	<ul style="list-style-type: none"> a) Observation checklists b) Portfolio c) Progress reports 	

	4		Two person support method	By the end of the sub strand the learner should be able to: a. demonstrate how to carry an injured person using the Two person- support method b. listens keenly to what the injured person is saying before taking action	Why is it important to listen to an injured person before performing First Aid if they are able to talk?	The learner is guided individually or in groups to: Use digital devices to watch a video clip on how to carry an injured person using the Two person- support method <input type="checkbox"/> demonstrat	<ul style="list-style-type: none">● video clip● posters● pictures● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 171-173</i>	a) Observ ation checklists b) Portfolio c) Pro gress reports	
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				c. assists to carry an injured teammate to safety		ice carrying an injured person using the Two person- support method and get feedback from the teacher	<ul style="list-style-type: none"> ● <i>Spotlight P.H.E Grade 5 TG Pg. 131-133</i> 		
	5		Two person support method	<p>By the end of the sub strand the learner should be able to:</p> <p>a. demonstrate how to carry an injured person using the Two person- support method</p> <p>b. listens keenly to what the injured person is saying before taking action</p> <p>c. assists to carry an injured teammate to safety</p>	Why is it important to listen to an injured person before performing First Aid if they are able to talk?	<p>The learner is guided individually or in groups to:</p> <p>Use digital devices to watch a video clip on how to carry an injured person using the Two person- support method</p> <p>In groups practice carrying an injured person using the Two person- support method and get feedback from the teacher</p>	<ul style="list-style-type: none"> ● video clip ● posters ● pictures ● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 171-173</i> ● <i>Spotlight P.H.E Grade 5 TG Pg. 131-133</i> 	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	
10	1	OUTDOOR AND RECREATION ACTIVITIES	Planning	<p>By the end of the sub strand, the learner should be able to:</p> <p>a. plan an outdoor activity schedule for two days</p> <p>b. identify the most suitable places for an outdoor activity in the county</p> <p>c. appreciate the outdoor activities for leisure and recreation</p>	<p>1. What material will you require for an activity?</p> <p>2. How will you spend the time allocated during an outdoor activity?</p> <p>3. What safety measures should be observed before and during an outdoor activity?</p>	<p>The learner is guided individually or in the group to use digital devices and other sources of information to:</p> <p>n an outdoor activity schedule for two days</p> <p>s the most suitable places for an outdoor activity in the county</p>	<ul style="list-style-type: none"> ● Video clip ● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 174-178</i> ● <i>Spotlight P.H.E Grade 5 TG Pg. 134-135</i> 	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	
	2		Planning	<p>By the end of the sub strand, the learner should be able to:</p> <p>a. explain the health and safety measures to be observed before and during an outdoor activity</p> <p>b. identify the relevant authorities to be informed prior to an outdoor activity</p> <p>c. appreciate the outdoor activities for leisure and recreation</p>	<p>1. What material will you require for an activity?</p> <p>2. How will you spend the time allocated during an outdoor activity?</p> <p>3. What safety measures should be observed</p>	<p>The learner is guided individually or in the group to use digital devices and other sources of information to:</p> <p>discuss the health and safety measures to be observed before and during an outdoor activity</p> <p>□ discuss the relevant authorities to be informed prior to an outdoor activity</p>	<ul style="list-style-type: none"> ● Video clip ● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 174-178</i> ● <i>Spotlight P.H.E Grade 5 TG Pg. 134-135</i> 	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	

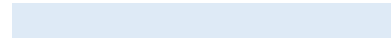
					before and during an outdoor activity?				
	3		Planning	By the end of the sub strand, the learner should be able to: a. explain the health and safety measures to be	1. What material will you require for an activity? 2. How will you spend the time	The learner is guided individually or in the group to use digital devices and other sources of information to:	<ul style="list-style-type: none">• Video clip• <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 174-178</i>	a) Observation checklists b) Portfolio c) Progress reports	

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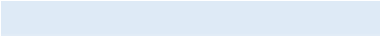
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				<p>observed before and during an outdoor activity</p> <p>b. identify the relevant authorities to be informed prior to an outdoor activity</p> <p>c. appreciate the outdoor activities for leisure and recreation</p>	<p>allocated during an outdoor activity?</p> <p>3. What safety measures should be observed before and during an outdoor activity?</p>	<p>the health and safety measures to be observed before and during an outdoor activity</p> <p>□ discuss the relevant authorities to be informed prior to an outdoor activity</p>	<ul style="list-style-type: none"> ● <i>Spotlight P.H.E Grade 5 TG Pg. 134-135</i> 		
	4		Tracking Signs for outdoor activity	<p>By the end of the sub strand, the learner should be able to:</p> <p>a. define the term tracking signs</p> <p>b. explain the importance of tracking signs for an outdoor activity</p> <p>c. practice laying tracking signs for use during an outdoor an outdoor activity</p>	<p>1. Why is tracking important in an outdoor activity</p> <p>2. What are some of the physical features you need to look out for when mapping a route</p>	<p>The learner is guided individually or in groups to use digital devices and other sources of information to: Discuss materials that can be used to make tracking signs in the local environment discuss the tracking signs and their uses in outdoor activities track a route in the school compound for signs masterly</p>	<ul style="list-style-type: none"> ● stones ● sticks ● video clip ● Video clip ● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 178-180</i> ● <i>Spotlight P.H.E Grade 5 TG Pg. 136-137</i> 	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	
	5		Tracking Signs for outdoor activity	<p>By the end of the sub strand, the learner should be able to:</p> <p>a. define the term tracking signs</p> <p>b. explain the importance of tracking signs for an outdoor activity</p> <p>c. practice laying tracking signs for use during an outdoor an outdoor activity</p>	<p>1. Why is tracking important in an outdoor activity</p> <p>2. What are some of the physical features you need to look out for when mapping a route</p>	<p>The learner is guided individually or in groups to use digital devices and other sources of information to: Discuss materials that can be used to make tracking signs in the local environment s the tracking signs and their uses in outdoor activities a route in the school compound for signs masterly</p>	<ul style="list-style-type: none"> ● stones ● sticks ● video clip ● Video clip ● <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 178-180</i> ● <i>Spotlight P.H.E Grade 5 TG Pg. 136-137</i> 	<p>a) Observation checklists</p> <p>b) Portfolio</p> <p>c) Progress reports</p>	

			Tracking Signs for outdoor activity	By the end of the sub strand, the learner should be able to: a. explain the importance of tracking signs for an outdoor activity b. design tracking signs for use during an outdoor activity c. practice laying tracking signs for use during an outdoor an outdoor activity	1. Why is tracking important in an outdoor activity 2. What are some of the physical features you need to look out for when mapping a route	The learner is guided individually or in groups to use digital devices and other sources of information to: Discuss materials that can be used to make tracking signs in the local environment discuss the tracking signs and their uses in outdoor activities track a route in the school compound for signs masterly	<ul style="list-style-type: none">stonessticksvideo clipVideo clip<i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 178-180</i><i>Spotlight P.H.E Grade 5 TG Pg. 136-137</i>	a) Observation checklists b) Portfolio c) Progress reports	
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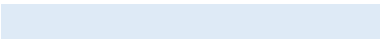
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			Roles and responsibility	By the end of the sub strand, the learner should be able to: a. identify the different roles of members during a group's outdoor activity b. explain the qualities of a good group leader c. appreciate the roles undertaken by the different members in a group	1. Why should we divide roles for group members? 2. What are the qualities of a good group leader?	The learner is guided individually or in groups to use digital devices and other sources of information to: the different roles assigned to members during an outdoor activity the qualities of a good leader group leader	<ul style="list-style-type: none"> video clip <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 180-182</i> <i>Spotlight P.H.E Grade 5 TG Pg. 137-138</i> 	a) Observation checklists b) Portfolio c) Progress reports	
			Conflict resolution in an outdoor activity	By the end of the sub strand, the learner should be able to: a. identify the causes of conflicts during an outdoor activity b. explain the consequences of conflicts during an outdoor activity c. role play conflicts resolution for an outdoor activity	1. What are the causes of conflicts in a group? 2. What methods can be used to resolve conflicts?	The learner is guided individually or in groups to use digital devices and other sources of information to: Discuss the causes of conflicts during an outdoor activity Discuss the consequences of conflicts during an outdoor activity Role play conflicts resolution for a group	<ul style="list-style-type: none"> video clip <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 183-185</i> <i>Spotlight P.H.E Grade 5 TG Pg. 138-140</i> 	a) Observation checklists b) Portfolio c) Progress reports	
			Conflict resolution in an outdoor activity	a. By the end of the sub strand, the learner should be able to: b. identify the causes of conflicts during an outdoor activity c. explain the consequences of conflicts during an outdoor activity d. role play conflicts resolution for an outdoor activity	1. What are the causes of conflicts in a group? 2. What methods can be used to resolve conflicts?	The learner is guided individually or in groups to use digital devices and other sources of information to: Discuss the causes of conflicts during an outdoor activity Discuss the consequences of conflicts during an outdoor activity lay conflicts resolution for a group	<ul style="list-style-type: none"> video clip <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 183-185</i> <i>Spotlight P.H.E Grade 5 TG Pg. 138-140</i> 	a) Observation checklists b) Portfolio c) Progress reports	

			Conflict resolution in an outdoor activity	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> explain the consequences of conflicts during an outdoor activity identify ways of resolving conflicts for unity role play conflicts resolution for an outdoor activity 	<ol style="list-style-type: none"> What are the causes of conflicts in a group? What methods can be used to resolve conflicts? 	The learner is guided individually or in groups to use digital devices and other sources of information to: <p>Discuss the consequences of conflicts during an outdoor activity</p> <ul style="list-style-type: none"> discuss ways of resolving conflicts <p>role play conflicts resolution for a group</p>	<ul style="list-style-type: none"> video clip <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 183-185</i> <i>Spotlight P.H.E Grade 5 TG Pg. 138-140</i> 	<ol style="list-style-type: none"> Observation checklists Portfolio Progress reports 	
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			Conflict resolution in an outdoor activity	By the end of the sub strand, the learner should be able to: a. explain the consequences of conflicts during an outdoor activity b. identify ways of resolving conflicts for unity c. role play conflicts resolution for an outdoor activity	1. What are the causes of conflicts in a group? 2. What methods can be used to resolve conflicts?	The learner is guided individually or in groups to use digital devices and other sources of information to: Discuss the consequences of conflicts during an outdoor activity <input type="checkbox"/> discuss ways of resolving conflicts <input type="checkbox"/> role play conflicts resolution for a group	<ul style="list-style-type: none"> video clip <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 183-185</i> <i>Spotlight P.H.E Grade 5 TG Pg. 138-140</i> 	a) Observation checklists b) Portfolio c) Progress reports	
			Food preservation	By the end of the sub strand, the learner should be able to: a. identify the food preservation methods in the community b. demonstrate one method that can be used to preserve food during a two day outdoor activity c. appreciate the traditional method of food preservation	What methods can be used to preserve food during an outdoor activity lasting two days?	The learner is guided individually or in groups to use digital devices and other sources of information to: find out the food preservation methods in the community <input type="checkbox"/> discuss and demonstrate a food preservation method that can be used to preserve food during an outdoor activity	<ul style="list-style-type: none"> video clip food to be preserved <i>Spotlight P.H.E Grade 5 Learners Bk. Pg. 183-185</i> <i>Spotlight P.H.E Grade 5 TG Pg. 138-140</i> 	a) Observation checklists b) Portfolio c) Progress reports	
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