

PHYSICAL HEALTH EDUCATION SCHEME OF WORK GRADE 6 TERM 3

| SCHOOL | GRADE | LEARNING AREA | TERM | YEAR |
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| | GRADE 6 | PHYSICAL HEALTH EDUCATION | 3 | |

| Week | Lesson | Strand | Sub Strand | Specific Learning Outcomes | Learning Experiences | Key Inquiry Questions | Learning Resources | Assessment | Reflection |
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| 1 | 1 | Gymnastics | Elbow stand | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Use digital device to watch a video clip on elbow stand and observe the placement of the hands. • Draw the picture on learner's book that show the elbow stand. • Discuss the benefits of an elbow. • Appreciate the benefits of an elbow. | <p>The learner is guided individually or in groups to:</p> <p>-Use digital device to watch a video clip on elbow stand and observe the placement of the hands.</p> <p>-Draw the picture on learner's book that show the elbow stand.</p> <p>-Discuss the benefits of an elbow.</p> | What is an elbow? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 198-199 | Value based sports channels, Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| | 2 | Gymnastics | Elbow stand | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Identify warm up activities. • Practice warm up and cool | <p>The learner is guided individually or in groups to:</p> <p>-Identify warm up activities.</p> | How do you perform warm up activity in elbow stand? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 199-201 | Value based sports channels, Observation Peer assessment and feedback | |

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| | | | | <p>down activities such as bear crawl and Cross-Body shoulder stretch.</p> <ul style="list-style-type: none"> Appreciate the spirit of sports through dedication and commitment | <p>-Practice warm up and cool down activities such as bear crawl and Cross-Body shoulder stretch.</p> | | | Self - assessment and feedback Practical's Written Tests Portfolio | |
| | 3 | Gymnastics | Elbow stand | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Describe the placement of the forearm during the elbow stand. Demonstrate the elbow stand balance Practice elbow stand kicks. Have fun practising elbow stand. | <p>The learner is guided individually or in groups to:</p> <p>-Describe the placement of the forearm during the elbow stand.</p> <p>-Demonstrate the elbow stand balance.</p> <p>-Practice elbow stand kicks.</p> | What is the other name for the elbow stand? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 201-204 | Value based sports channels, Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| | 4 | Gymnastics | Dive forward roll into squat stand | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Explain the meaning of dive forward roll into squat stand. Use digital device to watch a video clip and observe the body position, arm and leg movement. Practice warm up activities. | <p>The learner is guided individually or in groups to:</p> <p>-Explain the meaning of dive forward roll into squat stand.</p> <p>-Use digital device to watch a video clip and observe the body position, arm and leg movement.</p> <p>-Practice warm up activities</p> | What is dive forward roll into squat stand? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 205-207 | Value based sports channels, Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |

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| | | | | <ul style="list-style-type: none"> Appreciate feedback from the teacher and others | | | | | |
| | 5 | Gymnastics | Dive forward roll into squat stand | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Describe the dive forward roll squat stand. Demonstrate a dive forward roll into squat stand. Practice dive roll, tuck forward roll and handstand forward roll. Have a desire to uphold integrity during sporting competitions. | <p>The learner is guided individually or in groups to:</p> <p>-Describe the dive forward roll squat stand.</p> <p>-Demonstrate a dive forward roll into squat stand.</p> <p>-Practice dive roll, tuck forward roll and handstand forward roll.</p> | When can you use the dive forward roll in real life situations? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 207-209 | Value based sports channels, Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| 2 | 1 | Gymnastics | Fence vault | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Define a fence vault. Use digital device to watch a video clip on fence vault and observe the body position, arm and leg movement. Practice the warm up and cool down activities. | <p>The learner is guided individually or in groups to:</p> <p>-Define a fence vault.</p> <p>-Use digital device to watch a video clip on fence vault and observe the body position, arm and leg movement.</p> <p>-Practice the warm up and</p> | What is a fence vault? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 210-211 | Value based sports channels, Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |

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| | | | | <ul style="list-style-type: none"> Appreciate the importance of following safety instructions. | cool down activities. | | | | |
| | 2 | Gymnastics | Fence vault | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Outline the drills used to practice the fence vault. Demonstrate the fence vault. Practice side vault, box top and fence vault. Have fun and enjoy practising the fence vault gymnastic movement. | <p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> -Outline the drills used to practice the fence vault. -Demonstrate the fence vault. -Practice side vault, box top and fence vault. | When can you use a fence vault in everyday life? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 212-214 | Value based sports channels, Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| | 3 | Gymnastics | Partner balances | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Explain the meaning of partner balances. Describe the physical activities taking place on learner's book. Use digital device to watch a video clip on partner balances and observe the different types of partner balances. Display the character of a sport person. | <p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> -Explain the meaning of partner balances. -Describe the physical activities taking place on learner's book. -Use digital device to watch a video clip on partner balances and observe the different types of partner balances. | What is partner balance? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 214-215 | Value based sports channels, Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |

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| | 4 | Gymnastics | Partner balances | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Explain the meaning of counter balance. • Practice warm up and cool down activities such as side reach and torso twists. • Display an attitude of receiving feedback positively from teachers and peers. | <p>The learner is guided individually or in groups to:</p> <p>-Explain the meaning of counter balance.</p> <p>-Practice warm up and cool down activities such as side reach and torso twists.</p> | What is counter balance? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 216-217 | Sports channels, Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| | 5 | Gymnastics | Partner balances | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • State the safety measures to observe when performing the counter balance and the counter tension. • Demonstrate pair and trio balances. • Practise trio partner balances. • Display an attitude to work in a team | <p>The learner is guided individually or in groups to:</p> <p>-State the safety measures to observe when performing the counter balance and the counter tension.</p> <p>-Demonstrate pair and trio balances.</p> <p>-Practise trio partner balances</p> | What is counter tension? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 218-220 | Sports channels, Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| 3 | 1 | Gymnastics | Six action sequence | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Describe each of the six actions in the | <p>The learner is guided individually or in groups to:</p> <p>-Describe each of the six</p> | What is six action sequence? | KLB Visionary Physical and Health Education | Sports channels, Observation Peer assessment | |

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| | | | | <p>sequence on learner's book.</p> <ul style="list-style-type: none"> • Use digital device to watch a video clip on gymnastic sequences and observe the sequence of several gymnastics' actions. • Practice warm up and cool down activities. • Appreciate feedback from their partner | <p>actions in the sequence on learner's book.</p> <p>-Use digital device to watch a video clip on gymnastic sequences and observe the sequence of several gymnastics' actions.</p> <p>-Practice warm up and cool down activities.</p> | | Learner's Book 6 Pg. 220-222 | and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| | 2 | Gymnastics | Six action sequence | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Outline the drills to perform six action sequence. • Demonstrate a six action sequence. • Have fun and enjoy practicing six action sequence. | <p>The learner is guided individually or in groups to:</p> <p>-Outline the drills to perform six action sequence.</p> <p>-Demonstrate a six action sequence.</p> | Which gymnastics actions are combined to come up with a six action sequence? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 222-223 | sports channels, Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| | 3 | Health and Fitness | Speed | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Define speed. • Use digital device to watch a video clip on how to improve speed. • Practice warm up and cool down activities such as collect tails. • Appreciate the benefits of speed. | <p>The learner is guided individually or in groups to:</p> <p>-Define speed.</p> <p>-Use digital device to watch a video clip on how to improve speed.</p> <p>-Practice warm up and cool down activities such</p> | What is speed? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 226-227 | Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |

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| | | | | | as collect tails. | | | | |
| | 4 | Health and Fitness | Speed | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Name the components of health fitness that are taken care of by activities for developing speed. Demonstrate the drills to perform to enhance speed. Have fun and enjoy performing different drills. Display the character of a sport person. | <p>The learner is guided individually or in groups to:</p> <p>-Name the components of health fitness that are taken care of by activities for developing speed.</p> <p>-Demonstrate the drills to perform to enhance speed.</p> | Why is speed important in games? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 227-229 | Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| | 5 | Health and Fitness | Speed | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> List games and sports in which speed is very important. Perform the interval sprints, jumping jacks and weight running. Have fun and enjoy performing speed drill games. | <p>The learner is guided individually or in groups to:</p> <p>-List games and sports in which speed is very important.</p> <p>-Perform the interval sprints, jumping jacks and weight running.</p> | How do you improve speed? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 229-232 | Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| 4 | 1 | Health and Fitness | Power | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Define power. State the importance | <p>The learner is guided individually or in groups to:</p> <p>-Define power</p> | <p>What is power?</p> <p>What is the importance of power in games</p> | KLB Visionary Physical and Health Education | Observation Peer assessment and feedback Self - | |

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| | | | | <p>of power in games and sports.</p> <ul style="list-style-type: none"> Practice warm up and cool down activities. Appreciate the importance of power in games and sports. | <p>State the importance of power in games and sports.</p> <p>-Practice warm up and cool down activities.</p> | and sports? | Learner's Book 6 Pg. 232-233 | assessment and feedback Practical's Written Tests Portfolio | |
| | 2 | Health and Fitness | Power | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> List three sports where athletes need a lot of power. Create drills that improve power. Practice and perform physical exercise to enhance muscular strength. Appreciate the importance being physically fit. | <p>The learner is guided individually or in groups to:</p> <p>-List three sports where athletes need a lot of power.</p> <p>-Create drills that improve power.</p> <p>-Practice and perform physical exercise to enhance muscular strength.</p> | Which activities can help you develop power at home? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 233-238 | Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| | 3 | Health and Fitness | Co-ordination | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Define co-ordination. Discuss ways to improve co-ordination. Practice warm up and cool down activities. Respect each other's opinion. | <p>The learner is guided individually or in groups to:</p> <p>-Define co-ordination.</p> <p>-Discuss ways to improve co-ordination.</p> <p>-Practice warm up and cool down activities.</p> | What is co-ordination? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 238-239 | Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| | 4 | Health and Fitness | Co-ordination | <p>By the end of the lesson, the learner should be able to:</p> | <p>The learner is guided individually or in groups</p> | Why does an athlete need to be agile? | KLB Visionary Physical and | Observation Peer assessment | |

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| | | | | <ul style="list-style-type: none"> Outline the drills to practice to improve co-ordination. Practice and perform different drills that help improve co-ordination. Appreciate feedback from the teacher and others. | <p>to:</p> <p>-Outline the drills to practice to improve co-ordination.</p> <p>-Practice and perform different drills that help improve co-ordination.</p> | | Health Education Learner's Book 6 Pg. 239-240 | and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| 5 | 1 | Outdoor Activities | Leadership styles | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Identify types of leadership styles in sports. State the qualities of a good leader. Role play the scenario on learner's book. Appreciate different kinds of leadership. | <p>The learner is guided individually or in groups to:</p> <p>-Identify types of leadership styles in sports.</p> <p>-State the qualities of a good leader.</p> <p>-Role play the scenario on learner's book.</p> | What are the qualities of a good leader? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 244-247 | Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| | 2 | Outdoor Activities | Lightning the camp fire | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Define firewood. Discuss importance of stones around a fire place. State the precautions to observe when starting a camp fire. Draw the picture on learner's book. | <p>The learner is guided individually or in groups to:</p> <p>-Define firewood.</p> <p>-Discuss importance of stones around a fire place.</p> <p>-State the precautions to observe when starting a</p> | What precautions should you take when starting a camp fire? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 247-248 | Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |

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| | | | | <ul style="list-style-type: none"> Appreciate importance of observing precautions when starting a camp fire. | <p>camp fire.</p> <p>-Draw the picture on learner's book.</p> | | | | | |
| | 3 | Outdoor Activities | Lightning the camp fire | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Identify the materials that can be used to light a camp fire. Demonstrate how to arrange firewood for a better camp fire during a camping activity. Appreciate the importance of lightning a camp fire. | <p>The learner is guided individually or in groups to:</p> <p>-Identify the materials that can be used to light a camp fire.</p> <p>-Demonstrate how to arrange firewood for a better camp fire during a camping activity.</p> | How can you manage a camp fire during an outdoor activity? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 248-250 | Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | | |
| | 4 | Outdoor Activities | Choosing and constructing shelter | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Define shelter. Discuss why it is necessary to know how to make a shelter during an outdoor activity. Practice warm up and cool down activities such as jog on the spot. Appreciate the importance of making a shelter during an outdoor activity. | <p>The learner is guided individually or in groups to:</p> <p>-Define shelter.</p> <p>-Discuss why it is necessary to know how to make a shelter during an outdoor activity.</p> <p>-Practice warm up and cool down activities such as jog on the spot.</p> | What is a shelter? Why is it necessary to know how to make a shelter during an outdoor activity? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 251-252 | Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | | |
| | 5 | Outdoor Activities | Choosing and constructing shelter | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Explain the factors needed | <p>The learner is guided individually or in groups to:</p> | What are the factors to consider when choosing a site | KLB Visionary Physical and Health | Observation Peer assessment and feedback | | |

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| | | | | <p>to consider when choosing a site for setting up a shelter.</p> <ul style="list-style-type: none"> Model a simple shelter they would use in a camp. Have fun and enjoy modelling a simple shelter. | <p>-Explain the factors needed to consider when choosing a site for setting up a shelter.</p> <p>-Model a simple shelter they would use in a camp.</p> | for setting up a shelter? | Education Learner's Book 6 Pg. 252-255 | Self - assessment and feedback Practical's Written Tests Portfolio | |
| 6 | 1 | Sports related injuries | Fainting | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Define fainting. Identify causes of fainting. Practise warm up and cool down activities. Appreciate positive ways of coping with stress in daily life. | <p>The learner is guided individually or in groups to:</p> <p>-Define fainting.</p> <p>-Identify causes of fainting.</p> <p>-Practise warm up and cool down activities.</p> | <p>Have you ever felt dizzy?</p> <p>What are the causes of fainting?</p> | KL B Visionary Physical and Health Education Learner's Book 6 Pg. 256-257 | Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| | 2 | Sports related injuries | Fainting | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> State the safety procedures to observe when attending to a person who has fainted. Practise how to assist a person who has fainted. Appreciate the importance of learning first aid of fainting. | <p>The learner is guided individually or in groups to:</p> <p>-State the safety procedures to observe when attending to a person who has fainted.</p> <p>-Practise how to assist a person who has fainted.</p> | What should you do if you start experiencing the signs and symptoms of fainting? | KL B Visionary Physical and Health Education Learner's Book 6 Pg. 257-259 | Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| | 3 | Sports related injuries | Insect bites and stings | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Explain how an insect bite occurs. Practice the warm up and cool down activities of an | <p>The learner is guided individually or in groups to:</p> <p>-Explain how an insect bite occurs.</p> | How does an insect bite occurs? | KL B Visionary Physical and Health Education Learner's Book | Observation Peer assessment and feedback Self - assessment and feedback | |

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| | | | | insect bites and stings. <ul style="list-style-type: none"> • Appreciate the teacher's feedback. | -Practice the warm up and cool down activities of an insect bites and stings. | | 6 Pg. 259-260 | Practical's Written Tests Portfolio | |
| | 4 | Sports related injuries | Insect bites and stings | By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Identify the signs and symptoms of insect bites and sting. • Draw insects that are common in their locality. • Have fun discussing the observations with their classmates. | The learner is guided individually or in groups to: -Identify the signs and symptoms of insect bites and sting. -Draw insects that are common in their locality. | What are the signs and symptoms of insects bites and stings? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 260-262 | Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| | 5 | Sports related injuries | Insect bites and stings | By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • State the difference between an insect bite and a sting. • Demonstrate how to take care of an insect bite. • Practise first aid procedure for insect bite and stings. • Appreciate importance of learning first aid of bites and stings. | The learner is guided individually or in groups to: -State the difference between an insect bite and a sting. -Demonstrate how to take care of an insect bite. -Practise first aid procedure for insect bite and stings. | What is the difference between an insect bite and a sting? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 269-263 | Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |

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| 7 | 1 | Sports related injuries | Snake bite | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Define poisonous and non-poisonous snakes. • List down traditional ways in their locality that were used to care for snakes. • Demonstrate how to care for a snake bite. • Practise how to assist a casualty of a snake bite. • Advocate the importance of learning first-aid. | <p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> -Define poisonous and non-poisonous snakes. -List down traditional ways in their locality that were used to care for snakes. -Demonstrate how to care for a snake bite. -Practise how to assist a casualty of a snake bite. | How would you tell if you have been bitten by a snake? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 263-265 | Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| | 2 | Sports related injuries | Bandages and dressings | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Explain the meaning of dressing a wound. • Define bandage. • Identify the different types of bandages and dressing first aid. • Draw the things found in a first aid box. • Appreciate the use of a first aid box. | <p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> -Explain the meaning of dressing a wound. -Define bandage. -Identify the different types of bandages and dressing first aid. -Draw the things found in a first aid box. | <p>What is a bandage?</p> <p>How to identify different types of bandages?</p> | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 266-267 | Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| | 3 | Sports related injuries | Bandages and dressings | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Define a triangular bandage. • List the materials used to make a triangular bandage. | <p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> -Define a triangular bandage. -List the materials used to | How do you use a triangular bandage? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 268-270 | Observation Peer assessment and feedback Self - assessment and feedback Practical's | |

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| | | | | <ul style="list-style-type: none"> Practice how to use the triangular bandage. Appreciate the importance of using a triangular bandage. | <p>make a triangular bandage.</p> <p>-Practice how to use the triangular bandage.</p> | | | Written Tests Portfolio | |
| | 4 | Sports related injuries | Slings and splints | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Define slings and splints. State the functions of a splints and a sling in first aid. Practice warm up and cool down activities. Appreciate the functions of a splints and a sling in first aid. | <p>The learner is guided individually or in groups to:</p> <p>-Define slings and splints.</p> <p>-State the functions of a splints and a sling in first aid.</p> <p>-Practice warm up and cool down activities.</p> | What are the functions of a splints and a sling in first aid? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 270-271 | Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| | 5 | Sports related injuries | Slings and splints | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> List the materials required to improvise a sling. Practise how to tie the reef knot on a triangular bandage. Have fun and enjoy practising tie the reef knot. | <p>The learner is guided individually or in groups to:</p> <p>-List the materials required to improvise a sling.</p> <p>-Practise how to tie the reef knot on a triangular bandage.</p> | What materials do you require to improvise a sling at home? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 272-273 | Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| 8 | 1 | Sports related injuries | Two and four-handed seat | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Explain two-handed seat carry. Differentiate between the | <p>The learner is guided individually or in groups to:</p> <p>-Explain two-handed seat carry.</p> | What is two and four handed seat carry? | KLB Visionary Physical and Health Education Learner's Book | Observation Peer assessment and feedback Self - assessment | |

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| | | | | <p>two-handed seat carry and four handed seat carry.</p> <ul style="list-style-type: none"> • Demonstrate the two and four handed seat carry method. • Display positivity in accepting feedback from the teacher. | <p>-Differentiate between the two-handed seat carry and four handed seat carry.</p> <p>-Demonstrate the two and four handed seat carry method.</p> | | 6 Pg. 274-276 | and feedback Practical's Written Tests Portfolio | |
| | 2 | Sports related injuries | Two and four-handed seat | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Identify situations whereby the two-handed seat carry may be used. • Outline the steps to carry two and four-handed seat. • Practise the four handed seat carry. • Advocate social justice by respecting and appreciating the abilities of others. | <p>The learner is guided individually or in groups to:</p> <p>-Identify situations whereby the two-handed seat carry may be used.</p> <p>-Outline the steps to carry two and four-handed seat.</p> <p>-Practise the four handed seat carry.</p> | How do you perform two-and four handed seat? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 276-278 | Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| | 3 | Sports related injuries | Bone fractures and dislocation | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> • Define a bone fracture. • Identify causes of fractures. • Practice warm up and cool down activities such as tag game. • Display respect for others opinion when discussing bone fractures and dislocation. | <p>The learner is guided individually or in groups to:</p> <p>-Define a bone fracture.</p> <p>-Identify causes of fractures.</p> <p>-Practice warm up and cool down activities such as tag game.</p> | <p>What is a bone fracture?</p> <p>How do you identify a broken bone?</p> | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 279-280 | Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |

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| | 4 | Sports related injuries | Bone fractures and dislocation | By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Identify the signs and symptoms of fractures. Draw human skeleton and the areas prone to dislocation. Appreciate the teacher's feedback | The learner is guided individually or in groups to: <p>-Identify the signs and symptoms of fractures.</p> <p>-Draw human skeleton and the areas prone to dislocation.</p> | Where do dislocation occur in the human body? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 280-282 | Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| | 5 | Sports related injuries | Bone fractures and dislocation | By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Define dislocation. Identify symptoms of dislocation. Demonstrate how to splint a fractures arm for first aid. Appreciate the importance of learning bone fracture and dislocation first aid. | The learner is guided individually or in groups to: <p>-Define dislocation</p> <p>Identify symptoms of dislocation.</p> <p>-Demonstrate how to splint a fractures arm for first aid.</p> | What is the difference between a fracture and a dislocation? | KLB Visionary Physical and Health Education Learner's Book 6 Pg. 282-284 | Observation Peer assessment and feedback Self - assessment and feedback Practical's Written Tests Portfolio | |
| 9 | END OF TERM ASSESSMENT | | | | | | | | |