**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

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| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Signs of a near drowning person- watch videos of near drowning persons**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Name some items that sink and float in water
* Identify a near drowning person for rescue
* Role play a person near drowning for rescue awareness
* Play simple water games for creativity, enjoyment and peaceful co-existence
* Observe pool rules for own and other’s safety

**KEY INQUIRY QUESTION (s)**

* What did you see in the video?
* What equipment was being used to rescue a near drowning person?
* What are the signs of a near drowning person?

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| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Video clip

Foundation movement activities Teachers guide Grade 2 pg. 107-112

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to watch a video of near drowning persons

***Step 3:*** Guide learners to discuss the equipments used in rescue

***Step 4:*** Learners to discuss the signs of a near drowning person

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

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| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Signs of a near drowning person- identifying floating and sinking items**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Name some items that sink and float in water
* Identify a near drowning person for rescue
* Role play a person near drowning for rescue awareness
* Play simple water games for creativity, enjoyment and peaceful co-existence
* Observe pool rules for own and other’s safety

**KEY INQUIRY QUESTION (s)**

* Which items sink in water?
* Which items float on water?

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| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Video clip

Foundation movement activities Teachers guide Grade 2 pg. 107-112

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to identify floating and sinking items

***Step 3:*** Guide learners to collect the items and bring them in class

***Step 4:*** Learners to experiment these items whether they float or sink.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

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| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Signs of a near drowning person- Demonstration of floating and sinking items**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Name some items that sink and float in water
* Identify a near drowning person for rescue
* Role play a person near drowning for rescue awareness
* Play simple water games for creativity, enjoyment and peaceful co-existence
* Observe pool rules for own and other’s safety

**KEY INQUIRY QUESTION (s)**

* Why do these items float on water?
* Why do some items sink in water?

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| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Water jug, water basins, children pool, and wet pieces of wood

Dry wood, life jacket

Foundation movement activities Teachers guide Grade 2 pg. 107-112

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to identify floating and sinking items

***Step 3:*** Guide learners to collect the items and bring them in class

***Step 4:*** In pairs or groups demonstrate to learners the floating and sinking items.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Signs of a near drowning person- Identifying an active near drowning person for rescue**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Name some items that sink and float in water
* Identify a near drowning person for rescue
* Role play a person near drowning for rescue awareness
* Play simple water games for creativity, enjoyment and peaceful co-existence
* Observe pool rules for own and other’s safety

**KEY INQUIRY QUESTION (s)**

* What body movements does a person make while swimming?
* What are the signs of a person having trouble in the water?

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| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Water jug, water basins, children pool, and wet pieces of wood

Dry wood, life jacket

Foundation movement activities Teachers guide Grade 2 pg. 107-112

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to identify signs of an active near drowning person for rescue

***Step 3:*** Explain to learners that an individual showing these signs need immediate rescue

***Step 4:*** Guide learners in groups or pairs to identify the items they can use for rescue.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

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| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Signs of a near drowning person- Identifying signs of passive near drowning person**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Name some items that sink and float in water
* Identify a near drowning person for rescue
* Role play a person near drowning for rescue awareness
* Play simple water games for creativity, enjoyment and peaceful co-existence
* Observe pool rules for own and other’s safety

**KEY INQUIRY QUESTION (s)**

* What are the signs of a passive near drowning person?
* How do you know that a person is swimming normally?

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| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Water jug, water basins, children pool, and wet pieces of wood

Dry wood, life jacket

Foundation movement activities Teachers guide Grade 2 pg. 107-112

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners through a pictorial and demonstration of a passive near drowning person

***Step 3:*** Guide learners to know the signs of a passive near drowning person

***Step 4:*** Guide learners in groups or pairs to list these signs in their books.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

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| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: rescuing a near drowning person- Items used to rescue a near drowning person**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to

* Name some items that can be used to rescue a drowning person
* Watch a video clip of a water rescue mission
* Design homemade rescuing device for use in rescuing a drowning person
* Role-play rescuing a person who is drowning for safety
* Play simple water games for enjoyment, collaboration and peaceful co-existence
* Observe caution while near water bodies.

**KEY INQUIRY QUESTION (s)**

* What items are used to rescue a near drowning person?

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| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool, water basins, water buckets

Floatation devices, sinking items, digital devices

Video clip of recue items, posters

Foundation movement activities Teachers guide Grade 2 pg. 113-120

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to identify several items that float on water

***Step 3:*** Guide learners to use these floatation devices in rescuing a near drowning person (role play)

***Step 4:*** Learners to observe safety measures as they rescue a drowning person

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

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| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: rescuing a near drowning person- Reaching assist**

By the end of the lesson, the learner should be able to

* Name some items that can be used to rescue a drowning person
* Watch a video clip of a water rescue mission
* Design homemade rescuing device for use in rescuing a drowning person
* Role-play rescuing a person who is drowning for safety
* Play simple water games for enjoyment, collaboration and peaceful co-existence
* Observe caution while near water bodies.

**KEY INQUIRY QUESTION (s)**

* How can you rescue a person using legs only?
* Which role did you like; being on pavement as rescue or inside water to be rescued?

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| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool, water basins, water buckets

Floatation devices, sinking items, digital devices

Video clip of recue items, posters, swimming costumes

Foundation movement activities Teachers guide Grade 2 pg. 113-120

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of reaching assist

***Step 3:*** Demonstrate to learners the reaching assist and let them practice the concept learnt

***Step 4:*** Learners to observe safety measures as they rescue a drowning person

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

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| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: rescuing a near drowning person- Reaching assist- using the hand body in prone position**

By the end of the lesson, the learner should be able to

* Name some items that can be used to rescue a drowning person
* Watch a video clip of a water rescue mission
* Design homemade rescuing device for use in rescuing a drowning person
* Role-play rescuing a person who is drowning for safety
* Play simple water games for enjoyment, collaboration and peaceful co-existence
* Observe caution while near water bodies.

**KEY INQUIRY QUESTION (s)**

* How do you rescue a person using hands only

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| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool, water basins, water buckets

Floatation devices, sinking items, digital devices

Video clip of recue items, posters, swimming costumes

Foundation movement activities Teachers guide Grade 2 pg. 113-120

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of reaching assist using hand-body in prone position

***Step 3:*** Demonstrate to learners the reaching assist and let them practice the concept learnt

***Step 4:*** Learners to observe safety measures as they rescue a drowning person

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

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| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: rescuing a near drowning person- Reaching assist- using the hand body in crouch position**

By the end of the lesson, the learner should be able to

* Name some items that can be used to rescue a drowning person
* Watch a video clip of a water rescue mission
* Design homemade rescuing device for use in rescuing a drowning person
* Role-play rescuing a person who is drowning for safety
* Play simple water games for enjoyment, collaboration and peaceful co-existence
* Observe caution while near water bodies.

**KEY INQUIRY QUESTION (s)**

* What would you do if you saw a person drowning?
* What items are used to rescue drowning people from your local environment?

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| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool, water basins, water buckets

Floatation devices, sinking items, digital devices

Video clip of recue items, posters, swimming costumes

Foundation movement activities Teachers guide Grade 2 pg. 113-120

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of reaching assist using hand-body in crouch position

***Step 3:*** Demonstrate to learners the reaching assist and let them practice the concept learnt

***Step 4:*** Learners to observe safety measures as they rescue a drowning person

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

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| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: rescuing a near drowning person- CHECK – CALL – CARE (3Cs)**

By the end of the lesson, the learner should be able to

* Name some items that can be used to rescue a drowning person
* Watch a video clip of a water rescue mission
* Design homemade rescuing device for use in rescuing a drowning person
* Role-play rescuing a person who is drowning for safety
* Play simple water games for enjoyment, collaboration and peaceful co-existence
* Observe caution while near water bodies.

**KEY INQUIRY QUESTION (s)**

* What would you do if you saw a person near drowning and you don’t know how to reach assist or throw assist?
* What actions should be taken when rescuer applies Check-Call-Care

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| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool, water basins, water buckets

Floatation devices, sinking items, digital devices

Video clip of recue items, posters, swimming costumes

Foundation movement activities Teachers guide Grade 2 pg. 113-120

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of 3Cs

***Step 3:*** Demonstrate to learners how to rescue a near drowning person using 3Cs.

***Step 4:*** Learners to observe safety measures as they rescue a drowning person

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

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| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Treading water- Treading water- partner support**

By the end of the lesson, the learner should be able to

* perform treading in water
* appreciate treading for strength and coordination
* establish relationship in treading
* Observe safety measures

**KEY INQUIRY QUESTION (s)**

* Describe how water treading is done?
* How does the hands move in water treading style?

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| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool

Swimming attire

Foundation movement activities Teachers guide Grade 2 pg. 121-128

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of treading water

***Step 3:*** Demonstrate to learners how treading water is performed using partner support.

***Step 4:*** Learners to practice the concept in groups or pairs through the guidance of the teacher

***Step 4:*** Learners to observe safety measures as they practice

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety as they tread in water both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

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| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Treading water- treading water while wearing floatation devices**

By the end of the lesson, the learner should be able to

* perform treading in water
* appreciate treading for strength and coordination
* establish relationship in treading
* Observe safety measures

**KEY INQUIRY QUESTION (s)**

* How is water treading with floatation is done?

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| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool

Swimming attire

Foundation movement activities Teachers guide Grade 2 pg. 121-128

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of treading water while wearing floatation devices

***Step 3:*** Demonstrate to learners how treading water is performed using floatation devices.

***Step 4:*** Learners to practice the concept in groups or pairs through the guidance of the teacher

***Step 4:*** Learners to observe safety measures as they practice

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety as they tread in water both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

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| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Treading water- Frog kick treading style with partner**

By the end of the lesson, the learner should be able to

* perform treading in water
* appreciate treading for strength and coordination
* establish relationship in treading
* Observe safety measures

**KEY INQUIRY QUESTION (s)**

* How is frog kick in water treading done?
* How do the hands move when in frog kick treading style?
* How do the legs move when in frog kick treading style?

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| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool

Swimming attire

Foundation movement activities Teachers guide Grade 2 pg. 121-128

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of Frog kick treading with partner

***Step 3:*** Demonstrate to learners how frog kick treading is performed with partner

***Step 4:*** Learners to practice the concept in groups or pairs through the guidance of the teacher

***Step 4:*** Learners to observe safety measures as they practice

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety as they tread in water both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Treading water- Frog kick treading style with floater**

By the end of the lesson, the learner should be able to

* perform treading in water
* appreciate treading for strength and coordination
* establish relationship in treading
* Observe safety measures

**KEY INQUIRY QUESTION (s)**

* How is frog kick with floater’s assistance done?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool

Swimming attire

Foundation movement activities Teachers guide Grade 2 pg. 121-128

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of Frog kick treading with floater

***Step 3:*** Demonstrate to learners how frog kick treading is performed with floater

***Step 4:*** Learners to practice the concept in groups or pairs through the guidance of the teacher

***Step 4:*** Learners to observe safety measures as they practice

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety as they tread in water both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Treading water- Frog kick treading style practices**

By the end of the lesson, the learner should be able to

* perform treading in water
* appreciate treading for strength and coordination
* establish relationship in treading
* Observe safety measures

**KEY INQUIRY QUESTION (s)**

* What is your experience of frog kick treading style?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool

Swimming attire

Foundation movement activities Teachers guide Grade 2 pg. 121-128

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of Frog kick treading

***Step 3:*** Demonstrate to learners how frog kick treading is performed

***Step 4:*** Learners to practice the concept in groups or pairs through the guidance of the teacher

***Step 4:*** Learners to observe safety measures as they practice

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety as they tread in water both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Treading water- Egg beater treading with partner**

By the end of the lesson, the learner should be able to

* perform treading in water
* appreciate treading for strength and coordination
* establish relationship in treading
* Observe safety measures

**KEY INQUIRY QUESTION (s)**

* How is egg-beater treading style done?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool

Swimming attire, floatation devices

Foundation movement activities Teachers guide Grade 2 pg. 121-128

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of egg beater treading with partner.

***Step 3:*** Demonstrate to learners how egg beater treading is performed with partner

***Step 4:*** Learners to practice the concept in groups or pairs through the guidance of the teacher

***Step 4:*** Learners to observe safety measures as they practice

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety as they tread in water both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Treading water- Egg beater treading with floaters**

By the end of the lesson, the learner should be able to

* perform treading in water
* appreciate treading for strength and coordination
* establish relationship in treading
* Observe safety measures

**KEY INQUIRY QUESTION (s)**

* How does legs move when in egg beater treading style?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool

Swimming attire, floatation devices

Foundation movement activities Teachers guide Grade 2 pg. 121-128

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of egg beater treading with floaters

***Step 3:*** Demonstrate to learners how egg beater treading is performed with floaters

***Step 4:*** Learners to practice the concept in groups or pairs through the guidance of the teacher

***Step 4:*** Learners to observe safety measures as they practice

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety as they tread in water both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Treading water- Egg beater treading practices**

By the end of the lesson, the learner should be able to

* perform treading in water
* appreciate treading for strength and coordination
* establish relationship in treading
* Observe safety measures

**KEY INQUIRY QUESTION (s)**

* How does legs move when in egg beater treading style?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool

Swimming attire, floatation devices

Foundation movement activities Teachers guide Grade 2 pg. 121-128

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of egg beater treading practices

***Step 3:*** Demonstrate to learners how egg beater treading practices is performed

***Step 4:*** Learners to practice the concept in groups or pairs through the guidance of the teacher

***Step 4:*** Learners to observe safety measures as they practice

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety as they tread in water both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Treading water- Practice frog kick and egg beater treading practices**

By the end of the lesson, the learner should be able to

* perform treading in water
* appreciate treading for strength and coordination
* establish relationship in treading
* Observe safety measures

**KEY INQUIRY QUESTION (s)**

* Which of the two styles, water treading using frog kick and egg-beater, do you like?
* Why do you like this style?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool

Swimming attire, floatation devices

Foundation movement activities Teachers guide Grade 2 pg. 121-128

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of Practice frog kick and egg beater treading

***Step 3:*** Demonstrate to learners how frog kick and egg beater treading is performed

***Step 4:*** Learners to practice the concept in groups or pairs through the guidance of the teacher

***Step 4:*** Learners to observe safety measures as they practice

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety as they tread in water both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Floating and horizontal float or back float- basic horizontal float or back float.**

By the end of the lesson, the learner should be able to

* perform the horizontal float technique in water for survival
* Practise floating in water using the basics of horizontal float, jellyfish float, star shape and prone float.
* Appreciate floating on water in different ways and directions using the horizontal float for survival
* Play simple water games for enjoyment, collaboration and peaceful co-existence
* Obey swimming pool rules for own and others safety

**KEY INQUIRY QUESTION (s)**

* What did the teacher do in water?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool

Swimming attire, floatation devices

Foundation movement activities Teachers guide Grade 2 pg. 129-135

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of horizontal float or back float

***Step 3:*** Demonstrate to learners how horizontal float or back float is performed

***Step 4:*** Learners to practice the concept in groups or pairs through the guidance of the teacher

***Step 4:*** Learners to observe safety measures as they practice

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety as they practice float in water both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Floating and horizontal float or back float- use of supporting partner in horizontal float**

By the end of the lesson, the learner should be able to

* perform the horizontal float technique in water for survival
* Practise floating in water using the basics of horizontal float, jellyfish float, star shape and prone float.
* Appreciate floating on water in different ways and directions using the horizontal float for survival
* Play simple water games for enjoyment, collaboration and peaceful co-existence
* Obey swimming pool rules for own and others safety

**KEY INQUIRY QUESTION (s)**

* Which part of the body does a partner hold to assist horizontal floating?

|  |  |  |
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| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool

Swimming attire, floatation devices

Foundation movement activities Teachers guide Grade 2 pg. 129-135

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of supporting partner in horizontal float

***Step 3:*** Demonstrate to learners how use of supporting partner in horizontal float is performed

***Step 4:*** Learners to practice the concept in groups or pairs through the guidance of the teacher

***Step 4:*** Learners to observe safety measures as they practice

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety as they practice float in water both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Floating and horizontal float or back float- Horizontal float- standby partner support**

By the end of the lesson, the learner should be able to

* perform the horizontal float technique in water for survival
* Practise floating in water using the basics of horizontal float, jellyfish float, star shape and prone float.
* Appreciate floating on water in different ways and directions using the horizontal float for survival
* Play simple water games for enjoyment, collaboration and peaceful co-existence
* Obey swimming pool rules for own and others safety

**KEY INQUIRY QUESTION (s)**

* When should a partner assist you in horizontal float?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool

Swimming attire, floatation devices

Foundation movement activities Teachers guide Grade 2 pg. 129-135

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of Horizontal float- standby partner support

***Step 3:*** Demonstrate to learners how use of Horizontal float- standby partner support is performed

***Step 4:*** Learners to practice the concept in groups or pairs through the guidance of the teacher

***Step 4:*** Learners to observe safety measures as they practice

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety as they practice float in water both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Floating and horizontal float or back float- Horizontal float using floatation devices**

By the end of the lesson, the learner should be able to

* perform the horizontal float technique in water for survival
* Practise floating in water using the basics of horizontal float, jellyfish float, star shape and prone float.
* Appreciate floating on water in different ways and directions using the horizontal float for survival
* Play simple water games for enjoyment, collaboration and peaceful co-existence
* Obey swimming pool rules for own and others safety

**KEY INQUIRY QUESTION (s)**

* Where are the floating devices placed on the body during horizontal float?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool

Swimming attire, floatation devices

Foundation movement activities Teachers guide Grade 2 pg. 129-135

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of Horizontal float using floatation devices

***Step 3:*** Demonstrate to learners how use of Horizontal float using floatation devices is performed

***Step 4:*** Learners to practice the concept in groups or pairs through the guidance of the teacher

***Step 4:*** Learners to observe safety measures as they practice

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety as they practice float in water both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Floating and horizontal float or back float- Horizontal float/back float practices**

By the end of the lesson, the learner should be able to

* perform the horizontal float technique in water for survival
* Practise floating in water using the basics of horizontal float, jellyfish float, star shape and prone float.
* Appreciate floating on water in different ways and directions using the horizontal float for survival
* Play simple water games for enjoyment, collaboration and peaceful co-existence
* Obey swimming pool rules for own and others safety

**KEY INQUIRY QUESTION (s)**

* Which is the position of hands during the horizontal float or back float?
* Which is the position of the legs during the horizontal float or back float?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool

Swimming attire, floatation devices

Foundation movement activities Teachers guide Grade 2 pg. 129-135

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of Horizontal float/back float practices

***Step 3:*** Demonstrate to learners how use of Horizontal float/back float practices is performed

***Step 4:*** Learners to practice the concept in groups or pairs through the guidance of the teacher

***Step 4:*** Learners to observe safety measures as they practice

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice water safety as they practice float in water both at home and school*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Gliding in water**

By the end of the lesson, the learner should be able to

* name some animals that live in water
* watch a video clip of people gliding in water
* perform gliding in water for confidence
* practice gliding in water for self-esteem
* appreciate gliding in water for creativity
* establish relationship while gliding in water for creativity and imagination
* play simple water games for enjoyment creativity and peaceful co-existence
* Obey rules while playing games for own and others safety.

**KEY INQUIRY QUESTION (s)**

* Describe you front gliding action and experience in water
* What do you do if you want to travel a further distance during gliding?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool

Swimming attire, floatation devices

Foundation movement activities Teachers guide Grade 2 pg. 136-142

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of gliding in water

***Step 3:*** Demonstrate to learners how glide in water for learners to observe first.

***Step 4:*** Learners to practice the concept in groups or pairs through the guidance of the teacher

***Step 4:*** Learners to observe safety measures as they practice

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice gliding in water both at home and school with the help of the parent and teachers.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Front glide with occasional leg kick**

By the end of the lesson, the learner should be able to

* name some animals that live in water
* watch a video clip of people gliding in water
* perform gliding in water for confidence
* practice gliding in water for self-esteem
* appreciate gliding in water for creativity
* establish relationship while gliding in water for creativity and imagination
* play simple water games for enjoyment creativity and peaceful co-existence
* Obey rules while playing games for own and others safety.

**KEY INQUIRY QUESTION (s)**

* Describe you front gliding action and experience in water
* What do you do if you want to travel a further distance during gliding?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool

Swimming attire, floatation devices

Foundation movement activities Teachers guide Grade 2 pg. 136-142

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of Front glide with occasional leg kick

***Step 3:*** Demonstrate to learners Front glide with occasional leg kick for learners to observe first.

***Step 4:*** Learners to practice the concept in groups or pairs through the guidance of the teacher

***Step 4:*** Learners to observe safety measures as they practice

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice gliding in water both at home and school with the help of the parent and teachers.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Push and glide without float devices**

By the end of the lesson, the learner should be able to

* name some animals that live in water
* watch a video clip of people gliding in water
* perform gliding in water for confidence
* practice gliding in water for self-esteem
* appreciate gliding in water for creativity
* establish relationship while gliding in water for creativity and imagination
* play simple water games for enjoyment creativity and peaceful co-existence
* Obey rules while playing games for own and others safety.

**KEY INQUIRY QUESTION (s)**

* Describe you front gliding action and experience in water
* What do you do if you want to travel a further distance during gliding?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool

Swimming attire, floatation devices

Foundation movement activities Teachers guide Grade 2 pg. 136-142

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of Push and glide without float devices

***Step 3:*** Demonstrate to learners Push and glide without float devices for learners to observe first.

***Step 4:*** Learners to practice the concept in groups or pairs through the guidance of the teacher

***Step 4:*** Learners to observe safety measures as they practice

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice gliding in water both at home and school with the help of the parent and teachers.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Push and glide push with one leg**

By the end of the lesson, the learner should be able to

* name some animals that live in water
* watch a video clip of people gliding in water
* perform gliding in water for confidence
* practice gliding in water for self-esteem
* appreciate gliding in water for creativity
* establish relationship while gliding in water for creativity and imagination
* play simple water games for enjoyment creativity and peaceful co-existence
* Obey rules while playing games for own and others safety.

**KEY INQUIRY QUESTION (s)**

* Describe you front gliding action and experience in water
* What do you do if you want to travel a further distance during gliding?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool

Swimming attire, floatation devices

Foundation movement activities Teachers guide Grade 2 pg. 136-142

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of Push and glide push with one leg

***Step 3:*** Demonstrate to learners Push and glide push with one leg for learners to observe first.

***Step 4:*** Learners to practice the concept in groups or pairs through the guidance of the teacher

***Step 4:*** Learners to observe safety measures as they practice

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice gliding in water both at home and school with the help of the parent and teachers.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: front glide-individual performance**

By the end of the lesson, the learner should be able to

* name some animals that live in water
* watch a video clip of people gliding in water
* perform gliding in water for confidence
* practice gliding in water for self-esteem
* appreciate gliding in water for creativity
* establish relationship while gliding in water for creativity and imagination
* play simple water games for enjoyment creativity and peaceful co-existence
* Obey rules while playing games for own and others safety.

**KEY INQUIRY QUESTION (s)**

* Describe you front gliding action and experience in water
* What do you do if you want to travel a further distance during gliding?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool

Swimming attire, floatation devices

Foundation movement activities Teachers guide Grade 2 pg. 136-142

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of front glide-individual performance

***Step 3:*** Demonstrate to learners front glide-individual performance for learners to observe first.

***Step 4:*** Learners to practice the concept in groups or pairs through the guidance of the teacher

***Step 4:*** Learners to observe safety measures as they practice

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice gliding in water both at home and school with the help of the parent and teachers.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Back glide-individual practice**

By the end of the lesson, the learner should be able to

* name some animals that live in water
* watch a video clip of people gliding in water
* perform gliding in water for confidence
* practice gliding in water for self-esteem
* appreciate gliding in water for creativity
* establish relationship while gliding in water for creativity and imagination
* play simple water games for enjoyment creativity and peaceful co-existence
* Obey rules while playing games for own and others safety.

**KEY INQUIRY QUESTION (s)**

* Describe you front gliding action and experience in water
* What do you do if you want to travel a further distance during gliding?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool

Swimming attire, floatation devices

Foundation movement activities Teachers guide Grade 2 pg. 136-142

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of back glide-individual practice

***Step 3:*** Demonstrate to learner’s back glide-individual practice for learners to observe first.

***Step 4:*** Learners to practice the concept in groups or pairs through the guidance of the teacher

***Step 4:*** Learners to observe safety measures as they practice

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice gliding in water both at home and school with the help of the parent and teachers.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN MOVEMENT ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *SWIMMING*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Backward glide with partner support**

By the end of the lesson, the learner should be able to

* name some animals that live in water
* watch a video clip of people gliding in water
* perform gliding in water for confidence
* practice gliding in water for self-esteem
* appreciate gliding in water for creativity
* establish relationship while gliding in water for creativity and imagination
* play simple water games for enjoyment creativity and peaceful co-existence
* Obey rules while playing games for own and others safety.

**KEY INQUIRY QUESTION (s)**

* Which role did you like most assisting you friend to glide or being assisted to glide?
* Did you glide a further distance when your partners assisted you or a short distance?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Self-efficacy** * **Digital literacy** * **Learning to learn** * **Creativity and imagination** * **Communication and collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Sharing** * **patience** | **Citizenship**  **Life skills** |

**LEARNING RESOURCES**

Swimming pool

Swimming attire, floatation devices

Foundation movement activities Teachers guide Grade 2 pg. 136-142

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brainstorming activity with the learners

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to understand the concept of backward glide with partner support

***Step 3:*** Demonstrate to learner’s backward glide with partner support for learners to observe first.

***Step 4:*** Learners to practice the concept in groups or pairs through the guidance of the teacher

***Step 4:*** Learners to observe safety measures as they practice

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to practice gliding in water both at home and school with the help of the parent and teachers.*

**REFLECTION ON THE LESSON/SELF-REMARKS**