

Week: First

Topic: Movement pattern - Shooting and heading

Class: primary 2

Behavioural objectives: At the end of the lesson pupils:

1. Define movement patterns
2. Practice shooting and heading

Instructional material/Reference material: Textbook, charts and pictures

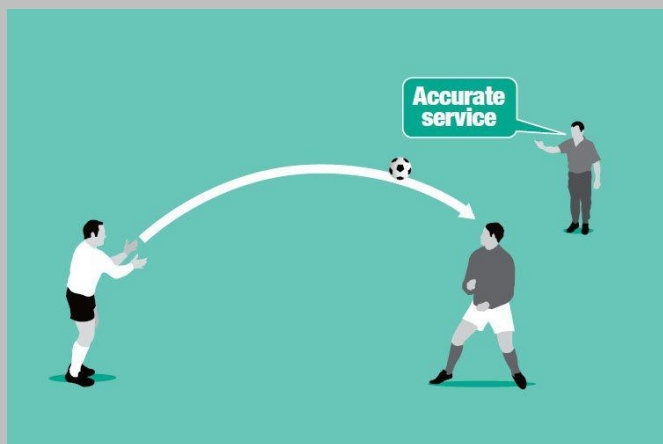
Building Background /connection to prior knowledge: pupils are familiar with the topic.

Content:

Movement patterns

These are movements you do, using your legs, arms, chest and head with good control and speed. Examples are shooting and heading.

1. Shooting: When you kick the ball with a heavy force, using the in-step, you are shooting.
2. Heading: This occurs when you use your head to hit a football head with good control and speed. Examples are shooting and heading.



Evaluation:

1. Define movement patterns
2. Allow pupils one after the other to demonstrate shooting and heading

Week: Two

Class: primary 2

Topic: Movement pattern. - Bending and stretching.

Behavioural objectives: At the end of the lesson pupils should be able to:

1. Demonstrate bending and stretching

Instructional material/Reference material: Textbook, charts and pictures

Building Background /connection to prior knowledge: pupils are familiar with the topic.

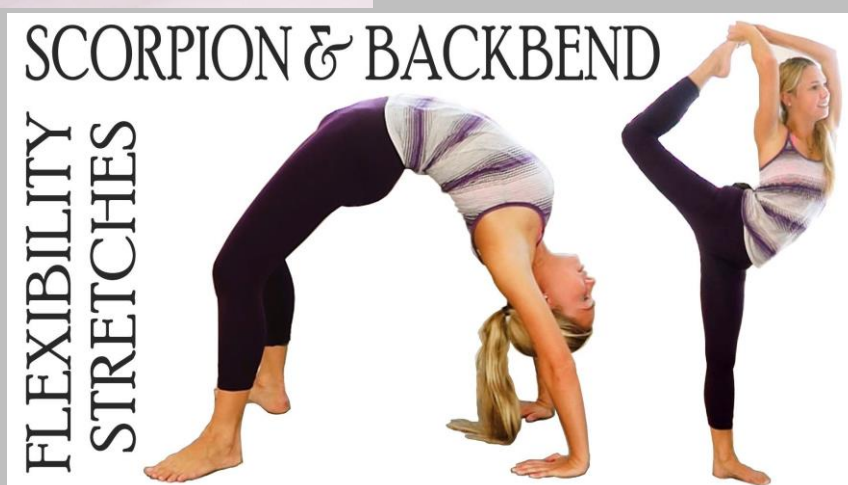
Content:

Movement pattern. -

More examples on movement patterns include: Bending and stretching.

1. Bending: This is the process of bringing the body low to a knee level thereby touching the toes with your fingers.

2. Stretching: This is a process of raising up your hands to aid the pulling out the body



Evaluation: pupils should be allowed to demonstrate bending and stretching the body.

Week: 3

Class: primary 2

Topic: Safety rules in basic movement

Behavioural objectives: At the end of the lesson pupils should be able to list the:

1. Basic rules in kicking
2. Basic rules in heading
3. Basic rules in bending
4. Basic rules in stretching

Instructional material/Reference material: Textbook, charts and pictures of the.

Background /connection to prior knowledge: pupils are familiar with the topic.

Content:

Safety rules in the basic movement.

1. Basic rules in heading includes:
 - i) Do not head the ball from the middle of your head.
 - ii) jump, in order to head the ball.
2. Basic rules in kicking:
 - i) Use your toes to kick the ball.
 - ii) kick the ball from a little distance
3. Basic rules in bending:
 - i) Do not bend, after eating.
 - ii) Bend in a convenient environment.
4. Basic rules in stretching:
 - i) Lift up your body a little before stretching.
 - ii) Stretch your body in a free environment.

iii) Do not put on tight clothes on while stretching out the body.

Evaluation:

List the safety rules in movement patterns.

Week: 4

Class: primary 2

Topic: Manipulative movement pattern. -

- Throwing
- Catching in pairs
- Creative rhythm and movement.

Behavioural objectives: At the end of the lesson pupils should be able to:

1. Explain the manipulate movement patterns.

Instructional material/Reference material: Textbook, Charts and pictures.

Building Background /connection to prior knowledge: pupils are familiar with the topic.

Manipulative movement pattern. -

Throwing

Catching in pairs

Creative rhythm and movement.

Throwing

A ball could be thrown from one player to another. This is called passing. It could also be thrown into the basket, to make a score.

Catching in pairs.

This type of movement is usually carried out in team games such as basketball, it involves people playing the game and come together to catch the ball when it's about entering their own net.



Creative Rhythm and movement

Examples are soldiers marching, movement of animals and movement of machines

Evaluation:

Pupils should be allowed to practice creative rhythm.

Week: five

Class: primary 2

Topic: Dangers in basic movement

Behavioural objectives: At the end of the lesson pupils should be able to:

List the dangers in basic movements

Instructional material/Reference material: Textbook, charts and pictures.

Building Background /connection to prior knowledge: pupils are familiar with the topic.

Content:

Dangers in basic movement.

There are three types of Dangers in basic movement. They include:

1. Slipping off
2. Lack of mobility
3. General stiffness

Week: six

Class: primary 2

Topic: Athletics I (short distance race)

Behavioural objectives: At the end of the lesson pupils should be able to:

1. List the steps in short distance race.

Instructional material/Reference material: Textbook, charts and pictures.

Building Background /connection to prior knowledge: pupils are familiar with the topic.

Content:

Athletics I (Sprint race)

Track events

These are events that take place on tracks on a sports field. There are three types of track events or races: the sprint or dash, the middle distance races and the long distance races.

The sprint event

These events involve running 50 m or 75 m on the track. The skills involved in sprint races are:

1. The crouch start
2. The form
3. The finish



The crouch start: It is used to start races. ‘On your marks’ (command of the starter). At ‘on your marks’, the runner takes the position in the.

Go’ position (command of the starter)

At the blast of the whistle or shot of the gun of the starter, the runner does the following:

- a) The body is pushed forward with both feet from the ground or starting line.
- b) He keeps the body low with a forward lean from the hip.
- c) The body is gradually raised until slightly erect.

The ‘Go’ position

If a runner starts running out before the ‘go’ command or shot of the gun of the starter, it is called beating the gun. As punishment, the runner is removed (disqualified) from the race.

The form

The form refers to the actions of the runner, which include:

- (a) The runner must run straight on the lane.
- b) While running, the landing must be on the balls of the feet.
- c) The body must be on forward leaning position.

Athletes finishing a race with chests forward and arms sideways Runners running straight in their lanes landing on the ball of their feet.

The finish

When approaching the finish line:

- a) Do not slow down, finish with speed.
- b) Finish with your chest forward.
- c) Your arms must be sideways as in the picture below.

Evaluation:

Pupils should explain the steps in Sprint race.

Week: seven

Class: primary 2

Topic: Athletics ii (Long jump)

Behavioural objectives: At the end of the lesson pupils should be able to:

List the steps in long jump

Instructional material/Reference material: Textbook, charts and pictures

Building Background /connection to prior knowledge: pupils are familiar with the topic.

Content:

Athletics II (Long jump)

Field events are events that take place on an open area and not on a track. The long jump is a good example. Long jump is a field event. The purpose is jumping to cover a great distance.

Stages in long jump

1. The approach run or run-up
2. The take-off
3. The flight
4. The landing



The approach run or run-up

It is the running to approach the take-off board. The run-up is between twelve and fifteen strides for beginners.

A long jumper approaching the take-off board during a long jump event

The take-off

The take-off is the stepping on and off the take-off board to put the jumper in the air. During the take-off:

- a) Do not reduce your speed when approaching the take-off board.
- b) Take off with one leg.

A long jumper stepping on and off the take-off board

The flight

The flight is the action of the jumper in the air. Stages or steps involved in the flight and landing actions of a jumper

The landing

This is the arrival at the landing area or pit. During landing:

- a) The jumper should aim at touching the ground with the legs.
- b) The jumper should not fall backwards.

Evaluation:

Pupils should explain the steps in the long jump.

Week: Eight

Class: primary 2

Topic: safety rules in Long jump

Behavioural objectives: At the end of the lesson pupils should be able to:

1. List the safety rules in long jump

Instructional material/Reference material: Textbook, charts and pictures

Building Background /connection to prior knowledge: pupils are familiar with the topic.

Content:

Safety rules in Long jump

Long jumps are measured from the forward edge of the take-off board to the impression in the landing pit closest to the take-off board made by any part of the body of the jumper. Each jump must be completed within one minute from the time the jumper steps onto the runway.

Evaluation:

State the rules of long jump

Week: nine

Class: primary 2

Topic: Health benefits of simple jumps

Behavioural objectives: At the end of the lesson pupils should be able to:

List the health benefits of simple jumps

Instructional material/Reference material: Textbook, charts and pictures

Building Background /connection to prior knowledge: pupils are familiar with the topic.

Content:

Health benefits of simple jump

1. It helps the body to function well.
2. It helps to regulate the body system.
3. It helps to remove waste from the body system through sweat.
4. It helps in stretching the body.

Evaluation:

List the health benefits of long jump

Week: Ten

Class: primary 2

Topic: practical

Behavioural objectives: At the end of the lesson Pupils should be able to:

Practice all the different types of athletics

Instructional material/Reference material: The field used for exercise

Building Background /connection to prior knowledge: pupils are familiar with the processes of athletics

Content:

Field exercise

Evaluation