TERM 1-Lesson 4: Atwërō tïmmö gin-ni / I can do this

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Time</th>
<th>Learning Area</th>
<th># of Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nino dwe:</td>
<td>P-1</td>
<td>30 min.</td>
<td>Physical Education</td>
<td>Wel otïñò:</td>
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</tbody>
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**Theme/Pënkop:** Human Body and Health

**Sub-theme/Jaŋ pënkop:** External Parts of the Body and Their Uses

**Content/Gin ame apwonyynyo:**
- Things I can do with my body. (Jumping, smiling, dancing, playing, etc.)

**Skills:** Listening/Speaking

**Dïrö:** Winy/Kop

**Competences/Kwïđirō:**

The learner... *Atïnkwan römö...*
- Moves in double file to the field.
- Warms up by running, hopping and stretching in place.
- Repeats the title of the book.
- Repeats the text from the book, “Nëna köŋ! Atwërō tïmmö gin-ni. Atwërō ____.”
- Demonstrates and practices different actions they can do with their body.
- Warms down by breathing and stretching.
- Gives feedback on the activity.

**Methods/Yore me pwony:**
- Class discussion
- Scaffolding
- I Do-We Do-You Do

**Instructional Materials/Jami pwony:**
- The supplemental reader: *Atwërō tïmmö gin-ni (I can do this)*, and a whistle

**Life Skills (Indicators) and Values/Dïrö Kwö (Anyut) kede Bërërë:**
- Creative Thinking, Sharing, Effective Communication, Friendship formation

**References/Ajür:**
- The National Primary School Curriculum for Uganda: Teacher’s Guide Primary 1
- The Thematic Curriculum Scope and Sequence for P1
# Teaching Procedure / Kite me pwony iyore iyore:

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cawa</strong></td>
<td><strong>Citep</strong></td>
<td><strong>Tic apwony</strong></td>
<td><strong>Tic otinö</strong></td>
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| 4 min. | 1. | **Preparation**  
- Health inspection  
- Tell learners to change the PE attire and move to the field (Boys remove their shirts and slippers while girls only remove the slippers.) | **Learners move in double file to the field.**  
- Teacher |
| 4 min. | 2. | **Warm up**  
- Run in place.  
- Hop in place.  
- Stretch in place. | **Learners warm up by running, hopping and stretching in place.**  
- Teacher |
| 7 min. | 3. | **Skill teaching and development**  
- Ask learners to sit in a semicircle around the teacher.  
- Read the title of the book and have learners repeat the title in unison.  
- Read the Leblango text on pages 2-3 aloud. (*Nëna köŋ! Atwërö tîmmö gin-nil. Atwërö pye.*)  
- Have learners repeat the text in unison.  
- Show learners the illustration of the boy and the frog.  
- Demonstrate how to jump like a frog.  
- Ask a small group of learners to do the action you’ve demonstrated.  
- Continue reading the rest of the pages in the same way as above: Read, repeat in unison, show illustration, demonstrate the action, ask learners to do the action. | **Learners repeat the title of the book in unison.**  
- Learners repeat the text, “*Nëna köŋ! Atwërö tîmmö gin-nil. Atwërö pye*” in unison.  
- Learners demonstrate different actions they can do with their body (jump, smile, dance, play, etc.).  
- Teacher |
| 10 min. | 4. | **Skill practice**  
- Tell learners to pair up.  
- Tell learners to take turns saying the phrase from the book and then demonstrating one of the actions they remember.  
- Challenge learners to think of other actions they can do with their body. | **Learners practice actions they can make with their bodies in pairs.**  
- Teacher |
| 5 min. | 5. | **Warm down**  
- Call learners back to the large group.  
- Have learners breathe and stretch to warm down.  
- Ask learners to give their feedback on the activity. What new actions did they think of?  
- Give the learners your feedback on their work in pairs. Invite learners you saw doing good work to demonstrate for the class.  
- Tell learners to move back to class. | **Learners do warm down activities.**  
- Learners give feedback on the activity.  
- Teacher |