



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

UPPER PRIMARY LEVEL DESIGNS

SUBJECT

PHYSICAL AND HEALTH EDUCATION

GRADE 6



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

JANUARY 2021

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for education, training and research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. In relation to this, the Ministry of Education (MoE) embarked on curriculum reforms that culminated in the full implementation of the Competency Based Curriculum (CBC) in January, 2019 from the level of Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3). This was followed by the roll out of the curriculum in Grade 4 in 2020. In readiness for the progression of the Grade 4 cohort, the curriculum designs for Grade 5 were developed.

Grade 6 designs have now been developed. These curriculum designs are intended to ensure that the core competencies attained by learners at Grade 5 are enhanced even as further opportunities are provided for identification and nurturing of every learner's potential as learners prepare to transit to Junior Secondary school.

The curriculum designs include the general and specific learning outcomes for the learning areas (subjects) as well as strands and sub-strands. The designs also outline suggested learning experiences, key inquiry questions, assessment rubric, pertinent and contemporary issues, values and Community Service Learning (CSL) activities.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the Competency Based Curriculum.

PROF. GEORGE A. O. MAGOHA, MBS, EBS, CBS
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PREFACE

The Ministry of Education (MoE) is currently implementing the second phase of the curriculum reforms with the roll out of the Competency Based Curriculum (CBC) at Grade 4 in 2020. This is the first cohort of the Upper Primary level in the new education structure. Grade 5 and 6 designs have also been developed.

Grade 6 being the final stage of the upper primary level is very critical in the realization of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on **Nurturing every Learner's potential**.

Therefore, the Grade 6 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs also continue to link the activities in the main learning areas to the other aspects of the CBC including links to Pertinent and Contemporary Issues (PCIs), Values and Community Service Learning (CSL). The designs also offer several suggested interactive learning activities and variety of assessment techniques. It is expected that the curriculum designs will guide the teachers to enable learners attain the expected learning outcomes for Grade 6 and prepare them effectively for the next Grade.

It is my expectation that the teacher will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2018) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training, below the university. The curriculum development process for any level involves thorough research, international benchmarking and robust stakeholder engagement. Through this systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF), that responds to the demands of the 21st Century and the aspirations captured in the Kenya Constitution 2010, Kenya and the Kenya Vision 2030, East African Commission Protocol and the United Nations Sustainable Development Goals.

KICD obtains its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implantation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 6 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their various roles in the development of the Grade 6 curriculum designs. In relation to this, we acknowledge the support of the Secretary - Teachers Service Commission (TSC) and the Chief Executive Officer of the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Dr. Sara Ruto and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 6 and preparation of learners for Grade 7.

PROF. CHARLES O. ONG'ONDO
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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

2. Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

a. Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b. Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c. Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4. Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

6. Promote respect for and development of Kenya’s rich and varied cultures

Education should instil in the learner appreciation of Kenya’s rich and diverse cultural heritage. The learner should value own and respect other people’s culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full

knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

SUGGESTED TIME ALLOCATION

#	Subject	Lessons Per Week
	Mathematics	5
	Physical and Health Education	5
	English language	4
	Kiswahili Language KSL for learners who are deaf	4
	Science and Technology	4
	Agriculture	3
	Creative Arts (Art and craft, Music)	3
	Home science	3
	Religious Education (CRE/IRE/ HRE)	3
	Social Studies (Citizenship, Geography, History)	3
	Other Languages	2
	Pastoral Programme and Instructions	1
	TOTAL	40

GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL EDUCATION

By the end of Middle School, the learner should be able to:

- 1) Apply literacy, numeracy skills and logical thinking appropriately in self-expression.
- 2) Communicate effectively in diverse contexts.
- 3) Apply digital literacy skills appropriately for communication and learning in day-to-day life.
- 4) practise hygiene, appropriate sanitation and nutrition to promote health.
- 5) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
- 6) Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
- 7) Demonstrate social skills, spiritual and moral values for peaceful co-existence.
- 8) Demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious co-existence.
- 9) Manage pertinent and contemporary issues in society effectively.

PHYSICAL AND HEALTH EDUCATION

Essence statement for Physical and Health Education

Physical and Health Education develops resilience, a sense of personal and social responsibility and strategies for living a full and healthy life. Through the learning area the learner develops physical skills, knowledge, and strategies to support challenging, enjoyable, and purposeful life experiences.

The learning area is also designed to, develop the learner's creativity, nurture sports talent in the achievement of the learner's full potential and allow for participation in future specific games and sport in pursuit of a career. Through Physical and Health Education, the learner is empowered to acquire values and core competencies embed in Basic Education, thus becoming an Engaged, Empowered and Ethical Kenyan citizen.

Physical and Health Education is in tandem with the Visible Learning theory where learners need to be able to think about and solve problems, work in teams, communicate through discussions, take initiatives and bring diverse perspectives to their learning (BECF2017).

Subject General Learning Outcomes:

By the end of Upper Primary, the learner should be able to:

1. Perform physical and health activities for enjoyment, survival and self-actualization.
2. Utilise knowledge, skills and values acquired through involvement in Physical and Health Education for safety.
3. Apply knowledge of health and skill fitness principles to make responsible and informed choices for a functional life.
4. Improvise a variety of play equipment and use tactical and social skills in outdoor experiences for existence and personal development.
5. Acquire a variety of developmentally appropriate movement experiences within the social, cultural, national and international context.
6. Exhibit inter and intra personal responsible social behaviors that respect self and others in social settings.
7. Appreciate physical activities for recreational and positive use of leisure.

Athletics: Track events 11 Lessons

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 ATHLETICS	1.1 Track events: Bunch start 3 Lessons	By the end of the Sub Strand, the learner should be able to: a) perform the Bunch start technique in sprints b) practise the “on your marks” “set” and “Go” using the Bunch start technique explain the importance of ‘spirit of sports value’ dedication and commitment during games and sports c) play games for fun and enjoyment d) appreciate and use the Bunch start technique in sprints	The learner is guided individually, in pairs or in groups to: ▪ use digital devices and watch video clips on Bunch start technique in sprints. Observe the body alignment during “On your marks” and “Set” ▪ demonstrate the Bunch start technique in sprints ▪ practise “on your marks” “set” and then “Go” using the Bunch start technique in sprints ▪ discuss the importance of ‘spirit of sports value’ dedication and commitment during games and sports ▪ Play games and observe the ‘Spirit of Sports Value’ fair play	1. Why is it important to observe the body alignment during sprint starts? 2. How can a team display ‘spirit of sports value’ dedication and commitment during games and sports?

<p>1.0 ATHLETICS</p>	<p>1.2 Track events: Drop finish technique</p> <p>2 Lessons</p>	<p>By the end of the Sub Strans, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify the parts of the body that finish the race when using the Drop finish technique b) use drills to practise the Drop finish technique in finishing the race c) play games that involve racing and develop the value love for each other appreciate the Drop finish technique in finishing a race 	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> ▪ use the digital devices to watch a race and observe the part of the body used when finishing a race using the Drop finish technique ▪ demonstrate the Drop finish technique and get feedback from the teacher ▪ practise the Drop finish technique and give each other feedback ▪ play games that involve racing, observe safety and display the value of love 	<p>How can the value of love be displayed by a team during games and sports?</p>
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<p>1.0 ATHLETICS</p>	<p>1.3 Track events: Shoulder Shrug technique</p> <p>2 lessons</p>	<p>By the end of the Sub Strans, the learner should be able to:</p> <ol style="list-style-type: none"> identify the parts of the body that finish the race when using the Shoulder Shrug technique use drills to practise the Shoulder Shrug technique in finishing races play racing games for fun and enhance the value of integrity embrace the use of Shoulder Shrug technique in finishing a race 	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> ▪ use the digital devices to watch a race and observe the Shoulder Shrug finishing technique in races ▪ demonstrate the Shoulder Shrug finishing technique and get feedback from the teacher ▪ practise the Shoulder Shrug technique and give each other feedback ▪ use drills to practise the Shoulder Shrug technique ▪ discuss how integrity can be displayed during sports competitions ▪ play games and have fun 	<ol style="list-style-type: none"> Which of the two techniques, the Shoulder Shrug and the Drop finish is easier to use? Give reasons. Why is integrity important during games and sports?
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<p>1.0 ATHLETICS</p>	<p>1. 4 Track events: Non visual method Baton exchange</p> <p>4 Lessons</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) explain the term non-visual baton exchange method in relays b) draw the hand depiction of the non- visual down sweep baton exchange method 	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> ▪ explore the internet to find out what the non-visual baton exchange method means and observe the hand placement ▪ use digital devices to watch video clips on the non-visual baton exchange down sweep method and observe the a race taking place wher the runners use the method 	<ol style="list-style-type: none"> 1. Which games could be played to practise the non-visual baton exchange down sweep method? 2. How can the value character and education be displayed during games and sports?
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		<p>c) perform the baton grip for non-visual baton exchange down sweep method</p> <p>d) perform the stance for the outgoing runner in readiness for the baton</p> <p>e) perform the non-visual baton exchange down sweep method for skill development</p> <p>f) create drills to practise the non-visual baton exchange down sweep method in relays</p> <p>g) observe safety when playing games using the non-visual baton exchange down sweep to avoid accidents</p> <p>h) plays games using the non-visual baton exchange down sweep method in relays and develop the ‘spirit of sports value’ character and education.</p>	<ul style="list-style-type: none"> ▪ draw depiction of the non-visual baton exchange down sweep method ▪ demonstrate the non-visual baton exchange down sweep method and get feedback from the teacher ▪ practise the non-visual baton exchange down sweep method and give each other feedback ▪ use drills to practise the non-visual baton exchange down sweep method ▪ discuss the safety measures to be observed when playing games using the non-visual baton exchange down sweep method ▪ discuss the importance of the value character and education for a sportsperson ▪ playing games using the non-visual baton exchange down sweep method and observe rules 	
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Core Competences to be developed

- **Digital literacy:** as learners interact with technology in recording performance using digital devices
- **Critical thinking and problem solving:** as the learners observe rules and maintain safety

Link to PCI's

- **Health education:** as learners interact in different skills/areas
- **self-awareness:** as learners identify body parts and position used in the performance of drop technique and shoulder shrug in finishing races

Link to Values

- **'Spirit of sports value'-character and education:** as the learner collaborates with a team to plays games using the non-visual baton exchange down sweep method
- **Integrity:** as the learners discuss how integrity can be displayed during sports competitions
- **Respect:** as the learners discuss the importance of respect for each other in class and for other teams during sports competitions
- **Spirit of sports value' - dedication and commitment:** as the learners discuss the importance of 'spirit of sports value' dedication and commitment during games and sports

Link to other subjects

- **Mathematics:** as the learner take measurements strides between hurdles
- **Languages:** as the learner discuss in groups and use clear language while expressing themselves
- **Science and technology:** as the learner manipulate the digital devices to explore the internet and find out what the non-visual baton exchange method means

Suggested Community Service-Learning Activities: as the learner plays games with sibling and friends at home using the non-visual baton exchange down sweep method

Suggested Assessment Rubric for Athletics Track Events

Indicator \ Level	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Skill acquisition (cognitive) <ul style="list-style-type: none"> ▪ Bunch starts in races ▪ Drop finish technique ▪ Shoulder Shrug finishing technique ▪ Non visual baton exchange 	The learner demonstrates excellent ability in skill performance and volunteers to assist others.	The demonstrates good ability in skill performance	The learner demonstrates some ability in skill performance	The learner has limited ability to perform skill without assistance
Sportsmanship Attitude/ values	The learner displays exemplary Sportsmanship behavior and exhibits genuine concern for others	The learner displays good sportsmanship behavior and exhibits concern for others	The learner displays some sportsmanship like behavior and exhibits little concern for others	The learner displays limited sportsmanship like behavior and exhibits no concern for others
Safety and application of rules	The learner is always stay on task, participates safely, encourages others to be safe and follows instructions.	The learner stay on task, participates safely and follows instructions.	The learner is occasionally on task and needs prompting to observe safety	Constantly needs supervision to be on task and to observe safety.

Field Events: High Jump 6 Lessons

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 ATHLETICS	1.5 Field Event: Facility and equipment in High jump 3 Lessons	By the end of the Sub Strand, the learner should be able to: a) state the equipment used in high jump b) familiarize with the high jump facility c) observe safety measures during high jump d) play games that involve jumping for enjoyment	The learner is guided individually, in pairs or in groups to: ▪ use digital devices to watch video clips on school high jump event and observe the equipment in the event (tape measure, horizontal bar, uprights) ▪ use digital devices to watch video clips on school high jump event and observe the facility ▪ practise walking on the run way in readiness for a jump ▪ discuss the safety measures to be observed during high jump	How can High jump be applied in real life?

1.0 ATHLETICS	1.6 Scissor technique in High jump 3 Lessons	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none"> a) perform the run, take off and flight using the scissor technique in high jump b) use drills to practise the Scissor technique in high jump c) observe the high jump rules when using the scissor technique 	The learner is guided individually, in pairs or in groups to: <ul style="list-style-type: none"> ▪ use digital devices to watch a video clips on the scissor technique in high jump and observe the run, the take-off, the flight and landing ▪ demonstrate the run, take off and flight and get feedback from the teacher ▪ practise the run, take off and flight and give each other feedback 	<ol style="list-style-type: none"> 1. What style do you use to jump over obstacles on the ground in daily life? 2. Which ways can be used to cope with stress in daily life?
1.0 ATHLETICS		<ul style="list-style-type: none"> d) play games for enjoyment and develop the Self-Management Skills of coping with coping with stress e) desire to represent the school in high jump competitions 	<ul style="list-style-type: none"> ▪ use drills to practise the scissor technique in high jump and give each other feedback ▪ discuss the various ways of coping with stress during games and sports and in daily life ▪ play games for enjoyment and observe safety 	
Core Competences to be developed <ul style="list-style-type: none"> ▪ Digital literacy: as learners interact with technology learner ▪ Self-efficacy: as the learner demonstrates the scissor technique ▪ Citizenship: as the learner use the checklist to give each other feedback when practicing the run, the take-off, the flight and the landing and when play games for enjoyment 				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> ▪ Coping with stress: as learners discuss the various ways of coping with stress during games and sports and in daily life ▪ Social justice: as learner correct each other performance and provide feedback 				

- **Link to Values**
- **Unity:** as learners compete in teams
- **Integrity:** as learners participate in competitions without cheating
- **Respect:** as learners observe rules and regulations of play

Link to other subjects

- **Mathematics:** as learners take measurements and keep records
- **Science and technology:** as the learner manipulate the digital devices to watch video clips to learn

Suggested Community Service-Learning Activities: as the learner join community organised athletic activities

Suggested Assessment Rubric for High Jump

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Skill acquisition (cognitive) <ul style="list-style-type: none"> ▪ Scissor technique in high jump. 	The learner demonstrates excellent ability in skill performance and volunteers to assist others.	The learner demonstrates good ability in skill performance.	The learner demonstrates some ability in skill performance.	The learner has limited ability to perform skill without assistance.
Sportsmanship Attitude/ values	The learner displays exemplary Sportsmanship behavior and exhibits genuine concern for others.	The learner displays good sportsmanship behavior and exhibits concern for others.	The learner displays some sportsmanship like behavior and exhibits little concern for others.	The learner displays limited sportsmanship like behavior and exhibits no concern for others.
Safety and application of rules	The learner is always stay on task, participates safely, encourages others to be safe and follows instructions.	The learner is stay on task, participates safely and follows instructions.	The learner is occasionally on task and needs prompting to observe safety.	The learner constantly needs supervision to be on task and to observe safety.

Field Events: Javelin and Shot Put 10 Lessons

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 ATHLETICS	1.7 Field Events: Equipment and the sector in Standing javelin 2 Lesson	By the end of the Sub Strand, the learner should be able to: a) familiarise with the javelin sector for orientation b) identify the various parts of the javelin implement for correct grip c) observe safety when throwing the javelin d) play games that involve the overhand throw for enjoyment.	The learner is guided individually, in pairs or in groups to: ▪ use digital devices to watch video clips or pictures of the javelin sector and the implement and observe, the landing sector, throwing arc and the run way. ▪ observe pictures of the javelin implement and observe the various parts such as the head, shaft, and the grip. ▪ discuss the safety measures that should be observed by the javelin thrower, when throwing the javelin. ▪ play games for fun and enjoyment.	Which locally available materials may be used to make the javelin implement?

<p>1.0 ATHLETICS</p>	<p>1.8 Field events: Phases of Standing javelin</p> <p>3 Lesson</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> perform the stance, grip and carriage in javelin use drills to practise the grip and carriage for skill masterly observe rules when practising javelin skills for safety appreciate throwing the javelin using the standing javelin technique. 	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> ▪ use digital devices to watch a video clips on the javelin throw and observe Finish grip, carriage and stance. ▪ demonstrate the Finish grip, carriage and stance and get feedback from the teacher. ▪ practise the Finish grip, carriage and stance and give each other feedback. ▪ use drills to practise the Finish grip, carriage and stance. ▪ observe rules when practising the grip, carriage and stance in javelin. ▪ play games for fun and enjoyment. ▪ appreciate javelin skills in everyday life. 	<p>How can javelin skills be useful in everyday day life?</p>
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1.0 Athletics	1.9 Field events: release and the recovery in Standing javelin 1 Lesson	By the end of the Sub Strand, the learner should be able to: a) perform the release and the recovery in Standing javelin b) use drills to practise the release and recovery in javelin for development c) enjoy playing games that involve throwing to enhance the throw in javelin.	The learner is guided individually, in pairs or in groups to: ▪ use digital devices to watch video clips on standing javelin and observe the release and the recovery. ▪ demonstrate the release and recovery and get feedback from the teacher. ▪ use drills to practise the release and recovery in javelin and give each other feedback. ▪ play games that involve throwing.	Which other parts of the body are involved in throwing the javelin, other than the hands?
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1.0 Athletics	1.10 Field events: Sector and Equipment. In Standing Shot put 1 Lesson	By the end of the Sub Strand, the learner should be able to: a) identify the shot-put sector and the shot for familiarisation. b) identify the appropriate shot weight for ages nine to twelve. c) observe safety when putting the shot to avoid accidents d) play modified games for enjoyment.	The learner is guided individually, in pairs and in groups to: ▪ manipulate digital devices and watch video clips of the shot-put sector and the shot or provided, photographs or diagrams ▪ discuss the safety measures that a person putting the shot should observe ▪ play games for fun and enjoyment.	What is the difference between the discus throw sector and the shot-put sector?
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1.0 Athletics	1.11 Field events: Phases in Standing Shot put 3 Lessons	By the end of the Sub-Strand, the learner should be able to: a) performing the stance, grip, release and recovery for skill development b) design drills to practise the stance, grip, release and recovery and develop the competence of Creativity and Innovation c) play conditioned games using the shot for friendship formation.	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ use digital devices to watch video clips on putting the shot and observe the stance, grip, release and recovery. ▪ demonstrate the stance, grip, release and recovery in putting the shot and get feedback from the teacher. ▪ use drills to practise the stance, grip, release and recovery in putting the shot and give each other feedback while developing the competence of Creativity and Innovation. ▪ play conditioned games using the shot. 	What aspect of health-related fitness components are developed by putting the shot?
Core Competencies to be developed <ul style="list-style-type: none"> ▪ Digital literacy: as the learners manipulates digital devices to familiarize with the shot-put sector and the shot. ▪ Creativity and Innovation: as the learner design and use drills to practise the stance, grip, release and recovery in standing shot put 				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> ▪ Safety and security: as learners observe safety when putting the shot to avoid injuries. ▪ Friendship formation- as the learners play conditioned games using the shot. 				

Link to Values

Responsibility: as the learner observes rules to avoid accidents when putting the shot.

Spirit of Sports Value - Honesty and fair play: as the learner observe rules during participation in conditioned games.

Link to other subjects

- **Mathematics:** when measuring, calculating and keeping records of distances thrown.
- **Languages:** as learner give the peers feedback when practicing to put the shot.
- **Science and technology:** as learner manipulate the digital devices to watch video clips on shot put and the shot.

Suggested Community Service- Learning Activities: as the learner joins the community members to participate in community organized athletic events.

Suggested Assessment Rubric for Athletics Field Events Shot put

Level Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Skill acquisition (cognitive) <ul style="list-style-type: none"> ▪ Stance. ▪ Grip. ▪ Release. ▪ Recovery 	The learner is able to excellently demonstrate the ability to perform the stance, grip, release and recovery and volunteers to assist others.	The learner is able to demonstrate the ability to perform the stance, grip, release and recovery.	The learner attempts the stance, grip, release and recovery in putting the shot with some assistance.	The learner struggles in the acquisition of stance, grip, release and recovery in putting the shot even with assistance.
Sportsmanship Attitude/ values	The learner has excellent relationships with peers and is cooperative in group activities.	The learner has positive relationships with peers and is cooperative in group activities.	The learner has some relationship with peers and cooperates minimally in group activities.	The learner has no relationship with peers and is uncooperative in group activities.
Safety and application of rules	The learner always stay on task, participates safely, encourages others to be safe and follows instructions.	The learner stay on task, participates safely and follows instructions.	The learner needs occasional prompting to stay on task and to observe safety.	The learner needs constant prompting to be on task and to observe safety.

Jump Rope 5 Lessons

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Inquiry Question
2.0 ROPE WORK	2.1 Jump Rope: Wounded duck 1 Lesson	By the end of the SubStrand, the learner should be able to: <ol style="list-style-type: none"> a) perform the Wounded duck technique in skipping and develop the self-management skill of self-esteem b) design drills to practise the Wounded duck technique c) observe safety when practicing the Wounded duck technique d) desire to jump rope for physical fitness. 	The learner is guided individually, in pairs or in groups to: <ul style="list-style-type: none"> • use digital devices to watch video clips on the Wounded duck technique • Practise the Wounded duck technique and stay on the balls of the feet • practise the Wounded duck technique and get feedback from the teacher • use drills to practise the Wounded duck technique and give each other feedback 	Which advice should be given to a friend complaining of being unfit?

<p>2.0 ROPE WORK</p>	<p>2.2 Swing kick</p> <p>1 Lesson</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) perform the Swing kick technique for skill development b) use drills to practise the Swing kick technique for skill acquisition c) design and display a skipping technique to develop the competence of creativity and innovation d) observe safety when practicing the Swing kick technique for own and others safety e) embrace jumping rope for self-esteem 	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> ▪ use digital devices to watch video clips on the Swing kick technique ▪ practise the Swing kick technique and stay on the balls of the feet ▪ use drill to practise the Swing kick technique and get feedback from the teacher ▪ come up with a skipping style and display to peers ▪ discuss the safety measures to be observed when practicing the swing kick technique 	<p>What values are needed to make partner work successful?</p>
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2.0 Rope work	2.3 partner work 3 Lessons	By the end of the Sub Strand, the learner should be able to: a) perform partner work, face to face, back to back and side to side in rope skipping b) observe safety when practicing partner work in rope skipping c) embrace jumping rope for friendship formation	The learner is guided individually or in groups to: ▪ use digital devices to watch video clips on partner work in rope skipping ▪ demonstrate jumping rope with a partner face to face, back to back and side to side and feedback from the teacher ▪ discuss the safety measures to observe when practicing partner work in rope skipping	Which life style diseases can be avoided through skipping rope?
Core Competences to be developed <ul style="list-style-type: none"> ▪ Digital literacy: as the learner manipulate the digital devises to watch video clips on partner work in rope skipping ▪ Communication and Collaboration: as the learner interacts with others to practise skipping skills ▪ Critical thinking and problem solving: as learner design and display skipping technique 				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> ▪ Safety and security: as learner observe safety measures when skipping rope ▪ Health issues in education: as learners jump rope to maintain physical fitness 				
Link to Values: <ul style="list-style-type: none"> ▪ Respect: as learners watch video clips together and discus while respecting each other’s views ▪ Unity: as the learner perform partner work 				
Link to other Subjects <ul style="list-style-type: none"> ▪ Languages: as learners discuss in groups and give each other feedback ▪ Science and technology: as the learner manipulate the digital devices to watch video clips 				
Suggested Community Service- Learning Activities: as the learner teaches siblings and friends at home about jump rope skills.				

Suggested Assessment Rubric for Rope Work

Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Skill acquisition (cognitive) <ul style="list-style-type: none"> ▪ Wounded duck ▪ Swing kick ▪ partner work 	The learner demonstrates the ability to; perform the Wounded duck, Swing kick and Partner work and volunteers to assist others.	The learner demonstrates the ability to; perform the Wounded duck, Swing kick and Partner work.	The learner demonstrates the ability to; perform the Wounded duck, Swing kick and Partner work with assistance.	The learner is able to perform the Wounded duck, Swing kick and Partner work with a lot of assistance.
Sportsmanship Attitude/ values	The learner displays exemplary Sportsmanship behavior and exhibits genuine concern for others.	The learner displays good sportsmanship behavior and exhibits concern for others	The learner displays some sportsmanship like behavior and exhibits little concern for others	The learner displays no sportsmanship like behavior and exhibits no concern for others
Safety and application of rules	The learner always stay on task, participates safely, encourages others to be safe and follows instructions.	The learner stay on task, participates safely and follows instructions.	The learner occasionally on task and needs prompting to observe safety	The learner constantly needs supervision to be on task and to observe safety.

Ball Games: Soccer 8 Lessons

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 BALL GAMES	3.1 Soccer: Trapping - the Thigh 3 lessons	By the end of the Sub Strand, the learner should be able to: a) identify the parts of the body used for thigh trap in soccer b) perform thigh trap in soccer for skill development c) design drills to practise the thigh trap for ball control d) observe safety measures when practicing the thigh trap in soccer e) enjoy playing modified soccer games for peaceful coexistence	The learner is guided individually, in pairs or in groups to: ▪ use digital media to watch video clips on the thigh trap in soccer and observe the placement of the thigh when trapping ▪ demonstrate the thigh trap and get feedback from the teacher ▪ use drills to practise the thigh trap and give each other feedback ▪ discuss the safety measures that need to be observed when trapping the ball in soccer using the thigh ▪ discuss how playing soccer games together creates peaceful coexistence	1. How can games and sports be used to foster regional peace in East Africa? 2. What role does regional peace play in individual economic development?

<p>3.0 BALL GAMES</p>	<p>3.2 Soccer: Trapping - Chest</p> <p>3 Lessons</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) perform the chest trap in soccer for skill development</p> <p>b) design drills to practise the chest trap for ball control</p> <p>c) observe safety when trapping the ball using the chest in soccer</p> <p>appreciate teamwork for winning during games and sports.</p>	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> ▪ use digital devices to watch video clips on chest trap and observe the positioning of the chest as the ball makes contact ▪ demonstrate the chest trap and get feedback from the teacher ▪ discuss the role of teamwork in the school and during games and sports ▪ discuss the safety measures to be observed when trapping the ball using the chest in soccer 	<p>Why is teamwork important in a family?</p>
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3.0 BALL GAMES	3.3 Soccer: Trapping -Sole of the foot 1 Lessons	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) perform trapping the ball using the sole of the foot for skill development b) design and use drills to practise trapping the ball using the sole of the foot for ball control c) observe safety measures when trapping the ball using the sole of the foot in soccer d) enjoy playing modified soccer games during leisure time 	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ use digital devices to watch video clips on trapping the ball using the sole of the foot and observe the placement of the foot as the ball makes contact ▪ demonstrate trapping the ball using the sole of the foot and get feedback from the teacher ▪ practise trapping the ball using the sole of the foot and give each other feedback ▪ come up with drills and use them to practise trapping the ball using the sole of the foot and give each other feedback ▪ discuss the safety measures to be observed when trapping the ball using the sole of the foot in soccer 	Why is it important to learn conflict resolution and negotiation skills?
Core competences to be developed <ul style="list-style-type: none"> ▪ Digital literacy: as the learner manipulates digital devices to watch video clips on trapping in soccer ▪ Self-efficacy: as the learner design drills for practicing trapping the ball in soccer 				

Link to Pertinent and Contemporary Issues

- **Safety and security:** as the learner observe safety rules to avoid injuring when trapping the ball using the sole of the foot
- **Self-esteem:** as the learners come up with drills and use them to practise trapping the ball using the sole of the foot and give each other feedback

Link to Values

- **‘Spirit of sports value’ teamwork:** as the learners discuss the role of teamwork in the school and during games and sports
- **Peace:** as the learners discuss how playing soccer games together creates peaceful coexistence

Link to other subjects

- **Languages:** as learners discuss and share views on appropriate drills for trapping
- **Science and technology:** as the learner manipulate the digital devices to watch video clips on trapping

Suggested Community Service-Learning Activities: Volunteer during community sports competitions

Suggested Assessment Rubric for Soccer Trapping

Level Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Skill acquisition (cognitive) <ul style="list-style-type: none"> ▪ Thigh trap ▪ Chest trap ▪ Sole trap ▪ Inside of the foot trap. 	The learner demonstrates excellent ability in trapping the ball in soccer using the thigh, chest, sole and inside of the foot and volunteers to assist others.	The learner demonstrates the ability to trap the ball in soccer using the thigh, chest, sole and inside of the foot.	The learner demonstrates some ability in trapping the ball in soccer using the thigh, chest, sole and inside of the foot.	The learner demonstrates limited ability in trapping the ball in soccer using the thigh, chest, sole and inside of the foot.
Sportsmanship Attitude/ values	The learner displays exemplary sportsmanship behavior and exhibits genuine concern for others.	The learner displays good sportsmanship behavior and exhibits concern for others.	The learner displays some sportsmanship like behavior and exhibits little concern for others.	The learner displays no sportsmanship like behavior and exhibits no concern for others.

Safety and application of rules	The learner always stay on task, participates safely, encourages others to be safe and follows instructions.	The learner stay on task, participates safely and follows instructions.	The learner occasionally stays on task and needs prompting to observe safety.	The learner constantly needs supervision to be on task and to observe safety.
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Volleyball 6 Lessons

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 BALL GAMES	3.1 Volleyball: Single hand dig pass 2 Lessons	By the end of the Sub Strand, the learner should be able to: a) perform the single hand dig pass for ball control b) design and drills to practise the single hand dig pass c) play games using the single hand dig pass in volleyball d) observe safety when playing games using the single hand dig pass e) enjoy playing volley games during leisure time	The learner is guided individually, in pairs or in groups to: <ul style="list-style-type: none"> ▪ manipulate digital devices to watch a volleyball game and observe the single hand dig pass. ▪ demonstrate the single hand dig pass in volleyball and get feedback from the teacher ▪ use drills to practise the single hand dig pass and give each other feedback. ▪ discuss safety measures to be observed when playing games using the single hand dig pass. 	How can the volley be used in everyday life?

<p>3.0 BALL GAMES</p>	<p>3.2 Volleyball: Over arm serve</p> <p>1 Lesson</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) perform the Over arm serve for skill development b) use drills to practise the Over arm serve for ball control c) observe safety when playing conditioned games using the Over arm serve d) Play conditioned games using the Over arm serve for enjoyment 	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> ▪ use digital devices to watch a volleyball game and observe the Over arm serve. ▪ demonstrate the Over arm serve pass and get feedback from the teacher. ▪ Use drills to practise the Over arm serve pass and give each other feedback. ▪ discuss the safety measures that a player should observe when playing conditioned games. 	<p>How is over arm useful in everyday life?</p>
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3.0 BALL GAMES	3.3 Volleyball: Minor games and basic rules 3 Lessons	By the end of the Sub Strand, the learner should be able to: a) play minor games in volleyball and apply rules b) design and play minor games in volleyball c) embrace playing volleyball during leisure and enhance Social cohesion	The learner is guided individually or in groups to: ▪ discuss rules to be observed when playing minor games in volleyball. ▪ play minor volleyball games and observe rules ▪ design minor games in volleyball and play with friends.	Where can the volleyball be played during school holidays?
Core Competencies to be developed <ul style="list-style-type: none"> ▪ Digital literacy: as the learner manipulate digital devices to watch a volleyball game and observe the single hand dig pass. ▪ Creativity and imagination: as the learner design and play games. 				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> ▪ Health education: as learner practise various activities for fitness. ▪ Social cohesion: design minor games in volleyball and play with friends. 				
Link to Values <ul style="list-style-type: none"> ▪ Unity: as learners appreciate that they can win and lose as teams. ▪ Responsibility: as learners attend practices and help peers in practices. ▪ Respect: as learners field drills and observe rules. 				
Link to other subjects <ul style="list-style-type: none"> ▪ Languages: Science and technology: as learner manipulate digital devices to watch a volleyball game and observe the single hand dig pass ▪ Science and technology: as learners identify body parts and use them in throwing and catching. 				
Suggested Community Service-Learning Activities: as the learner joins the community members to play volley in clubs or during the weekend				

Suggested Assessment Rubric: Ball Games: Volleyball

Level Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Skill acquisition (cognitive) <ul style="list-style-type: none"> ▪ Single hand dig pass. ▪ Over arm serve. 	The learner demonstrates excellent ability in the performance of Single hand dig pass and the Over arm serve and volunteers to assist others.	The learner demonstrates ability in the performance of Single hand dig pass and Over arm serve.	The learner demonstrates some ability in the performance of Single hand dig pass and Over arm serve.	The learner has limited ability in performing the Single hand dig pass and Over arm serve with assistance
Sportsmanship Attitude/ values	The learner displays exemplary Sportsmanship behavior and exhibits genuine concern for others.	The learner displays sportsmanship behavior and exhibits concern for others.	The learner displays some sportsmanship like behavior and exhibits little concern for others.	The learner displays no sportsmanship like behavior and exhibits no concern for others.
Safety and application of rules	The learner always stay on task, participates safely, encourages others to be safe and follows instructions.	The learner stay on task, participates safely and follows instructions.	The learner needs some prompting to stay on task and observe safety	The learner constantly needs supervision to be on task and to observe safety.

Ball Games - Handball 9 Lessons

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 BALL GAMES	3.4 Handball 2 Lessons	By the end of the Sub Strand, the learner should be able to: a) familiarize with the handball court for orientation b) position players on the Handball court before the start of game c) observe safety while playing minor games to avoid accidents d) play minor Handball games for enjoyment e) appreciate a Handball court as a community recreational facility	The learner is guided individually, in pairs or in groups to: <ul style="list-style-type: none"> ▪ manipulate digital devices, pictures, photographs or diagrams of the Handball court and the ball. Observe the the different sections of the Handball court ▪ draw the handball court and position players before the start of game ▪ discuss the safety measures a player needs to observe when playing Handball ▪ play minor Handball games and use an age appropriate ball 	Which other court has a close resemblance to the Handball court?

<p>3.0 BALL GAMES</p>	<p>3.5 Handball: Ball handling activities</p> <p>1 Lessons</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) manipulate the handball ball for familiarity b) perform ball handling activities with an age appropriate handball ball c) design drills to practise ball handling in Handball d) play games using balls for fun 	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> ▪ Use a Handball ball to; <ul style="list-style-type: none"> - throw the ball up and catch with one and two hands. Do not cradle the ball against the body. - drop and catch before it bounces twice - in pairs pass and receive 	<p>Why is it important to play ball handling activities?</p>
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<p>3.0 BALL GAMES</p>	<p>3.7 Catching /receiving technique in Handball</p> <p>2 Lessons</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) draw the picture of the ‘W’ hand formation when receiving the ball b) perform passing and receiving activities for skill development c) receive high and low passes with two hands d) design drills for practice receiving high and low balls e) play minor games that involve passing and receiving high and low balls f) appreciate passing and receiving as an essential technical elements Handball 	<p>The learner is guided individually, in pairs and in groups to:</p> <ul style="list-style-type: none"> ▪ use the library and other sources of information to learn how to form the ‘W’ hand position when receiving the ball ▪ practise ball handling activities for passing and receiving such as ball-hand-eye coordination ▪ demonstrate receiving the ball with two hands and get feedback from the teacher ▪ practise receiving the ball with two hands and give each other feedback ▪ use drills to practise passing and receiving and give each other feedback with respect ▪ play minor handball games and forge unity as a team 	<p>Why does catching and receiving play a key role in a Handball game?</p>
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<p>3.0 BALL GAMES</p>	<p>3.7 Dribbling in Handball</p> <p>2 Lessons</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> dribble in handball for skill development design drills to practise the dribble in handball observe precautions when performing the dribble for own and others safety play minor handball games using the dribble for enjoyment 	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> ▪ use digital devices to watch video clips on handball game and observe the dribble ▪ individually perform ball handling activities using the dribble ▪ practice dribbling by; <ul style="list-style-type: none"> - dribbling around the body - dribbling around and over obstacles - dribbling while running - dribbling on straight lines - dribbling in a limited area without colliding - dribbling forward, backward and sideward according to visual signs - dribbling while jumping up and down - dribbling with one hand while stationed in one place. - dribble continuously in own space. ▪ discuss the precaution measures that need to be observed when practicing the dribble ▪ come with enjoyable games that incorporate the dribble 	<ol style="list-style-type: none"> When is the dribble useful in handball? Which other game uses hand dribbling?
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	3.10 Tackling and blocking 2 lessons	By the end of the Sub Strand, the learner should be able to: a) explain the terms tackling and blocking in handball b) perform Tackling and blocking for skill acquisition c) design drills to practise tackling and blocking in handball d) play minor games for enjoyment e) desire to play handball for the school	The learner is guided individually or in groups to: ▪ watch video clips of the handball game and observe tackling and blocking ▪ use the digital media and other sources of information to find out the meaning of the terms tackling blocking in Handball ▪ demonstrate tackling and blocking in Handball and get feedback from the teacher ▪ use drills to practise tackling and blocking in Handball ▪ play minor handball games and practise tackling blocking	1. Why is feedback important in the learning process 2. What consideration would a player make when deciding to tackle or block during a game?
Core Competences to be developed <ul style="list-style-type: none"> ▪ Digital Literacy: as the learner manipulates digital devices to watch video clips on handball skills. ▪ Creativity and imagination: as the learner design appropriate drills for use in practicing handball skills. ▪ Self-efficacy: as the learner joins peer to play games and attempts scoring using the standing shot. 				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> ▪ Social cohesion as the learner joins other to play games ▪ Health education: as learners practise various activities for physical fitness 				
Link to Values <ul style="list-style-type: none"> ▪ Unity: as learner interacts with others to play a game ▪ Respect: as learners gives peer feedback 				

Link to other subjects

- **Languages:** as the learner watches video clips with peer, discuss and share views
- **Science and technology:** as the learner watches video clips with peer to learn handball skills
- **Religious Education:** as learners appreciate each other's performance

Suggested Community Service-Learning Activities: Form clubs in the community where they teach their peers handball skills

Suggested Assessment Rubric for Handball

Indicator	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Skill acquisition (cognitive) Facility and positioning, Ball handling activities, Passing, Catching / receiving technique, Dribbling in Handball, standing shot, Goal keeping and Tackling and blocking	The learner demonstrates excellent ability in the acquisition of all the skills and volunteers to assist others.	The learner is able to perform the skills.	The learner is able to perform seven out of the nine skills.	The learner is able to perform four of the of the nine skills.
Sportsmanship Attitude/ values	The learner displays exemplary Sportsmanship behavior and exhibits genuine concern for others.	The learner displays good sportsmanship behavior and exhibits concern for others	The learner displays some sportsmanship like behavior and exhibits little concern for others	The learner displays no sportsmanship like behavior and exhibits no concern for others
Safety and application of rules	The learner always stay on task, participates safely, encourages others to be safe and follows instructions.	The learner stay on task, participates safely and follows instructions.	The learner occasionally stays on task and needs prompting to observe safety	The learner constantly needs supervision to be on task and to observe safety.

Ball Games – Netball 8 Lessons

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 BALL GAMES	3.1 Netball: Facility, Equipment, and Positioning of players 2 Lessons	By the end of the Sub-Strand, the learner should be able to: a) explain the equipment that is used in a Netball game b) draw the Netball facility for court orientation c) position the players on a Netball court before start of game. d) enjoy playing a minor Netball game	The learner is guided individually, in pairs or in groups to: ▪ manipulate digital devices and observe photographs, pictures and diagrams of a Netball court and equipment. ▪ download or use provided pictures, sketches of the Netball court to draw a Netball court ▪ use the drawn Netball court to position players before start of game. ▪ watch video devices to observe the specific positions that Netball players have to play in at the start of game; Center (C), Goal Keeper (GK), Goal Defender (GD), Goal Attack (GA), Goal Shooter (GS), Wing Defender (WD), Wing Attack (WA)	What other game uses skills found in Netball?

<p>3.0 BALL GAMES</p>	<p>3. 2 Netball: Shoulder Pass in</p> <p>2 Lessons</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) perform the shoulder pass in Netball for skill development b) create drills to practise the shoulder pass for skill mastery c) observe safety when playing netball to avoid injuries d) Play games for enjoyment 	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> ▪ use digital devices to watch video clips on a Netball game and observe the shoulder pass. ▪ demonstrate the shoulder pass and get feedback from the teacher. ▪ use drills to practise the shoulder pass and give each other feedback. ▪ observe safety when playing Netball games 	<p>How is shoulder pass helpful in everyday life?</p>
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<p>3.0 BALL GAMES</p>	<p>3. 3 Netball: Lop pass</p> <p>2 Lessons</p>	<p>By the end of the Sub-Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) perform the lop pass for skill development b) create drills to practise the lop pass c) observe safety when practicing and playing games to avoid accidents d) play games for enjoyment 	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> ▪ use digital devices to watch video clips on netball game and observe the lop pass. ▪ demonstrate the lop pass and get feedback from the teacher. ▪ use drill to practise the shoulder pass and give each other feedback. ▪ observe safety when playing games and use the shoulder pass. 	<p>Where can the lop pass be used in everyday life?</p>
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<p>3.0 BALL GAMES</p>	<p>3. 4 Netball: Marking.</p> <p>2 Lessons</p>	<p>By the end of the Sub-Strand the learner should be able to:</p> <ul style="list-style-type: none"> a) explain the meaning of the term marking as used in Netball b) perform marking for skill acquisition c) design drills to practise marking and enhance respect for self and others d) play games for fun and social cohesion e) appreciate marking as a defensive skill in Netball. 	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> ▪ brainstorm on the meaning of the term “marking”. ▪ demonstrate marking an opponent on the court and get feedback from the teacher. ▪ use drills to practise marking an opponent. ▪ play a modified Netball game and mark an opponent: <p>Half Court Games</p> <ul style="list-style-type: none"> ▪ players use just half of the netball court ▪ Team A defensive (GA, WA, C, GS) ▪ Team B offensive (GA, WA, C, GS) ▪ The offensive and defensive teams swap bibs after five minutes. After ten minutes another set of new teams comes in so that all the learners have an opportunity to play. 	<ol style="list-style-type: none"> 1. Why is marking an important skill when defending in netball? 2. How can safety be guaranteed while marking in a netball game.
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Core competencies to be developed

- **Digital literacy:** the learners manipulate the digital devices to watch video clips.
- **Critical thinking and problem solving:** as the learner designs drills.
- **Communication and collaboration:** as the learner interact with others to play a game.

Link to Pertinent and Contemporary Issues

- **Safety:** the learner learn observe safety when practicing and playing games to avoid accidents
- **Social cohesion:** as the learner interacts with team mates during a game

Link to Values

- **Peace:** as learner collaborates with others during a game and in groups to practice Netball skills
- **Respect:** as the learner accommodates others during group work

Link to other subjects

- **Language:** as learners discuss in groups and give each other feedback.
- **Science and technology:** as the learner manipulate the digital devices to watch video clips to learn.

Suggested Community Service-Learning Activities: The learner joins the community members to play Kabaddi game

Suggested Assessment Rubric: Ball Games: Netball

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Skill acquisition (cognitive) <ul style="list-style-type: none"> ▪ Shoulder Pass ▪ Lop pass ▪ Marking 	The learner demonstrates excellent ability in the performance of shoulder pass, lop pass, marking and volunteers to assist others.	The learner demonstrates ability in the performance of shoulder pass, lop pass and marking	The learner demonstrates some ability in the performance of shoulder pass, lop pass and marking	The learner demonstrates limited ability in the performance of shoulder pass, lop pass and marking

Sportsmanship Attitude/ values	The learner displays exemplary Sportsmanship behavior and exhibits genuine concern for others.	The learner displays sportsmanship behavior and exhibits concern for others.	The learner displays some sportsmanship like behavior and exhibits little concern for others.	The learner displays no sportsmanship like behavior and exhibits no concern for others.
Safety and application of rules	The learner always stay on task, participates safely, encourages others to be safe and follows instructions.	The learner stay on task, participates safely and follows instructions.	The learner needs some prompting to stay on task and observe safety	The learner constantly needs supervision to be on task and to observe safety.

Softball 7 Lessons

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 BATTING GAME	4.1 Softball: Pitching figure 8 2 Lessons	By the end of the Sub-Strand, the learner should be able to: a) perform the figure 8 pitching technique for skill development. b) create drills to practise the figure 8 pitching technique c) observe safety when practicing the 8-pitching technique d) observe safety while playing minor games to avoid accidents e) play minor games for enjoyment.	The learner is guided individually, in pairs or in groups to: ▪ watch the video clips on softball and observe the figure 8 pitching technique. ▪ demonstrate the figure 8 pitching technique and get feedback from the teacher. ▪ use drills to practise the figure 8 pitching technique and give each other feedback. ▪ discuss the safety measures to be observed when playing ▪ collaborate with others and play softball games.	How can scores be recorded during a softball game?

<p>4.0 BATTING GAME</p>	<p>4.2 Softball: Bent knee slide.</p> <p>2 Lessons</p>	<p>By the end of the Sub-Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) perform the bent knee slide technique in softball for skill development. b) design and use drills to practise the bent knee sliding technique in softball for skill mastery. c) play conditioned softball games for enjoyment. 	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> ▪ use digital devices to watch video clips on softball and observe the bent knee slide technique. ▪ demonstrate the bent knee slide technique in softball and get feedback from the teacher. ▪ use drills to practise the bent knee slide technique in softball and give each other feedback. ▪ play conditioned softball games for enjoyment and observe safety. 	<p>What should a player consider when aiming to catch an aerial ball?</p>
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<p>4.0 BATTING GAME</p>	<p>4.3 Softball: Minor games</p> <p>3 Lessons</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> design minor softball games for skill mastery. play minor games for enjoyment. observe safety when playing minor games to avoid accidents. apply rules when playing softball games embrace playing softball for physical fitness 	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> ▪ watch video clips of softball games ▪ come up with minor games to enhance skill mastery such as; <p>The Batter The game is aimed at improving batting</p> <ul style="list-style-type: none"> - Four to six fielders stand in a line. - The Batter stands six metres in front of the fielders. - A fielder throws a ball to the batter. - The batter concentrates on short stride, swinging down on the ball and hitting it back to the fielders. <ul style="list-style-type: none"> ▪ discuss the rules that apply when playing softball ▪ discuss the safety measures to be observed by softball players 	<p>How is softball organized locally?</p>
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Core Competencies to be developed

- **Digital literacy:** as the learner manipulate the digital devices to watch video clips on softball games.
- **Creativity and Innovation:** as the learner designs and uses drills to practise softball games.

Link to Pertinent and Contemporary Issues

- **Health issues in education:** as learner joins others to practise softball skills.
- **Effective communication-** as the learner plays games with peers.

Link to Values

- **Unity:** as learner joins other to form teams and play softball games.
- **Responsibility:** as learner attends practice sessions and assists the peers.

Link to other Subjects:

- **Languages:** as learner joins a group to watch video clips and share their views.
- **Science and technology:** as learner manipulate the digital devices to watch video clips.

Suggested Community Service, Learning Activities: the learner joins a club in the community and teaches the peers softball skills.

Suggested Assessment Rubric for Softball

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Skill acquisition (cognitive) <ul style="list-style-type: none"> ▪ Pitching - figure 8 ▪ Bent knee slide 	The learner demonstrates excellent ability in performing pitching figure 8, bent knee slide and volunteers to assist others.	The learner demonstrates the ability to perform pitching figure and bent knee slide.	The learner demonstrates some ability in performing pitching figure 8 and bent knee slide.	The learner demonstrates limited ability in performing pitching figure 8 and bent knee slide.

Sportsmanship Attitude/ values	The learner displays exemplary Sportsmanship behavior and exhibits genuine concern for others.	The learner displays good sportsmanship behavior and exhibits concern for others.	The learner displays some sportsmanship like behavior and exhibits little concern for others.	The learner displays no sportsmanship like behavior and exhibits no concern for others.
Safety and application of rules	The learner always stay on task, participates safely, encourages others to be safe and follows instructions.	The learner stay on task, participates safely and follows instructions.	The learner occasionally stays on task and needs prompting to observe safety.	The learner constantly needs supervision to be on task and to observe safety.

Kabaddi Game 7 Lessons

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 CONTACT GAME	5.1 Kabaddi: Attacking skills. 3 Lessons	By the end of the Sub Strand, the learner should be able to: a) explain the term attack as used in Kabaddi game for understanding b) perform the Side-Kick, Front-kick and the Cross-kick to enhance attack in Kabaddi game c) design drills to practise the attack skills and enhance the competence of Creativity and innovation d) observe safety when playing Kabaddi game to avoid accidents e) play minor Kabaddi games for enjoyment and observe safety.	The learner is guided individually, in pairs or in groups to: <ul style="list-style-type: none"> ▪ use digital devices to assist in explaining the term attack. ▪ use the digital devices to take photographs of each other practicing the Side-Kick, Front-kick and the Cross-kick and display. ▪ demonstrate the Side-Kick, Front-kick, Cross-kick and get feedback from the teacher. ▪ come up with drills to practise the Side-Kick, Front-kick and Cross-kick and give each other feedback with respect. ▪ discuss the safety measures that need to be observed when playing Kabaddi game ▪ play conditioned Kabaddi games and observe safety. 	How can Kabaddi be popularized in the community?

<p>5.0 CONTACT GAME</p>	<p>5.1 Kabaddi: Defense skills</p> <p>4 Lessons</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> explain the term defense as used in Kabaddi game perform the wrist catch, ankle-catch, crocodile catch and chain formation to enhance defense in Kabaddi game practice the defense skills for skill mastery. play minor Kabaddi games for enjoyment embrace playing Kabaddi game for harmonious coexistence 	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> ▪ use the dictionary and other sources of information to find out what the term defense means in a game. ▪ use digital devices or pictures to observe the Wrist Catch, Ankle-Catch, Crocodile Catch and Chain formation. ▪ demonstrate the Wrist Catch, Ankle-Catch, Crocodile Catch and Chain formation and get feedback from the teacher. ▪ come up with drills that can be used to enhance the practise of Wrist Catch, Ankle-Catch, Crocodile Catch and Chain formation. ▪ Using the drills practice the Wrist Catch, Ankle-Catch, Crocodile Catch and Chain formation. <p>Play Kabaddi game and use the defense skills.</p>	<p>How can Kabaddi be used to enhance unity in the community?</p>
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ▪ Digital literacy: as the learner manipulates the digital devises to watch video clips attack and defense skills. ▪ Critical thinking and problem solving: as the learner discusses design and use drills to play Kabaddi. ▪ Communication and collaboration: as the learners practise the Kabaddi skills and give each other feedback and as they play games. 				

Link to Pertinent and Contemporary Issues

- **Digital literacy:** as the learner actualise this by watching the clips.
- **Safety:** as the learners learn how to observe safety during learning sessions.

Link to Values

- **Unity-** as the learner watch Kabaddi game video clips with others and discuss while respecting each other's view.
- **Respect for rules and others-** as learners observe rules of the game and safety.

Link to Other Subjects:

- **Language:** as the learners discuss in groups and give each other feedback.
- **Science and technology:** as the learner manipulate the digital devices to watch video clips on Kabaddi attack and defense skills.

Suggested Community Service-learning activities: the to join community clubs that play Kabaddi game.

- The learner to teach other children in the community Kabaddi game.

Suggested assessment rubric for Kabaddi

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Skill acquisition (cognitive) <ul style="list-style-type: none"> ▪ Attacking skills ▪ Defense skills 	The learner demonstrates excellent ability in the performance of attacking and defense skills and volunteers to assist others.	The learner demonstrates ability in the performance of attacking and defense skills.	The learner demonstrates some ability in the performance of attacking and defense skills.	The learner demonstrates limited ability in the performance of attacking and defense skills.
Sportsmanship Attitude/ values	The learner displays exemplary Sportsmanship behavior and exhibits genuine concern for others.	The learner displays sportsmanship behavior and exhibits concern for others.	The learner displays some sportsmanship like behavior and exhibits little concern for others.	The learner displays no sportsmanship like behavior and exhibits no concern for others.

Safety and application of rules	The learner stay on task, participates safely and follows instructions.	The learner needs some prompting to stay on task and observe safety.	The learner constantly needs supervision to be on task and to observe safety.	The learner always need constant supervision to stay on task and to observe safety.
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Optional Games and Sports: A school that has no swimming pool can opt to have Frisbee
Swimming 6 Lessons

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 SWIMMING	6.1 Strokes: Inverted breast stroke 3 Lessons	By the end of the Sub-Strand, the learner should be able to: a) perform the inverted breast stroke for skill development b) play water games for fun and enhance communication and collaboration.	The learner is guided individually, in pairs or in groups to: <ul style="list-style-type: none"> ▪ use digital devices to watch a video clip on the inverted breast stroke and observe the arm and leg action. ▪ practise the inverted breast stroke and get ▪ feedback from the teacher. ▪ Play water games for fun and enjoyment. 	Why is it important to learn the different strokes in swimming?

<p>6.0 OPTIONAL GAMES AND SPORTS</p>	<p>6.3 Diving: Tuck dive (from an elevated Position).</p> <p>3 Lessons</p>	<p>By the end of the Sub-Strand, the learner should be able to:</p> <ol style="list-style-type: none"> perform the tuck dive for skill development observe safety when practising the tuck dive observe safety when practising the the tuck dive play water games for enjoyment and enhance effective communication 	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> ▪ use digital devices to watch video clips on tuck dive and observe the tuck position and water entry. ▪ practise the tuck dive and get feedback from the teacher. ▪ discuss the safety measures that need to be observed when practicing the tuck dive ▪ play water games and use polite language when talking to your team mates 	<p>Which body plane enters water first in tuck dive?</p>
<p>Core Competencies to be developed Communication and collaboration: as the learner interact with team members and use polite language when talking to team mates.</p>				
<p>Link to Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> ▪ Personal Hygiene: as learner take the shower before entering the pool. ▪ Safety: as the learner observes safety while around the swimming pool. 				
<p>Link to Values</p> <ul style="list-style-type: none"> ▪ Responsibility: as learner observes safety around the pool. ▪ Respect: as learner interacts with peers to play games and accommodate each other 				

Link to other Subjects

- **Language:** as learner use polite language when talking with team mates.
- **Science and technology:** as the learner manipulate the digital devices to watch video clips.

Suggested Community Service-Learning Activities: as the learner joins community members in swimming activities such as community organised swimming galas.

Suggested Assessment Rubric for Swimming

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Skill acquisition (cognitive). <ul style="list-style-type: none"> ▪ Inverted breast stroke. ▪ Tuck dive. 	The learner demonstrates excellent ability in the performance of inverted breast stroke and tuck dive and volunteers to assist others.	The learner demonstrates ability in the performance of inverted breast stroke and tuck dive.	The learner demonstrates some ability in the performance of inverted breast stroke and tuck dive.	The learner demonstrates limited ability in the performance of inverted breast stroke and tuck dive.
Sportsmanship Attitude/ values	The learner displays exemplary sportsmanship behavior and exhibits genuine concern for others.	The learner displays sportsmanship behavior and exhibits concern for others.	The learner displays some sportsmanship like behavior and exhibits little concern for others.	The learner displays no sportsmanship like behavior and exhibits no concern for others.
Safety and application of rules	The learner always stay on task, participates safely, encourages others to be safe and follows instructions.	The learner stay on task, participates safely and follows instructions.	The learner needs some prompting to stay on task and observe safety.	The learner constantly needs supervision to be on task and to observe safety.

Optional Games and Sports: A school that has no swimming pool can opt to have Frisbee**Disc Games: Frisbee 7 Lessons**

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 DISC GAMES	6.4 Frisbee: Pancake catch. 1 Lessons	By the end of the Sub Strand, the learner should be able to: a) perform the pancake catch for skill development b) create drills to practise the pancake catch c) play games using the pancake catch in Frisbee d) appreciate the pancake catch in Frisbee as a valuable skill.	The learner is guided individually, in pairs or in groups to: <ul style="list-style-type: none"> ▪ use digital devices to watch video clips on the pancake catch in Frisbee and observe the placement of hands. ▪ demonstrate the pancake catch in Frisbee and get feedback from the teacher. ▪ use drills to practise the pancake catch in Frisbee and give each other feedback using respectful language. ▪ form teams and play Frisbee games using the pancake catch in Frisbee. 	Which animal is depicted in the pancake catch?

<p>6.0 DISC GAMES</p>	<p>6.5 Frisbee: Hammer throw.</p> <p>2 Lessons</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) perform the hammer throw in Frisbee for skill development. b) Create drills to practise the hammer throw in Frisbee. c) play games using the hammer throw for fun d) embrace playing Frisbee game during leisure time for value enrichment and enjoyment. 	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> ▪ use digital devices and watch video clips on Hammer throw in Frisbee and observe the placement of hands. ▪ demonstrate the Hammer throw in Frisbee and get feedback from the teacher. ▪ use drills to practise the Hammer throw in groups and give each other feedback using respectful language. ▪ Join in teams and collaborate with each other to play games using the Hammer throw in Frisbee 	<p>How does Frisbee facilitate friendship formation?</p>
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6.0 DISC GAMES	6.5 Frisbee: Minor games 3 Lessons	By the end of the Sub-Strand, the learner should be able to: <ul style="list-style-type: none"> a) play minor games for skill mastery b) observe safety when playing Frisbee games to avoid accidents c) apply rules when playing the Frisbee games 	The learner is guided individually or in groups to: <ul style="list-style-type: none"> ▪ use digital devices to watch video clips on frisbee games and observe the application of the rules. ▪ Give each other feedback on the application of rules during a game session. ▪ discuss the safety measures to be observed when playing games 	How does frisbee assist in staying healthy?
Core Competencies to be developed <ul style="list-style-type: none"> ▪ Critical thinking and problem solving: as learner plays and officiates conditioned Frisbee game. ▪ Communication and collaboration; as learner play conditioned games. ▪ Self-efficacy: as the learner plays and officiates conditioned Frisbee games. 				
Link to Pertinent and Contemporary Issues Health issues education: as the learner plays minor Frisbee game to enhance physical fitness Friendship formation: as learner collaborates with team members to play a Frisbee game				
Link to Values <ul style="list-style-type: none"> ▪ Responsibility: as the learner observes rules when playing the game to avoid hurting each other. ▪ Respect: as the learner collaborate with each during a game and give feedback using polite language 				
Link to other Subjects <ul style="list-style-type: none"> ▪ Language: as the learner give feedback using polite language ▪ Science and technology: as the learner use digital devices to watch video clips on frisbee games and observe the application of rules. 				
Suggested Community Service-Learning Activities: as the learner joins the siblings and friends to play the Frisbee game				

Suggested Assessment Rubric For: Frisbee

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Skill acquisition (cognitive) <ul style="list-style-type: none"> ▪ Pancake catch ▪ Hammer throw ▪ Minor games 	The learner demonstrates excellent ability in the performance of pancake catch, hammer throw and playing minor games.	The learner demonstrates ability in the performance of pancake catch, hammer throw, and playing minor games.	The learner demonstrates some ability in the performance of pancake catch, hammer throw, And in playing minor games.	The learner demonstrates limited ability in the performance of pancake catch, hammer throw and in playing minor games.
Sportsmanship Attitude/ values	The learner displays exemplary Sportsmanship behavior and exhibits genuine concern for others.	The learner displays sportsmanship behavior and exhibits concern for others.	The learner displays some sportsmanship like behavior and exhibits little concern for others.	The learner displays no sportsmanship like behavior and exhibits no concern for others.
Safety and application of rules	The learner always stay on task, participates safely, encourages others to be safe and follows instructions.	The learner stay on task, participates safely and follows instructions.	The learner needs some prompting to stay on task and observe safety.	The learner constantly needs supervision to be on task and to observe safety.

Gymnastics 15 Lessons

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 GYMNASTICS	5.1 Static balance: Elbow stand 2 Lessons	By the end of the Sub Strand, the learner should be able to: a) perform the elbow stand for skill development b) observe precautions when performing the elbow stand for self and others safety. c) appreciate the elbow stand for balance	The learner is guided individually, in pairs or in groups to: ▪ use pictures and photographs observe the hand placement in the elbow stand ▪ demonstrate the elbow stand and get feedback from the teacher. ▪ practise the elbow- stand and give each other feedback.	Which fitness components are enhanced when performing the elbow stand?
5.0 GYMNASTICS	5.2 Rolls: Dive forward roll into squat stand 2 Lessons	By the end of the Sub Strand, the learner should be able to: a) perform dive forward roll into squat stand for skill development. b) observe precautions when performing the Dive forward roll into squat stand for self and others safety.	The learner is guided individually, in pairs or in groups to: ▪ use digital devices to watch video clips of the dive forward roll into squat stand. ▪ demonstrate the dive forward roll into squat stand and get feedback from the teacher. ▪ practise the dive forward roll into squat stand and give each other feedback.	How can you ensure safe landing as you perform a dive forward roll?

<p>5.0 GYMNASTICS</p>	<p>5.3 Vaulting: Fence vault.</p> <p>2 Lessons</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) perform the fence vault for skill development. b) observe precautions when performing the Fence vault for self and others safety. 	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> ▪ observe photographs and pictures of watch a video clip on performance of fence vault. ▪ Demonstrate the fence vault and get feedback from the teacher ▪ practise transferring body weight over obstacles of different heights. ▪ take videos of each other and assess each other's performance. 	<p>Which locally available objects can be used safely during vaulting?</p>
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<p>5.0 GYMNASTICS</p>	<p>5.4 Floor work: Partner balances</p> <p>3 Lessons</p>	<p>By the end of the Sub Strand, the learners should be able to:</p> <ol style="list-style-type: none"> perform two and three partner balances for skill development create two and three partner balances to enhance creativity and innovation. display two and three partner balances partner balances to enhance self-efficacy and for aesthetics. observe precautions when performing two and three partner balances for self and others safety. 	<p>The learner is guided individually, in paors or in groups to:</p> <ul style="list-style-type: none"> ▪ use digital devices to watch video clips on two and three partner balances ▪ demonstrate two and three partner balances and get feedback from the teacher ▪ create two and three partner balances and display to school mates ▪ discuss the safety measures to observe when performing two and three partner balances ▪ take video clips of partner balances and display 	<p>Where can you display partner balances?</p>
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Link to Values

- **Responsibility:** as the learner takes care of the equipment and use them for the intended purpose.
- **‘Spirit of Sports Value’-Teamwork:** as the learner joins a group to practise and perform gymnastic displays.

Link to other Subjects

- **Language:** as the learners discuss in groups and builds vocabulary.
- **Art and Craft:** as learners appreciate various patterns and shapes formed in gymnastics.
- **Mathematics:** as learners appreciate various patterns and shapes formed in gymnastics.
- **Science and technology:** as the learner manipulate the digital devices to watch video clips to learn.

Suggested Community Service-Learning Activities: The learner participates in gymnastic displays during the school events such as

Suggested assessment Rubric for Gymnastics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Skill acquisition (cognitive) <ul style="list-style-type: none"> ▪ Elbow stand ▪ Dive forward roll into squat stand ▪ Fence vault ▪ Partner balances ▪ Six action sequence 	The learner demonstrates excellent ability in the performance of elbow stand, dive forward roll into squat stand, fence vault, partner balances and six action sequence and volunteers to assist others.	The learner demonstrates ability in the performance of elbow stand, dive forward roll into squat stand, fence vault, partner balances and six action sequence	The learner demonstrates some ability in the performance of elbow stand, dive forward roll into squat stand, fence vault, partner balances and six action sequence	The learner demonstrates limited ability in the performance of elbow stand, dive forward roll into squat stand, fence vault, partner balances and six action sequence

Sportsmanship Attitude/ values	The learner displays exemplary Sportsmanship behavior and exhibits genuine concern for others.	The learner displays sportsmanship behavior and exhibits concern for others.	The learner displays some sportsmanship like behavior and exhibits little concern for others.	The learner displays no sportsmanship like behavior and exhibits no concern for others.
Safety and application of rules	The learner always stay on task, participates safely, encourages others to be safe and follows instructions.	The learner stay on task, participates safely and follows instructions.	The learner needs some prompting to stay on task and observe safety	The learner constantly needs supervision to be on task and to observe safety.

Health and Fitness 6 Lessons

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 HEALTH AND FITNESS	6.1 Skill related fitness: Speed 2 Lessons	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) define the term speed as used in Physical and Health Education. b) identify physical activities that can be used to develop speed. c) perform physical fitness exercises for developing speed to enhance the ‘spirit of sports value’ Health d) observe precautions when perform physical fitness exercises for developing speed e) appreciate developing speed for everyday chores. 	The learner is guided individually, in pairs or in groups to: <ul style="list-style-type: none"> ▪ use the library, digital devices or other sources of information to find out the meaning of speed. ▪ discuss and come up with physical activities that can be used to develop speed. ▪ discuss the precautions that need to be observed when performing physical fitness exercises for developing speed ▪ practice the physical activities that can be used to develop speed. and give each other feedback. 	How is speed related to your overall wellbeing?

<p>6.0 HEALTH AND FITNESS</p>	<p>6.2 Skill related fitness: Power</p> <p>2 Lessons</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> define the term power as used in Physical and Health Education identify physical activities that can be used to develop power perform physical activities for developing power to enhance the competence of self-efficacy appreciate power in everyday activities. 	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> ▪ use the library, digital devices or other sources of information to find out the meaning of power. ▪ discuss physical activities that can be used to develop power. ▪ practise physical activities that develop reaction time and observe safety. 	<p>Why is power important in everyday life?</p>
<p>6.0 Health and Fitness</p>	<p>6.3 Skill related fitness: Coordination</p> <p>2 Lessons</p>	<p>By the end of the Sub-Strand, the learner should be able to:</p> <ol style="list-style-type: none"> define the term coordination as used in Physical and Health Education. identify physical activities that can be used to develop coordination. practise coordination to enhance the ‘spirit of sports value’ Health for healthy living. appreciate coordination in everyday life. 	<p>The learner is guided individually or in groups to:</p> <ul style="list-style-type: none"> ▪ use the library, digital devices or other sources of information to find out the meaning of power. ▪ discuss physical activities that can be used to develop coordination. ▪ practise physical activities that develop coordination and observe safety. 	<p>Why is power important in everyday life?</p>

Core Competencies to be developed

- **Communication and collaboration:** as the learner interact with others in a group discussion.
- **Critical thinking and problem solving:** as the learner identifies various activities to develop different physical fitness components.
- **Digital literacy:** as the learner manipulates digital devices to find out the meaning of different physical fitness components. .

Link to Pertinent and Contemporary Issues

- **Health education:** as the learner participate in activities to improve their health-physical fitness components.
- **Safety:** as the learner observe safety rules in games/activities.

Link to Values

- **Unity:** as learners work together in different physical fitness testing activities.
- **Social cohesion:** as the learners work together in groups.
- **Responsibility:** as the learner observe precautions when perform different activities for developing particular physical fitness component

Link to other Subjects

- **Languages:** as the learner define terms and learn vocabulary.
- **Science and technology:** as the learner manipulate digital devices to find out the meaning of different physical fitness components. .

Suggested Community Service-Learning Activities: as the learner joins together with siblings and friends to perform physical activities for developing physical fitness.

Suggested Assessment Rubric for Health and Fitness

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Speed	The learner consistently and correctly defines the term speed and demonstrates exceptional ability in identifying physical activities for developing speed.	The learner correctly defines the term speed and demonstrates the ability in identifying physical activities for developing speed.	The learner struggles to define the term speed and demonstrates some ability in identifying physical activities for developing speed.	The learner is unable to define the term speed and has limited ability in identifying physical activities for developing speed.

Reaction time	The learner consistently and correctly defines the term reaction time and demonstrates exceptional ability in identifying physical activities for developing reaction time.	The learner correctly defines the term reaction time and demonstrates the ability in identifying physical activities for developing reaction time.	The learner struggles to define the term reaction time and demonstrates some ability in identifying physical activities for developing reaction time.	The learner is unable to define the term reaction time and has limited ability in identifying physical activities for developing reaction time.
Power	The learner consistently and correctly defines the term power and demonstrates exceptional ability in identifying physical activities for developing power.	The learner correctly defines the term power and demonstrates the ability in identifying physical activities for developing power.	The learner struggles to define the term power and to demonstrate some ability in identifying physical activities for developing power.	The learner is unable to define the term power and has limited ability in identifying physical activities for developing power.
Coordination	The learner consistently and correctly defines the term coordination and demonstrates exceptional ability in identifying physical activities for developing coordination.	The learner correctly defines the term coordination and demonstrates the ability in identifying physical activities for developing coordination.	The learner struggles to define the term coordination and demonstrates some ability in identifying physical activities for developing coordination.	The learner is unable to define the term coordination and has limited ability in identifying physical activities for developing coordination.

Outdoor and Recreational Activities 11 Lessons

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 OUTDOOR AND RECREATIONAL ACTIVITIES	7.1 Outdoor Activities: Leadership styles 3 Lessons	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) define the term leadership styles as used in Physical and Health Education b) delegate activities to the team during outdoor activities c) outline the characteristics of each style of leadership to enhance self-management skills d) play games for fun and enjoyment during outdoor activities e) embrace different leadership styles for good leadership 	The learner is guided individually, in pairs or in groups to: <ul style="list-style-type: none"> ▪ use the dictionary, library, digital devices and other sources of information to search for the meaning of the term leadership styles. ▪ use digital devices and other sources of information to find out the characteristics of each style of leadership and write down. ▪ discuss the type of games that are appropriate to play during an outdoor activity 	Why are leaders important in a community?

<p>7.0 OUTDOOR AND RECREATIONAL ACTIVITIES</p>	<p>7.2 Outdoor Activities: Lighting the Camp fire</p> <p>3 Lessons</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify appropriate materials for use in lighting fire during an outdoor activity b) perform laying wood in readiness for a campfire c) lighting a campfire during an outdoor activity d) observe precautions when lighting a fire camp fire for fire safety e) managing a campfire during an outdoor activity to enhance ‘Spirit of Sports Value ‘Community and solidarity 	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> ▪ discuss and write down the most appropriate materials that can be used to light a camp fire ▪ practise laying wood in readiness for a camp fire during an outdoor activity ▪ discuss the necessary precautions to be observed when lighting a camp fire during an outdoor activity ▪ in pairs assist one another to light a camp fire ▪ discuss how to managing a campfire during an outdoor activity 	<ol style="list-style-type: none"> 1. How can materials for lighting fire be used and reused during outdoor activity? 2. How can waste be managed during an outdoor activity?
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7.0 OUTDOOR AND RECREATIONAL ACTIVITIES	<p>7.3 Outdoor Activities: Choosing and constructing shelter.</p> <p>5 Lessons (project)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify a suitable site for setting up shelter in the local environment. state appropriate locally available materials that can be used to set up shelter during an outdoor activity observe precautions for own and others safety when setting up shelter. 	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> explore the local environment to identify a suitable a site for setting up shelter. discuss the most appropriate locally available materials for setting up shelter. discuss the precautionary measures that need to be observed when setting up shelter during an outdoor activity 	<p>Why is it important to use locally available material when setting up shelter?</p>
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> Digital literacy: as the learner uses digital devices to find out the meaning of leadership styles. Communication and collaboration: as the learner perform camping and collaboration activities in pairs and groups. Critical thinking and problem solving: as the learner explores the local environment in search of a suitable site to put up shelter and when practising laying wood for lighting a campfire. 				
<p>Link to Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> Self-awareness: as the learner outlines the characteristics of each style of leadership. Environmental issues: as the learners use and preserve materials in the environment for survival. Fire safety: as the learner practise lighting and managing a campfire during an outdoor activity. 				

Link to Values

- **Unity:** as the learner work in groups to perform outdoor activities.
- **Responsibility:** as the learner share duties and responsibilities during camping.
- **Patriotism:** as the learner take care of the environment after obtaining materials for use.

Link to other Subjects

- **Languages:** as learner collaborates with others in a group to discussion.
- **Science and Technology:** as the learner manipulate digital devices.
- **Music:** as the learner participate in outdoor activities and sing relevant songs to appreciate the environment.

Suggested Community Service-Learning Activities: The learner joins community members to participate in environmental activities

Suggested Assessment Rubric for Outdoor Activities

Levels Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Leadership styles	The learner consistently and correctly outlines the characteristics of each style of leadership.	The learner outlines the characteristics of each style of leadership.	The learner sometimes outlines the characteristics of each style of leadership.	The learner struggles to outlines the characteristics of each style of leadership.
Lighting the Camp fire	The learner confidently and with ease lights the camp fire and assists others.	The learner easily lights the camp fire.	The learner sometimes and with difficulty lights the camp fire.	The learner struggles to lights the camp fire and needs assistance.
Choosing and constructing shelter	The learner correctly and with ease identifies and uses locally available material in setting up shelter.	The learner easily identifies and uses locally available material in setting up shelter.	The learner identifies with assistance locally available material for setting up shelter.	The learner needs a lot of assistance to identify locally available material for setting up shelter.

Attitude/ values	Portrays excellent personal and intrapersonal behavior that respects self and others.	Portrays good personal and intrapersonal behavior that respects self and others.	Portrays satisfactory personal and intrapersonal behavior that respects self and others.	Rarely portrays personal and intrapersonal behavior that respects self and others and has no concern for others.
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First Aid 28 Lessons

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 FIRST AID IN SPORTS	8.1 Sports related injuries: Fainting. 3 Lessons	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) explain the causes of fainting to develop the competence of Learning to learn b) identify the signs and symptoms of fainting for appropriate management c) observes safety precautions when performing the first aid procedure for fainting d) practise the first aid procedure for fainting e) appreciate first aid in assisting to save life. 	The learner is guided individually, in pairs or in groups to: <ul style="list-style-type: none"> ▪ use the library, the internet and other sources of information to find out the causes of fainting and write down. ▪ use the library, the internet and other sources of information to write down the signs and symptoms of fainting ▪ use digital devices to watch video clips on the first aid procedure for fainting. ▪ Discuss the precautions that need to be observed when attending to a person who has fainted ▪ practise the first aid procedure for fainting and get feedback from the teacher. 	Why is it important to manage fainting appropriately?

<p>8.0 FIRST AID IN SPORTS</p>	<p>8.2 Sports related injuries: Insects bites and stings</p> <p>2 Lessons</p>	<p>By the end of the Sub-Strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify signs and symptoms of insect's bites and stings for appropriate management identify traditional ways of treating insects' bites and stings state the first aid procedure for insect's bites and stings perform first aid procedures for insect's bites and stings <p>appreciate first aid on insect's bites and stings to alleviate pain.</p>	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> ▪ discuss and identify the types of insets found in your locality and list those that bite and sting. ▪ discuss in groups the signs and symptoms of insect's bites and stings and write down. ▪ use digital devices to view videos on first aid procedures applied on and insects' bites and stings. ▪ discuss the traditional ways of treating insects' bites and stings. <p>practise the Fist Aid procedures for insects' bites and stings and get feedback from the teacher.</p>	<ol style="list-style-type: none"> Which type of insects are found in the school compound? Which insect bites and stings are common in the community?
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<p>8.0 FIRST AID IN SPORTS</p>	<p>8.3 Sports related injuries: Snake bite.</p> <p>3 Lessons</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify signs and symptoms of a snake bite. state the first aid procedures and management for a snake bite. practise the first aid procedures for snake bites. appreciate first aid on snake bites for saving life. 	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> ▪ discuss the type and names of snakes found in your community. ▪ use the digital media and other sources of information to identify signs and symptoms of snake bites from your community. ▪ use the digital media and other sources of information to discuss the first aid procedures and management for snake bites. ▪ practise the First Aid procedures and management for snake bites. 	<p>Why is First Aid for a snake bite victim important?</p>
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<p>8.0 FIRST AID IN SPORTS</p>	<p>8.3 Sports related injuries: Bandages and Dressings.</p> <p>7 Lessons</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> define the terms bandages and dressings as used in First Aid identify the different types of bandages and dressings in first aid describe the triangular bandage in First Aid. state the many ways a triangular bandage can be off in First Aid identify suitable materials for making a triangular bandage make a triangular Bandage for use in First Aid. embrace making a triangular bandage for use in First Aid. 	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> ▪ use the digital devices to check for the definition of the term's bandages and dressings in First Aid. ▪ discuss and write down the types of bandages and dressings in First Aid. ▪ use digital devices, pictures and photographs to observe a triangular bandage. ▪ discuss how to use a triangular bandage for first aid ▪ identify suitable materials for making a triangular bandage. ▪ discuss the most appropriate material for making a suitable material for making a triangular bandage ▪ make a triangular Bandage fand practice using it with a partner 	<p>Why is preparing bandages and dressing in advance important?</p>
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<p>8.0 FIRST AID IN SPORTS</p>	<p>8.3 Sports related injuries: Slings and splints</p> <p>5 Lessons</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> define a sling and a splint as used in First Aid state the functions of a sling and a splint in First Aid tie the reef knot on a triangular bandage to secure it use the triangular bandage to practise slinging an injured arm in First Aid. 	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> use the internet to assist in defining the terms sling and splint as used in First Aid and write down. discuss the functions of a sling and a splint and write down. demonstrate how to tie the reef knot on a triangular bandage and get feedback from the teacher. demonstrate how to use the triangular bandage in slinging an injured arm and get feedback from the teacher. practise slinging an injured arm and give each other feedback. 	<p>Why is a reef knot used in tying knots on slings in first aid?</p>
<p>8.0 FIRST AID IN SPORTS</p>	<p>8.4 Sports related injuries. Two and four-handed seat.</p> <p>3 Lessons</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> explain the Two and Four-handed seat carry method for an injured person. practise the Two and Four-handed seat carry method for an injured person. embrace the Two and Four-handed seat carry method for an injured person. 	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> use the digital devices to watch video clips on the Two and Four-handed seat carry method and observe the hand formation. demonstrate the Two and Four-handed seat carry method and get feedback from the teacher practise the Two and Four-handed seat carry method and give each other feedback. 	<p>What instance are the Two and Four-handed seat carry method applicable?</p>

<p>8.0 FIRST AID IN SPORTS</p>	<p>8.3 Sports related injuries: Bone fractures and dislocation</p> <p>5 Lessons</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> define the term bone fracture and dislocation as used in First Aid identify types of bone fractures for appropriate management state the difference between bone fractures and dislocation in First Aid use the human skeleton to identify areas where dislocations occur use a triangular bandage to splint a broken arm. 	<p>The learner is guided individually, in pairs or in groups to:</p> <ul style="list-style-type: none"> use digital devices to assist in defining the term bone fracture and dislocation as used in first aid. use the digital devices to identify types of bone fractures. use digital devices to find out the difference between bone fracture and dislocation in First Aid. use digital devices or provided images of human skeleton to identify areas where dislocations occur. use digital devices to describe the signs and symptoms of a bone fracture and dislocation. demonstrate how to use locally available materials (newspaper, piece of a plastic container, and wood plank) to splint and sling an injured arm using the triangular bandage. 	<p>Why is splinting a broken arm important as the injured person is transported to hospital?</p>
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> Digital literacy: as the learner uses technology to record videos on procedure of managing a fainting casualty. Critical thinking and problem solving: as the learners discuss video clips showing how to treat an insect bite. Communication and collaboration: as the learners watch video clips and interact in discussion. 				

Link to Pertinent and Contemporary Issues

- **Safety:** as learners practise first aid management of bites and stings.
- **Friendship formation:** as the learner joins others to practice first aid procedure on a fainted person

Link to Values

- **Peace:** as learners watch video clips and discuss respecting each other's opinion.
- **Unity:** as the learner joins others to practice on how to apply the triangular bandage First Aid

Link to other Subjects

- **Languages:** as learners explore concepts, ideas and work together.
- **Science and technology:** as the learners manipulate digital devices to watch videos and to source for information.

Suggested Community Service-Learning Activities: The learner provides First Aid to siblings at home.

Suggested Assessment Rubric For: First Aid

Levels Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Fainting	The learner consistently and correctly identifies the signs and symptoms of fainting.	The learner identifies the signs and symptoms of fainting.	The learner identifies some signs and symptoms of fainting.	The learner identifies a few signs and symptoms of fainting.
Insects bites and stings	The learner excellently and with ease demonstrates the first aid procedure and management of insect's bites and stings.	The learner demonstrates with ease the first aid procedure and management of insect's bites and stings.	The learner demonstrates with assistance the first aid procedure and management of insect's bites and stings.	The learner demonstrates with a lot of assistance the first aid procedure and management of insect's bites and stings.

Snake bites	The learner consistently and correctly identifies the signs and symptoms of a snake bite and meticulously applies the first aid procedure.	The learner identifies the signs and symptoms of a snake and applies the first aid procedure.	The learner identifies some signs and symptoms of a snake bite and with assistance applies the first aid procedure.	The learner identifies very few signs and symptoms of a snake bite and can hardly apply the first aid procedure.
Slings and splints	The learner is able to excellently use the triangular bandage to sling an injured arm.	The learner is able to use the triangular bandage to sling an injured arm.	The learner is able to use the triangular bandage to sling an injured arm with assistance.	The learner is able to use the triangular bandage to sling an injured arm with a lot of assistance.
Bone fracture and dislocation.	The learner excellently uses locally available materials to splint a broken arm.	The learner is able to use locally available materials to splint a broken arm.	The learner is able to use locally available materials to splint a broken arm with assistance.	The learner can hardly use the locally available materials to splint a broken arm even with assistance.

Suggested Resources, Assessment and Non-Formal Activities

Sub Strand: Athletics track events		
Suggested Resources	Suggested Assessment	Suggested Non-formal activity to support learning:
Open places or marked Track, ICT devices, Exercise books.	<ul style="list-style-type: none"> ▪ Oral Questions. ▪ Observation. ▪ Peer Assessment and Feedback. ▪ Self - Assessment and Feedback. ▪ Practicals. ▪ Written Tests. ▪ Portfolio. ▪ Rubric. 	<ul style="list-style-type: none"> ▪ Watch value-based sport channels at home. ▪ Read newspaper sport pages, read magazines and visit the library to borrow books on athletics. ▪ Play athletics games with friends during free time at home and in school.
Sub Strand: Athletics field events: High jump		
Suggested Resources	Suggested Assessment	Suggested Non-formal activity to support learning:
Open places or marked Track, ICT devices, Exercise books.	<ul style="list-style-type: none"> ▪ Oral Questions. ▪ Observation. ▪ Peer Assessment and Feedback. ▪ Self - Assessment and Feedback. ▪ Practicals. ▪ Written Tests. ▪ Portfolio. ▪ Rubric. 	<ul style="list-style-type: none"> ▪ Watch value-based sport channels at home. ▪ Read newspaper sport pages, read magazines and visit the library to borrow books on High jump. ▪ Play High jump games with friends during free time at home and in school.

Sub Strand: Ball Games Soccer-Passes

Suggested Resources	Suggested Assessment	Suggested Non-formal activity to support learning:
Open places or marked soccer pitch, ICT devices, Exercise books, magazines, internet devices.	<ul style="list-style-type: none"> ▪ Oral Questions. ▪ Observation. ▪ Peer Assessment and Feedback. ▪ Self - Assessment and Feedback. ▪ Practicals. ▪ Portfolio. ▪ Rubric. 	<ul style="list-style-type: none"> ▪ Watch value-based sport channels at home. ▪ Read newspaper sport pages, read magazines and visit the library to borrow books on soccer. ▪ Play soccer games with friends during free time at home and in school.

Sub Strand: Ball Games Soccer: Trapping

Suggested Resources	Suggested Assessment	Suggested Non-formal activity to support learning:
Open places or marked soccer pitch, ICT devices, Exercise books, magazines, internet devices.	<ul style="list-style-type: none"> ▪ Oral Questions. ▪ Observation. ▪ Peer Assessment and Feedback. ▪ Self - Assessment and Feedback. ▪ Practicals. ▪ Portfolio. ▪ Rubric. 	<ul style="list-style-type: none"> ▪ Watch value-based sport channels at home and play in school clubs. ▪ Read newspaper sport pages, read magazines or visit the library for books on trapping in soccer. ▪ Use trapping to stop the ball during play at home or school.

Sub Strand: Ball Games: Volleyball

Suggested Resources	Suggested Assessment	Suggested Non-formal activity to support learning:
Open places or marked volleyball court, age appropriate volleyball ball, ICT devices, Exercise books, magazines, internet devices.	<ul style="list-style-type: none"> ▪ Oral Questions. ▪ Observation. ▪ Peer Assessment and Feedback. ▪ Self - Assessment and Feedback. ▪ Practicals. ▪ Portfolio. ▪ Rubric. 	<ul style="list-style-type: none"> ▪ Learners to read magazines on the game of volleyball at home, in school or visit the library for books on volleyball. ▪ Learners to watch TV sport channel during a volleyball game. ▪ Learners to play the volleyball game with peer at school and home.

Sub Strand: Ball Games: Handball

Suggested Resources	Suggested Assessment	Suggested Non-formal activity to support learning:
Open places or age appropriate marked handball court, age appropriate handball goals and ball, ICT devices, Exercise books, magazines, internet devices.	<ul style="list-style-type: none"> ▪ Oral Questions. ▪ Observation. ▪ Peer Assessment and Feedback. ▪ Self - Assessment and Feedback. ▪ Practicals. ▪ Portfolio. ▪ Rubric. 	<ul style="list-style-type: none"> ▪ Learners read magazines on Handball or visit the library to borrow books on Handball. ▪ Watches TV sport channel on Handball. ▪ Participate in playing with other kids at home and share sport skills.

Sub Strand: Ball games: Netball

Suggested Resources	Suggested Assessment	Suggested Non-formal activity to support learning:
Open places or marked Netball court, age appropriate Netball ball, age appropriate goals posts and ring, ICT devices, Exercise books, magazines, internet devices.	<ul style="list-style-type: none"> ▪ Oral Questions. ▪ Observation. ▪ Peer Assessment and Feedback. ▪ Self - Assessment and Feedback. ▪ Practicals. ▪ Portfolio. ▪ Rubric. 	<ul style="list-style-type: none"> ▪ Learners watch selected sport TV channels at home. ▪ Learners read newspapers sports pages, magazines or visit the library for books on Netball. ▪ Learners share skills knowledge with others at home.

Sub Strand: Softball

Suggested Resources	Suggested Resources	Suggested Resources
Open places or marked softball court, ICT devices, Exercise books, magazines, internet devices.	<ul style="list-style-type: none"> ▪ Oral Questions. ▪ Observation. ▪ Peer Assessment and Feedback. ▪ Self - Assessment and Feedback. ▪ Practicals. ▪ Portfolio. ▪ Rubric. 	<ul style="list-style-type: none"> ▪ Learners watch selected sport TV channels at home. ▪ Learners read newspapers sports pages, magazines or visit the library for books on Softball. ▪ Learners share skills knowledge with others at home.

Sub Strand: Kabaddi game		
Suggested Resources	Suggested Assessment	Suggested Non-formal activity to support learning:
Open places or marked Kabaddi field, ICT devices, Exercise books, magazines.	<ul style="list-style-type: none"> ▪ Oral Questions. ▪ Observation. ▪ Peer Assessment and Feedback. ▪ Self - Assessment and Feedback. ▪ Practicals. ▪ Portfolio. ▪ Rubric. 	<ul style="list-style-type: none"> ▪ Learners watch selected sport TV channels at home. ▪ Learners read newspapers sports pages, magazines or visit the library for books on Kabaddi. ▪ Learners share skills knowledge with others at home.
Sub Strand: Optional Games: Swimming		
Suggested Resources	Suggested Assessment	Suggested Non-formal activity to support learning:
Improvised swimming, Swimming pool, ICT devices, Exercise books, magazines.	<ul style="list-style-type: none"> ▪ Oral Questions. ▪ Observation. ▪ Peer Assessment and Feedback. ▪ Self - Assessment and Feedback. ▪ Practicals. ▪ Portfolio. ▪ Rubric. 	<ul style="list-style-type: none"> ▪ Learners watch selected sport TV channels at home. ▪ Learners read newspapers sports pages, magazines or visit the library for books on swimming. ▪ Learners share skills knowledge with others at home.

Sub Strand: Optional Games: Frisbee

Suggested Resources	Suggested Assessment	Suggested Non-formal activity to support learning:
Open places or marked Frisbee court, ICT devices, Exercise books, magazines, internet devices.	<ul style="list-style-type: none"> ▪ Oral Questions. ▪ Observation. ▪ Peer Assessment and Feedback. ▪ Self - Assessment and Feedback. ▪ Practicals. ▪ Portfolio. ▪ Rubric. 	<ul style="list-style-type: none"> ▪ Learners watch selected sport TV channels at home. ▪ Learners read newspapers sports pages, magazines or visit the library for books on Frisbee. ▪ Learners share skills knowledge with others at home.

Sub Strand: Gymnastics

Suggested Resources	Suggested Assessment	Suggested Non-formal activity to support learning:
Open places, gymnastic vaulting boxes, mats, ICT devices, Exercise books, magazines, internet devices.	<ul style="list-style-type: none"> ▪ Oral Questions. ▪ Observation. ▪ Peer Assessment and Feedback. ▪ Self - Assessment and Feedback. ▪ Practicals. ▪ Portfolio. ▪ Rubric. 	<ul style="list-style-type: none"> ▪ Learners watch selected sport TV channels at home. ▪ Learners read newspapers sports pages, magazines or visit the library for books on Gymnastics. ▪ Learners share skills knowledge with others at home.

Sub Strand: Health and Fitness

Suggested Resources	Suggested Assessment	Suggested Non-formal activity to support learning:
Open places, ICT devices, Exercise books, magazines, internet devices, WADA Teachers Tool Kit on Drugs for spirit of sports values (download from internet).	<ul style="list-style-type: none"> ▪ Oral Questions. ▪ Observation. ▪ Peer Assessment and Feedback. ▪ Self - Assessment and Feedback. ▪ Practicals. ▪ Written Tests. ▪ Portfolio. ▪ Rubric. 	<ul style="list-style-type: none"> ▪ Learners watch selected sport TV channels at home and school on first aid. ▪ Learners read newspapers sport pages, magazines or visit the library to borrow books on fitness. ▪ Learners share skills knowledge with others at home.

Sub Strand: Outdoor Activities

Suggested Resources	Suggested Assessment	Suggested Non-formal activity to support learning:
Firewood, Match Boxes, ICT devices, Exercise books, magazines, internet devices WADA Teachers Tool Kit on Drugs for spirit of sports values (download from internet).	<ul style="list-style-type: none"> ▪ Oral Questions. ▪ Observation. ▪ Peer Assessment and Feedback. ▪ Self - Assessment and Feedback. ▪ Practicals. ▪ Written Tests. ▪ Portfolio. ▪ Rubric. 	<ul style="list-style-type: none"> ▪ Learners read books and watch videos on making shelter in the outdoor through outbound experiences. ▪ Learners read newspapers sport pages, magazines or visit the library to borrow books on fitness. ▪ Learners share skills knowledge with others at home.

Sub Strand: First Aid

Suggested Resources	Suggested Assessment	Suggested Non-formal activity to support learning:
Triangular Bandages, soap, antiseptic, wood planks, old newspapers, basins, towel.	<ul style="list-style-type: none"> ▪ Oral Questions. ▪ Observation. ▪ Peer Assessment and Feedback. ▪ Self - Assessment and Feedback. ▪ Practicals. ▪ Written Tests. ▪ Portfolio. ▪ Rubric. 	<ul style="list-style-type: none"> ▪ Learners watch selected sport TV channels at home and school on first aid. ▪ Learners read newspapers sport pages, magazines on first aid. ▪ Learners share skills knowledge with others at home as they teach others how to dress wounds.