



REPUBLIC OF KENYA
Property of the
Government of Kenya
NOT FOR SALE



FreeExams.co.ke

SENIOR SCHOOL CURRICULUM DESIGN

GRADE 10

PHYSICAL EDUCATION



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
2024

DRAFT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
Nurturing Every Learner's Potential

SENIOR SCHOOL CURRICULUM DESIGN

GRADE 10

PHYSICAL EDUCATION

JUNE, 2024

First Published in 2024

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

ISBN: 978-9914-52-904-3

Published and printed by Kenya Institute of Curriculum Development

TABLE OF CONTENTS

TABLE OF CONTENTS	ii
NATIONAL GOALS OF EDUCATION	iii
LEARNING OUTCOMES FOR SENIOR SCHOOL	v
THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM (CBC).....	vi
PROPOSED LIST OF SUBJECTS AT SENIOR SCHOOL.....	vi
LESSON DISTRIBUTION AT SENIOR SCHOOL.....	viii
ESSENCE STATEMENT	viii
SUBJECT GENERAL LEARNING OUTCOMES.....	viii
SUMMARY OF STRANDS AND SUB STRANDS.....	ix
STRAND 1.0: BALL GAMES	1
STRAND 2.0 ATHLETICS.....	18
STRAND 3.0 OPTIONAL SPORTS.....	29
APPENDIX: SUGGESTED LEARNING RESOURCES, ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES...	53

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

- 1. Foster nationalism and patriotism and promote national unity.**

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.
- 2. Promote the social, economic, technological and industrial needs for national development.**

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

 - a) Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.
 - b) Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.
 - c) Technological and Industrial Needs**

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.
- 3. Promote individual development and self-fulfilment**

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

- 4. Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
- 5. Promote social equity and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
- 6. Promote respect for and development of Kenya's rich and varied cultures.**
Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- 7. Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
- 8. Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEARNING OUTCOMES FOR SENIOR SCHOOL

By the end of Senior school, the learner should be able to:

1. Communicate effectively and utilise information and communication technology across varied contexts.
2. Apply mathematical, logical and critical thinking skills for problem solving.
3. Apply basic research and scientific skills to manipulate the environment and solve problems.
4. Exploit individual talents for leisure, self-fulfilment, career growth, further education and training.
5. Uphold national, moral and religious values and apply them in day to day life.
6. Apply and promote health care strategies in day to day life.
7. Protect, preserve and improve the environment for sustainability.
8. Demonstrate active local and global citizenship for harmonious coexistence.
9. Demonstrate appreciation of diversity in people and cultures.
10. Manage pertinent and contemporary issues responsibly.

THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM (CBC)

Senior School is the fourth level of Basic Education in the Competency Based Curriculum (CBC) that learners shall come to after the Pre-Primary, Primary and Junior School (JS). The essence of Senior School is to offer learners a Pre- University/ Pre-career experience where the learners have an opportunity to choose pathways where they have demonstrated interest and/or potential at the earlier levels. Senior school comprises three years of education for learners in the age bracket of **15 to 18 years** and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be *engaged, empowered and ethical citizens* ready to participate in the socio-economic development of the nation.

At this level, learners shall take **SEVEN (07) learning areas (LAs)** as recommended by the *Presidential Working Party on Educational Reforms* (PWPER). These shall comprise **Four Compulsory** learning areas, and Three learning areas opted for by the learner according to their chosen Pathway. While English and Kiswahili are indicated as Compulsory, the learners who opt for these learning areas as their subjects of specialization shall go through a *differentiated curriculum* in terms of scope, experiences and assessment. Such learners shall; therefore, take *Advanced English* or *Kiswahili Kipevu* with additional two lessons. It is recommended that **AT LEAST TWO** learning areas should be from chosen Pathway. In exceptional cases, some learners may opt for **ONE** learning area from the chosen Pathway and a maximum of **TWO** learning areas from any of the three pathways; depending on the learner's career projections and with guidance by the principals at Senior School.

PROPOSED LIST OF SUBJECTS AT SENIOR SCHOOL

Compulsory Subjects	Science, Technology, Engineering & Mathematics (STEM)	Social Sciences	Arts & Sports Science
1. English 2. Kiswahili/KSL 3. Community Service Learning 4. Physical Education <i>NB: ICT skills will be offered to all students to facilitate learning and enjoyment</i>	5. Mathematics/Advanced Mathematics 6. Biology 7. Chemistry 8. Physics 9. General Science 10. Agriculture 11. Computer Studies 12. Home Science 13. Drawing and Design 14. Aviation Technology 15. Building and Construction 16. Electrical Technology 17. Metal Technology 18. Power Mechanics 19. Wood Technology 20. Media Technology* 21. Marine and Fisheries Technology*	22. Advanced English 23. Literature in English 24. Indigenous Language 25. Kiswahili Kipevu/Kenya Sign Language 26. Fasihi ya Kiswahili 27. Sign Language 28. Arabic 29. French 30. German 31. Mandarin Chinese 32. History and Citizenship 33. Geography 34. Christian Religious Education/ Islamic Religious Education/Hindu Religious Education 35. Business Studies	36. Sports and Recreation 37. <i>Physical Education (C)</i> 38. Music and Dance 39. Theatre and Film 40. Fine Arts

LESSON DISTRIBUTION AT SENIOR SCHOOL

The number of lessons in each of the compulsory learning areas shall be 4; while the optional areas shall be 6 lessons each. A lesson shall be 40 minutes. The "free" lessons shall be used for development of ICT skills, Pastoral Instruction Programme (PPI), projects, collaborative study and further reading.

ESSENCE STATEMENT

Physical Education (PE) at Senior School aims to extend the development and mastery of the learner's abilities in psychomotor, cognitive, social and emotional skills needed to promote quality health, wellbeing and fitness. Through physical education the learner is sensitised on issues of clean sports, mental health, gender equality, Indigenous games as well as safety of self and others while participating in physical activities.

The inclusion of PE in the curriculum is anchored by the provisions of the UNESCO's International Charter of Physical Education, Physical Activity and Sport that supports policy and decision making in Sport. Key among them is to promote inclusive access to sport by all without any form of discrimination, set ethical and quality standards for all actors (UNESCO). The P.E Curriculum should be enjoyable and provide opportunities for the learner to participate in a variety of physical activities for leisure, competition and career. Equally, it serves to complement other educational areas in promoting the desired outcomes of education.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) Use technology appropriately to learn and enhance mastery of skills in physical activity.
- b) Develop suitable physical activity skills to prevent or overcome challenges associated with personal health and wellness.
- c) Engage actively in physical activities in and out of school to enhance knowledge, skills and attitudes in Physical Education.
- d) Develop individual talent for leisure, enjoyment and self-fulfilment.
- e) Apply physical fitness concepts, practises and attitudes that contribute to a healthy active lifestyle.
- f) Demonstrate responsibility to the environment for own and others' safety during participation in physical activities.
- g) Demonstrate desirable behaviour and commitment towards improvement of personal life, community, nation and the world.
- h) Appreciate and respect individual differences while engaging in physical activity and sports.

- i) Exhibit appropriate attitudes and values that promote pertinent and contemporary issues through participation in physical activities.

SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub Strand	Time Allocation (Lessons)
1.0 Ball Games	1.1 Football	10
	1.2 Netball	10
	1.3 Volleyball	10
	1.4 Handball	10
	1.5 Basketball	10
	1.6 Rugby	10
2.0 Athletics	2.1 Sprints	10
	2.2 Long Jump	10
	2.3 Javelin	10
	2.4 Shot Put	10
3.0 Optional Sports Schools choose at least Two Sports.	3.1 Hockey	20 (10 lessons for each sport)
	3.2 Swimming	
	3.3 Softball	
	3.4 Baseball	
	3.5 Cricket	
	3.6 Table tennis	
	3.7 Tennis	
	3.8 Badminton	

Note: The suggested number of lessons per Sub Strand may be less or more depending on the content.

STRAND 1.0: BALL GAMES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
1.0 Ball Games	1.1 Football (10 lessons) <ul style="list-style-type: none"> • <i>Facility and equipment</i> • <i>Lofted pass</i> • (<i>stance, contact, follow through</i>) • <i>Marking and Dodging</i> • <i>Goal keeping</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify the facility and equipment used in a game of Football, b) perform lofted pass in Football for skill mastery, c) execute marking and dodging in Football for skill acquisition, d) perform goalkeeping in Football for skill mastery, e) value playing Football for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> • observe pictures / real facility /charts or search and watch a live/ videos of Football facility to identify facility and equipment used in Football, • engage in marking Football playing field and improvising equipment for use in playing football. • observe virtual or live performances of Football to note the execution of lofted pass, goal keeping, marking, and dodging, • demonstrate stance, contact, follow through techniques in the execution of lofted pass • demonstrate positioning, anticipation, techniques of effective marking 	<ol style="list-style-type: none"> 1. Why is marking and dodging essential when playing Football? 2. How does the equipment and skills of Football make it a popular game?

			<ul style="list-style-type: none"> ● demonstrate Feinting, faking, turning accelerating and decelerating in dodging, ● demonstrate, quick reactions, dives, positioning, catching, and punching in goalkeeping skills, ● practice marking and dodging in Football with peers, ● play mini Football games applying lofted pass, goalkeeping, marking and dodging skills while observing safety and rules of the game, ● reflects on their own abilities and share feedback with peers. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: as the learner searches and watches videos on Football to identify various facilities and equipment. ● Critical Thinking and Problem Solving: as the learner makes decisions on how to dodge opponents during play and strategize when marking opponents. ● Self-Efficacy: as the learner displays mastery of football skills of goalkeeping, dodging, marking and kicking. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: as the learner collaborates with peers in mini games of Football ● Responsibility: as the learner observes rules while playing Football and cares for equipment and facility.. ● Respect: as the learner appreciates rules, and cares for self and others during play. 				

Pertinent and Contemporary Issues (PCIs):

- Health promotion: as the learner develops healthy practices that help reduce lifestyle diseases when participating in Football activities.
- Socio-economic issues: as the learner observes online safety while searching for information on facilities online.

DRAFT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
1.0 Ball Games	1.2. Netball (10 lessons) <ul style="list-style-type: none"> ● <i>Facility and Equipment</i> ● <i>Flip pass (stance, grip, release, follow through)</i> ● <i>Side pass (stance, timing, release, and accuracy)</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify facility and equipment for use in Netball game, b) execute flip pass and side pass in Netball for skill acquisition, c) appreciate basic rules while playing Netball for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> ● observe a live or recorded Netball match and observe the equipment, ● take turns to demonstrate the stance, grip, release and follow through in flip pass, ● demonstrate the stance, timing, release and accuracy in side pass while observing safety, ● practise combination of flip pass and side pass while observing basic rules of Netball and safety, ● play mini Netball games applying the skill of flip pass and 	<ol style="list-style-type: none"> 1. Why is passing a necessary skill in Netball? 2. How can equipment for Netball be improvised?

			side pass while observing safety, <ul style="list-style-type: none"> ● observe and give feedback on others' performance in playing Netball. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Citizenship: as the learner recognises own ability in practising flip and side pass in Netball. ● Learning to Learn: as the learner seeks advice and more information from the teachers and peers to improve on the skills learned. 				
Values: <ul style="list-style-type: none"> ● Unity: learner takes turns in demonstrating the stance, grip, release and follow through in flip pass in Netball. ● Responsibility: as the learner observes safety and cares for the equipment. ● Integrity: as the learner follows the rules of Netball. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Safety: is enhanced as learners apply basic rules to ensure safety of self and others during play. ● Coping with emotions: as the learner copes with emotions during different playing situations in a mini Netball game. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
1.0 Ball Games	1.3 Volleyball (10 lessons) <ul style="list-style-type: none"> ● <i>Facilities and equipment</i> ● <i>Setting (stance, arm and fingers placement, release and follow through)</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify facilities and equipment used in the game of Volleyball, b) execute setting in Volleyball game for skill mastery, c) embrace sportsmanship, while playing Volleyball game. 	The learner is guided to: <ul style="list-style-type: none"> ● observe live or search and watch virtual Volleyball games to familiarise with facilities, equipment and setting in Volleyball, ● improvise facilities and equipment to use in playing Volleyball with peers, ● demonstrate the correct stance, arms and finger placement, release and follow through for setting in Volleyball, ● practice with peers setting skill in Volleyball , ● practise high set, back set, and quick set in Volleyball, ● play mini Volleyball games while observing rules and safety, ● appraise self and others performance in executing 	<ol style="list-style-type: none"> 1. How can Volleyball equipment improvised? 2. How does setting skill contribute to offensive play in Volleyball?

			Volleyball skills and talk about it.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: as the learner contributes to the appraisal, discussion and gives feedback on the performance of Volleyball skill. ● Self-efficacy: as the learner analyses and justifies their strengths and areas of improvement while appraising self and others performance of skills in Volleyball. ● Digital Literacy: as the learner searches and watches videos of Volleyball. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: as the learner cares for facilities and equipment used in practising skills in Volleyball. ● Social justice: as the learner accord others equal opportunity to participate in practising the skills in a mini Volleyball games. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Health promotion: as the learner develops fitness when playing Volleyball games. ● Safety and Security: as the learner observes rules while playing a mini Volleyball games. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
1.0 Ball Games	1.4. Handball (10 lessons) <ul style="list-style-type: none"> ● <i>Facility and equipment</i> ● <i>Sidestep (stance footwork speed follow through)</i> ● <i>Goal keeping (Stance Movement Blocking)</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) describe facilities and equipment used in Handball, b) perform sidestep in Handball for skill mastery, c) perform goalkeeping in Handball for skill mastery, d) appreciate playing Handball in promoting health and fitness. 	The learner is guided to: <ul style="list-style-type: none"> ● search and observe videos/pictures/charts or watch live Handball games to identify and familiarize with facilities and equipment and sidestep skill, ● take turns to demonstrate the stance, footwork, speed and follow through in side step techniques in Handball with peers, ● demonstrate the stance, movement and blocking skills of goalkeeping in Handball, ● practise the techniques of performing sidestep in Handball, ● collaboratively, play mini Handball games applying techniques in side step and goalkeeping while observing safety, ● talk about playing Handball promotes fitness and health. 	<ol style="list-style-type: none"> 1. Why is side step important in Handball? 2. How is safety enhanced in playing Handball?

Core Competencies to be developed:

- Self-efficacy: as the learner identifies their strengths and areas of improvement while practising skills in Handball.
- Creativity and Imagination as learners give critiques and suggest new ideas when performing the side step in Handball.

Values:

- Responsibility: as the learner follows the rules when playing the mini game of Handball.
- Social justice: as the learner embraces fair play, equity in sharing resources and responsibilities, while participating in Handball.

Pertinent and Contemporary Issues (PCIs):

- Health promotion issues: as the learner enhances mental health while participating in the game of Handball.
- Safety issues: as the learner develops safety practices as they observe rules when participating in Handball game.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
1.0 Ball Games	1.5 Basketball (10 lessons) <ul style="list-style-type: none"> ● <i>Facility and equipment</i> ● <i>set shot (stance, grip, release and follow through)</i> ● <i>layup shot,</i> ● <i>jump shot</i> 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> (a) describe facility and equipment used in Basketball, (b) execute shooting in Basketball for skill acquisition, (c) acknowledge own and others' effort while performing the skills of shooting in Basketball. 	The learner is guided to: <ul style="list-style-type: none"> ● search and observe videos/pictures/charts or watch live Basketball games to identify and familiarize with facilities and equipment, ● demonstrate the stance, grip, release and follow through in set shot, ● demonstrate approach, stepping, release and follow through in layup shot, ● Demonstrate stance, grip, release and follow through in jump shot, ● Practise the skills of shooting using set shot, layup shot, and jump shot in Basketball with peers, ● Use the skills of shooting in a mini Basketball games, while observing safety, ● Observe own and others performance in executing the skills of Basketball and give feedback. 	<ol style="list-style-type: none"> 1. How can a player improve their shooting efficiency? 2. How can shot selection affect performance in Basketball?

Core Competencies to be developed:

- Communication and Collaboration: as the learner engages each other during a mini Basketball game.
- Learning to learn: as the learner actively seeks to acquire the new skills of Basketball, and continuously develops the skills to enhance their participation in the Basketball game.

Values:

- Respect: as the learner demonstrates respect for others, equipment, trainers and the game while they practise shooting by taking turns.
- Unity: as the learner actively collaborates with the others while they practise the skills by playing Basketball.

Pertinent and Contemporary Issues (PCIs):

- Health promotion: as the learner engages in constructive use of leisure time while practising the skills of Basketball for fitness.
- Life skills: as the learner develops vital inter and intra personal skills while they practise the skills of Basketball.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
1.0 Ball Games	1.6 Rugby (10 lessons) <ul style="list-style-type: none"> • <i>Facilities and equipment</i> • <i>Dodging and Marking (balance, speed variation, and change of direction)</i> • <i>Grubber kick (body position, release, contact and follow through)</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the playing zones of a Rugby pitch and equipment in Rugby, b) perform dodging and marking in Rugby for skill mastery. c) perform a grubber kick in Rugby for skill acquisition, d) appreciate safety rules while playing Rugby. 	The learner is guided to: <ul style="list-style-type: none"> • Watch video clips/ pictures / charts of a Rugby pitch and identify equipment used in playing Rugby, • demonstrate the skill of dodging and marking in Rugby with peers while observing safety, • practise the skill of dodging and marking in Rugby with peers while observing safety, • demonstrate the grubber kick with peers, • practise the grubber kick focussing on body position, release, contact and follow through with peers, • collaboratively, play mini Rugby games applying the skills of dodging, marking and grubber kick while observing safety rules, 	<ol style="list-style-type: none"> 1. How has the Rugby game improved Kenya’s visibility on the globe? 2. How can values learnt in school be enhanced by the game of Rugby?

			<ul style="list-style-type: none"> ● observe each other's performance and give feedback, 	
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> ● Communication and collaboration: as the learner effectively participates in groups decision making when giving feedback. ● Digital literacy: as the learner manipulates digital devices to observe the playing zones of a Rugby pitch and equipment for Rugby. ● Creativity and imagination: as the learner explores different ways of dodging and marking to apply while playing Rugby. 				
<p>Values</p> <ul style="list-style-type: none"> ● Integrity: as the learner commits to duty and roles assigned while practising skills in Rugby. ● Unity: as the learner collaborates with others while playing with others. ● Responsibility: as the learner observes the safety of self and others while playing together. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Health promotion: as the learner reduces chances of non-communicable diseases while playing Rugby. ● Life Skill: as the learner enhances ability to cope with others while playing Rugby. 				

Suggested Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to perform the skills in Football <ul style="list-style-type: none"> • lofted kick • (<i>stance, ball contact, follow through</i>) • marking (<i>Positioning, anticipation, concentration</i>) • dodging • (<i>Feinting, faking, turning, speed</i>) • Goalkeeping (<i>quick reaction, dives, positioning, Catching, punching</i>) 	Performs the 4 skills of Football using all aspects of the skill correctly and consistently.	Performs the 4 skills of Football using all aspects of the skill correctly.	Performs at least 3 skills of Football using all aspects of the skill correctly.	Performs less than 3 skills of Football using all aspects of the skill correctly.
Ability to perform passing in Netball <ul style="list-style-type: none"> • Flip pass (<i>stance, grip, release, follow through</i>) 	Performs the 2 passes in Netball using all the aspects correctly and consistently	Performs the 2 passes in Netball using all the aspects correctly	Performs the 2 passes in Netball while missing some aspects of the skills.	Performs less than 2 passes in Netball.

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<ul style="list-style-type: none"> Side pass (<i>stance, timing, release and accuracy</i>) 				
<p>Ability to execute Setting in volleyball using the correct</p> <ul style="list-style-type: none"> <i>stance,</i> <i>contact,</i> <i>release,</i> <i>follow through</i> 	Executes the skill of setting in volleyball using all the aspects correctly always	Executes the skill of setting in volleyball using all the aspects correctly	Executes the skill of setting in volleyball with at least 2 to 3 aspects correctly	Executes the skill of setting in volleyball with at least 1 aspect correctly
<p>Ability to perform the skills of handball</p> <p>Sidestep</p> <ul style="list-style-type: none"> <i>stance,</i> <i>footwork,</i> <i>speed</i> <i>follow through</i> <p>Goalkeeping</p> <ul style="list-style-type: none"> <i>stance</i> <i>movement</i> <i>blocking</i> 	Executes the skill of Handball using all the aspects correctly always	Executes the skill of Handball using all the aspects correctly	Executes the skill of Handball using at 2 to 3 aspects correctly	Executes the skill of Handball using 1-2 aspects correctly

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<p>Ability to execute shooting in Basketball using</p> <p>Set shot</p> <ul style="list-style-type: none"> • <i>stance,</i> • <i>grip</i> • <i>release</i> • <i>follow through</i> <p>layup shot</p> <ul style="list-style-type: none"> • <i>Approach</i> • <i>Stepping</i> • <i>Release</i> • <i>follow through,</i> <p>jump shot</p> <ul style="list-style-type: none"> • <i>stance,</i> • <i>grip</i> • <i>release</i> • <i>follow through</i> 	Executes shooting in Basketball using the 3 skills consistently	Executes shooting in Basketball using the 3 skills correctly	Executes shooting in Basketball using at least 2 skills correctly	Executes shooting in Basketball using at least 1 skill correctly
<p>Ability to perform skills in Rugby</p> <p>Dodging</p> <p>Marking</p> <p>Grubber kick</p>	Performs the three skills in Rugby using all the aspects correctly and consistently	Performs the three skills in Rugby using all the aspects correctly	Performs 2 skills in Rugby using all the aspects correctly	Performs 1 skill in Rugby using all the aspects correctly

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<ul style="list-style-type: none"> • <i>Form</i> • <i>release</i> • <i>contact</i> • <i>follow through)</i> 				

DRAFT

STRAND 2.0 ATHLETICS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
2.0 Athletics	2.1 Sprints (10 lessons) <ul style="list-style-type: none"> ● <i>Starts</i> -Bunch -Medium -Elongated ● <i>Acceleration</i> (<i>body position, leg action arm action</i>) ● <i>Finish - dip</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> (a) perform the sprint starts in athletics for skill mastery, (b) execute the running and finishing techniques in sprints for skill mastery, (c) appreciate the different sprints starts in Athletics. 	The learner is guided to: <ul style="list-style-type: none"> ● observe live or virtual performances of sprint races, while keenly observing the sprint start of bunch, medium and elongated starts, ● demonstrate the bunch start in sprints, ● demonstrate medium start in sprints, ● demonstrate elongated start in sprint, ● demonstrate the body position, leg and arm action, during acceleration in a sprint race, ● demonstrate the body position, leg and arm action, during a dip finish in a sprint race, 	<ol style="list-style-type: none"> 1. Why is it crucial to accelerate and maintain body alignment during sprints? 2. Why is participating in sprinting events beneficial in Kenya?

			<ul style="list-style-type: none"> ● take turns to practise the bunch, medium and elongated starts with peers, ● participate in sprint races applying the starts and the running skills while observing safety, ● Observe and give feedback on each other's performance as they practise the starts and running skills. 	
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> ● Learning to learn: as the learner practise the skills of starts and running in turn and learn from peers. ● Communication and collaboration: as the learner contribute to group decision making during discussions and feedback sessions as they review their performance in sprinting. ● Self- efficacy: as the learner demonstrates confidence while performing starts for sprints, running and finishing techniques. 				
<p>Values</p> <ul style="list-style-type: none"> ● Respect: as the learner observes the rules while participating in sprints. ● Unity: as the learner takes turn to practise sprints. ● Integrity: as the learner observes rules during sprints. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Life skills: as the learner builds self-esteem as they acquire running skills that are of use in daily life. ● Safety and security: as the learner observes safety rules while performing sprints and avoid injuries. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
2.0 Athletics	2.2 Long jump (10 lessons) <ul style="list-style-type: none"> ● <i>Approach</i> ● <i>Take off</i> ● <i>Flight-(hang, hitch kicks)</i> ● <i>Landing</i> ● <i>Recovery</i> 	By the end of the Sub Strand learner should be able to: <ol style="list-style-type: none"> a) describe the equipment and facility used in Long jump, b) perform the Long jump techniques for skill mastery, c) value safety rules while performing Long jump for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> ● observe pictures or real Long jump facilities and take note of the equipment used, ● search and watch video clips or live demonstration of Long jump, ● demonstrate the hang and hitch kick techniques following the approach, take off, flight, landing and recovery phases in Long jump while observing safety, ● practise the hang and hitch kick techniques by following the phases of approach, take off, flight, landing and recovery in Long jump while using the runway, ● collaboratively, play a mini Long Jump games while 	<ol style="list-style-type: none"> 1. How does Long jump phases assist in the development of skills? 2. How is safety enhanced in Long jump?

			applying the techniques learnt, ● share feedback on own and others' performance in Long jump.	
Core Competencies to be developed <ul style="list-style-type: none"> ● Communication and collaboration: as the learner brainstorms and shares feedback on phases of performing Long jump. ● Self -Efficacy: as the learner performs Long jump skills successfully. 				
Values <ul style="list-style-type: none"> ● Love: as the learner cares and observes safety while practising the techniques in Long jump. ● Social justice: as the learner accords equal chances to peers while practising Long jump techniques. 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> ● Health promotion issues: as the learners develops healthy lifestyles to reduce the chances of non-communicable diseases by participating in Long jump. ● Life skills: as the learner develops self-esteem by demonstrating the skills learnt. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
2.0 Athletics	2.3 Javelin Throw (10 lessons) <ul style="list-style-type: none"> ● <i>Grip,</i> ● <i>Carriage,</i> ● <i>Approach,</i> ● <i>Crossover,</i> ● <i>Release</i> ● <i>Follow through,</i> 	By the of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify Javelin throwing sector for orientation, b) perform the Javelin throw for mastery of skills, c) Acknowledge the importance of Javelin skills. 	The learner is guided to; <ul style="list-style-type: none"> ● observe pictures or real Javelin throwing sector and to familiarise with the facility and equipment, techniques and safety, ● use digital devices to search and watch videos on Javelin throw, ● demonstrate the grip, carriage, approach, cross over, release and follow through in Javelin throw while observing safety, ● practise Javelin throw following the phases: grip, carriage approach, cross over, release and follow through, ● acknowledge own and others' Javelin throwing skills. 	<ol style="list-style-type: none"> 1. How has Javelin throwing benefited the athletes? 2. How can safety be enhanced in Javelin throw?

Core Competencies to be developed

- Self –efficacy: as the learner is able to demonstrate Javelin throwing techniques.
- Digital Literacy: as the learner uses digital devices to search and watch videos of Javelin throw.

Values

- Responsibility: as the learner observes the rules to avoid the injuries when executing the javelin throw.
- Respect: as the learner interacts and appreciate others during Javelin throw.
- Unity: as the learner shares the available resources while performing Javelin throw.

Pertinent and Contemporary Issues (PCIs)

- Citizenship education: as the learners interact with peers during Javelin throw.
- Safety in class and school environment: as learners exercise caution while practising the Javelin throw.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
2.0 Athletics	<p data-bbox="413 321 587 389">2.4 Shot Put (10 lessons)</p> <p data-bbox="413 430 587 540"><i>Facility and equipment</i> <i>O'Brien style</i></p> <ul data-bbox="413 546 568 793" style="list-style-type: none"> ● <i>grip,</i> ● <i>stance,</i> ● <i>glide,</i> ● <i>swing,</i> ● <i>release</i> ● <i>recovery</i> ● <i>Spin style</i> 	<p data-bbox="658 321 1020 422">By the end of the sub strand the learner should be able to:</p> <ol data-bbox="658 430 1020 793" style="list-style-type: none"> a) identify Shot put sector and equipment for orientation, b) perform the styles of putting a shot in Athletics for skill development, c) value the skills of putting a shot in Athletics. 	<p data-bbox="1043 321 1360 353">The learner is guided to:</p> <ul data-bbox="1043 362 1514 1122" style="list-style-type: none"> ● search and watch a video clip/chart/live demonstration of putting the shot while noting the O'brien and Spin techniques, ● demonstrate the correct grip, stance, glide, swing, release and recovery in O'Brien style in Shot Put while observing safety, ● demonstrate the correct grip, stance, rotation, release and recovery in spin style in Shot Put while observing safety, ● practise O'Brien style and Spin style while observing safety, ● collaborate with others in mini Shot Put games applying O'Brien and Spin style while observing safety rules. ● appraise own and others performance while giving feedback. 	<ol data-bbox="1553 321 1804 540" style="list-style-type: none"> 1. How does the skill of Shot Put improve health? 2. Why is training to become better in Shot put key?

Core Competencies to be developed

- Learning to learn: as the learner practises and achieves success in different techniques of putting the Shot.
- Communication and collaboration: as the learner appraises own and others' performance of Shot put.

Values

- Love: as the learner works together and shows concern for each other's safety.
- Peace: as the learner follows laid down procedures while performing the Shot Put with others.

Pertinent and Contemporary Issues (PCIs)

- Health Promotion: as the learner improves in physical fitness by participating in Shot Put thereby reducing chances of getting non communicable diseases.
- Citizenship Education: as the learner respects the rights of others while participating in Shot put.

Suggested Assessment Rubric for Athletics

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<p>Ability to perform skills in Sprints using the all the aspects</p> <p>Starts</p> <ul style="list-style-type: none"> • <i>Bunch</i> • <i>medium</i> • <i>elongated</i> <p>Acceleration</p> <ul style="list-style-type: none"> • <i>body position,</i> • <i>leg action</i> • <i>arm action)</i> <p>Finish - dip</p> <ul style="list-style-type: none"> • <i>Body alignment</i> • <i>Arm action</i> 	<p>Performs the 3 skills in athletics using all the aspects correctly and consistently</p>	<p>Performs the 3 skills in athletics using all the aspects correctly</p>	<p>Performs 2 out of 3 skills in athletics using all the aspects correctly</p>	<p>Performs 1 out of 3 skill in athletics using all the aspects correctly</p>
<p>Ability to perform the Long jump using all the phases</p> <ul style="list-style-type: none"> • <i>Approach</i> • <i>Take off</i> 	<p>Performs long jump using the 4 phases correctly and consistently</p>	<p>Performs long jump using the 4 phases correctly</p>	<p>Performs long jump using 3 phases correctly</p>	<p>Performs long jump using less than 3 phases correctly</p>

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<ul style="list-style-type: none"> ● <i>Flight-(hang, hitch kicks)</i> ● <i>Landing</i> ● <i>Recovery</i> 				
<p>Ability to perform the Javelin throw using all the phases:</p> <ul style="list-style-type: none"> ● <i>grip,</i> ● <i>carry,</i> ● <i>approach,</i> ● <i>crossover,</i> ● <i>release</i> ● <i>follow through</i> 	Performs the javelin throw using the 6 phases correctly and consistently	Performs the javelin throw using the 6 phases correctly	Performs the javelin throw using the 4-5 of the phases correctly	Performs the javelin throw using the less than 43 phases correctly
<p>Ability to put the shot using the spin and O'Brien styles</p> <p>Spin style</p> <ul style="list-style-type: none"> ● <i>grip,</i> ● <i>stance,</i> ● <i>rotation,</i> ● <i>release</i> 	Performs the Shot put using all the phases of the 2 styles correctly and consistently	Performs the Shot put using all the phases of the 2 styles correctly	Performs the Shot put using all the phases of the 2 styles with minor flaws	Performs the Shot put using all the phases of the 2 styles with major flaws

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<ul style="list-style-type: none"> ● <i>recovery</i> O'Brien style ● <i>grip,</i> ● <i>stance,</i> ● <i>glide,</i> ● <i>swing,</i> ● <i>release</i> ● <i>recovery</i> 				

DRAFT

STRAND 3.0 OPTIONAL SPORTS

Schools must cover at least **Two** of the optional Sports depending on the availability of the resources.

3.1 Hockey

3.2 Swimming

3.3 Softball

3.4 Baseball

3.5 Cricket

3.6 Table Tennis

3.7 Tennis

3.8 Badminton

DRAFT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
3.0 Optional Sports	3.1 Hockey (10 lessons) <ul style="list-style-type: none"> ● <i>Facility and equipment</i> ● <i>Dribbling</i> ● <i>Passing</i> ● <i>Hitting</i> ● <i>Stopping</i> 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) describe the facility and equipment used in Hockey, b) perform dribbling in Hockey for skill acquisition, c) execute passing skills in Hockey for skill acquisition, d) perform hitting and stopping in hockey for skill acquisition, e) appreciate the skills learnt in Hockey for enjoyment, 	The learner is guided to: <ul style="list-style-type: none"> ● observe actual / pictures/ charts of facility and equipment for Hockey, ● use digital device or a live game and observe dribbling, passing, hitting and stopping skills in hockey, ● demonstrate single and double, ● practise Single and double dribble, ● demonstrate passing skills in Hockey using the push, drive and sweep, ● Practise passing skills in Hockey using the push, drive and sweep, ● demonstrate hitting and stopping using the flat and reverse stick in Hockey ● practise hitting and stopping in Hockey, 	<ol style="list-style-type: none"> 1. How do the skills in Hockey effect on offensive and defensive play? 2. Why is teamwork important in Hockey?

			<ul style="list-style-type: none"> ● apply the combined skills of dribbling, passing, hitting and stopping skills in playing mini Hockey games, ● acknowledge own and others efforts in Hockey. 	
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> ● Creativity and Imagination: as the learner uses the skills learnt to manoeuvre in a Hockey game. ● Digital Literacy: as the learner uses digital devices to observe the skills and record a match. ● Collaboration and communication: as the learner engages with others while learning the skills of Hockey. 				
<p>Values</p> <ul style="list-style-type: none"> ● Responsibility: as the learner takes care of equipment and observes safety throughout the game. ● Integrity: as the learner follows the rules of Hockey during mini games. ● Unity: as the learner takes turns and shares equipment while practising and playing mini Hockey games. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Non-communicable disease: as the learner improves general health by taking part in Hockey game to develop fitness. ● Safety and Security: as the learner searches videos on Hockey uses the internet in a safe way. ● Social awareness skills: as the learner employs non-conflict methods to resolve disputes during Hockey games. 				

Suggested Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to perform skills in Hockey, Dribbling <ul style="list-style-type: none"> • <i>single</i> • <i>Double</i> Passing <ul style="list-style-type: none"> • <i>Flick</i> • <i>scoop</i> Hitting and stopping <ul style="list-style-type: none"> • <i>flat</i> • <i>reverse</i> 	Performs all 6 skills in Hockey correctly and consistently	Performs all 6 skills in Hockey correctly	Performs 3 skills in Hockey correctly	Performs less than 3 skills in Hockey correctly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
3.0 Optional Sports	3.2 Swimming (10 Lessons) <ul style="list-style-type: none"> ● <i>Front Crawl</i> ● <i>Backstroke</i> (body position, leg, arm and breathing action) ● <i>turns(open and tumble)</i> ● <i>Water games</i> (aqua Volleyball and aqua aerobics) 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> (a) describe the swimming facility and equipment for skill acquisition, (b) perform front crawl stroke and backstroke for skill mastery, (c) execute the turns for front crawl and backstroke for skill mastery (d) play water games using front crawl and backstroke skills , e) appreciate the skills in swimming as life skills. 	The learner is guided to: <ul style="list-style-type: none"> ● observe an actual swimming pool or a video and describe the facility and equipment and classify them, ● observe live or virtual demonstration of front crawl and backstroke skills, ● demonstrate body position, leg, arm and breathing action in front crawl, ● demonstrate body position, leg, arm and breathing action in backstroke, ● demonstrate open and tumble turns for front crawl and backstroke, ● practise open and tumble turns for front crawl and backstroke while observing safety, 	<ol style="list-style-type: none"> 1. Why is front crawl preferred for long distance swimming? 2. How can backstroke be used for life saving?

			<ul style="list-style-type: none"> ● practise a combination of front crawl and backstroke skills while observing safety, ● use backstroke and front crawl skills to play aqua volleyball and aqua aerobics, ● appraise own and peers' performance and share feedback. 	
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> ● Critical thinking and Problem solving: as the learner creates effective strategies for improving their performance in aqua Volleyball. ● Creativity and Imagination: as the learner applies individual style in front crawl and backstroke skills to improve performance. ● Self efficacy: as the learner's mastery of front crawl and backstroke skills improve. 				
<p>Values</p> <ul style="list-style-type: none"> ● Responsibility: as the learner observes care for the equipment used around the pool. ● Love: as the learner shares equipment and facility with peers. ● Social Justice: as the learner waits their turn when performing skills. ● Unity: as the learner works harmoniously with others in all tasks. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Safety and Security: as the learner uses safety equipment in Swimming. ● Peace Education-ways of promoting peace: as the learner interacts with peers as they participate in swimming. 				

Suggested Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform skills in Swimming for skill mastery. <ul style="list-style-type: none"> ● <i>Front crawl</i> ● <i>Backstroke</i> ● <i>Turns (open)</i> ● <i>Turn (tumble)</i> ● <i>water games</i> 	Performs all 5 skills in swimming correctly and consistently.	Performs 5 skills in swimming correctly.	Performs 3-4 skills in swimming correctly.	Performs less than 3 skills in swimming correctly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
3.0 Optional Sports	3.3 Softball (10 Lessons) <ul style="list-style-type: none"> ● <i>Batting (grip, stance, swing, follow through)</i> ● <i>Pitching (stance, grip, swing, release and follow through)</i> 	By the end of the sub-strand learner should be able to: <ol style="list-style-type: none"> a) execute batting in Soft ball for skill acquisition. b) execute pitching in Soft ball for skill acquisition. c) embrace sportsmanship in Softball game. 	The learner to be guided to: <ul style="list-style-type: none"> ● search videos on softball or watch a live game noting batting and pitching skills, ● demonstrate grip, stance, swing and follow through in batting, while observing safety, ● demonstrate the stance, grip, swing, release and follow through in pitching, ● practise batting and pitching skills in Softball, ● apply the skills of batting and pitching in a mini-game of Softball. ● share feedback with peers on their performance in batting and pitching skills. 	<ol style="list-style-type: none"> 1. How can skills in softball be enhanced? 2. How can playing Softball contribute to mental health?
Core Competencies to be developed <ul style="list-style-type: none"> ● Critical Thinking and problem solving: as the learner explores options of batting and pitching in softball mini games. ● Self-efficacy: as the learner applies pitching and batting skills in a mini Soft ball game. 				
Values <ul style="list-style-type: none"> ● Social Justice: as the learner practises fair treatment of each other while playing Softball game. ● Integrity: as the learner follows rules of Softball. 				

Pertinent and Contemporary Issues (PCIs)

- Health promotion: as the learners participate in softball activities to enhance fitness and prevent non- communicable diseases.
- Life Skills: as the learner demonstrate self-awareness during interaction with peers while playing Softball.

DRAFT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
3.0 Optional Sports	3.4 Baseball5 (10 lessons) <ul style="list-style-type: none"> ● <i>Hitting (stance, toss swing, contact and follow through</i> 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) Describe the facility and equipment in Baseball5, b) perform hitting in Baseball5 for skill development. c) apply the hitting and skills in a mini game, d) Appreciate the skills learnt in Baseball5. 	The learner is guided to: <ul style="list-style-type: none"> ● use digital devices to search and observe the facility and equipment used in Baseball5 or observe live Baseball5 match ● demonstrate the stance, toss, swing, contact and follow through, when hitting in Baseball5 while observing safety, ● practise hitting in Baseball5 game while observing safety, ● apply hitting skill in Baseball5 mini game while observing safety ● appreciate own and others' effort in the Baseball5 game. 	<ol style="list-style-type: none"> 1. How can the skills in Baseball5 be used in the community? 2. How does participation in Baseball5 enhance physical development?
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> ● Creativity and Imagination: as the learner uses the skills learnt to manoeuvre in the game. ● Digital Literacy: as the learner uses digital devices to search and observe the skills, facility and equipment. ● Collaboration and communication: as the learner engages with others while learning the skills Baseball5. 				

Values

- Responsibility: as the learner takes care of equipment and observes safety throughout the game.
- Integrity: as the learner follows the rules of Baseball5 during mini games.
- Unity: as the learner displays teamwork and sharing during a mini game of Baseball5.

Pertinent and Contemporary Issues (PCIs)

- Non-communicable disease: as the learner improves their general health as they engage in Baseball5 game.
- Social awareness skills: as the learner employs diplomacy in dispute resolution during a game of Baseball5.

Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform hitting in Baseball5 <ul style="list-style-type: none">● <i>stance,</i>● <i>toss,</i>● <i>swing,</i>● <i>contact</i>● <i>follow through</i>	Performs hitting in Baseball5 using all the 5 aspects correctly and consistently	Performs hitting in Baseball5 using all the 5 aspects correctly	Performs hitting in Baseball5 3-4 aspects correctly	Performs hitting in Baseball5 using less than 3 aspects correctly

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
3.0 Optional Sports	3.5 Cricket (10 lessons) <i>Batting</i> (<i>cover drive, hook shot, lofted shot</i>)	By the end of the sub strand the learner should be able to: a) describe the facility and equipment in Cricket, b) Execute batting in Cricket for skill acquisition, c) appreciate own and others effort in performing the skills of batting	The learner is guided to: <ul style="list-style-type: none"> ● search and observe actual or virtual performance of Cricket to identify, facility and equipment, and skills, ● demonstrate the cover drive technique of batting using the stance, footwork, contact and follow through while observing safety, ● demonstrate the hook shot technique of batting using the stance, footwork, contact and follow through while observing safety, ● demonstrate lofted shot technique of batting using the stance, footwork, contact and follow through while observing safety, ● practise the skills of batting, 	<ol style="list-style-type: none"> 1. How can the use of technology enhance batting skills? 2. How does playing cricket promote individual development?

			<ul style="list-style-type: none"> ● use the skills of batting to play a conditioned game of Cricket while observing safety, ● observe others and give feedback on execution of batting skills. 	
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> ● Creativity and imagination: as the learner adapts and adjusts batting skills to match the changing conditions of bowling in a Cricket game. ● Self efficacy: as the learner develops confidence by mastering the batting skills. 				
<p>Values</p> <ul style="list-style-type: none"> ● Responsibility: as the learner develops accountability by participating and taking care of equipment. ● Integrity: as the learner follows the guidelines and instructions and rules during practice. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Safety and Security: as the learner creates a safe environment and uses the equipment appropriately, while practising and playing. ● Health promotion: as the learner engages in practise and playing the game of cricket as a way of enhancing physical fitness. 				

Suggested Assessment Rubric Hitting / Batting games

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<p>Ability to perform the skill soft ball using all the aspects</p> <p>Batting</p> <ul style="list-style-type: none"> • <i>Grip</i> • <i>Stance</i> • <i>Swing</i> • <i>follow through</i>) <p>Pitching</p> <ul style="list-style-type: none"> • <i>Stance</i> • <i>Grip</i> • <i>Swing</i> • <i>Release</i> • <i>follow through</i> 	<p>Performs the skills of Soft ball using all the aspects correctly and consistently</p>	<p>Performs the skills of Soft ball using all the aspects correctly</p>	<p>Performs the skills of Soft ball using all the aspects with minor flaws</p>	<p>Performs the skills of Soft ball using all the aspects major flaws</p>
<p>Ability to perform skills in Baseball 5s</p> <p>Hitting</p> <ul style="list-style-type: none"> • <i>Stance</i> • <i>toss,</i> • <i>Contact</i> • <i>follow through</i> 	<p>Performs the skills of Baseball5 using all the aspects correctly and consistently</p>	<p>Performs the skills of Baseball5 using all the aspects correctly</p>	<p>Performs the skills of Baseball5 using all the aspects with minor flaws</p>	<p>Performs the skills of Baseball5 using all the aspects with major flaws</p>

<p>Ability to execute Batting skills in cricket Cover drive,</p> <ul style="list-style-type: none"> • <i>stance</i> • <i>footwork</i> • <i>Contact</i> • <i>follow through</i> <p>Hook shot,</p> <ul style="list-style-type: none"> • <i>stance</i> • <i>footwork</i> • <i>Contact</i> • <i>follow through</i> <p>Lofted shot</p> <ul style="list-style-type: none"> • <i>stance</i> • <i>footwork</i> • <i>Contact</i> • <i>follow through</i> 	<p>Performs the skills of batting in cricket using all aspects correctly and consistently</p>	<p>Performs the skills of batting in cricket using all aspects correctly</p>	<p>Performs the skills of batting in cricket using all aspects with minor flaws</p>	<p>Performs the skills of batting in cricket using all aspects with major fla</p>
---	---	--	---	---

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
3.0 Optional Sports	3.6 Table Tennis (10 Lessons) <ul style="list-style-type: none"> • Facility and equipment • Forehand drive • (<i>grip, stance, contact and follow through</i>) • Backhand drive • (<i>grip, stance, contact and follow through</i>) • Push shot • (<i>grip, stance, contact and follow through</i>) 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) describe facilities and equipment used for Table Tennis, b) perform forehand and backhand drives for skill development, c) execute a push shot for skill mastery, d) appreciate the role of Table in fitness. 	The learner is guided to: <ul style="list-style-type: none"> • search and observe pictures/charts or virtual pictures of Table Tennis facilities and equipment, • use digital devices to search and watch video clips on Table Tennis skills of forehand and backhand drive and push shot, • improvise Table Tennis table and bat using locally available materials, • demonstrate the grip, stance, contact and follow through in forehand and backhand drives, • practise forehand and backhand drive in Table Tennis with peers while observing safety, • demonstrate push shot, 	<ol style="list-style-type: none"> 1. How is Table Tennis beneficial to the health of the learner? 2. How can improvisation in Table tennis be done?

			<ul style="list-style-type: none"> ● practise push shot while observing safety, ● Play a Table Tennis mini game by applying the skills learnt while observing safety, ● Appraise and share feedback on own and others' performance of Table tennis skills. 	
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> ● Creativity and imagination: as the learner improvises Table Tennis table and bat. ● Communication and collaboration: as the learner contributes to group decision making during improvisation of Table Tennis table and bat. ● Digital literacy: learner uses digital gadgets while searching and watching video clips on Table Tennis equipment and skills. 				
<p>Values</p> <ul style="list-style-type: none"> ● Responsibility: as the learner observes safety precautions when performing Table Tennis skills. ● Social justice: as the learner uses Table Tennis facilities and equipment in turns. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Safety in class and school environments: as the learner performs Table Tennis skills while observing safety. ● Self-esteem: as the learner performs Table Tennis skills successfully. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
3.0 Optional Sports	3.7 Tennis (10 lessons) <ul style="list-style-type: none"> ● Facility and equipment ● Forehand drive (<i>grip, stance, contact and follow through</i>) ● Backhand drive (<i>grip, stance, contact and follow through</i>) 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify facility and equipment used for Tennis, b) perform forehand and backhand drives for skill development, c) acknowledge the role of Tennis skills in playing Tennis game. 	The learner is guided to: <ul style="list-style-type: none"> ● search and observe pictures/charts or virtual pictures of Tennis facility and equipment, ● use digital devices search and watch video clips on Tennis skills, ● improvise a field and practise Tennis ● demonstrate the grip, stance, contact and follow through in forehand and backhand drive, ● practise forehand and backhand drive Tennis skills while observing safety, ● apply forehand and backhand drive in Tennis mini games, 	<ol style="list-style-type: none"> 1. How can mastering of Tennis skills be beneficial to the learner? 2. How has Tennis put Kenya on the world map?

			<ul style="list-style-type: none"> ● appraise own and others performance of the Tennis skills. 	
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> ● Creativity and imagination: as the learner use imagination to generate new ideas in improvising existing surfaces as Tennis court. ● Self-efficacy: as the learner shares their goals and plans with peers in acquiring skills in Tennis. 				
<p>Values</p> <ul style="list-style-type: none"> ● Unity: as the learner takes turns in activities when using Tennis facilities and equipment. ● Respect: as the learner appreciates others opinions in improvising a Tennis court. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Safety and Security: as the learner follows Tennis rules and observes safety during activities. ● Equity and non-discrimination: as the learner shares Tennis facilities and equipment with peers. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
3.0 Optional Sports	3.8 Badminton (10 lessons) <ul style="list-style-type: none"> • Forehand clear (<i>grip, stance, contact and follow through</i>) • Backhand clear (<i>grip, stance, swing and follow through</i>) • Forehand drop shot (<i>grip, stance, swing and follow through</i>) • Backhand drop (<i>grip, stance, swing and follow through</i>) 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> (a) execute the forehand and backhand clear for skill acquisition (b) execute the forehand and backhand drop for skill acquisition, (c) appreciate Badminton skills in playing for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> • observe real or virtual performance of badminton skills of forehand clear, backhand clear and drop, • demonstrate the forehand and backhand clear following the stance, swing and follow through, • demonstrate forehand and backhand drop using the stance, swing and follow through, • practise forehand and back hand shots, • use the forehand and backhand clear, forehand and backhand drop strokes in playing mini Badminton games. • observe and discuss others' performance of the skills and share feedback. 	<ol style="list-style-type: none"> 1. How can analysis of shots help improve the accuracy of Badminton shots? 2. How does the grip affect the execution of Badminton shots?

Core Competencies to be developed

- Learning to learn: as the practises and applies forehand and backhand strokes in Badminton.
- Self -Efficacy: as the learner develops self-esteem through mastery and showcasing of the skills learned in Badminton.

Values

- Social Justice: as the learner appreciates diverse culture, by learning to play Badminton with learners from different backgrounds.
- Integrity: as the learner develops the sense of accountability and honesty and fairness when participating in a Badminton game.

Pertinent and Contemporary Issues (PCIs)

- Health promotion: as the learner enhances mental health by participating in Badminton, which provides a productive and constructive use of leisure time.
- Safety and Security: as the learner observes rules and regulations of Badminton game.

Suggested Assessment Rubric for Racquet games

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<p>Ability to perform Table Tennis skills Forehand and backhand drive</p> <ul style="list-style-type: none"> • <i>Grip</i> • <i>stance,</i> • <i>Contact</i> • <i>follow through)</i> <p>Push shot</p> <ul style="list-style-type: none"> • <i>Grip</i> • <i>stance,</i> • <i>Contact</i> • <i>follow through)</i> 	<p>Performs the skills of Table tennis using all the aspects correctly and always</p>	<p>Performs the skills of Table tennis using all the aspects correctly</p>	<p>Performs the skills of Table tennis using all the aspects with minor flaws</p>	<p>Performs the skills of Table tennis using all the aspects with major flaws</p>

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<p>Ability to perform Tennis skills</p> <p>Forehand drive</p> <ul style="list-style-type: none"> • <i>Grip</i> • <i>stance,</i> • <i>Contact</i> • <i>follow through)</i> <p>Backhand drive <i>Grip</i></p> <ul style="list-style-type: none"> • <i>stance,</i> • <i>Contact</i> • <i>follow through)</i> 	<p>Performs the skills of Tennis using all the aspects correctly and consistently</p>	<p>Performs the skills of Tennis using all the aspects correctly</p>	<p>Performs the skills of Tennis using all the aspects with minor flaws</p>	<p>Performs the skills of Tennis using all the aspects with major flaws</p>
<p>Ability to perform Badminton skills</p> <p>Forehand clear</p> <ul style="list-style-type: none"> • <i>grip</i> • <i>stance</i> • <i>contact</i> • <i>follow through</i> <p>Backhand clear</p> <ul style="list-style-type: none"> • <i>grip</i> 	<p>Performs the skills of Badminton using all the aspects correctly and always</p>	<p>Performs the skills of Badminton using all the aspects correctly</p>	<p>Performs the skills of Badminton using all the aspects with minor flaws</p>	<p>Performs the skills of Badminton using all the aspects with major flaws</p>

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<ul style="list-style-type: none"> ● <i>stance</i> ● <i>contact</i> ● <i>follow through</i> <p>Forehand drop shot</p> <ul style="list-style-type: none"> ● <i>grip</i> ● <i>stance</i> ● <i>contact</i> ● <i>follow through</i> <p>Backhand drop</p> <ul style="list-style-type: none"> ● <i>(grip)</i> ● <i>stance</i> ● <i>contact</i> ● <i>follow through</i> 				

APPENDIX: SUGGESTED LEARNING RESOURCES, ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Non-Formal Activities
Ball Games	1.1 Football	Marked Football field/ open space Balls Goal posts Nets Saw dust /Ash uniform Whistle bibs Markers/cones	Observation (observation schedule, checklist) Project work Oral questions Portfolio	School Football club School Football team- interclass/school competitions
	1.2 Netball	-Balls, playing Nets, bibs, goal posts, player uniform, arm bands, sawdust, Whitewash, score sheets, bench, tables, pens, playing field, whistle.	-Observation -Checklist. -Portfolio. -Oral questions. -Practical assessment	-Watch live matches. -Watch TV channels on sports.
	1.3 Volleyball	-Net -Posts -Whistle	Checklist -journals -practical assessment	- Volleyball tournament

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Non-Formal Activities
		<ul style="list-style-type: none"> -Open space/ play ground - strings -antennae - Balls 	<ul style="list-style-type: none"> -projects -oral questions -Portfolio -observation- 	<ul style="list-style-type: none"> - National league competition for volleyball -visit to volleyball gymnasium
	1.4 Handball	<ul style="list-style-type: none"> - Handball field / Open space - Marking agent (lime, ash, saw dust) -Field markers - Handball balls - Handball goal -whistle -Groin guard 	<ul style="list-style-type: none"> - Oral questions - Observation - Practical assessment - Checklist - Portfolio - Profiles 	<ul style="list-style-type: none"> - Handball championships - Stadia visits - Watching video clips - Internet searches
	1.5 Basketball	<ul style="list-style-type: none"> - Charts - Basketball court/Open hard space - Marking agent (lime, ash, saw dust) -balls - Posts and Rings - Markers/cones 	<ul style="list-style-type: none"> - Oral questions - Observation - Practical assessment - Checklist - Portfolio 	<ul style="list-style-type: none"> - Basketball championships - Charts - Stadia visits - Watching video clips - Internet searches

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Non-Formal Activities
		-whistle		
	1.6 Rugby	<ul style="list-style-type: none"> - Rugby pitch /Open space - Marking agent (lime, ash, saw dust) - Rugby balls - Tagging flags - Score cards -whistle -tackle bags 	<ul style="list-style-type: none"> - Oral questions - Observation - Practical assessment - Checklist - Portfolio 	<ul style="list-style-type: none"> - Rugby championships - Stadia visits - Watching video clips - Internet searches
2.0 Athletics	2.1 Sprints	<ul style="list-style-type: none"> -Starting blocks Marking agent (lime, ash, saw dust) -Stop watch -Signal flags -whistle -wooden clapper/ starters 	<ul style="list-style-type: none"> -Practical assessment -projects -journals -portfolio -Observation checklist -Practical assessment School 	<ul style="list-style-type: none"> -fitness and wellness Centre - real Newspaper sports column -watch value –based sports channels at home Visit regional athletic championship Athletics team
	2.2 Long Jump	<ul style="list-style-type: none"> -Tape measure -Flags[red, white] -Rake / Jembe. -landing area/ sand pit 	<ul style="list-style-type: none"> -Oral questions. -Observation -Practical assessment. -Checklist. 	<ul style="list-style-type: none"> - Attend an athletics championship. -environmental awareness.

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Non-Formal Activities
		Marking agent (lime, ash, saw dust) -take off board, -whistle	-Portfolio.	-School Athletics team
	2.3 Javelin	-Javelin -Tape measure - Marking agent (lime, ash, saw dust) -Signal flags - Field hard surface -Whistle	-Checklist -Journals -Portfolios -observation -Oral questions -projects -Practical assessment	-Visit Athletics regional competition championship - Wellness and Fitness Centre -Sports mini competition -School Athletics team
	2.4 Shot Put	- Open space - Marking agent (lime, ash, saw dust) - Shot Put - Tape Measure -whistle	Oral questions Observation Practical assessment Checklist Portfolio	Athletics championships Stadia visits Watching video clips Internet searches -School Athletics team
3.0 Optional Sports	3.1 Hockey	-Hockey stick, Hockey balls -player face mask -player hand glove	Oral questions. -Observation -Practical assessment.	Hockey championships -Hockey School Team - Stadia visits

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Non-Formal Activities
		<ul style="list-style-type: none"> -shin guard / pad -uniform -mouth guard -Goalkeepers kit -Field / open space -markers -bibs -Whistle -stop watch 	<ul style="list-style-type: none"> -Checklist. -rating scale 	<ul style="list-style-type: none"> - Watching video clips - Internet searches - live matches -internal matches
	3.2 Swimming	<ul style="list-style-type: none"> - Swimming pool access and safety measures - Swimming instructor or lifeguard - Swim gear/swim suits, goggles - Floaters and buoys -shooting rings and goals balls -whistle -stop watch 	<ul style="list-style-type: none"> - Oral questions - Observation - Practical assessment - Checklist - Portfolio 	<ul style="list-style-type: none"> - Charts - Swimming galas championships - Pool visits - Watching video clips - Internet searches
	3.3 Softball	<ul style="list-style-type: none"> -Court[Diamond] -Bats, Whitewash 	<ul style="list-style-type: none"> -Observation -Checklist. 	<ul style="list-style-type: none"> -Watch TV channels on sports.

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Non-Formal Activities
		<ul style="list-style-type: none"> -Balls, chest pads -Mitts, gloves - Marking agent (lime, ash, saw dust) -whistle 	<ul style="list-style-type: none"> -Portfolio. -Oral questions. -Practical assessment. 	<ul style="list-style-type: none"> -Watch live matches.
	3.4 Baseball5	<ul style="list-style-type: none"> -Open pace/Court[Diamond] -Marking agent/Whitewash/ash/saw dust/Water paints/tape/ash -Balls -Water paints. -Whistle 	<ul style="list-style-type: none"> -Observation -Checklist. -Portfolio. -Oral questions. -Practical assessment. 	<ul style="list-style-type: none"> -Watch TV channels on sports. -Watch live matches, - Internet search -School Baseball 5s Team -live matches
	3.5 Cricket	<ul style="list-style-type: none"> Batting pads, batting gloves, bat, cricket balls, helmet, wicket keeper gloves, wicket keepers pads, cricket pitch, stumps, bails, chest guard, groin guard, thigh guard, elbow guard 	<ul style="list-style-type: none"> Observation (observation schedule, checklist) Project work Oral questions Portfolio 	<ul style="list-style-type: none"> cricket competitions and tournaments within the school and with other schools
	3.6 Table Tennis	<ul style="list-style-type: none"> Table Tennis court Table Tennis balls Table Tennis bats 	<ul style="list-style-type: none"> Observation (observation schedule, checklist) Project work 	<ul style="list-style-type: none"> School Table Tennis club

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Non-Formal Activities
		Tables Net	Oral questions Portfolio	School Table Tennis team-interclass/school competitions
	3.7 Tennis	Tennis court Tennis rackets Tennis balls Open space Posts, Net Marking agent (lime, ash, saw dust)	Observation (observation schedule, checklist) Project work Oral questions Portfolio	School Tennis club School Tennis team-interclass/school completions
	3.8 Badminton	Badminton racquets, badminton shuttles, nets badminton courts,	Observation (observation schedule, checklist) Project work Oral questions Portfolio	school tournaments and competitions School Badminton team Stadia visit



REPUBLIC OF KENYA
Property of the
Government of Kenya
NOT FOR SALE



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

Desai Road, off Murang'a Road.

P.O.Box 30231-00100 Nairobi, Kenya.

Telephone: +254(020)3749900-9,3748204,3747994

Fax:+254(020)3639130

Email: info@kicd.ac.ke, Website: www.kicd.ac.ke