



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

GRADE 7

PHYSICAL EDUCATION AND SPORTS FOR LEARNERS WITH HEARING IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT



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FOREWORD

Curriculum is a tool which a country employs to empower its citizens. The Kenya Institute of Curriculum Development in meeting its core mandate ‘*to develop curriculum and curriculum support materials*’ has spearheaded curriculum reforms in the education sector. The reforms are based on rigorous research, monitoring and evaluation activities conducted on the 8-4-4 system of education to inform the Competency-Based Curriculum through a phase-in phase-out model. The reforms were informed by the Summative Evaluation Survey (2009), Needs Assessment Study (2016) and the Task Force Report on Re-alignment of Education Sector (2012), 21st century learning and approaches, the East Africa Protocol on harmonisation of education, among many others.

The curriculum reforms aim at meeting the needs of the Kenyan society by aligning the curriculum to the Constitution of Kenya 2010, the Kenya Vision 2030 and the East African Protocol, among other policy requirements as documented by the Sessional Paper No. 1 of 2019 on ‘Reforming Education and Training in Kenya for Sustainable Development’. The reforms adopted the Competency-Based Curriculum (CBC) to achieve development of requisite knowledge, skills, values and attitudes that will drive the country’s future generations as documented by the Basic Education Curriculum Framework (BECF). Towards achieving the mission of the Basic Education, the Ministry of Education has successfully and progressively rolled out curriculum implementation for Early Years Education, Grades 4 and 5. The roll out for Grade 6 and Junior Secondary (Grade 7-9) will subsequently follow.

It is my hope that the curriculum designs for Grade 7 will guide the teachers, among other educational stakeholders, for progressive achievement of the curriculum vision which seeks to have engaged, empowered and ethical citizens.

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PREFACE

The Government of Kenya embarked on the national implementation of the Competency Based Curriculum in January, 2019 for Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3). The implementation progressed to Upper Primary (Grade 4, 5 and 6) based on the reorganization of the Basic Education structure. Grade 7 curriculum furthers implementation of the Competency-Based Curriculum to Junior Secondary education level. This level marks the zenith of Middle School education whose main feature is to offer a broad opportunity for the learner to explore talents, interests and abilities before selection of pathways and tracks in Senior Secondary education level.

The Grade 7 curriculum designs for the respective learning areas will enable the development of 21st Century competencies. Ultimately, this will lead to the realization of the vision and mission of the Competency-Based Curriculum as documented in the Basic Education Curriculum Framework (KICD, 2017).

It is my hope that all Government agencies among other stakeholders in education will use the designs to guide effective and efficient implementation of the learning activities as well as provide relevant feedback on various aspects of the curriculum. Successful implementation of the Grade 7 curriculum will be a significant milestone towards realization of the curriculum mission ‘Nurturing Every Learner’s Potential’.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) 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, KICD conceptualized the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF). The CBC responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, Kenya Vision 2030, East African Commission Protocol and the United Nations Sustainable Development Goals.

The Kenya Institute of Curriculum Development has developed the Grade 7 curriculum designs taking cognizance of the tenets of the CBC, key among them being the need to ensure that learners are provided with learning experiences that call for higher order thinking, thereby ensuring they become engaged, empowered and ethical citizens as articulated in the BECF Vision. The Grade 7 designs also provide opportunities for learners to develop the core competencies as well as engage in Community Service Learning. The designs present assessment rubric linked to sub strands in the individual subjects. Teachers are encouraged to use varied assessment tools when assessing learners.

KICD obtains its funding from the Government of Kenya to enable the achievement of its mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programs. The Grade 7 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. The Institute is grateful for the support accorded to the process by the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support.

I acknowledge the KICD curriculum developers and other staff, teachers and all the educators who participated, as panelists, in the development of the designs. I also appreciate the contribution of the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their various roles in the development of the Grade 7 curriculum designs.

My special thanks to the Cabinet Secretary, Ministry of Education; the Principal Secretary State Department of Early Learning and Basic Education; the Secretary, Teachers' Service Commission (TSC) and the Chief Executive Officer, Kenya National Examinations Council (KNEC) for their support in the process. Finally, I am grateful to the KICD Governing Council for their consistent guidance during the development of the curriculum designs. The Institute assures all curriculum implementers, parents, and other stakeholders that the designs will ensure effective implementation of the CBC at Grade 7.

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TIME ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre technical Studies	4
7.	Social Studies	3
8.	Religious Education (CRE/IRE/HRE)	3
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject including Sign Language Skills	3
14.	Optional Subject	3
	Total	45



NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) 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.

ii) 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 recognises 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.

iii) Promote individual development and self-fulfillment



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.

iv) 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.

v) Promote social equality 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.

vi) Promote respect for and development of Kenya's rich and varied cultures.

Education should instill 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.

vii) 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.

viii) 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 MIDDLE SCHOOL

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

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

ESSENCE STATEMENT

Physical Education (PE) is the learning and development of fundamental movement skills and ability to use them safely for active and healthy lifestyles. **Sports** is any activity that involves physical exertion and skills where an individual participates for recreation or reward. The inclusion of PE and Sports in the curriculum ensures promotion of sports and sports education (The Constitution of Kenya 2010- 4th Schedule). This subject combines both aspects where, PE builds a foundation for identification of sporting talent, which can later be developed and nurtured in the schools' informal curriculum set-up during games and sports.

Participation in sports encourages the learner to relate positively and engage in movement experiences that promote and support the development of social skills such as values, attitudes and wellbeing. Physical Education and Sports incorporates the experiences and skills gained in upper primary and also introduces new knowledge and skills such as evaluation of the fitness components developed during learning. It also exposes learners to multiple skills in a variety of games to lay foundation for the Sports pathway in senior school. It fosters competencies and life skills that enable the learner to understand



the significance that sport plays in promoting a fair and just society. This is strongly supported by the social constructivist theory of Vygotsky that highlights the fundamental role of social interaction in learning.

Learners with hearing impairment equally benefit from the participation in Physical Education and Sports. Therefore, this learning area has been adapted to allow the learner to understand the concepts and support one another while performing the skills. For effective communication to learners who are Deaf and Hard of Hearing during games and sports, it is paramount to use Sign Language, vocalization and fingerspelling while giving instructions.

When officiating, use a whistle and flags (red, green and white) to indicate a fault, score and ready for learners who are Hard of Hearing and the Deaf. This will enable the learner to observe the rules and regulations of the game and acquire the skills.

SUBJECT GENERAL LEARNING OUTCOMES

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

1. Exhibit positive intrapersonal and interpersonal skills of communication during play.
2. Perform skills that promote physical fitness and hygiene for a healthy lifestyle.
3. Explore natural abilities in sports to nurture talent for personal development.
4. Manage economic resources acquired from use of talents and financial rewards.
5. Demonstrate patriotism and nationalism through participation in sports and games.
6. Develop skills in sports using technology for enjoyment, perfection and digital citizenship.
7. Conserve resources in the economic and physical environment for sustainability.
8. Apply pertinent and contemporary issues during games and sports.
9. Apply rules and regulations in physical education and sports ethically, for harmonious civic coexistence.
10. Appreciate Kenyan culture by participation in games and sports in the community.



STRAND 1.0: GAMES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Ball Games	Netball 1.1 Chest Pass (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> explain the execution of chest pass in netball, use appropriate grip, release and follow through for chest pass in netball, execute the chest pass for skill acquisition, acknowledge the team work in execution of chest pass during collaborative play. 	The learner is guided to: <ul style="list-style-type: none"> Watch video clips/pictures/charts on a netball game and identify the chest pass skills and give feedback. In groups discuss the correct way of passing the ball using chest pass, positioning, rules and regulations. Demonstrate grip, release and follow through in chest pass. Use drills to practise passing the ball using the chest pass. Practise chest pass drills while in motion. In small teams, play a mini netball game and apply the chest pass skills while observing rules and regulations for safety. <p><i>Use a whistle for Hard of Hearing and raise a red flag or white flag for the Deaf to indicate a fault or a score.</i></p> <p><i>(Voice for the hard of hearing as you sign and fingerspell for the Deaf when giving instructions)</i></p>	1. Why do we use chest pass in a netball game?



	<p>1.2 Dodging and Marking</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"> establish the basic stance and body movements for dodging and marking in netball, use stance, dodging and marking in netball for skill acquisition, apply dodging and marking in netball for skill mastery, rate each other's performance during execution of dodging and marking in netball, recognise the application of dodging and marking for coordination and enjoyment. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> Watch video clips/pictures/charts on a netball game and observe the basic stance and body movements for dodging and marking skills and give feedback. Demonstrate stance, dodging and marking in netball. In groups use drills to practise the dodging and marking movements with and without a ball. Use drills to practise the single and double body feigns in netball and give each other feedback. In small teams, play mini netball game and apply the skills of dodging and marking for enjoyment while observing the rules and regulations for safety. <i>Use a whistle for hard of hearing and raise a red flag or white flag for the Deaf to indicate a fault or a score.</i> 	<ol style="list-style-type: none"> How is the skill of dodging and marking applied in netball?
	<p>1.3 Footwork</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"> distinguish the different types of landing in netball, use landing and pivoting in netball for skill mastery, apply landing and pivoting skills in a mini game, 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> Watch video clips/pictures/charts on a netball game and observe the footwork skills and give feedback. In groups discuss the single, double landing and pivoting skills and share feedback. 	<ol style="list-style-type: none"> How does a player apply footwork options after landing with a ball in a game of netball? Why does a player combine landing and



		<p>d) embrace landing and pivoting when playing a mini game.</p>	<ul style="list-style-type: none"> • Demonstrate the single, double landing and pivoting and share feedback. • Use drills to practise single, double landing and pivoting skills. • Observe the demonstration of the options of landing and pivoting with turning and share feedback. • Practise the options of landing and pivoting through drills. • In small teams, play a mini netball game and apply the options of landing and pivoting while observing the rules and regulations for safety. • <i>Use a whistle for hard of hearing and raise a red flag or white flag for the Deaf to indicate a fault or a score.</i> 	<p>pivoting skills in netball?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication & collaboration as learners participate in active listening/observing, non-verbal communication and appropriate questioning during sports and play. • Creativity & Imagination as learners execute and apply skills during sports and play. • Self-efficacy as learners confidently take new challenges and perform a skill or task. • Critical thinking and problem solving as learners make decisions during play, strategize tactics when reasoning clearly and rationally executing a skill in the lesson or game. 				



<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Healthy life style is promoted as learners appreciate sports for wellness and participate in physical activities for fitness. • Self-esteem is enhanced as learners play mini netball game applying the skills of dodging and marking during the game. • Safety issues is enhanced as learners learn how to work and play together while observing the rules. 	<p>Values:</p> <ul style="list-style-type: none"> • Respect is enhanced as learners appreciate rules, self and others during play. • Responsibility is enhanced as learners take care of the equipment, cleanliness in the play and the environment. • Social justice is promoted as learners fair play, observing the rules and regulations during play. • Unity is enhanced as learners join together in teamwork during lessons.
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Health Education as learners engage in physical activity and maintain personal hygiene. • Languages as learners communicate as they learn different skills. • Mathematics as learners learn pivoting, compass movement and counting steps as they land and shoot. • Computer Science as learners manipulate and interact with digital devices. 	
<p>Non formal Activities to support Learning:</p> <ul style="list-style-type: none"> • Learners practice netball skills during clubs and societies. 	<p>Suggested Modes of Assessment: Oral/signed questions, observation , observation checklists,</p>
<p>Suggested Learning Resources: Marked netball fields ,netballs, whistles, flags (red and white) ICT Devices, charts, pictures,</p>	

Assessment Rubric for Netball

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Explaining the execution of chest pass skills.	Explains the execution of chest pass skills and trains others.	Explains the execution of chest pass skills.	Explains the application of chest pass skills with guidance.	States the application of chest pass skills with prompts.
Using appropriate grip, release and follow through for chest pass.	Uses appropriate grip, release and follow through for chest pass and coaches others.	Uses appropriate grip, release and follow through for chest pass.	Uses appropriate grip and release for chest pass but does not follow through.	Uses only the grip in chest pass.



Executing the chest pass for skill acquisition.	Executes the chest pass and releases the ball while in motion.	Executes the chest pass for skill acquisition.	Applies the chest pass for skill acquisition with guidance.	Applies chest pass but with poor grip.
Establishing the basic stance and body movements for dodging and marking.	Establishes the basic stance and body movements for dodging and marking and officiates the game.	Establishes the basic stance and body movements for dodging and marking.	States the basic stance and body movements for dodging and marking.	States basic stance and body movements for dodging and marking with guidance.
Using stance, dodging and marking in netball.	Uses stance, dodging and marking in netball and coaches others.	Uses stance, dodging and marking in netball.	Uses stance and dodging in netball.	Uses only dodging in netball.
Applying the skills of dodging and marking in netball.	Creatively applies the skills of dodging and marking in netball and coaches others.	Applies the skills of dodging and marking in netball.	Applies skills of dodging in netball.	Applies skills of dodging in netball with guidance.
Rating each other's performance during execution of dodging and marking.	Rates each other's performance during execution of dodging and marking and supports others.	Rates each other's performance during execution of dodging and marking.	Rates other's performance during execution of dodging and marking with guidance.	Has challenges rating other's performance during execution of dodging and marking.
Distinguishing the different types of landing in netball.	Distinguishes the different types of landing in netball and performs the skills.	Distinguishes the different types of landing in netball.	Identifies only one type of landing in netball.	Identifies only one type of landing in netball with guidance
Using landing and pivoting techniques in netball.	Uses landing and pivoting techniques in netball and trains others.	Uses landing and pivoting techniques in netball.	Uses only landing technique in netball.	Uses only landing technique in netball with prompts.
Applying landing and pivoting skills in netball.	Applies landing and pivoting skills in netball and officiates the game.	Applies landing and pivoting skills in netball.	Applies only landing skills in netball.	Applies only landing skills in netball with guidance.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
1.0 Ball Games	Handball 1.4 Passes and reception (3lessons)	By the end of the sub strand, the learner should be able to; a) differentiate the passing and reception skills in handball, b) utilize the jump, side, flick passes and reception skills in handball, c) apply different passes and reception skills in handball for coordination and enjoyment, d) acknowledge team effort while executing passes and reception in handball and observe safety.	The learner is guided to: <ul style="list-style-type: none"> • Watch video clips/pictures/charts on handball game and observe the passes and reception skills then give feedback. • In groups discuss the rules, regulations and positioning in handball. • Demonstrate the jump, side, flick passes and reception in handball. • Use drills to practise passing the ball using jump, side, flick passes and reception in handball. • In small teams use the jump, side, flick passes and reception in a mini handball game while observing the rules and regulations for safety. <i>Use a whistle for Hard of Hearing and raise a red flag or white flag for the Deaf to indicate a fault or a score.</i> 	1. Why does a player utilize the different passing skills in a handball game?
	1.5 Footwork (2 lessons)	By the end of the sub strand, the learner should be able to; a) describe the progression of landing and making steps in handball, b) employ landing and stepping techniques in handball,	The learner is guided to: <ul style="list-style-type: none"> • Watch video clips/pictures/charts on handball game to learn the execution of landing and stepping techniques in handball then give feedback. 	1. How does a player apply footwork options after landing in handball? 2. Why is landing and making steps in handball important?



		<p>c) combine the landing and stepping techniques in handball,</p> <p>d) acknowledge landing and stepping skills for safety and enjoyment.</p>	<ul style="list-style-type: none"> • Demonstrate the options of landing and stepping techniques and share feedback. • Use drills to practise the options of landing and stepping techniques in handball. • In small teams, apply the options of landing and making steps in a mini handball game while observing the rules and regulations for safety. <i>Use a whistle for Hard of Hearing and raise a red flag or white flag for the Deaf to indicate a fault or a score.</i> 	
	<p>1.6 Dodging and marking (3 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) establish the basic stance and body movements for dodging and marking in handball,</p> <p>b) use a combination of the basic stance using single and double feigns in handball,</p> <p>c) rate each other's performance during execution of dodging and marking skills in handball,</p> <p>d) recognise the application of stance, single and double feigning for coordination and enjoyment.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Watch video clips/pictures/charts on handball and observe the dodging and marking skills and give feedback. • In groups discuss the basic stance and body movements for dodging and marking. • Demonstrate basic stance and body movements for dodging and marking and share feedback. • Use drills to practise the basic stance and movements for dodging and marking in handball. 	<ol style="list-style-type: none"> 1. Why do we use basic stance and body movements when dodging and marking in a handball game? 2. How is dodging and marking done in handball?



			<ul style="list-style-type: none"> • In groups practise the basic stance and movements for feigning with objects. • In small teams, play a mini handball game and apply the basic body movements in dodging and marking while observing the rules and regulations for safety. <i>Use a whistle for Hard of Hearing and raise a red flag or white flag for the Deaf to indicate a fault or a score.</i> 	
	<p>1.7 Dribbling (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) distinguish between low and high dribbling techniques in handball game, b) create movement patterns using the low and high dribble techniques in handball, c) combine the high and low dribbling techniques in a mini handball game, d) recognise own and others' efforts during play of handball for self-efficacy. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Watch video clips/pictures/charts on low and high dribble in handball and give feedback. • In groups discuss the low and high dribble techniques. • Demonstrate the low and high dribble techniques. • In groups use drills to practise low and high dribble. • In small teams, play a mini game and apply the dribbling techniques in handball while observing the rules and regulations for safety. <i>Use a whistle for Hard of Hearing and raise a red flag or white flag for the Deaf to indicate a fault or a score.</i> 	<p>1 Why do we apply the low or high dribbling skills in a game of handball?</p>



	<p>1.8 Shooting (3 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> distinguish the shots used in handball game, execute the running, jump, dive, lob and falling shots in handball for skill development, apply relevant shots interchangeably in a minor game while observing sportsmanship behavior, embrace safe execution of different shots in handball for self-efficacy. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> Watch video clips/pictures/charts and observe the running shot, jump shot, dive shot, falling shot and lob shot and share feedback. In groups discuss the running shot, jump shot, dive shot and falling shot in handball. Demonstrate running shot, jump shot, dive shot and falling shot in handball. In groups practise different shots interchangeably in single file and over obstacles. In small teams, adopt a shot and play a mini handball game <i>while observing the rules and regulations for safety.</i> <i>Use a whistle for hard of hearing and raise a red flag or white flag for the Deaf to indicate a fault or a score.</i> 	<ol style="list-style-type: none"> How do we apply different shots in handball?
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> Communication & collaboration as learners perform jump, side and flick passes in a mini handball game. Creativity & Imagination as learners execute and apply skills during handball game. Self-efficacy as learners apply handball skills when performing low and high dribble techniques in handball. Critical thinking and problem solving as learners use drills to practise the basic stance and movements for dodging and marking in handball. 				



<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Analytical thinking; decision-making is enhanced as learners apply the basic body movements in dodging and marking. Self-esteem is enhanced as learners play a handball game. Safety issues is enhanced as learners observe the rules in a handball game. 	<p>Values:</p> <ul style="list-style-type: none"> Respect is enhanced as learners appreciate rules, self and others during play. Responsibility is developed as learners take care of the equipment, cleanliness in the play and the environment. Social justice is promoted as learners fair play, observe the rules and regulations during a handball game. Unity is enhanced as learners join in teamwork during games.
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> Health Education as learners engage in physical activity and maintain personal hygiene. Languages as learners communicate while learning different skills. Mathematics as learners apply the options of landing and making steps in a handball game. Computer Science as learners manipulate and interact with digital devices. 	
<p>Non formal Activities to support Learning:</p> <ul style="list-style-type: none"> Learners practice handball skills during clubs and societies. 	<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> Oral/signed questions Observation Observation checklists
<p>Suggested Learning Resources: Marked handball fields or open places, Handballs, Whistles, Flags (red and white) ICT Devices, pictures, charts,</p>	



Assessment Rubric for Handball				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Differentiating the passing and reception skills.	Differentiates the passing and reception skills and coaches others.	Differentiates the passing and reception skills.	Differentiates only the passing skills.	Differentiates only the passing skills with guidance.
Utilising the jump, side, flick passes and reception skills in handball.	Adheres to the instructions while utilising the jump, side, flick passes and reception skills in handball and supports others	Utilises the jump, side, flick passes and reception skills in handball.	Utilises only the jump and side passes in handball.	Has challenges utilising the jump, side and flick passes in handball.
Applying different passes in handball.	Applies different passes in handball and supports others.	Applies different passes in handball.	Applies some passes in handball.	Applies few passes in handball but with guidance.
Describing the progression of landing and making steps in handball.	Describes the progression of landing and making steps in handball and coaches others.	Describes the progression of landing and making steps in handball.	Defines the progression of landing and making some steps in handball.	Defines the progression of landing and making some steps in handball with guidance.
Employing landing and stepping techniques in handball.	Skillfully employs landing and stepping techniques in handball.	Employs landing and stepping techniques in handball.	Employs only the landing technique in handball.	Employs only the landing technique in handball with guidance.
Combining landing and stepping techniques in handball.	Combines landing and stepping techniques in handball and coaches others.	Combines landing and stepping techniques in handball.	Combines only landing technique in handball.	Combines only landing technique in handball with prompts.
Establishing the basic stance and body movements for dodging and marking in handball.	Establishes the basic stance and body movements for dodging and marking in handball and trains others.	Establishes the basic stance and body movements for dodging and marking in handball.	States basic stance and body movements for dodging in handball.	States the basic stance and body movements for dodging in handball but with guidance.



Using a combination of the basic stance using single and double feigns in handball.	Uses a combination of the basic stance using single and double feigns in handball and coaches others.	Uses a combination of the basic stance using single and double feigns in handball.	Uses the basic stance using single feigns in handball.	Uses the basic stance using single feigns in handball with prompts.
Rating each other's performance during execution of dodging and marking.	Rates each other's performance during execution of dodging and marking and trains others.	Rates each other's performance during execution of dodging and marking.	Rates each other's performance during execution of dodging and marking with guidance.	Has challenges rating each other's performance during execution of dodging and marking.
Distinguishing low and high dribbling techniques.	Distinguishes low and high dribbling techniques and passes the ball while in motion.	Distinguishes low and high dribbling techniques.	Distinguishes only low dribbling techniques.	Distinguishes only low dribbling techniques with guidance.
Creating movement patterns using the low and high dribbling techniques.	Creates movement patterns using the low and high dribbling techniques and passes the ball while in motion..	Creates movement patterns using the low and high dribbling techniques.	Creates movement patterns using the low dribbling technique.	Creates movement patterns using the low dribbling technique with prompts.
Combining the high and low dribbling techniques.	Creatively combines the high and low dribbling techniques.	Combines the high and low dribbling techniques.	Uses the low dribbling techniques.	Uses the low dribbling techniques with guidance.
Distinguishing the different shots used in handball.	Distinguishes different shots used in handball and coaches others.	Distinguishes the different shots used in handball.	Distinguishes the different shots used in handball with prompts.	Has challenges distinguishing the different shots used in handball.
Executing the running, jump, dive, lob and falling shots in handball.	Executes the running, jump, dive, lob and falling shots in handball and coaches others.	Executes the running, jump, dive, lob and falling shots in handball.	Applies the running, jump and dive shots in handball.	Applies only the running and jump shots in handball.
Applying relevant shots interchangeably.	Creatively applies the relevant shots interchangeably and officiates the game.	Applies relevant shots interchangeably.	Applies relevant shots interchangeably with guidance.	Has challenges applying relevant shots interchangeably.



STRAND 2.0: ATHLETICS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
2.0 Athletics	Field Events 2.1 Long Jump (3 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> compare the sequence of the sail, hang and hitch kick techniques in long jump, use the approach, takeoff, flight and landing sequence of long jump techniques for skill acquisition, adhere to the rules of long jump for sportsmanship and fair play, observe own and others' safety when performing the long jump, participate in the raking of the sand pit for safety and develop responsibility. 	The learner is guided to: <ul style="list-style-type: none"> Watch video clips/pictures/charts on long jump and observe the sail, hang and hitch kick techniques and share feedback. In groups discuss the sail, hang and hitch kick techniques, rules and regulations of long jump. Demonstrate the sequence of each skill from approach, take-off, flight and landing. In groups, use drills to practise the approach, take-off, flight and landing to perfect the techniques in long jump while observing rules and regulations for safety. <i>Raise a red flag when one-steps on the line and a white flag when the learner takes off rightly.</i> Clear the area of play before and after performing long jump. 	<ol style="list-style-type: none"> How do we differentiate between the sail, hang and hitch kick techniques in long jump? Why should we clear the landing area in long jump?
	2.2 Javelin (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> review the importance of safety requirements in javelin, utilize the grip, carriage, approach run, crossover, 	The learner is guided to: <ul style="list-style-type: none"> Google search and share with others the importance of safety in javelin. In groups discuss the grip, carriage, approach run, crossover, release and follow through techniques and the rules and regulations of javelin. 	<ol style="list-style-type: none"> How do you observe safety measures during javelin throw? How are distances measured in Javelin?



		<p>release and follow through in the javelin throw,</p> <p>c) throw javelin while adhering to rules for safety,</p> <p>d) collaborate with others in javelin throw and measuring distances in given competition.</p>	<ul style="list-style-type: none"> • Demonstrate the grip, carriage, approach run, crossover, release and follow through techniques. • In groups practise the phases in javelin throw using the correct technique. • In pairs, throw javelin and safely withdraw it while observing the rules and regulations to ensure safety. <i>Raise a red flag when one throws the javelin wrongly and white flag when one throws correctly as per the techniques.</i> • In pairs, measure each other's distances during javelin throws. 	
	<p>Track Events 2.3 Sprint start in athletics (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) analyse the different positions on starting blocks for sprint starts,</p> <p>b) use the bunch, medium and elongated sprint starts for skill mastery,</p> <p>c) apply suitable starting technique in sprint races for efficient take off,</p> <p>d) observe rules when performing the bunch, medium and elongated sprint start to ensure safety,</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Watch video clips/pictures/charts on sprint starts and observe different positions on starting blocks then share feedback. • In groups discuss the different positions on starting blocks, rules and regulations of sprint start in athletics. • Demonstrate different positions for sprint starts on starting blocks. • In groups, use drills to practise the bunch, medium and elongated starts in sprints. • In small teams, participate in sprint mini games using the bunch, medium and elongated star while observing the rules and regulations for safety. <i>Raise red flag when one takes off wrongly and white flag when one takes off correctly.</i> 	<p>1. Why do we have different start techniques in sprints?</p>



		e) value self and each other's choice of sprint start techniques for self-esteem.		
	2.4 Running in Sprint races (3 lessons)	By the end of the sub strand, the learner should be able to; a) analyse the running phases of reaction time, acceleration and maintaining in sprint races, b) use the phases of running, reaction time, acceleration and maintaining in sprint races, c) combine the start and running techniques for skill acquisition, d) apply running techniques in sequence in a race for enjoyment, e) acknowledge each other's effort during mini races for self-efficacy.	The learner is guided to: <ul style="list-style-type: none"> • Watch video clips/pictures/charts on sprint races and observe running phases of reaction time, acceleration and maintaining the phases in sprint races and give feedback. • In groups discuss the running phases of reaction time, acceleration and maintaining the phases in sprint races. • Demonstrate the running phases of reaction time, acceleration and maintaining the phases in sprint races. • In groups, use drills to practise body alignment for quick reaction time, acceleration and maintaining speed in sprint races. • In small teams, participate in mini races that combine reaction time, acceleration and maintaining phases in a sprint race while observing the rules and regulations for safety. <i>Raise red flag when one takes off wrongly and white flag when one takes off correctly.</i> 	1. Why do we apply different phases of running in sprint races?
	2.5 Finishing techniques in Sprint Races (2 lessons)	By the end of the sub strand, the learner should be able to: a) compare the different types of finishing techniques in sprint races,	The learner is guided to: <ul style="list-style-type: none"> • Watch a video clips/pictures/charts on sprint race and observe the finishing techniques and give feedback. • In groups discuss the finishing technique as observed from the video clip/pictures/charts. 	1. Why do we have different finishing techniques in sprint races?



		<ul style="list-style-type: none"> b) use the run-through, drop-finish and shoulder-shrug techniques for skills development, c) apply starting, running and finishing techniques in a mini race for fun and enjoyment, d) observe rules for own and others' safety during a sprint race, e) develop interest in starting running and finish techniques in sprint races. 	<ul style="list-style-type: none"> • Demonstrate starting, running and finishing techniques. • In groups practice run through, drop-finish and shoulder-shrug techniques. • In small teams, run mini races and emphasizing on the finishing techniques in sprints while observing rules and regulations for safety. <i>Raise red flag when one takes off wrongly and white flag when one takes off correctly.</i> 	
	<p>2.6 Baton Change Relay (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 different relay races in athletics, b) use the up-sweep and down sweep baton change techniques in the designated zones, c) observe own and others safety during relays, d) value each other's efforts in the execution of up-sweep and down sweep baton change techniques. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Watch video clips/pictures/charts on baton changing techniques and observe the up-sweep and down sweep baton change techniques then give feedback. • In groups discuss the up-sweep and down sweep baton change techniques. • Demonstrate the up-sweep and down sweep baton change techniques. • In groups use drills to practise the up-sweep and down sweep baton change techniques on the run in relays while observing the rules and regulations for safety. • Record video clips when practicing baton change techniques for feedback and analysis. 	<p>1. Why are there different techniques in baton change in relay races?</p>



<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication & Collaboration as learners participate in baton exchange races. • Learning to Learn as learners Google search techniques in athletic activities. • Self-efficacy as learners participate in different sprint races. • Critical thinking and problem solving; making decisions as learners during play, strategize and apply athletic techniques in different races. 	
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Healthy life style is enhanced as learners appreciate athletic activities for physical fitness. • Self-awareness is enhanced as learners acknowledge their strengths and weaknesses, build their self-esteem and interpersonal relationships as they play games. • Safety issues is enhanced as learners play and observe rules in athletics safely. 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility is enhanced as as learners take care of the equipment and the area of play. • Social justice is enhanced as learners fair play, observing rules and regulations during athletics. • Unity is developed as learners interact together in team work during play. • Love is promoted as learners care for each other as they observe safety and sharing the available equipment. • Peace is enhanced as learners appreciate and respect variations in abilities, gender and performance. • Integrity is enhanced as learners obey the rules and regulations during play.
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Mathematics as learners count steps, measure distances of throws in field events. • Computer Science as learners interact and manipulate digital devices. • Integrated Science as learners identify important parts of the body used in athletic activities. 	
<p>Non-formal Learning Activities: Learners practice athletics during clubs and societies.</p>	<p>Suggested Modes of Assessment: Oral questions, observation, observation check lists,</p>
<p>Suggested Resources: Marked athletic field or open places, batons, ,Javelin, rake, flags (red and white), whistle, ICT Devices, charts, pictures,</p>	



Assessment Rubric for Athletics- Long Jump				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Comparing the sequence of the sail, hang and hitch kick techniques in long jump.	Compares the sequence of the sail, hang and hitch kick techniques in long jump and coaches' others.	Compares the sequence of the sail, hang and hitch kick techniques in long jump.	Compares the sequences of the sail and hang techniques in long jump.	Lists only the sequences in long jump but with prompts.
Using the approach, take off, flight and landing sequence of long jump techniques.	Uses the approach, take off, flight and landing sequence of long jump techniques and trains others.	Uses the approach, take off, flight and landing sequence of long jump techniques.	Uses the approach and take off technique.	Uses the approach and take off technique with guidance.
Adhering to the rules of long jump for sportsmanship and fair play.	Adheres to the rules of long jump for sportsmanship and fair play and officiates the game.	Adheres to the rules of long jump for sportsmanship and fair play.	Adheres to rules of long jump for sportsmanship and fair play with guidance.	Has challenges adhering to the rules of long jump for sportsmanship and fair play.

Assessment Rubric for Athletics-Javelin				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Reviewing the importance of safety requirements in javelin.	Reviews the importance of safety requirements in javelin and supports other.	Reviews the importance of safety requirements in javelin.	Reviews some safety requirements in javelin.	Reviews safety requirements in javelin with guidance.
Utilising the grip, carriage, approach run, crossover, release and follow through in javelin throw.	Utilises the grip, carriage, approach run, crossover, release and follow through in javelin throw and coaches others.	Utilises the grip, carriage, approach run, crossover, release and follow through in javelin throw.	Utilises the grip, carriage, approach run, crossover, release and follow through in javelin throw with guidance.	Has challenges utilising grip, carriage, approach run, crossover, release and follow through in javelin throw.



Throwing javelin while adhering to rules for safety.	Throws javelin while adhering to rules for safety and measures the distance correctly.	Throws javelin while adhering to rules for safety.	Throws javelin but does not observe rules for safety.	Throws javelin while adhering to rules for safety but with guidance.
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Assessment Rubric for Athletics-Sprints				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Analysing the different positions on starting blocks.	Analyses the different positions on starting blocks and takes off on time.	Analyses the different positions on starting blocks.	States the different positions on starting blocks.	States the different positions on starting blocks with prompts.
Using the bunch, medium and elongated sprint starts.	Uses the bunch, medium and elongated sprint starts and coaches others.	Uses the bunch, medium and elongated sprint starts.	Uses the bunch and medium sprint starts.	Uses only the bunch sprint starts.
Applying suitable starting technique in sprint races for efficient take off.	Applies suitable starting technique in sprint races for efficient take off and maintains the speed.	Applies suitable starting technique in sprint races for efficient take off.	Applies suitable starting technique in sprint races for efficient take off with guidance.	Has challenges applying suitable starting technique in sprint races for efficient take off .
Observing rules when performing the bunch, medium and elongated sprint start.	Observes rules when performing the bunch, medium and elongated sprint start and coaches others.	Observes rules when performing the bunch, medium and elongated sprint start.	Observes the rules when performing the bunch and medium sprint start.	Does not observe the rules when performing sprint start.
Comparing the different types of finishing techniques.	Compares the different types of finishing techniques and trains others.	Compares the different types of finishing techniques.	Compares the different types of finishing techniques with guidance.	Has challenges comparing the different types of finishing techniques.
Applying starting, running and finishing techniques in a mini race.	Creatively applies starting, running and finishing techniques in a mini race and coaches others.	Applies starting, running and finishing techniques in a mini race.	Applies starting and running techniques in a mini race.	Applies only starting technique in a mini race.
Assessment Rubric for Athletics- Baton Change Relays				



Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Explaining the different relay races.	Explains different relay races and coaches others.	Explains the different relay races.	States different relay races.	States only one relay race.
Using the upswEEP and down sweep baton change techniques.	Tactfully uses the upswEEP and down sweep baton change techniques in the exchange zone.	Uses the upswEEP and down sweep baton change techniques.	Uses the upswEEP baton change technique.	Uses only the upswEEP baton change technique with prompts.
Observing own and others safety in relay racing.	Observes own and others safety in relay racing and supports others.	Observes own and others safety in relay racing.	Observes own and others safety in relay racing with guidance.	Has challenges observing own and others safety in relay racing.

STRAND 3.0: PHYSICAL FITNESS AND HEALTH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
3.0 Physical Fitness and Health	3.1 Pre- exercise assessment of flexibility, balance and coordination (3 lessons)	By the end of the sub strand, the learner should be able to; a) familiarize the basic tools that evaluate flexibility, balance and coordination for physical fitness, b) conduct pre-exercise assessment on flexibility, balance and coordination for fitness, c) create a portfolio of pre-test records of flexibility, balance and coordination for fitness journaling and assessment, d) develop respect while conducting fitness assessment regardless of gender and ability.	The learner is guided to: <ul style="list-style-type: none"> • Google search and identify the basic tools for use in evaluation of flexibility, balance and coordination and share the findings. • In groups discuss the basic tools for use in evaluation of flexibility, balance and coordination. • In groups demonstrate using the basic tools to evaluate flexibility, balance and coordination. • In groups practice performing exercises in preparation for the evaluation of flexibility, balance and coordination. 	<ol style="list-style-type: none"> 1. Why are there different tools to measure fitness components? 2. How is the fitness portfolio used to assess levels of fitness?



			<ul style="list-style-type: none"> • In groups use locally available materials to improvise tools for measuring flexibility, balance and coordination. • In pairs use the identified basic tools to measure flexibility, balance and coordination. • In groups use the fitness norms sheet to deduce levels of flexibility, balance and coordination. 	
	<p>3.2 Fitness activities for flexibility balance and coordination (4 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) describe exercises that promote flexibility, balance and coordination,</p> <p>b) execute exercises that promote flexibility, balance and coordination while ensuring hydration,</p> <p>c) outline the role of flexibility, balance and coordination exercises in prevention of lifestyle diseases,</p> <p>d) appreciate others while participating in fitness activities for wellness.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • In groups use music to perform fitness exercises. • Demonstrate exercises that promote flexibility, balance and coordination while taking water breaks. • In groups practise exercises that promote flexibility, balance and coordination while taking water breaks. • Perform flexibility, balance and coordination exercises with peers of different abilities, gender, skills and culture. • Record own performance for self-evaluation using digital devices. 	<ol style="list-style-type: none"> 1. Why are exercises are recommended for improving flexibility, balance and coordination? 2. Why is hydration necessary when performing exercises? 3. How do exercises prevent lifestyle diseases?
	<p>3.3 Post exercise assessment of</p>	<p>By the end of the sub strand, the learner should be able to;</p>	<p>The learner is guided to:</p>	<ol style="list-style-type: none"> 1. Why is it important to study pretest tools used for fitness test?



	<p>flexibility, balance and coordination</p> <p>(3 lessons)</p>	<p>a) study the basic tools used in post-test evaluation for flexibility, balance and coordination,</p> <p>b) conduct post exercise assessment on flexibility, balance and coordination using the basic fitness evaluation tools,</p> <p>c) create a portfolio of post-test records in flexibility, balance and coordination for fitness assessment,</p> <p>d) appreciate gender and ability when interpreting the fitness assessment results.</p>	<ul style="list-style-type: none"> • Improvise tools to be used in post-test evaluation using locally available materials. • In groups assemble the pretest evaluation tools of flexibility, balance and coordination. • In groups discuss the pretest evaluation tools of flexibility, balance and coordination. • Observe scores initially recorded. • In groups perform exercises in preparation for the post evaluation of flexibility, balance and coordination. • In groups assess and compare flexibility, balance and coordination scores with the first records using the identified tools. • In pairs use the fitness norms sheet to deduce levels of flexibility, balance and coordination after exercises. 	<p>2. How are assessment fitness tools used to determine levels of fitness after exercises?</p>
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Core competencies to be developed:

- Communication & Collaboration as the learners listen/observe instruction on how to perform various skills as in groups or as a team.
- Creativity & Imagination as learners execute and apply relevant exercises for physical fitness.
- Learning to Learn as learners Google search information from the internet on physical fitness exercises.
- Self-efficacy as learners perform exercises for physical fitness.
- Critical thinking and problem solving as learners use the fitness norms sheet to deduce levels of flexibility, balance and coordination after exercises.



Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Healthy life style is enhanced as learners engage in physical exercises for physical fitness and good health. • Self-awareness, self-esteem and interpersonal relationships are promoted as learners participate in physical fitness exercises. • Gender issues is developed as learners plan physical fitness programs without discrimination or bias to intersex persons. 		Values: <ul style="list-style-type: none"> • Respect is enhanced as learners observe the rules and accommodate the opinion of others during exercises. • Responsibility is enhanced as learners take care of equipment and cleanliness in the play environment. • Integrity is developed as learners appreciate honesty as they fill in their evaluation scores. Love is enhanced as learners share and support each other to keep up their fitness levels. 		
Link to other subjects: <ul style="list-style-type: none"> • Health Education as learners learn about health nutrition and exercises for physical fitness. • Languages as learners communicate to make evaluation reports or records on physical fitness. • Computer Science as learners watch video clips to identify various exercises for physical fitness. • Music as learners dance to the rhythm during aerobics. 				
Non formal Activities to support Learning: Learners practise evaluating cardio respiratory endurance, speed and reaction time during clubs and societies.		Suggested Modes of Assessment: <ul style="list-style-type: none"> • Oral/signed questions, observation, observation checklists, 		
Suggested Learning Resources: Journals, electrocardiogram machine, treadmill machine, stationary bicycle, fitness equipment (weights), rowing machine, skipping ropes, bands, music system, open places or marked fields, fitness test form, fitness evaluation tools, charts, pictures,				
Assessment Rubric for Physical Fitness and Health (Health Related Fitness)				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Familiarizing with the basic tools that evaluate flexibility, balance and coordination for physical fitness.	Familiarizes with the basic tools that evaluate flexibility, balance and coordination for physical fitness and supports others.	Familiarizes with the basic tools that evaluate flexibility, balance and coordination for physical fitness.	Familiarizes with basic tools that evaluate flexibility for physical fitness.	Familiarizes with basic tools that evaluate flexibility for physical fitness with prompts.



Conducting pre-exercise assessment on flexibility, balance and coordination for fitness.	Conducts pre-exercise assessment on flexibility, balance and coordination for fitness and records flexibility indexes.	Conducts pre-exercise assessment on flexibility, balance and coordination for fitness.	Conducts pre-exercise assessment on flexibility, balance and coordination for fitness with guidance.	Has challenges conducting pre-exercise assessment on flexibility, balance and coordination for fitness.
Creating a portfolio of pre-test records of flexibility, balance and coordination for fitness journaling and assessment.	Creates a portfolio of pre-test records of flexibility, balance and coordination for fitness journaling and assessment and trains others.	Creates a portfolio of pre-test records of flexibility, balance and coordination for fitness journaling and assessment.	Creates a portfolio of pre-test records of flexibility, balance and coordination for fitness journaling and assessment with guidance.	Has challenges creating a portfolio of pre-test records of flexibility, balance and coordination for fitness journaling and assessment.
Describing exercises that promote flexibility, balance and coordination.	Describes exercises that promote flexibility, balance and coordination and assesses others.	Describes exercises that promote flexibility, balance and coordination.	States exercises that promote flexibility, balance and coordination.	States exercises that promote flexibility, balance and coordination but with prompts.
Executing exercises that promote flexibility, balance and coordination while ensuring hydration.	Executes exercises that promote flexibility, balance and coordination while ensuring hydration and supports others.	Executes exercises that promote flexibility, balance and coordination while ensuring hydration.	Applies exercises that promote flexibility while ensuring hydration.	Applies exercises that promote flexibility while ensuring hydration with prompts.
Outlining the role of flexibility, balance and coordination exercises in prevention of lifestyle diseases.	Outlines the roles of flexibility, balance and coordination exercises in prevention of lifestyle diseases using different methods.	Outlines the roles of flexibility, balance and coordination exercises in prevention of lifestyle diseases.	Outlines the roles of flexibility exercises in prevention of lifestyle diseases.	Outlines the roles of flexibility exercises in prevention of lifestyle diseases with guidance.
Studying the basic tools used in post-test evaluation for flexibility, balance and coordination.	Studies the basic tools used in post-test evaluation for flexibility, balance and coordination and relevantly	Studies the basic tools used in post-test evaluation for flexibility, balance and coordination.	Studies only basic tools used in post-test evaluation for flexibility.	Studies only basic tools used in post-test evaluation for flexibility with prompts.



	labels them according to their functions.			
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STRAND 4.0: CAREER OPPORTUNITIES IN SPORTS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
4.0 Career Opportunities in Sports	4.1 Games and sports related Careers (3 lessons)	By the end of the sub strand, the learner should be able to; a) identify careers in games and sports for income generation, b) create linkages and visit relevant sports institutions for familiarization, c) appreciate career opportunities in games and sports for income generation and healthy lifestyles.	The learner is guided to: <ul style="list-style-type: none"> • Watch video clips/pictures/charts on different sporting activities for talent identification and share feedback. • In groups discuss careers in games and sports in local and international settings for example Deaf Olympics Kenya Football Federation, Athletics Kenya (AK), Kenya Volleyball Federation. • In groups discuss different institutions offering training in games and sports for example sport academies, university colleges. • In groups discuss different sports academies that scout for talent and career building. • Participate in local and international games and sports activities for talent identification. • Invite a resource person from Anti-Doping Agency to create awareness campaign, test and promote integrity for doping-free sport. • Organise education visits to various institutions that offer specialized games and sports activities. 	<ol style="list-style-type: none"> 1. Why is games and sports important in our lives? 2. How does sports and games offer career opportunities in our lives?



	<p>4.2 Use of talent to generate income (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify ways of earning income using talents,</p> <p>b) develop personal management skills and financial discipline from income generated from sports,</p> <p>c) determine appropriate choices of financial services for management of monetary awards,</p> <p>d) recognise personal abilities as a source of income generation and success management.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Create a list on sources of income from sports talent. • In groups discuss the different ways of generating income through talent. • In groups brainstorm on ways of developing personal and financial discipline. • Participate in sports and games for income generation. • Research on how to access financial services, preparing a personal budget, saving and spending plan and share the findings. • Research ways of protecting own creativity and share feedback. • In groups discuss institutions that can support talent, sponsor training and offer sports kits for career promotions. • Visit successful sports clubs that employs sportspersons as professionals. 	<ol style="list-style-type: none"> 1. How can sports talent be used to generate income? 2. How can success in sports be contained honorably? 3. How does one develop personal and financial discipline from sports income?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration as learners share ideas on different careers available in games and sports. • Learning to Learn as learners research on how to access financial services on sports and games and prepare budgets. • Creativity and imagination as learners brainstorm and discuss on different careers in games and sports. 				



<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Poverty eradication is enhanced as learners use talent to generate income and manage income generated from sports. • Gender issues is developed as learners work together without discrimination. 	<p>Values:</p> <ul style="list-style-type: none"> • Responsibility is enhanced as learners admire the career opportunities in games and sports while maintaining humility after success. • Integrity is promoted as learners observe honesty as they plan how to use talent to earn an income. • Love is enhanced as learners support each other and share ideas on how to make profitable ventures. • Unity is promoted as learners work together in various teams.
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • English Language as learners communicate and discuss different careers in sports. • Computer Science as learners Google search on different careers in games and sports. • Business Studies as learners plan on budgets, generating income, spending and saving in financial institutions. 	
<p>Suggested Non-Formal Learning Activities: Learners discuss career opportunities in games and sports during clubs and societies.</p>	<p>Suggested mode of Assessment: Observation, observation checklists, oral questions, written questions, portfolio,</p>
<p>Suggested Resources: ICT Devices, newspapers, books, sports institutions, charts, pictures,</p>	

Assessment Rubric for Career Opportunities				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying careers in games and sports.	Identifies careers in games and sports and supports others.	Identifies careers in games and sports.	Identifies some careers in games and sports.	Identifies only one career in games and sports.



Creating linkages and visiting relevant sports institutions for familiarization.	Creates linkages and visits relevant sports institutions for familiarization and supports others.	Creates linkages and visits relevant sports institutions for familiarization.	Visits only relevant sports institutions for familiarization.	Visits only relevant sports institutions for familiarization with guidance.
Identifying ways of earning income using talents.	Identifies ways of earning income using talents and channels the income into proper use.	Identifies ways of earning income using talents.	Identifies ways of earning income using talents with guidance.	Has challenges identifying ways of earning income using talents.
Developing personal management skills and financial discipline from income generated in sports.	Develops personal management skills and financial discipline from income generated in sports and trains others.	Develops personal management skills and financial discipline from income generated in sports.	Develops personal management skills for income generated from sports but lacks financial discipline.	Develops personal management skills for income generated from sports with guidance.
Determining appropriate choices of financial services for management of monetary awards.	Determines appropriate choices of financial services for management of monetary awards and trains others.	Determines appropriate choices of financial services for management of monetary awards.	States financial services for management of monetary awards.	States financial services for management of monetary awards with guidance.



OPTIONS

Learners must cover at least ONE of these areas: This will depend on what was covered in previous grade, interest and resources available

5.0 Hockey

6.0 Kabaddi

7.0 Swimming

STRAND 5.0: HOCKEY

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
OPTION 5.0 Hockey	5.1 Hockey: Equipment, grip and stance (2 Lessons)	By the end of the sub strand, the learner should be able to; a) identify the equipment used in the hockey game, b) describe the sections of a hockey pitch for familiarization, c) use the body stance and the grip of the hockey stick for skill acquisition, d) acknowledge the hockey game for fun and enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • Watch video clips/pictures/charts on court layout and present an own illustration. • Draw and label parts of a hockey court layout. • In groups discuss the hockey court layout, positioning, rules and regulations. • In groups discuss equipment used in hockey. • Demonstrate the stance and grip of a hockey stick. • In small teams, practise the stance and grip in hockey. 	<ol style="list-style-type: none"> 1. How do you use hockey equipment in the game of hockey? 2. How do you draw the sections in a hockey pitch? 3. Why do you grip firmly the hockey stick and maintain the body stance?
	5.2 Passing skills in Hockey (4 Lessons)	By the end of the sub strand, the learner should be able to; a) identify the parts of the hockey stick that make contact with the ball,	The learner is guided to: <ul style="list-style-type: none"> • Watch video clips/pictures/charts on hockey and observe passing using the forward and reverse of the 	<ol style="list-style-type: none"> 1. Why do we use forward and reverse stick pass in hockey? 2. Why is it necessary to observe rules when



		<p>b) use passing using the forward and reverse of the hockey stick for skill acquisition,</p> <p>c) observe the rules when passing the ball for safety and fair play,</p> <p>d) recognise the use of protective equipment while playing hockey for safety.</p>	<p>hockey stick for skill acquisition and give feedback.</p> <ul style="list-style-type: none"> • Demonstrate the forward and reverse stick passes and share feedback. • In groups use drills to practice forward and reverse stick passes. • Use protective gear for safety during play. • In small teams play a mini passing game in Hockey while observing rules and regulations for safety. <p><i>Use red flag and white flag to indicate fault or score for the Deaf and the whistle for the hard of hearing when officiating.</i></p>	<p>passing a ball in Hockey game?</p>
	<p>5.3 Hitting skills in Hockey (2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) explain the steps of hitting a hockey ball during play,</p> <p>b) execute hitting the ball in hockey for skill acquisition,</p> <p>c) observe the rules when hitting the ball for safety and fair play,</p> <p>d) recognise the use of protective equipment when playing hockey.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Watch video clips/pictures/charts on hockey and observe the hitting skills in hockey and give feedback. • In groups discuss the hitting technique in hockey. • Demonstrate hitting techniques and share feedback, • In groups practise hitting techniques in hockey. 	<ol style="list-style-type: none"> 1. Why is it important to use different steps when hitting a hockey ball? 2. Why are the safety precautions important when hitting a hockey ball?



			<ul style="list-style-type: none"> In small teams, play a mini game in hockey and use protective gear while observing the rules and regulations for safety. <i>Use red flag and white flag to indicate fault or score for the Deaf and the whistle for the hard of hearing when officiating.</i> 	
	<p>5.4 Stopping skills in hockey (2 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 steps in stopping a hockey ball for control, stop the ball using the forward and reverse stick for skill development, employ the forward and reverse stick in stopping the ball in hockey, acknowledge own and others efforts while playing the game for harmony and self-efficacy. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> Watch video clips/pictures/charts on hockey and observe steps in stopping a hockey ball for control and give feedback. In groups discuss the steps for stopping a hockey ball for control. Demonstrate the forward and reverse stick stopping techniques in hockey and give feedback. In groups use drill to practise ball stopping in hockey while observing rules for safety. In small teams, play a conditioned hockey game for fun and enjoyment while 	<ol style="list-style-type: none"> Why is it importance to use steps in stopping a hockey ball during play? Why should the hockey stick remain down while attempting to stop the ball?



			<p>observing rules and regulations for safety.</p> <p><i>Use red flag and white flag to indicate fault or score for the Deaf and the whistle for the hard of hearing when officiating.</i></p>	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy as learners confidently demonstrate the forward and reverse stick passes in a hockey game. • Critical thinking as learners apply the skills in a mini hockey game. • Digital literacy as learners interact and manipulate digital devices. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Healthy lifestyle is promoted as learners build on fitness generated from playing the game. • Safety and security is enhanced as learners wear protective gear while playing hockey. • Gender issues is developed as learners play with each other without discrimination. 			<p>Values:</p> <ul style="list-style-type: none"> • Responsibility is enhanced as learners take care of the equipment and the playfield. • Respect is enhanced as learners appreciate and accommodate the opinion of others while playing as they observe the rules of hockey. • Love is developed as learners play and share together as a team. • Social justice is enhanced as learners emphasize on fair play and observe the rules. 	
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Computer Science as learners interact and manipulate digital devices. • English Languages as learners communicate both verbally and non-verbally. • Health Education as learners take care of their hygiene when sharing equipment and protective gear. 				
<p>Suggested Non-Formal Learning Activities: Learners practice playing hockey during club and societies.</p>			<p>Suggested Mode of Assessment: Oral questions, observation, observation checklists,</p>	

Suggested Resources:



Marked field (hockey court) or open places, ICT Devices, hockey stick, whistle, flags (red and white), pictures, charts,

Assessment Rubric for Hockey- Equipment and Passing Skill				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Identifying the equipment used in the hockey game.	Identifies the equipment used in the hockey game and their proper storage.	Identifies the equipment used in the hockey game.	Identifies the equipment used in the hockey game with guidance.	Has challenges identifying equipment used in the hockey game.
Describing the sections of a hockey pitch.	Describes the sections of a hockey pitch and gives a clear illustration.	Describes the sections of a hockey pitch.	States the sections of a hockey pitch.	Lists some sections of a hockey pitch with guidance.
Using the body stance and the grip of the hockey stick.	Uses the body stance and the grip of the hockey stick and coaches others.	Uses the body stance and the grip of the hockey stick.	Uses only the body stance in hockey.	Uses only the body stance in hockey but with guidance.
Using passing with the forward and reverse of the hockey stick.	Uses passing with the forward and reverse of the hockey stick and trains others.	Uses passing with the forward and reverse of the hockey stick.	Uses only the forward hockey stick pass.	Uses only the forward hockey stick pass but with prompts.
Assessment Rubric for Hockey- Hitting and Stopping Skill				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Observing the rules when passing the ball for safety and fair play.	Observes the rules when passing the ball for safety and fair play and trains others.	Observes the rules when passing the ball for safety and fair play.	Observes some rules when passing the ball for safety and fair play.	Observes rules when passing the ball for safety and fair play with guidance.
Explaining the steps of hitting a hockey ball.	Explains the steps of hitting a hockey ball and coaches others.	Explains the steps of hitting a hockey ball.	States some steps of hitting a hockey ball.	States some steps of hitting a hockey ball but with guidance.
Executing hitting the ball in hockey.	Executes hitting the ball in hockey for skill acquisition and trains others.	Executes hitting the ball in hockey for skill acquisition.	Hits the ball in hockey for skill acquisition with guidance.	Has challenges hitting the ball in hockey for skill acquisition.



Observing the rules when hitting the ball.	Observes the rules when hitting the ball and trains others.	Observes the rules when hitting the ball.	Observes some rules when hitting the ball.	Observes some rules when hitting the ball but with guidance.
Explaining the steps in stopping a hockey ball for control.	Explains the steps in stopping a hockey ball for control and passes on time.	Explains the steps in stopping a hockey ball for control.	States steps in stopping a hockey ball for control.	Lists few steps in stopping a hockey ball for control but with guidance.
Stopping the ball using the forward and reverse stick.	Stops the ball using the forward and reverse stick and trains others.	Stops the ball using the forward and reverse stick.	Stops the ball using the forward stick only.	Stops the ball using forward stick with guidance.

STRAND 6.0: KABADDI

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question
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<p>OPTION 6.0 Kabaddi</p>	<p>6.1 Defensive positioning and entry skill (2 lessons)</p>	<p>By the end of the sub strand the learner should be able to;</p> <ol style="list-style-type: none"> describe team positioning for defensive play in kabaddi, evaluate the entry technique used to start the kabaddi game, play the defensive positioning and raiders entry during kabaddi game, apply the rules governing entry and positioning in kabaddi, recognise own and other's effort when playing kabaddi for enjoyment and self-efficacy. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> Watch video clips/pictures/charts on a kabaddi and observe the entry techniques, starting, positioning and raiding then give feedback. In groups discuss team positioning formation, rules and regulations. In groups discuss the entry technique in kabaddi. Demonstrate entry and defensive positions in kabaddi. In groups use drills to practise the different entry and defensive positions. In small teams, play kabaddi and observe the positioning strategies, rules and regulations to ensure safety. <p><i>Use red flag and white flag to indicate fault or score for the Deaf and the whistle for the hard of hearing when officiating.</i></p>	<ol style="list-style-type: none"> Why do we have defensive team position during start of the game? Why are the rules governing kabaddi game important?
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<p>6.2 Defensive skills (4 lessons)</p>	<p>By the end of the sub strand the learner should be able to;</p> <ol style="list-style-type: none"> distinguish between the block and chain tackle in kabaddi, use the block and chain tackles techniques in kabaddi while observing safety, employ the block and chain tackle in Kabaddi, develop interest in using block and chain tackles in kabaddi game. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> Watch video clips/pictures/charts on kabaddi and observe the execution of block and chain tackle and give feedback. Demonstrate the block and chain tackles. In groups use drills to practise the block and chain tackles. In small teams, play mini Kabaddi game while observing rules for safety. In groups record each team while playing the game. <p><i>Use red flag and white flag to indicate fault or score for the Deaf and the whistle for the hard of hearing when officiating.</i></p>	<ol style="list-style-type: none"> Why is the block and chain tackles in Kabaddi important? How do we apply either strategy of block or chain tackle in a Kabaddi game?
<p>6.3 Attacking skills (4 lessons)</p>	<p>By the end of the sub strand the learner should be able to;</p> <ol style="list-style-type: none"> differentiate the attacking skills of hand touch and squat thrust in kabaddi, use different types of hand touches and squat thrusts employed by raiders when attacking in kabaddi, 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> Watch video clips/pictures/charts on kabaddi and observe the different attacking skills of hand touch and squat thrust then give feedback. In groups brainstorm on hand touches and squat thrust in kabaddi. Demonstrate hand touches and squat thrust in kabaddi. 	<ol style="list-style-type: none"> Why is the attacking skills of hand touch and squat thrust in kabaddi important? How are the different attacking skills of hand touch and squat thrust used in kabaddi? Why are the safety precautions observed when playing kabaddi?



		<p>c) employ the different attacking skills in kabaddi while observing rules and regulations,</p> <p>d) acknowledge own and others' efforts while playing kabaddi for self-confidence.</p>	<ul style="list-style-type: none"> • In groups use drills to practise the hand touches and squat thrust. • In small teams, play mini kabaddi game while observing the rules and regulations for safety. <p><i>Use red flag and white flag to indicate fault or score for the Deaf and the whistle for the hard of hearing when officiating.</i></p>	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners practise and interact with each other in learning the skills. • Self-efficacy as learners confidently perform skills of kabaddi. • Critical thinking as learners practise the block and chain tackles in a mini game. • Digital literacy as learners manipulate and interact with digital devices. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Health Related Issues is enhanced as learners develop fitness when participating in kabaddi as a recreation and leisure game. • Negotiation skills is enhanced as learners strategize on best attacking and defensive skills to use during play. • Safety issues is promoted as learners play games and observe rules. • Gender issues is enhanced as learners opt to play separately as boys and girls due to the contact nature of the game. 		<p>Values:</p> <ul style="list-style-type: none"> • Responsibility is enhanced as learners maintain their roles in a team. • Respect is enhanced as learners appreciate and accommodate opinion of each other when playing. • Love is promoted as learners share and play together as a team. • Social justice is enhanced as learners emphasize on fair play and observing the rules of the game. • Integrity is developed as learners observe honesty during play. 		
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Integrated Science as learners identify body parts used in skill execution. • Computer Science as learners interact with digital devices. • English Language as learners use verbal and non-verbal communication during play. • Religious studies as learners observe self-control and fight with the right spirit. 				



Non-formal Learning Activities: Learners practice kabaddi during clubs and societies.	Suggested Modes of Assessment: Oral/signed questions, observation, observation check lists, written questions,
Suggested Resources: Open places or marked kabaddi field, cards, flags (red and white), whistle, ICT Devices, charts, pictures,	

Assessment Rubric for Kabaddi-Defensive Positioning And Skills				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Describing team positioning for defensive play.	Describes team positioning for defensive play and coordinates the players.	Describes team positioning for defensive play.	States team positioning for defensive play.	States team positioning for defensive play with prompts.
Evaluating the entry techniques used to start the kabaddi game.	Evaluates the entry techniques used to start kabaddi and coaches others.	Evaluates the entry techniques used to start the kabaddi game.	Evaluates some of the entry techniques used to start the kabaddi game.	Evaluates the entry techniques used to start the kabaddi game with guidance.
Playing the defensive positioning and raiders entry.	Plays the defensive positioning and raiders entry and observes the rules.	Plays the defensive positioning and raiders entry.	Plays only the defensive positioning.	Plays only the defensive positioning during kabaddi with guidance.
Applying the rules governing entry and positioning in kabaddi.	Skillfully applies the rules governing entry and positioning in kabaddi and coaches others.	Applies the rules governing entry and positioning in kabaddi.	Applies some of the rules governing entry and positioning in kabaddi.	Applies few rules governing entry and positioning in kabaddi but with prompts.
Distinguishing between the block and chain tackle in kabaddi.	Distinguishes between block and tackle techniques in kabaddi and coaches others.	Distinguishes between the block and chain tackle in kabaddi.	Only identifies block technique in kabaddi.	Only identifies block techniques in kabaddi with guidance.
Using the block and chain tackles techniques while observing safety.	Uses the block and chain tackles techniques while observing safety and trains others.	Uses the block and chain tackles techniques while observing safety.	Uses the block and chain tackles techniques but does not observe safety.	Uses only block tackles techniques and does not observe safety.

Employing the block and chain tackle in kabaddi.	Creatively employs the block and chain tackle in kabaddi and officiates the game.	Employs the block and chain tackle in kabaddi.	Applies the block and chain tackle in kabaddi with guidance.	Has challenges applying the block and chain tackle in kabaddi.
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Assessment Rubric for Kabaddi-Attacking Skills				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Differentiating the attacking skills of hand touch and squat thrust.	Differentiates attacking skills of hand touch and squat thrust and trains others.	Differentiates the attacking skills of hand touch and squat thrust.	Identifies the attacking skills of hand.	Identifies the attacking skills of hand touch with prompts.
Using different types of hand touches and squat thrusts employed by raiders when attacking.	Uses different types of hand touches and squat thrusts employed by raiders when attacking and trains others.	Uses different types of hand touches and squat thrusts employed by raiders when attacking.	Uses hand touches when attacking.	Uses hand touches when attacking with guidance.
Employing the different attacking skills while observing rules and regulations	Critically employs the different attacking skills while observing rules and regulations and officiates the game.	Employs the different attacking skills while observing rules and regulations.	Applies attacking skills while observing rules and regulations with guidance.	Has challenges applying the different attacking skills while observing rules and regulations.



STRAND 7.0: SWIMMING

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question
OPTION 7.0 SWIMMING	7.1 Water Orientation (3 Lessons)	By the end of the sub strand, the learner should be able to; a) establish the levels of water confidence for learning progression in swimming, b) float and balance in water for orientation, c) observe rules and regulations of swimming for safety, d) appreciate water games for fun and enjoyment while ensuring safety.	The learner is guided to: <ul style="list-style-type: none"> • Watch video clips/pictures/charts on swimming and observe the level of water confidence and give feedback. • In groups discuss water confidence, rules and regulations of swimming. • Safely make entry and exit into the swimming pool with ease. • Demonstrate buoyancy and floating in water while building confidence. • In groups practise buoyancy and floating in water. • In small teams, play water games while applying basic rules in and out of the swimming pool while observing the rules and regulations for safety. <i>Use red flag and white flag to indicate fault or score for the Deaf and the whistle for the hard of hearing when practicing and officiating.</i> 	<ol style="list-style-type: none"> 1. How does one gain water confidence in swimming? 2. Why are rules and regulations observed in water and within the pool area?
	7.2 Front Crawl (4 lessons)	By the end of the sub strand, the learner should be able to; a) describe the flutter kicks, arm action and breathing in Front crawl,	The learner is guided to: <ul style="list-style-type: none"> • Watch video clips/pictures/charts on swimming and observe front crawl techniques. • In groups discuss the flutter kick, arm action and breathing techniques. 	<ol style="list-style-type: none"> 1. Why are different components of front crawl important? 2. How is combining the front crawl technique important in swimming?



		<ul style="list-style-type: none"> b) use the flutter kick, arm action and breathing techniques for skill acquisition, c) combine the leg kick, arm pulls action and breathing in Front crawl, d) acknowledge own and others efforts during swimming while observing safety. 	<ul style="list-style-type: none"> • Improvise tools/equipment for training during swimming. • In groups discuss the front crawl techniques in swimming. • In groups discuss the techniques of flutter kicks, arm action and breathing in front crawl. • Demonstrate flutter kicks, arm action and breathing in front crawl. • • In small teams, practise drills in front crawl techniques in swimming. <i>Use red flag and white flag to indicate fault or score for the Deaf and the whistle for the hard of hearing when practicing and officiating.</i> 	
	<p>7.3 Back stroke in swimming</p> <p>(3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) describe the body position for performing Back stroke, b) describe flutter kicks, arm action and breathing in Back stroke, c) use the flutter kick, arm action and breathing techniques for skill acquisition, d) combine the flutter kick, arm action and breathing for self-efficacy, 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • Watch video clips/pictures/charts on swimming and observe flutter kicks, arm action and breathing in back stroke and give feedback. • In groups discuss supine body position and the techniques of flutter kicks, arm action and breathing during back stroke. • Demonstrate flutter kicks, arm action and breathing while in supine position and share feedback. • In groups practise drills for breathing, flutter kicks and arm action in back stroke. 	<p>1. Why is Backstroke technique important in swimming?</p>



		e) recognise own and others efforts during back stroke while observing safety.	<ul style="list-style-type: none"> In small teams, participate in water games for fun and enjoyment. <i>Use red flag and white flag to indicate fault or score for the Deaf and the whistle for the hard of hearing when practicing and officiating.</i> 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> Communication and collaboration as learners practice water skills and play water games in groups. Digital literacy as learners watch video clips on different swimming techniques. Self-efficacy as learners perform different swimming techniques. Critical thinking and problem solving as learners manage their breathing while practicing different strokes. Learning to learn as learners evaluate swimming techniques to improve their swimming skills. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Health Related Issues is enhanced as learners control lifestyle diseases through swimming exercises that enhances physical body fitness. Human sexuality and gender is enhanced as learners appreciate anatomical difference among themselves while in swimming attire. Safety issues is promoted as learners observe pool rules in and around the pool. Environmental issues is enhanced as learners observe proper use of pool and its water environs. 			<p>Values:</p> <ul style="list-style-type: none"> Responsibility is enhanced as learners practise caution and safety around the pool. Respect is enhanced as learners appreciate and accommodate each other's opinion when swimming. Love is enhanced as learners care and appreciate each other's space, challenges and abilities. Unity is promoted as learners work collaboratively as they swim together and obey rules. 	
<p>Link to other subjects:</p> <ul style="list-style-type: none"> Health Education as learners observe hygiene and cleanliness in the pool. Computer Science as learners use digital literacy to manipulate and interact with digital devices. English Language as learners communicate and collaborate while swimming. Integrated Science as learners observe water buoyancy and Archimedes' principle of floatation. 				



<p>Non formal Learning Activities:</p> <ul style="list-style-type: none"> Learners practice swimming using breathing, flutter kicks and arm action in back stroke during clubs and societies. 	<p>Suggested Modes of Assessment:</p> <p>Oral/signed questions, observation, observation check lists, written questions,</p>
<p>Suggested Resources:</p> <p>Swimming pool, cards, flags (red and white), whistle, ICT Devices, pictures, charts,</p>	

Assessment Rubric for Swimming: Water Orientation and Front Crawl				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Establishing the levels of water confidence.	Establishes the levels of water confidence and measures the depths.	Establishes the levels of water confidence.	Establishes the levels of water confidence with guidance.	Can only enter and exit the pool.
Floating and balancing in water.	Creatively floats and balances in water and trains others.	Floats and balances in water.	Floats and balances in water with guidance.	Has challenges floating and balancing in water.
Observing rules and regulations for swimming.	Observes rules and regulations for swimming and coaches others.	Observes rules and regulations for swimming.	Observes some rules and regulations for swimming.	Observes few rules and regulations for swimming with guidance.
Describing the flutter kicks, arm action and breathing in front crawl.	Describes the flutter kicks, arm action and breathing in front crawl and assesses the movements.	Describes the flutter kicks, arm action and breathing in front crawl.	States the flutter kicks and arm action in front crawl.	States the flutter kicks and arm action in front crawl with prompts.
Using the flutter kick, arm action and breathing techniques.	Uses the flutter kick, arm action and breathing techniques and trains others.	Uses the flutter kick, arm action and breathing techniques.	Uses the flutter kick and arm action.	Uses only the flutter kick.
Combining the leg kick, arm pulls action and breathing in front crawl.	Combines the leg kick, arm pulls action and breathing in front crawl and coaches others.	Combines the leg kick, arm pulls action and breathing in front crawl.	Combines the leg kick and arm pulls action in front crawl.	Uses only the leg kick in front crawl.



Assessment Rubric for Swimming: Backstroke				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Describing the body position for performing back stroke.	Describes the body position for performing back stroke and coaches others.	Describes the body position for performing back stroke.	States the body position for performing back stroke.	States the body position for performing back stroke with guidance.
Describing flutter kicks, arm action and breathing in back stroke.	Describes flutter kicks, arm action and breathing in back stroke and assesses the movements.	Describes flutter kicks, arm action and breathing in back stroke.	States flutter kicks and arm action in back stroke.	States only flutter kicks in back stroke.
Using the flutter kick, arm action and breathing techniques.	Uses the flutter kick, arm action and breathing techniques and trains others.	Uses the flutter kick, arm action and breathing techniques.	Uses the flutter kick and arm action techniques.	Uses only the flutter kick technique.
Combining the flutter kick, arm action and breathing.	Combines the flutter kick, arm action, breathing and coaches others.	Combines the flutter kick, arm action and breathing.	Combines the flutter kick, arm action and breathing with guidance.	Has challenges combining the flutter kick, arm action and breathing.



COMMUNITY SERVICE-LEARNING CLASS ACTIVITY

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect, experience and learn from the community. The CSL project is expected to benefit the learner, the school and local community. Knowledge and skills on how to carry out a CSL project have been covered in Life Skills Education (LSE).

All learners with Hearing Impairment in Grade 7 will be expected to participate in a CSL class activity. The activity will give learners an opportunity to practise the CSL Project skills covered under LSE. This activity will be undertaken in groups where learners who are Deaf will be grouped with those who are Hard of Hearing (those with residual speech or hearing). Learners will be expected to apply the steps provided to carry out the CSL project.

The activity will take the form of a whole school approach, where the entire school community will be engaged in the learning process. Teachers will guide learners with Hearing Impairment to execute a simple school based CSL class activity.

This activity can be done in 1-2 weeks outside the classroom time. The duration may be adjusted accordingly to accommodate learners with hearing impairment who may require more time to implement the CSL project.

CSL Skills to be Covered

Research: Learners will develop research skills as they investigate PCIs to address, ways and tools to use in collecting data, analysing information and presenting their findings.

Communication: Learners will develop effective communication skills as they engage with peers and school community members. These will include listening actively observing keenly, asking questions, and presentation skills using varied modes.

Citizenship: Learners will be able to explore opportunities for engagement as members of the school community and provide a service for the common good.

Leadership: Learners will develop leadership skills as they take up various roles within the CSL activity.

Financial Literacy Skills: Learners will consider how to source and utilise resources effectively and efficiently.

Entrepreneurship: Learners will consider ways of generating income through innovation for the CSL class activity.



Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences (Customise to the focus of the grade)	Key Inquiry Questions
<p>Learners will be guided to consider the various PCIs provided in the subject in Grade 7 and choose one suitable to their context and reality.</p>	<p>By the end of the CSL class activity, the learner should be able to;</p> <ul style="list-style-type: none"> a) identify a problem in the school community through research, b) develop a plan to solve the identified problem in the community, c) design solutions to the identified problem, d) implement solution to the identified problem, e) share the findings to relevant actors, f) reflect on own learning and relevance of the project, g) appreciate the need to belong to a community. 	<ul style="list-style-type: none"> ● In groups, learners brainstorm on pertinent and contemporary issues in the community that need attention. ● In groups, learners discuss various PCIs within the school community and identify the one that requires immediate attention giving reasons for their choice. ● In groups, learners discuss possible solutions to the identified issue and propose the most appropriate solution to the problem. ● Learners brainstorm on the resources needed for the activity and source for them. ● In groups, learners discuss different methods and tools of collecting data and determine the ones suitable for the selected project. learners with hearing impairments to be supported in preparation and selection of data collection methods and tools (questionnaires, focus group discussions and interviews). ● In groups, learners to develop appropriate tools for collecting data with the guidance of the teacher. ● In groups, learners collect data and record findings. Pair a learner who is Deaf with a learner who is Hard of Hearing. In situations where learners cannot be paired, they should be supported by a sign language interpreter. Before realising the learners to the field, the teacher should brief the learners on social etiquette and safety. ● In groups, learners discuss their findings, develop various reporting documents and use them to report on their findings. 	<ol style="list-style-type: none"> 1. How does one determine community needs? 2. Why is it necessary to be part of a community?



		<ul style="list-style-type: none"> ● Based on the research report, learners implement a project to get solutions to the identified problem (Learners to be guided to adhere to safety precautions). ● Learners use feedback from peers and the school community to improve on the implementation of the project. ● In groups, learners discuss the successes, challenges faced while implementing the project activities and lessons learnt; write a report and share through various media to peers and the school community. ● Learners reflect on how the project enhanced learning while at the same time facilitating service to the school by providing solutions to the identified issue(s). 	
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Suggested Modes of Assessment:	Suggested Learning Resources:
<ul style="list-style-type: none"> ● Observation ● Oral/signed question 	<ul style="list-style-type: none"> ● Notebooks ● Pens ● Digital devices ● Written questionnaires ● Cameras ● Sign language interpreter ● Portfolio <p>NB: Depending on the PCI the learners choose to address; they should be guided on learning resources specific to the PCI.</p>



Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying a problem in the school community through research.	Identifies a problem in the school community through research and seeks for solutions.	Identifies a problem in the school community through research.	Identifies a problem in the school community.	Identifies a problem in the school community with prompts.
Planning to solve the identified problem.	Plans to solve the identified problem through generated data and support peers.	Plans to solve the identified problem.	Plans to solve the identified problem with prompts.	Plans to solve the identified problem with support.
Designing solutions to the identified problem.	Designs solutions to the identified problem using relevant strategies.	Designs solutions to the identified problem.	Designs solutions to the identified problem with guidance.	Has challenges designing solutions to the identified problem.
Implementing solution to the identified problems	Implements solution to the identified problem observing the necessary safety precautions.	Implements solution to the identified problem	Implements solution to the identified problems with guidance.	Implements solution to the identified problems with support
Sharing the findings to relevant actors	Shares the findings to relevant actors recommending sustainable solutions.	Shares the findings to relevant actors.	Shares some findings with relevant actors	Shares some findings to relevant actors with prompts.

