



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

PHYSICAL EDUCATION AND SPORTS GRADE 7



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2022

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary and Primary School levels. The roll out of Junior Secondary School (Grade 7-9) will subsequently follow as from 2023-2025.

The curriculum designs at this level build on competencies attained by learners at the end of the Primary School cycle. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior Secondary School.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas (subjects) as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, Community Service Learning (CSL) activities and assessment rubric.

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

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PREFACE

The Ministry of Education (MoE) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 7 is the first level of the Junior Secondary School (JSS) in the new education structure.

Grade 7 curriculum furthers implementation of the CBC to the JSS education level. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on **Nurturing every Learner’s potential**.

Therefore, the Grade 7 curriculum designs are intended to enhance the learners’ development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. The curriculum designs also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade7 and prepare them for smooth transition to the next Grade. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the *Basic Education Curriculum Framework* (BECF), that responds to the demands of the 21st Century and the aspirations captured in the Kenya Constitution 2010, the Kenya Vision 2030, East African Community Protocol and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. 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. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education.

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 7 curriculum designs. In relation to this, we acknowledge the support of the –Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Prof. Elishiba Kimani and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 7 and preparation of learners for Grade 8.

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LESSON 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	3
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject	3
14.	Optional Subject	3
	Total	45



NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism, 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 in the wake of rapid modernisation. 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 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-fulfilment.**
Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.
- 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 instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- 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 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, and 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). 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. PE and Sports incorporates the experiences and skills gained in Upper Primary and 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 the foundation for the Sports pathway in Senior Secondary 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.



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 participating 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 Games	1.1 Chest Pass in Netball (2 lessons)	By the end of the sub-strand, the learner should be able to: a) explain the execution of chest pass in Netball b) perform appropriate grip, release and follow through for chest pass in Netball c) execute the chest pass for skill acquisition d) appreciate team work in execution of chest pass during collaborative play	The learner is guided to: <ul style="list-style-type: none"> • share the correct way of passing the ball using chest pass • 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 • play a mini Netball game while applying the chest pass skill 	Why is a chest pass used in a Netball game?
	1.2 Dodging and Marking in Netball (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) establish the basic stance and body movements for dodging and marking in Netball b) perform stance, dodging and marking in Netball for skill acquisition	The learner is guided to: <ul style="list-style-type: none"> • observe a video clip of Netball game for analysis of dodging and marking skills • demonstrate stance, dodging and marking in Netball • use drills to practise the dodging and marking movements with and without a ball 	1. What is the importance of basic stance, dodging and marking skills in Netball? 2. When is the skill of



		<p>c) creatively apply dodging and marking in Netball for skill mastery</p> <p>d) critically rate each other's performance during execution of dodging and marking</p> <p>e) appreciate the application of dodging and marking for coordination and enjoyment</p>	<ul style="list-style-type: none"> • use drills to practise the single and double body feigns in Netball and give each other feedback • play a mini Netball game and apply the skills of dodging and marking for enjoyment 	<p>dodging and marking applied in Netball?</p>
	<p>1.3 Footwork in Netball</p> <p>(3 Lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) distinguish between the different types of landing in Netball</p> <p>b) perform landing and pivoting in Netball for skill mastery</p> <p>c) critically apply landing and pivoting skills in a mini game</p> <p>d) embrace landing and pivoting when playing a mini game</p>	<p>The learner is guided to:</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 • observe the demonstration of the options of landing and pivoting with turning and share feedback • practise the options of landing and pivoting through drills • play a mini Netball game and apply the options of landing and pivoting. 	<ol style="list-style-type: none"> 1. What footwork options does a player have after landing with a ball in a game of Netball? 2. When does a player combine landing and pivoting skills in Netball?



	<p>1.4 Passes and reception in Handball (3 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 passing skills in Handball utilize the jump, side and flick passes in Handball tactically apply different passes in Handball for fun and enjoyment appreciate team effort while executing passes in Handball and observe safety 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> demonstrate the jump, side and flick passes in Handball during play use drills to practise passing the ball using jump, side and flick passes in Handball use the jump, side and flick passes in a mini Handball game while observing fair play 	<p>When does a player utilize the different passing skills in a Handball game?</p>
	<p>1.5 Footwork in Handball (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 the progression of landing and making steps in Handball; perform landing and stepping for skill development combine the landing and stepping in Handball appreciate landing and stepping skills for safety and enjoyment 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> observe recorded video clips on Handball game to appreciate the execution of landing and stepping Handball skills demonstrate the options of landing and stepping and share feedback use drills to practise the options of landing and stepping in Handball apply the options of landing and making steps in a mini Handball game 	<ol style="list-style-type: none"> What footwork options does a player have after landing with a ball in a Handball game? What is the importance of landing and making steps in Handball?



	<p>1.6 Dodging and marking in Handball (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 Handball perform a combination of the basic stance using single and double feigns critically rate each other's performance during execution of dodging and marking skills in Handball appreciate the application of stance, single and double feigning for coordination and enjoyment 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> 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 practise the basic stance and movements for feigning with object play a mini Handball game and apply the basic body movements in dodging and marking 	<ol style="list-style-type: none"> Which basic stance and body movements are used for dodging and marking in a Handball game? What is the role of dodging and marking in a Handball game?
	<p>1.7 Dribbling in Handball (2 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 low and high dribbling techniques in Handball create movement patterns using the low and high dribble techniques in Handball 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> watch a video clip on low and high dribble in Handball demonstrate the low and high dribble techniques in Handball use drills to practise low and high dribble in Handball 	<p>When is it appropriate to apply the low or high dribbling skills in a game of Handball?</p>



		<p>c) combine the high and low dribbling techniques in a minor Handball game</p> <p>d) appreciate own and others' efforts during a game of Handball for self-efficacy</p>	<ul style="list-style-type: none"> ● play a mini Handball game and apply the dribbling techniques in Handball 	
	<p>1.8 Shooting in Handball</p> <p>(3 Lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) distinguish the shots used in Handball</p> <p>b) execute the running, jump, dive, lob and falling shots in Handball for skill development</p> <p>c) apply relevant shots interchangeably in a minor game while observing sportsmanship behaviour</p> <p>d) embrace safe execution of different shots in Handball for self-efficacy</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● watch and critically analyse a video clip that highlights the features of a running shot, jump shot, dive shot, falling shot and lob shot and share feedback ● practise different shots interchangeably in single file and over obstacles ● adopt a shot and play a mini Handball game while observing safety 	<p>Which situation is best suited to the application of the different shots in Handball?</p>



Core Competencies to be developed:

- Communication and collaboration: enhance active listening, non-verbal communication and appropriate questioning during sports and play, appreciating others opinions, participating in team play/games
- Creativity and imagination: learners execute and apply skills during sports and play, promoting group activities for solving of similar and different tasks during sport and play
- Self-efficacy: Confidence in taking new challenges and performing a skill or task
- Critical thinking and problem solving: making decisions during play, strategies and tactics, as learners reason clearly and rationally about what to do when to execute a skill in the lesson or game.
- Digital literacy: learners manipulate and interact with digital devices.

Pertinent and Contemporary Issues (PCIs)

- Healthy lifestyle: appreciate sports for wellness and participate in physical activities for fitness
- Self-awareness, self-esteem and interpersonal relationships during play
- Safety and security: learn how to work and play together

Values:

- Respect: appreciating rules, self and others during play
- Responsibility: responsible use of equipment, cleanliness in the play, environment
- Social justice: fair play, observing rules and regulation during play
- Unity: joining together in teamwork during lessons
- Integrity: playing and speaking honestly during play

Link to other subjects

- Health Education: learners engage in physical activity; maintain personal hygiene
- Languages: communicate throughout learning of different skills
- Mathematics: learners learn pivoting and compass movement and counting steps as they land and shoot
- Computer Science: learners manipulate and interact with digital devices



Assessment Rubric for Netball				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to demonstrate the chest pass skill in Netball	Excellent demonstrates the chest pass skill in Netball	Correctly demonstrates the chest pass skill in Netball	Partly demonstrates the chest pass skill in Netball	Has difficulty demonstrating the chest pass skill in Netball
Ability to grip ball, release and follow through during chest pass in Netball	Correctly grips ball, releases and follows through during chest pass in Netball and shows others	Correctly grips ball, releases and follows through during chest pass in Netball	Needs some assistance to correctly grip the ball, releases and follows through during chest pass in Netball	Has challenges gripping the ball, release and follow through during chest pass in Netball
Ability to execute the chest pass skill in Netball	Consistently and correctly executes the chest pass skill in Netball	Correctly executes the chest pass skill in Netball	Correctly executes the chest pass skill in Netball with some assistance	Has difficulty executing the chest pass skill in Netball
Ability to demonstrate dodging and marking in Netball	Excellent demonstrates dodging and marking in Netball	Correctly demonstrates dodging and marking in Netball	Correctly demonstrates dodging and marking in Netball with some assistance	Has challenges demonstrating dodging and marking in Netball



Ability to perform stance for dodging and marking in Netball	Consistently and correctly performs stance for dodging and marking in Netball	Correctly performs stance for dodging and marking in Netball	Correctly performs stance for dodging and marking in Netball with some assistance	Has difficulty performing stance for dodging and marking in Netball
Ability to apply dodging and marking in Netball	Correctly and creatively applies the skill of dodging and marking in a Netball mini game	Correctly applies the skill of dodging and marking in a Netball mini game	Correctly applies the skill of dodging and marking in a Netball mini game with some assistance	Struggles to apply the skill of dodging and marking in a Netball mini game
Ability to rate each other's performance during execution of dodging and marking in Netball	Correctly and critically rates other's performance during execution of dodging and marking in Netball	Correctly rates other's performance during execution of dodging and marking in Netball	Correctly rates other's performance during execution of dodging and marking in Netball with assistance	Has difficulty rating other's performance during execution of dodging and marking in Netball
Ability to distinguish between different types of landing in Netball	Correctly distinguishes between the different types of landing in Netball and helps others	Correctly distinguishes between the different types of landing in Netball	Correctly distinguishes between some of the different types of landing in Netball	Has challenges distinguishing between the different types of landing in Netball
Ability to perform landing and pivoting techniques in Netball	Correctly and consistently performs landing and pivoting technique in Netball	Correctly performs landing and pivoting technique in Netball	Correctly performs landing and pivoting technique in Netball with some help	Has difficulty performing landing and pivoting technique in Netball



Ability to apply landing and pivoting skills in a Netball mini game	Correctly and critically applies landing and pivoting skills in a Netball mini game	Correctly applies landing and pivoting skills in a Netball mini game	Correctly applies landing and pivoting skills in a Netball mini game with some help	Struggles to apply landing and pivoting skills in a Netball mini game
Ability to display values and observe safety in playing mini games	Consistently displays exemplary sportsmanship, competencies and observes safety during performance	Displays sportsmanship, competencies and observes safety during performance	Displays some sportsmanship behaviour/values and occasionally adheres to safety precautions	Has difficulty displaying sportsmanship behaviour/values; and hardly observes safety during performance.

Assessment Rubric for Handball

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to differentiate between the passing skills in Handball	Elaborately and correctly differentiates between the passing skills in Handball	Correctly differentiates between the passing skills in Handball	Partially differentiates between the passing skills in Handball	Has challenges differentiating the passing skills in Handball
Ability to utilize the jump, side and flick passes in Handball	Correctly and consistently utilizes the jump, side and flick passes in Handball	Correctly utilizes the jump, side and flick passes in Handball	Correctly utilizes the jump, side and flick passes in Handball with some assistance	Has difficulty utilizing the jump, side and flick passes in Handball



Ability to apply different passes in a Handball game situation	Correctly and tactically applies different passes in a Handball game situation	Correctly applies different passes in a Handball game situation	Correctly applies some passes in a Handball game situation	Has challenges applying different passes in a Handball game situation
Ability to describe the progression of landing and making steps in Handball	Describes elaborately the progression of landing and making steps in Handball with excellence	Correctly describes the progression of landing and making steps in Handball	Correctly describes the progression of landing and making steps in Handball with some help	Has difficulty describing the progression of landing and making steps in Handball
Ability to perform landing and stepping techniques in Handball	Correctly and skillfully performs landing and stepping techniques in Handball	Correctly performs landing and stepping techniques in Handball	Correctly performs some landing and stepping techniques in Handball	Has challenges performing landing and stepping techniques in Handball
Ability to combine landing and stepping techniques in Handball	Correctly and consistently combines landing and stepping techniques in Handball	Correctly combines landing and stepping techniques in Handball	Correctly combines some landing and stepping techniques in Handball	Has challenges combining landing and stepping techniques in Handball
Ability to establish the basic stance and body movements for dodging and marking in Handball	Correctly and consistently establishes the basic stance and body movements for dodging and marking in Handball	Correctly establishes the basic stance and body movements for dodging and marking in Handball	Correctly establishes the basic stance and body movements for dodging and marking in Handball with some help	Has difficulty establishing the basic stance and body movements for dodging and marking in Handball



Ability to perform a combination of the basic stance using single and double feigns in Handball	Correctly and consistently combines basic stance using single and double feigns in Handball	Correctly combines basic stance using single and double feigns in Handball	Correctly combines basic stance using single and double feigns in Handball with some assistance	Struggles to combine basic stance using single and double feigns in Handball
Ability to rate each other's performance during execution of dodging and marking in Handball	Correctly and critically rates each other's performance during execution of dodging and marking in Handball	Correctly rates each other's performance during execution of dodging and marking in Handball	Correctly rates each other's performance during execution of dodging and marking in Handball with assistance	Has difficulty rating each other's performance during execution of dodging and marking in Handball
Ability to distinguish between low and high dribbling techniques in Handball	Correctly and distinguishes between low and high dribbling techniques in Handball and helps others	Correctly distinguishes between low and high dribbling techniques in Handball	Correctly distinguishes between low and high dribbling techniques in Handball with some help	Struggles to distinguish between low and high dribbling techniques in Handball
Ability to create movement patterns using the low and high dribble techniques in Handball	Correctly and consistently creates movement patterns using the low and high dribble techniques in Handball	Correctly creates movement patterns using the low and high dribble techniques in Handball	Correctly creates some movement patterns using the low and high dribble techniques in Handball	Has difficulty creating movement patterns using the low and high dribble techniques in Handball



Ability to combine the high and low dribbling techniques in a mini Handball game	Correctly and creatively combines the high and low dribbling techniques in a mini Handball game	Correctly combines the high and low dribbling techniques in a mini Handball game	Correctly combines the high and low dribbling techniques in a mini Handball game with help	Has challenges combining the high and low dribbling techniques in a mini Handball game
Ability to distinguish between the different shots used in Handball	Correctly and elaborately distinguishes between different shots used in Handball	Correctly distinguishes between different shots used in Handball	Correctly distinguishes between some of the different shots used in Handball	Has difficulty distinguishing between different shots used in Handball
Ability to execute the running, jump, dive, lob and falling shots in Handball	Correctly and skillfully executes the running, jump, dive, lob and falling shots in Handball	Correctly executes the running, jump, dive, lob and falling shots in Handball	Correctly executes the running, jump, dive, lob and falling shots in Handball with some assistance	Struggles to execute the running, jump, dive, lob and falling shots in Handball
Ability to apply relevant shots interchangeably in a mini Handball game	Correctly and creatively applies relevant shots interchangeably in a mini Handball game	Correctly applies relevant shots interchangeably in a mini Handball game	Correctly applies some relevant shots interchangeably in a mini Handball game	Has difficulty applying relevant shots interchangeably in a mini Handball game
Ability to display values and observe safety in playing mini Handball games	Consistently displays exemplary sportsmanship competencies and observes safety during performance	Displays sportsmanship behaviour/values and observe safety during performance	Displays some sportsmanship behaviour/values and occasionally adheres to safety precautions	Has challenges displaying sportsmanship behaviour/values; and hardly observes safety during performance.



STRAND 2.0: ATHLETICS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Athletics	2.1 Long jump (3 lessons)	By the end of the sub-strand, the learner should be able to: a) compare the sequence of the sail, hang and hitch kick techniques in Long jump b) perform the approach, takeoff, flight and landing sequence of Long jump techniques for skill acquisition c) adhere to the rules of Long jump for sportsmanship and fair play d) observe own and others' safety when performing the Long jump e) participate in the raking of the sand pit to develop responsibility.	The learner is guided to: <ul style="list-style-type: none"> • watch recorded video clips to familiarise with the sail, hang and hitch kick techniques in Long jump • demonstrate the sequence of each skill from approach, take-off, flight and landing • use drills to practise the approach, take-off, flight and landing to perfect the techniques in Long jump • clear the area of play before and after performing Long jump 	<ol style="list-style-type: none"> 1. What are the differences between the sail, hang and hitch kick techniques in Long jump? 2. What materials do you use to clear the landing area in Long jump?



	<p>2.2 Javelin (2 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> review the importance of safety requirements in javelin utilize the grip, carriage, approach run, crossover, release and follow through in the javelin throw participate in javelin throw while adhering to rules for safety collaborate with others in javelin throw while measuring distances 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> research and share with others the importance of safety in javelin practise the phases in javelin throw using the correct technique throw javelin and safely withdraw it measure each other's distances during javelin throws 	<ol style="list-style-type: none"> Which safety measures does one need to observe during javelin throw? How are distances measured in javelin?
	<p>2.3 Sprint start in Athletics (2 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> analyse the different positions on starting blocks for sprint starts perform the bunch, medium and elongated sprint starts for skill mastery apply suitable starting technique in sprint races for efficient take-off 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> watch video clips on sprint starts using the starting blocks demonstrate different positions for sprint starts on starting blocks use drills to practise the bunch, medium and elongated starts in sprints 	<p>Why do we have different start techniques in sprints?</p>



		<p>d) observe rules when performing the bunch, medium and elongated sprint start to ensure safety</p> <p>e) value self and each other's choice of sprint start techniques for self-esteem</p>	<ul style="list-style-type: none"> engage in sprint mini games using the bunch, medium and elongated start 	
	<p>2.4 Running in Sprint Races (3 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) analyse the running phases of reaction time, acceleration and maintaining in sprint races</p> <p>b) perform the phases of running, reaction time, acceleration and maintaining in sprint races</p> <p>c) combine the start and running techniques for skill acquisition</p> <p>d) apply running techniques in sequence in a race for fun and enjoyment</p> <p>e) value each other's effort during mini races for self-efficacy</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> Watch a video clip and observe the phases in a sprint races use drills to practise body alignment for quick reaction time, acceleration and maintaining speed in sprint races participate in mini races that combine reaction time, acceleration and maintaining phases in a sprint race 	<p>When are the different phases of running applied in sprint races?</p>



	<p>2.5 Finishing techniques in Sprint Races (2 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> compare the different types of finishing techniques in sprint race perform the run-through, drop-finish and shoulder-shrug techniques for skills development creatively apply starting, running and finishing techniques in a mini race for fun and enjoyment. observe rules for own and others' safety during a sprint race 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> watch a video clip on sprint race and observe the finishing techniques discuss the finishing technique as observed from the video clip practise run-through, drop-finish and shoulder-shrug techniques run mini races while emphasising on the finishing techniques in sprints while observing safety 	<p>Why do we have different finishing techniques in sprint races?</p>
	<p>2.6 Baton Change Relay (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 different relay races in Athletics perform the upsweep and down sweep baton change techniques in the designated zones observe own and others' safety during relays 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> watch a video clip on baton changing techniques use drills to practise the upsweep and down sweep baton change techniques in relays 	<p>Why are there different techniques in baton change in relay races?</p>



		d) value each other's efforts in the execution of upsweep and down sweep baton change techniques	<ul style="list-style-type: none"> record video clips when practising baton change techniques for feedback and analysis 	
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> Communication and collaboration: enhance non-verbal communication when changing batons. Learning to learn: research, participate in Athletics activities. Self-efficacy: confidence in taking new challenges, belief in performing a skill or task. Critical thinking and problem solving: making decisions during play, strategies and tactics. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> Healthy lifestyle: appreciate Athletics activities for physical fitness. Develop self-awareness: know their strengths and weaknesses, build their self-esteem and interpersonal relationships as they play games. Social economic issues: safety and security as they learn how to play together safely. Gender: play without discrimination and appreciate each other's sexuality without bias to intersex persons. 				
<p>Values:</p> <ul style="list-style-type: none"> Responsibility: responsible use of play areas. Social justice: fair play, observing rules and regulations during sports. Unity: joining together in team work during play. Love: caring for each other as they observe safety and sharing the available equipment. Peace: appreciating and respecting variations in abilities, gender and performance. Integrity: speaking honestly during play as they obey rules and regulations. 				



Link to other subjects

- Mathematics: counting steps, measuring throwing sectors and distances.
- Computer Science: manipulate and interact with digital devices.
- Integrated Science: identify body parts used in different activities.

Assessment Rubric for Athletics- Long jump

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to demonstrate the sequence of the sail, hang and hitch kick techniques in Long jump	Correctly demonstrates the sequence of the sail, hang and hitch kick techniques in Long jump, comparing them	Correctly demonstrates the sequence of the sail, hang and hitch kick techniques in Long jump	Correctly demonstrates the sequence of the sail, hang and hitch kick techniques in Long jump with assistance	Has difficulty demonstrating the sequence of the sail, hang and hitch kick techniques in Long jump
Ability to perform the approach, take off, flight and landing sequence of Long jump techniques	Correctly and skillfully performs the approach, take off, flight and landing sequence of Long jump techniques with excellence	Correctly performs the approach, take off, flight and landing sequence of Long jump techniques	Correctly performs the approach, take off, flight and landing sequence of Long jump techniques with assistance	Struggles to perform the approach, take off, flight and landing sequence of Long jump techniques
Ability to adhere to instructions and rules while performing the skills learnt in Long jump	Consistently adheres to instructions while performing the skills in Long jump	Adheres to instructions while correctly performing the skills in Long jump	Adheres to some instructions while displaying some ability in performing the skills in Long jump	Has difficulty adhering to instructions while trying to perform the skills in Long jump



Assessment Rubric for Athletics-Javelin				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Review the importance of safety requirements in javelin	Correctly and exhaustively reviews the importance of safety requirements in javelin	Correctly reviews the importance of safety requirements in javelin	Correctly reviews the importance of safety requirements in javelin with assistance	Has challenges reviewing the importance of safety requirements in javelin
Ability to utilize the grip, carriage, approach run, crossover, release and follow through in javelin throw	Correctly and consistently utilizes the grip, carriage, approach run, crossover, release and follow through in javelin throw	Correctly utilizes the grip, carriage, approach run, crossover, release and follow through in javelin throw	Correctly utilizes the grip, carriage, approach run, crossover, release and follow through in javelin throw	Has challenges utilizing the grip, carriage, approach run, crossover, release and follow through in javelin throw
Ability to participate in javelin throw while adhering to rules	Consistently adheres to rules while participating in javelin throw	Adheres to rules while participating in javelin throw	Adheres to rules while participating in javelin throw with prompting	Has difficulty adhering to rules while participating in javelin throw
Ability to collaborate with others in javelin throw while observing safety	Consistently collaborates with others and exhibits exemplary sportsmanship while observing safety during javelin throw	Collaborates with others and exhibits sportsmanship while observing safety during javelin throw	Collaborates with others and exhibits some sportsmanship while observing safety during Javelin throw	Struggles to collaborate with others and does not exhibit sportsmanship during javelin throw and hardly observes safety during performance.



Assessment Rubric for Athletics-Sprints

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to analyse the different positions on starting blocks for sprint starts in Athletics	Correctly analyses different positions on starting blocks for sprint starts in Athletics and helps others	Correctly analyses different positions on starting blocks for sprint starts in Athletics	Correctly analyses some of the different positions on starting blocks for sprint starts in Athletics	Has challenges analysing different positions on starting blocks for sprint starts in Athletics
Ability to adhere to instructions and perform the bunch, medium and elongated sprint starts	Consistently adheres to instructions while performing the bunch, medium and elongated sprint starts	Adheres to instructions while correctly performing the bunch, medium and elongated sprint starts	Adheres to some instructions while displaying some ability in performing the bunch, medium and elongated sprint starts	Struggles to adhere to instructions while trying to perform the bunch, medium and elongated sprint starts
Ability to apply suitable starting technique in sprint races	Correctly and creatively applies suitable starting technique in sprint races	Correctly applies suitable starting technique in sprint races	Correctly applies suitable starting technique in sprint races with assistance	Has challenges applying suitable starting technique in sprint races



Ability to observe safety rules when performing the bunch, medium and elongated sprint start	Consistent observes safety rules when performing the bunch, medium and elongated sprint start	Observes safety rules when performing the bunch, medium and elongated sprint start	Observes some safety rules when performing the bunch, medium and elongated sprint start	Has difficulty observing safety rules when performing the bunch, medium and elongated sprint start
Ability to compare the different types of finishing techniques in sprint race	Correctly and exhaustively compares and distinguishes the different types of finishing techniques in sprint race	Correctly compares the different types of finishing techniques in sprint race	Correctly compares some of the different types of finishing techniques in sprint race	Struggles to compare Has challenges comparing the different types of finishing techniques in sprint race
Ability to apply starting, running and finishing techniques in mini races	Correctly and creatively applies starting, running and finishing techniques in mini races	Correctly applies starting, running and finishing techniques in mini races	Correctly applies starting, running and finishing techniques in mini races	Has challenges applying starting, running and finishing techniques in mini races



Assessment Rubric for Athletics- Baton Change in Relays				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the different relay races in Athletics	Explains in detail the different relay races in Athletics	Explains the different relay races in Athletics	Explains some of the different relay races in Athletics	Has challenges explaining the different relay races in Athletics with difficulty
Ability to perform the upswing and down sweep baton change techniques in the designated zones	Correctly and skillfully performs the upswing and down sweep baton change techniques in the designated zones	Correctly performs the upswing and down sweep baton change techniques in the designated zones	Correctly performs the upswing and down sweep baton change techniques in the designated zones with assistance	Has challenges performing the upswing and down sweep baton change techniques in the designated zones
Ability to exhibit values and observe safety in relay racing	Consistently exhibits exemplary sportsmanship and observes safety during relays	Displays sportsmanship and observes safety during relays	Fairly displays sportsmanship and occasionally adheres to safety during relays	Has difficulty displaying sportsmanship and hardly observes safety during relays



STRAND 3.0: PHYSICAL FITNESS AND HEALTH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	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 with the basic tools that evaluate flexibility, balance and coordination 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) display respect while conducting fitness assessment regardless of gender and ability	The learner is guided to: <ul style="list-style-type: none"> research and identify the basic tools for use in evaluation of flexibility, balance and coordination perform exercises in preparation for the evaluation of flexibility, balance and coordination use the identified basic tools to measure flexibility, balance and coordination use the fitness norms sheet to deduce levels of flexibility, balance and coordination 	<ol style="list-style-type: none"> Why are there different tools to measure fitness components? How is the fitness portfolio used to assess levels of fitness?
	3.2 Fitness activities for flexibility balance and coordination	By the end of the sub-strand, the learner should be able to: a) describe exercises that promote flexibility, balance and coordination	The learner is guided to: <ul style="list-style-type: none"> use music to perform fitness exercises practise exercises that promote flexibility, 	<ol style="list-style-type: none"> What exercises are recommended for improving flexibility,



	(4 lessons)	<p>b) safely execute exercises that promote flexibility, balance and coordination while ensuring hydration</p> <p>c) appreciate the role of flexibility, balance and coordination exercises in prevention of lifestyle diseases</p> <p>d) show respect to others while participating in fitness activities for wellness</p>	<p>balance and coordination while taking water breaks</p> <ul style="list-style-type: none"> • perform flexibility balance and coordination exercises with peers of different abilities, gender, skills and culture • use digital devices to record own performance for self-evaluation 	<p>balance and coordination?</p> <ol style="list-style-type: none"> 2. Why is hydration necessary when performing exercises? 3. How do exercises prevent lifestyle diseases?
	<p>3.3 Post-exercise assessment of flexibility, balance and coordination (3 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) study the basic tools used in pre-test evaluation for flexibility, balance and coordination b) conduct post-exercise assessment on flexibility, balance and coordination using the basic fitness evaluation tools c) create a portfolio of post-test records in flexibility, balance and coordination for fitness assessment 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • assemble the pre-test evaluation tools of flexibility, balance and coordination • observe scores initially recorded • perform exercises in preparation for the post evaluation of flexibility, balance and coordination • use the identified tools to assess and compare flexibility, balance and 	<ol style="list-style-type: none"> 1. What is the importance of studying pre-test tools initially used for fitness test? 2. How are assessment fitness tools used to determine levels of fitness after exercises?



		d) show respect for others' gender and ability when interpreting the fitness assessment results	coordination scores with the first records <ul style="list-style-type: none"> • use the fitness norms sheet to deduce levels of flexibility, balance and coordination after exercises 	
Core competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: enhance active listening, and non-verbal communication during exercises, and as they listen attentively to instructions on how to perform various skills. • Creativity and imagination: during execution and application of relevant exercises for fitness. • Learning to learn: learners appreciate information and opinions of peers and reflect on own performance for improvement. • Self-efficacy: confidence in taking new challenges, belief in performing a skill or task and provide leadership in a fitness programme. • Critical thinking and problem solving: learners make decisions during exercise and filling up the fitness evaluation sheets. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Healthy lifestyle: engage in physical exercises for fitness and health • Self-awareness, self-esteem and interpersonal relationships: participate in physical fitness exercises • Gender issues: plan physical fitness programmes without discrimination or bias to intersex persons 				
Values: <ul style="list-style-type: none"> • Respect: appreciating rules, self and others during exercises • Responsibility: responsible use of equipment, cleanliness in the play environment • Integrity: honesty as they fill in their scores • Love: supporting each other keep up their fitness levels 				



Link to other subjects

- Health Education: learn about health nutrition and exercises
- Languages: communicate to make evaluation reports or records
- Computer Science: watch video clips to identify exercises for fitness
- Music: dance to the rhythm during aerobics
- Integrated Science: identify body parts to be targeted when assessing fitness

Assessment Rubric for Physical Fitness and Health

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify basic tools to assess flexibility, balance and coordination	Correctly identifies basic tools for assessing flexibility, balance and coordination and helps others	Correctly identifies basic tools for assessing flexibility, balance and coordination	Correctly identifies some basic tools for assessing flexibility, balance and coordination	Has difficulty identifying basic tools for assessing flexibility, balance and coordination
Ability to perform exercises to enhance flexibility, balance and coordination and ensures hydration	Correctly and skillfully performs exercises to enhance flexibility, balance and coordination and ensures hydration	Correctly performs exercises to enhance flexibility, balance and coordination and ensures hydration	Correctly performs some exercises to enhance flexibility, balance and coordination and ensures hydration	Has difficulty performing exercises to enhance flexibility, balance and coordination and ensures hydration
Ability to create a portfolio of pretest and posttest assessment of fitness journaling	Correctly creates a portfolio of pretest and posttest assessment of fitness journaling and shares with others	Correctly creates a portfolio of pretest and posttest assessment of fitness journaling	Correctly creates a portfolio of pretest and posttest assessment of fitness journaling sometimes	Has challenges creating a portfolio of pretest and posttest assessment of fitness journaling



Ability to describe exercises that promote flexibility, balance and coordination	Correctly and exhaustively describes exercises that promote flexibility, balance and coordination	Correctly describes exercises that promote flexibility, balance and coordination	Correctly describes some exercises that promote flexibility, balance and coordination	Struggles to exercise exercises that promote flexibility, balance and coordination
Ability to utilize basic evaluation tools to assess flexibility, balance and coordination before and after exercises	Consistently and correctly utilizes basic evaluation tools to assess flexibility, balance and coordination before and after exercises	Correctly utilizes basic evaluation tools to assess flexibility, balance and coordination before and after exercises	Correctly utilizes some basic evaluation tools to assess flexibility, balance and coordination before and after exercises	Has challenges utilizing basic evaluation tools to assess flexibility, balance and coordination before and after exercises
Ability to create a portfolio of post-test fitness assessment records in flexibility, balance and coordination	Correctly creates a portfolio of post-test fitness assessment records in flexibility, balance and coordination and helps others	Correctly creates a portfolio of post-test fitness assessment records in flexibility, balance and coordination	Correctly creates a portfolio of post-test fitness assessment records in flexibility, balance and coordination with help	Has challenges creating a portfolio of post-test fitness assessment records in flexibility, balance and coordination
Ability to display sportsmanship and observe safety when performing exercises and assessing fitness	Exhibits exemplary sportsmanship and observes safety	Exhibits sportsmanship and observes safety precautions	Exhibits sportsmanship and occasionally observes safety sometimes	Struggles to display sportsmanship and rarely observes safety



STRAND 4.0: CAREER OPPORTUNITIES IN SPORTS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	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 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"> • brainstorm on careers in games and sports • identify different institutions offering games and sports • collaboratively interact with institutions offering specialized games and sports 	<ol style="list-style-type: none"> 1. Which kind of career opportunities are found in games and sports? 2. Which sports institutions are found in the community? 3. How can linkages be created with sports institutions in the community for regular interactions?
	4.2 Use of talent to generate income (2 lessons)	By the end of the sub-strand, the learner should be able to: a) identify ways of earning income using talents b) develop personal management skills and	The learner is guided to: <ul style="list-style-type: none"> • create a list on sources of income from sports talent • discuss the different ways of generating income through talent 	<ol style="list-style-type: none"> 1. How can sports talent be used to generate income? 2. How can success in sports be contained honourably?



		<p>financial discipline from income generated in sports</p> <p>c) determine appropriate choice of financial services for management of monetary awards</p> <p>d) recognise personal abilities as a source of income generation and success management</p>	<ul style="list-style-type: none"> • brainstorm on ways of developing personal and financial discipline • research on how to access financial services, preparing a personal budget, saving and spending • research ways of protecting own creativity and share feedback 	<p>3. How does one develop personal and financial discipline from sports income?</p> <p>4. Which financial services can be used for management of monetary awards?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: learners share ideas on different careers available in games and sports. • Collaboration: learner actively contributes to group decisions and participates in discussions on sources of income from sports talent and works together as part of a team and recognises and values others' ideas. • Learning to learn: learners research on how to access financial services and prepare budgets. • Creativity and imagination: learners brainstorm on different careers in games and sports. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Poverty eradication: use talent to generate income and manage income generated from sports • Gender issues: work together without discrimination 				



Values

- Responsibility: maintaining humility after success.
- Integrity: honesty as they plan how to use talent to make an honest income.
- Love: support each other and share ideas on how to make profitable ventures.
- Unity: working together in teams.

Link to other subjects

- Languages: communicate and discuss different careers in sports.
- Computer Science: research on different careers in games and sports.
- Business Studies: plan on budgets, generating income, spending and saving in financial institutions.

Assessment Rubric for Career Opportunities

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify opportunities in games and sports related careers.	Correctly identifies opportunities in games and sports related careers and shows others	Correctly identifies opportunities in games and sports related careers	Correctly identifies opportunities in some games and sports related careers	Has difficulty identifying opportunities in games and sports related careers
Ability to seek linkages and opportunities for visits to sports institutions	Seeks linkages and opportunities for visits to sports institutions and successfully reaches out for linkages	Seeks linkages and opportunities for visits to sports institutions	Seeks linkages and opportunities for visits to sports institutions sometimes	Has challenges seeking linkages and opportunities for visits to sports institutions



Ability to discuss ways of earning income through talents or participation in games and sports	Comprehensively discusses ways of earning income through talents or participation in games and sports	Discusses ways of earning income through talents or participation in games and sports	Discusses some ways of earning income through talents or participation in games and sports	Has challenges discussing ways of earning income through talents or participation in games and sports
Ability to research on appropriate financial services and prepare personal budgets	Correctly and consistently research on appropriate financial services and prepare personal budgets	Correctly research on appropriate financial services and prepare personal budgets	Correctly research on some of the appropriate financial services and prepare personal budgets	Has difficulty researching on appropriate financial services and preparing personal budgets
Ability to analyse how to patent own creativity	Correctly analyses ways of patenting own creativity In games and sports and helps others	Correctly analyses ways of patenting own creativity in games and sports	Correctly analyses some ways of patenting own creativity in games and sports	Has challenges analysing ways of patenting own creativity in games and sports



OPTIONS

Learners must cover at least ONE of these areas: This will depend on 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 Experiences	Key Inquiry Questions
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 familiarisation c) perform the body stance and the grip of the Hockey stick for skill acquisition d) appreciate the Hockey game for fun and enjoyment	The learner is guided to: <ul style="list-style-type: none">• watch a video clip on court layout and present an own illustration of the layout for discussion• discuss equipment used in Hockey• demonstrate the stance and grip of a Hockey stick• practise the stance and grip in Hockey	<ol style="list-style-type: none">1. Which equipment is used in the game of Hockey?2. Which are the sections of a Hockey pitch?3. What is the role of body stance and grip of Hockey stick?



	<p>5.2 Passing skills in Hockey</p> <p>(4 Lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify the parts of the Hockey stick that make contact with the ball perform passing using the forward and reverse of the Hockey stick for skill acquisition observe the rules when passing the ball for safety and fair play appreciate the use of protective equipment while playing Hockey for safety 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> watch video clips and observe the part of a Hockey stick used for passing demonstrate the forward and reverse stick passes and share feedback use drills to practise forward and reverse stick passes play a mini passing game in Hockey Use protective gear for safety during play 	<ol style="list-style-type: none"> When is the forward and reverse stick pass used in Hockey? What is the role of the forward and reverse stick passing techniques in playing Hockey? Why is it necessary to observe rules when passing a ball in a Hockey game?
	<p>5.3 Hitting skills in Hockey</p> <p>(2 Lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> explain the steps of hitting a Hockey ball execute hitting the ball in Hockey for skill acquisition observe the rules when hitting the ball for safety and fair play recognise the use of protective equipment when playing Hockey for safety 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> discuss the hitting technique in Hockey demonstrate hitting and share feed back play a mini Hockey game and use protective gear for safety 	<ol style="list-style-type: none"> What is the role of different steps when a Hockey ball is being hit? What are the safety precautions to consider when hitting a Hockey ball?



	<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 critically employ the forward and reverse stick in stopping the ball in Hockey value 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"> discuss the steps for stopping techniques in Hockey demonstrate the forward and reverse stick stopping techniques in Hockey and give feedback use drill to practise ball stopping in Hockey while observing rules for safety play a conditioned Hockey game for fun and enjoyment 	<ol style="list-style-type: none"> What is the importance of the steps used in stopping a Hockey ball during play? Why should the Hockey stick remain down while attempting to stop the ball?
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> Self-efficacy: while confidently performing skills in Hockey. Critical thinking: while applying the skills in a mini game. Digital literacy: manipulate and interact with digital devices. 				



Pertinent and Contemporary Issues (PCIs):

- Healthy lifestyle: build on fitness generated from playing the game.
- Social economic issues: disaster risk reduction - avoiding using the sticks and ball as weapons and only for purposes of play.
- Safety and security: wear protective gear while playing Hockey.
- Gender issues: play with each other without discrimination.

Values:

- Responsibility while taking care of equipment
- Respect for each other while using the Hockey equipment
- Love when players are concerned about their safety and that of others
- Social justice for emphasis on fair play and observance of rules

Link to other subjects:

- Computer Science for digital literacy
- Languages for communication both verbally and non-verbally
- Health Education as they take care of their hygiene when sharing equipment and protective gear

Assessment Rubric for Hockey- Equipment and Passing Skill

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to identify equipment and describe the Hockey pitch	Correctly identifies equipment and exhaustively describes the Hockey	Correctly identifies equipment and describes the Hockey pitch	Correctly identifies some equipment and describes some parts of the Hockey pitch	Has challenges identifying equipment and describing the Hockey pitch



Ability to demonstrate the body stance and stick grip in Hockey	Correctly and skillfully demonstrates body stance and stick grip in Hockey	Correctly demonstrates body stance and stick grip in Hockey	Correctly demonstrates body stance and stick grip in Hockey with help	Has challenges demonstrating body stance and stick grip in Hockey
Ability to identify the parts of the Hockey stick that makes contact with the ball	Consistently and correctly identifies the parts of the Hockey stick that make contact with the ball	Correctly identifies the parts of the Hockey stick that make contact with the ball	Correctly identifies some of the parts of the Hockey stick that make contact with the ball	Has difficulty identifying the parts of the Hockey stick that make contact with the ball
Ability to perform passing Hockey ball using the forward and reverse of the stick	Correctly and skillfully performs passing Hockey ball using the forward and reverse of the stick	Correctly performs passing Hockey ball using the forward and reverse of the stick	Correctly performs passing Hockey ball using the forward and reverse of the stick with assistance	Struggles to perform passing Hockey ball using the forward and reverse of the stick
Ability to adhere to rules when passing the ball	Consistently adheres to rules when passing the ball while observing safety and fair play	Adheres to rules when passing the ball while observing safety and fair play	Adheres to some rules when passing the ball while occasionally observing safety and fair play	Hardly adheres to rules when passing the ball, hardly observes safety and fair play



Assessment Rubric for Hockey- Hitting and Stopping Skill				
Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explain the steps of hitting a Hockey ball	Correctly explains the steps of hitting a Hockey ball, giving details	Correctly explains the steps of hitting a Hockey ball	Correctly explains some of the steps of hitting a Hockey ball	Has difficulty explaining the steps of hitting a Hockey ball
Ability to execute hitting a ball in Hockey	Correctly and skillfully executes hitting a Hockey ball	Executes hitting a Hockey ball correctly	Correctly executes hitting a Hockey ball with help	Has challenges hitting a Hockey ball
Ability to adhere to rules when hitting a Hockey ball	Consistently adheres to rules when hitting a Hockey ball while observing safety and fair play	Adheres to rules when hitting a Hockey ball while observing safety and fair play	Adheres to some rules when hitting a Hockey ball while observing some safety and fair play	Struggles to adhere to rules when hitting a Hockey ball; rarely observes safety and fair play



Ability to explain the steps in stopping a Hockey ball	Correctly explains the steps of stopping a Hockey ball, giving details	Correctly explains the steps of stopping a Hockey ball	Correctly explains some of the steps of stopping a Hockey ball	Has difficulty explaining the steps of stopping a Hockey ball
Ability to stop the ball using the forward and reverse stick	Correctly and skillfully stops the ball using the forward and reverse stick while observing safety	Correctly stops the ball using the forward and reverse stick while observing safety	Correctly stops the ball sometimes using the forward and reverse stick and tries to observe safety	Has challenges stopping the ball using the forward and reverse stick and rarely observes safety
Ability to employ the forward and reverse stick in stopping the Hockey ball	Properly and consistently employs the forward and reverse stick in stopping the Hockey ball	Properly employs the forward and reverse stick in stopping the Hockey ball	Properly employs the forward and reverse stick in stopping the Hockey ball	Has difficulty employing the forward and reverse stick in stopping the Hockey ball



STRAND 6.0: KABADDI

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0 Kabaddi	6.1 Defensive positioning and entry skill (2 lessons)	By the end of the sub-strand the learner should be able to: a) describe team positioning for defensive play in Kabaddi b) evaluate the entry technique used to start the Kabaddi game c) perform the defensive positioning and raiders entry during Kabaddi game d) apply the rules governing entry and positioning in Kabaddi e) appreciate own and others' effort when playing Kabaddi for enjoyment and self-efficacy	The learner is guided to: <ul style="list-style-type: none"> • discuss team positioning formation • discuss the entry technique in Kabaddi • demonstrate entry and defensive positions in Kabaddi • use drills to practise the different entry and defensive positions • play Kabaddi while observing the positioning strategies 	<ol style="list-style-type: none"> 1. What is the role of defensive team positioning during start of the Kabaddi game? 2. What is the importance of the rules that govern entry and positioning in Kabaddi?



	<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 perform the block and chain tackle techniques in Kabaddi while observing safety Creatively employ the block and chain tackle in Kabaddi appreciate the use of block and chain tackles in Kabaddi 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> watch a video clip and observe the execution of block and chain tackle demonstrate the block and chain tackles use drills to practise the block and chain tackles play a mini Kabaddi game while observing rules for safety 	<ol style="list-style-type: none"> What is the importance of the block and chain tackles in Kabaddi? When is it suitable to 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 between the attacking skills of hand touch and squat thrust in Kabaddi perform 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"> brainstorm on hand touches and squat thrust in kabaddi demonstrate hand touches and squat thrust in kabaddi 	<ol style="list-style-type: none"> What is the role of the attacking skills of hand touch and squat thrust in Kabaddi? How are the different attacking skills of hand touch



		<p>c) employ the different attacking skills in Kabaddi while observing rules and regulations</p> <p>d) value own and others' efforts while playing Kabaddi for self confidence</p>	<ul style="list-style-type: none"> • use drills to practise the hand touches and squat thrust • play a mini Kabaddi game while observing safety 	<p>and squat thrust used in Kabaddi?</p> <p>3. Which safety precautions need to be observed when playing Kabaddi?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: while practising and interacting with each other in learning the skills. • Self-efficacy: while confidently performing skills of Kabaddi. • Critical thinking: while deciding the skill to apply in a mini game. • Digital literacy: while manipulating and interacting with digital devices. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Health-related issues: develop fitness when participating in Kabaddi and as a recreation and leisure game • Negotiation skills: as they strategise on best attack and defensive skills to use during play • Safety and security: as they play games and observe rules • Gender issues: as they 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 as they maintain their roles in a team • Respect for self and each other while playing the game • Love when players are concerned about their safety and that of others • Social justice for emphasis on fair play and observing rules • Integrity when playing and speaking honestly during play 				



Link to other subjects:

- Integrated Science as they identify body parts used in skills' execution
- Computer Science as they watch video clips
- Languages as they communicate verbally and non-verbally during play
- Religious Studies: as they choose fair play that encourages application of values

Assessment Rubric for Kabaddi - Defensive Positioning And Skills

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to describe team positioning for defensive play in Kabaddi	Correctly and comprehensively describes team positioning for defensive play in Kabaddi	Correctly describes team positioning for defensive play in Kabaddi	Correctly describes team positioning for defensive and in Kabaddi with help	Has challenges describing team positioning for defensive play in Kabaddi
Ability to evaluate techniques used to start Kabaddi	Correctly and comprehensively evaluates techniques used to start Kabaddi	Correctly evaluates techniques used to start Kabaddi	Correctly evaluates some techniques used to start Kabaddi	Has difficulty evaluating techniques used to start Kabaddi
Ability to perform the defensive positioning and raiders entry in Kabaddi	Correctly and performs the defensive positioning and raiders entry in Kabaddi	Correctly performs the defensive positioning and raiders entry in Kabaddi	Correctly performs the defensive positioning and raiders entry in Kabaddi with help	Has challenges performing the defensive positioning and raiders entry in Kabaddi



Ability to apply the rules governing entry and positioning in Kabaddi	Skillfully and correctly applies the rules governing entry and positioning in Kabaddi	Correctly applies the rules governing entry and positioning in Kabaddi	Correctly applies some of the rules governing entry and positioning in Kabaddi	Has difficulty applying the rules governing entry and positioning in Kabaddi
Ability to distinguish between block and chain tackles in Kabaddi	Consistently and correctly distinguishes between block and tackle techniques in Kabaddi	Correctly distinguishes between block and tackle techniques in Kabaddi	Correctly distinguishes between block and tackle techniques in Kabaddi with assistance	Has difficulty distinguishing between block and tackle techniques in Kabaddi
Ability to perform the block and chain tackles techniques in Kabaddi	Correctly and skillfully performs the block and chain tackles techniques in Kabaddi while observing safety	Correctly performs the block and chain tackles techniques in Kabaddi while observing safety	Correctly performs the block and chain tackles techniques in Kabaddi sometimes and observes some safety precautions	Struggles to perform the block and chain tackles techniques in Kabaddi and rarely observes safety
Ability to employ the block and chain tackle in Kabaddi	Correctly and creatively employs the block and chain tackle in Kabaddi	Correctly and creatively employs the block and chain tackle in Kabaddi	Correctly employs the block and chain tackle in Kabaddi with help	Has difficulty employing the block and chain tackle in Kabaddi



Assessment Rubric for Kabaddi - Attacking Skills				
Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to differentiate between the attacking skills of hand touch and squat thrust in Kabaddi	Correctly and consistently differentiates between attacking skills of hand touch and squat thrust in Kabaddi	Correctly differentiates between the attacking skills of hand touch and squat thrust in Kabaddi	Correctly differentiates between the attacking skills of hand touch and squat thrust in Kabaddi with help	Has difficulty differentiating between the attacking skills of hand touch and squat thrust in Kabaddi
Ability to perform different types of hand touches and squat thrusts employed when attacking in Kabaddi	Correctly and skillfully performs different types of hand touches and squat thrusts employed when attacking while observing safety	Correctly performs different types of hand touches and squat thrusts employed when attacking in Kabaddi while observing safety	Correctly performs different some of the types of hand touches and squat thrusts employed when attacking in Kabaddi and observes some safety precautions	Struggles to perform different types of hand touches and squat thrusts employed when attacking in Kabaddi and rarely observes safety
Ability to employ the different attacking skills in Kabaddi while observing rules and regulations	Correctly and creatively employs the different attacking skills in Kabaddi while observing rules and regulations	Correctly employs the different attacking skills in Kabaddi while observing rules and regulations	Correctly employs some of the different attacking skills in Kabaddi while observing some rules and regulations	Has challenges employing the different attacking skills in Kabaddi; rarely observes rules and regulations



STRAND 7.0: SWIMMING

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
OPTION 7.0 SWIMMING	7.1 Water Orientation (3 Lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> establish the levels of water confidence for learning progression creatively float and balance in water for orientation observe rules and regulations of Swimming for safety appreciate water games for fun and enjoyment while ensuring safety 	The learner is guided to: <ul style="list-style-type: none"> safely make entry and exit into the Swimming pool with ease demonstrate buoyancy and floating in water while building confidence practise buoyancy and floating in water play water games while applying basic rules in and out of the Swimming pool 	<ol style="list-style-type: none"> In which ways does one gain water confidence in Swimming? Which rules and regulations need to be 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: <ol style="list-style-type: none"> describe the flutter kicks, arm action and breathing in Front crawl perform the flutter kick, arm action and breathing 	The learner is guided to: <ul style="list-style-type: none"> Watch a video clip on Front crawl technique discuss the techniques of flutter kicks, arm action and breathing in Front crawl 	<ol style="list-style-type: none"> What is the role of the different components of Front crawl? What is the importance of combining the



		<p>techniques for skill acquisition</p> <p>c) creatively combine the leg kick, arm pulls action and breathing in Front crawl</p> <p>d) appreciate own and others' efforts during Swimming while observing safety</p>	<ul style="list-style-type: none"> • demonstrate flutter kicks, arm action and breathing in Front crawl • collaboratively practise drills in Front crawl 	<p>Front crawl techniques in Swimming?</p>
	<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> <p>a) describe the body position for performing Back stroke</p> <p>b) describe flutter kicks, arm action and breathing in Back stroke</p> <p>c) perform the flutter kick, arm action and breathing techniques for skill acquisition</p> <p>d) creatively combine the flutter kick, arm action and breathing for self-efficacy</p> <p>e) appreciate own and others' efforts during Back stroke while observing safety</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • watch a video clip on Back stroke technique and observe the execution of the skill • 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 • practise drills for breathing, flutter kicks and arm action in Back stroke • engage in water games for fun and enjoyment 	<p>1. What is the role of body position in Swimming using Backstroke technique?</p>



Core Competencies to be developed

- Communication and collaboration: as they practise water skills and play water games.
- Digital literacy: as they watch video clips on different strokes.
- Self-efficacy: as they build water confidence and perform different Swimming strokes.
- Critical thinking and problem solving: as they manage their breathing while practising different strokes.
- Learning to learn as they come up with other ways of improving learnt skills and peer evaluation.

Pertinent and Contemporary Issues (PCIs):

- Health-related issues: lifestyle diseases that are kept at bay by fitness during Swimming.
- Water survival skills, negotiations and self-awareness.
- Human sexuality and gender: appreciating anatomical difference among themselves while in Swimming attire.
- Social and economic issues: disaster risk reduction by caring for each other around the pool.
- Safety and security: observe pool rules in and around the pool.
- Sustainable development: proper use of pool and its water environs.

Values:

- Responsibility: practise caution and safety around the pool.
- Respect for self and others as they learn the skills.
- Love and caring for each other as they appreciate each other's space, challenges and abilities.
- Unity as they work collaboratively and obey rules.

Link to other subjects:

- Health Education by observing hygiene and cleanliness in the pool.
- Religious Education – loving each other and observing values.
- Computer Science – as they use digital literacy to manipulate and interact with digital devices.
- Languages as they communicate and collaborate while Swimming.
- Integrated Science as they observe water buoyance and Archimedes' principle of floatation.



Assessment Rubric for Swimming: Water Orientation and Front Crawl				
Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to establish and demonstrate water confidence and buoyancy	Consistently demonstrates a high level water confidence and buoyancy	Demonstrates a high level of water confidence and buoyancy	Demonstrates some level of water confidence and buoyancy	Struggles to demonstrate water confidence and buoyancy
Ability to float and balance in water	Creatively floats and balances in water	Floats and balances in water	Floats and balances in water with assistance	Has difficulty floating and balancing in water
Ability to observe rules and regulations during Swimming	Consistently observes rules and regulations during Swimming	Observes rules and regulations during Swimming	Observes some rules and regulations during Swimming	Has challenges observing rules and regulations during Swimming
Ability to describe flutter kick, arm action and breathing techniques in Front crawl	Correctly and comprehensively describes flutter kick, arm action and breathing techniques in Front crawl	Correctly describes flutter kick, arm action and breathing techniques in Front crawl	Correctly describes flutter kick, arm action and breathing techniques in Front crawl with help	Has difficulty describing flutter kick, arm action and breathing techniques in Front crawl



Ability to perform the flutter kick, arm action and breathing techniques in Front crawl	Performs the flutter kick, arm action and breathing techniques in Front crawl with excellence	Performs the flutter kick, arm action and breathing techniques in Front crawl correctly	Fairly performs the flutter kick, arm action and breathing techniques in Front crawl	Needs help to perform the flutter kick, arm action and breathing techniques in Front crawl
Ability to creatively combine the techniques in Front crawl	Consistently and correctly displays exemplary combination of techniques in Front crawl	Correctly displays exemplary performance of techniques in Front crawl	Displays fair performance of techniques in Front crawl	Struggles to perform techniques in Front crawl
Assessment Rubric for Swimming: Back stroke				
Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to describe the body position in performance of Back stroke	Correctly and exhaustively describes body position in performance of Back stroke	Correctly describes body position in performance of Back stroke	Correctly describes body position in performance of Back stroke with assistance	Has difficulty describing body position in performance of Back stroke



Ability to describe flutter kicks, arm action and breathing in Back stroke	Correctly and exhaustively and explicitly describe flutter kicks, arm action and breathing in Back stroke	Correctly describes flutter kicks, arm action and breathing in Back stroke	Correctly describes flutter kicks, arm action and breathing in Back stroke with help	Struggles to describe flutter kicks, arm action and breathing in Back stroke
Ability to perform the flutter kick arm action and breathing techniques in Back crawl	Correctively and skillfully performs the flutter kick, arm action and breathing techniques in Back stroke	Correctly performs the flutter kick, arm action and breathing techniques in Back stroke	Correctly performs the flutter kick, arm action and breathing techniques in Back stroke with assistance	Has difficulty performing the flutter kick, arm action and breathing techniques in Back stroke
Ability to combine the flutter kick, arm action and breathing in Back crawl	Correctly and creatively combines the flutter kick, arm action and breathing in Back stroke	Correctly combines the flutter kick, arm action and breathing in Back stroke	Correctly combines the flutter kick, arm action and breathing in Back stroke with assistance	Has challenges combining the flutter kick, arm action and breathing in Back stroke



GUIDELINES ON 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. CSL 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 in Grade 7 will be expected to participate in only one 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 for purposes of learning. Learners will be expected to apply knowledge and skills on steps of the CSL project to carry out an activity of their choice as per the guidelines provided in the template. The learning 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 to execute a simple school based integrated CSL class activity. This activity can be done in 4 to 6 weeks outside the classroom time.

CSL Skills to be covered:

- i) **Research :** Learners will develop research skills as they investigate PCIs to address the activity, ways and tools to use in collecting the data, manner in which they will analyse information and present their findings.
- ii) **Communication:** Learners will develop effective communication skills as they engage with peers and school community members. These will include listening actively, asking questions, presentation using varied modes, etc.
- iii) **Citizenship: :** Learners will be able to explore opportunities for engagement as members of the school community and providing a service for the common good.
- iv) **Leadership:** Learners develop leadership skills as they take up various roles within the CSL activity.
- v) **Financial Literacy Skills:** Learners consider how they can undertake the project as well as sourcing and utilising resources effectively and efficiently.
- vi) **Entrepreneurship:** Learners consider ways of generating income through innovation for the CSL class activity.



Suggested Pertinent and Contemporary Issues (PCs)	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>The learners will be guided to consider the various PCs provided in the various subjects 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> <ol style="list-style-type: none"> a) identify a problem in the school community through research, b) 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 with relevant actors, f) reflect on own learning and relevance of the project, g) appreciate the need to belong to a community 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● brainstorm on issues/pertinent and contemporary issues in their school that need attention ● choose a PC that needs immediate attention and explain why ● discuss possible solutions to the identified issue ● propose the most appropriate solution to the problem ● discuss ways and tools they can use to collect information on a problem (questionnaires, interviews, observation) ● develop tools for collecting the information/data ● identify resources they need for the activity ● collect information/data using various means 	<ol style="list-style-type: none"> 1. How does one determine community needs? 2. Why is it necessary to be part of a community? 3. What can one do to demonstrate a sense of belonging?



		<ul style="list-style-type: none">● develop various reporting documents on their findings● use the developed tools to report on their findings● implement the project● collect feedback from peers and school community regarding the CSL activity● share the report on activity through various media to peers and school community● discuss the strengths and weaknesses of implemented project and lessons learnt● reflect on how the project enhanced own learning while at the same time facilitated service on an issue in the school community	
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Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
The ability to identify and analyse a pertinent issue in society to be addressed	Learner critically defines and elaborately discusses a pertinent issue to be addressed.	Learner defines and discusses a pertinent issue to be addressed.	Learner defines and discusses a pertinent issue to be addressed with minimal support.	Learner requires support to critically examine and select the appropriate issue.
The ability to plan to solve the identified problem	Learner correctly and systematically establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner correctly establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner sometimes establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner has difficulty establishing resources needed, developing plans, assigning responsibilities and generating data on the CSL project.
The ability to design solutions to the identified problem and implement them	Learner constantly applies the knowledge and skills gained in subjects to address the identified issue.	Learner applies the knowledge and skills gained in subjects to address the identified issue.	Learner applies the knowledge and skills gained in subjects to address the identified issue with some support.	Learner requires a lot of prompting to apply the knowledge and skills gained in subjects to address the identified issue.



Ability to share findings with relevant actors	Learner comprehensively and confidently shares findings of the issue addressed in the activity.	Learner confidently shares findings of the issue addressed in the activity.	Learner shares some of the findings of the issue addressed in the activity.	Learner briefly shares findings of the issue addressed in the activity, lacks necessary details.
The ability to reflect on own learning and relevance of the activity	Learner distinctively and clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner outlines the benefits of the CSL activity on the target community and own learning, a few unclear.	Learner struggles to outline the benefits of the CSL activity on the target community and own learning.



APPENDIX: SUGGESTED RESOURCES, ASSESSMENT AND NON-FORMAL ACTIVITIES

Strand	Suggested Resources	Suggested Assessment	Suggested Non-Formal Activities to Support Learning
Games	Open places or marked fields ICT devices Netball balls Handball balls Whistle	Oral questions practicals Observation checklist Written tests	Read on Netball and Handball from the internet and other sources. Participate in ball games competitions in and out of school
Athletics	Open places or marked fields ICT devices, whistle Long jump runway and landing area, tape measure Javelin Relay batons	Oral questions practicals Observation checklist Written tests	Read on Athletics Watch Athletics championships on television Participate in Athletics competitions
Physical Fitness and Health	Open places Fitness test form Music system Whistle Fitness evaluation tools	Oral questions Practicals Portfolio Written tests	Participation in school games and sports teams



Career Opportunities in Sports	Books Newspapers ICT devices Sports institutions	Oral questions Written tests Portfolio	Attending training sessions of various school teams to talk to various officials in the teams
Optional	Hockey- Hockey equipment Open places or marked field, ICT devices, whistle Kabaddi – Open places or marked field, ICT devices, whistle Swimming - Swimming pool, floaters, ICT devices, whistle	Oral questions Written tests Practicals	Reading on skills in Hockey, Kabaddi and Swimming Watching Hockey, Kabaddi and Swimming competitions on television

