



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

**SPORTS AND PHYSICAL EDUCATION
FOR LEARNERS WITH VISUAL IMPAIRMENT**

GRADE 7



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2022

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FOREWORD

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

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

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

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PREFACE

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

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

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

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ACKNOWLEDGEMENT

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

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

KICD obtains its funding from the Government of Kenya to enable the achievement of its mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programs. The Grade 7 curriculum designs for learners with visual impairment have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. The Institute is grateful for the support accorded to the process by the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support.

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

My special thanks to the Cabinet Secretary, Ministry of Education; the Principal Secretary State Department of Early Learning and Basic Education; the Secretary, Teachers' Service Commission (TSC) and the Chief Executive Officer, Kenya National Examinations Council (KNEC) for their support in the process. Finally, I am grateful to the KICD Governing Council for their consistent guidance during the development of the curriculum designs for learners with visual impairment.

The Institute assures all curriculum implementers, parents, and other stakeholders that the designs will ensure effective implementation of the CBC at Grade 7. It is my hope that the curriculum designs for learners with visual Impairment in Grade 7 will guide the teachers, among other educational stakeholders, for progressive achievement of the curriculum vision, which seeks to have engaged, empowered and ethical citizens.

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TIME ALLOCATION

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

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

- i) **Foster nationalism and patriotism and promote national unity.**
Kenya's people belong to different communities, races, abilities and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect, which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.
- ii) **Promote the social, economic, technological and industrial needs for national development.**
Education should prepare the youth of the country to play an effective and productive role in the life of the nation.
 - a) **Social Needs**
Education in Kenya must prepare children for changes in attitudes and relationships, which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.
 - b) **Economic Needs**
Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy, which is in need of an adequate and relevant domestic workforce.
 - c) **Technological and Industrial Needs**
Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.
- iii) **Promote individual development and self-fulfillment**
Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.
- iv) **Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

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

LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practice relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behavior 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, reward or career progression. The inclusion of Sports and PE in the curriculum demands for the adaptation and introduction of unique alternative games such as Goalball, Showdown and Futsal for learners with blindness (The Constitution of Kenya 2010- 4th Schedule). This subject combines both aspects where, Sports and 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 with visual impairment to relate positively and engage in movement experiences that promote and support the development of social skills such as values, attitudes and wellbeing. Sports and Physical Education incorporates the experiences and skills gained in upper primary and also introduces new knowledge and skills such as, evaluation of the fitness components developed during learning. It also exposes learners with visual impairment to multiple skills, adapted rules, adapted playing environment and adapted equipment in a variety of optional games such as netball, hockey, kabaddi, handball, soccer and swimming to lay foundation for the Sports pathway in senior school. It fosters competencies and life skills that enable the learner with visual impairment understand the significance that games and sports plays in promoting a fair, equitable and a 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 with visual impairment should be able to:

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

STRAND 1.0: GAMES AND SPORTS

STRAND 1.1 GOALBALL

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Games and Sports	1.1 Goalball 1.1.1 Throw technique in goalball. (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) Familiarize with the goalball pitch b) use digital devices to observe a throw technique in goalball c) demonstrate the throw technique in goalball for practice d) practice the throw in goalball for skill acquisition e) design and use drills to practice the throw in goalball for accuracy and orientation f) Play games using the throw in goalball and observe safety.	<ul style="list-style-type: none"> • Learners with visual impairment to use digital devices with assistive technology to listen to video clips that have descriptive verbal instructions on goalball and note the throw technique. • Learners with blindness be given one on one orientation of the goalball pitch • Learners with low vision demarcate sections of the goalball pitch using materials in appropriate font size and color • Learners with blindness be given a vivid verbal description, a step by step explanation and a one-on-one demonstration on the throw technique in goalball. • In pairs, learners demonstrate the throw technique in goalball for practice. • In groups or in pairs with the sighted peers, learners practice the throw in goalball for skill acquisition. • In groups or in pairs with the sighted peers, learners design and use drills to practice the throw in goalball for accuracy and orientation. • In mixed teams, learners play games using the throw technic and observe safety. 	How can the goalball be used in everyday life?

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Games and Sports	1.1 Goalball 1.1.2 Catching technique in goalball (1 Lesson)	By the end of the sub-strand, the learner should be able to: a) Use digital devices to observe a catch technique in goalball for familiarization. b) demonstrate on the catch technique in goalball for practice c) Practice the catch technique in goalball for skill acquisition d) Use drills to practice the catch technique in goalball for skill development e) Play games using the catch technique and observe safety.	<ul style="list-style-type: none"> • Learners with visual impairment use digital devices with assistive technology to watch and listen to video clips that have descriptive verbal instructions on goalball, and note the catch technique in goalball. • Learners with blindness to be given a vivid verbal description, step by step explanation and one-on-one demonstration on the catch technique in goalball • In pairs, learners demonstrate the catch technique for skill acquisition. • In groups or in pairs, learners to practice the catch technique in goalball for skill acquisition. • In groups or in pairs, learners use drills to practice the catch technique for skill development. • Learners play games using the catch technique and observe safety. 	How is catching useful in everyday life?
	1.1 Goalball 1.1.3 Minor games and basic rules (3 Lessons)	By the end of the sub-strand, the learner should be able to: a) Use digital devices to watch a goalball game for familiarization b) play minor goalball games and apply rules c) design and play minor games d) Embrace goalball for leisure and recreation and enhance the	<ul style="list-style-type: none"> • Learners with visual impairment use digital devices with assistive technology to watch and listen to video clips that have descriptive verbal instructions on minor goalball game and rules. • Learners with blindness to be given a vivid verbal description, step by step explanation and one-on-one demonstration on how to play a minor goalball game. • In pairs, learners design and play modified games 	How is goalball played?

		social skill of friendship formation.	<ul style="list-style-type: none"> Learners play minor goal ball games while applying rules to observe safety and enjoyment 	
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Core Competencies to be developed

- Communication and collaboration as they practice goalball skills and play goalball games.
- Digital literacy as they watch video clips on different skills.
- Self-efficacy as they build game confidence and perform different goalball skills.
- Critical thinking and problem solving as they create appropriate movements in goalball.
- Learning to learn as they come up with other ways of improving goalball skills and peer evaluation

Link to other subjects:

- Health Education by observing hygiene and cleanliness on the court.
- Religious Education as learners love each other and observe values.
- Computer Science as learners use digital literacy to manipulate and interact with digital devices.

Languages as learners communicate and collaborate while playing.

Suggested assessment modes: observation, oral assessment, peer assessment, participatory assessment. anecdotal records, Written assignments in braille and in print with appropriate colour contrast, font type and size

Suggested learning resources: braille books, books in print

Digital devices with assistive technology, timing clock,

Elbow and knee pads, whistles, hip pads, goalball sound ball, eyeshades, thick rope, rule book, court tape, chest pad and hand gloves.

Non-formal activities: form inter-class teams, join clubs.

Assessment Rubric for Goal Ball

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identification of the throw skill in goalball	Develops and illustrates the throw skill	explains the throw skill	States the throw skill in goalball	Remembers the throw skill in goalball
Swinging ball and release in goal ball	Designs and performs the swing and release of the ball	Performs the swing and release of the ball	Explains the swing and release of the ball	Outlines the swing and release skill in goalball
Executing the catching skill in goalball	Formulates and executes the catching skill in goalball	Executes the catching skill in goalball	Explains the catching skill in goalball	Outlines the catching skill in goal ball

Showing sportsmanship in playing a mini game	Develops sportsmanship in playing a mini game	Shows sportsmanship in playing a mini game	Explains sportsmanship in playing a mini game	Outlines aspects of sportsmanship in playing a mini game
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STRAND 1.2: SHOWDOWN

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Games and Sports Strand	1.2 Showdown 1.2.1 Serving technique in show down	By the end of the sub-strand, the learner should be able to: a) use digital devices with assistive technology to observe the serving technique in show down for familiarization b) demonstrate the serving technique in showdown for practice c) practice the serving in show down for skill acquisition d) design and use drills to practice the serving technique in show down for accuracy and orientation e) play games using the serving technique in show down and observe safety	<ul style="list-style-type: none"> • Learners with visual impairment use digital devices with assistive technology to watch and listen to video clips that have descriptive verbal instructions and observe the serving technique in show down for familiarization • learners with blindness to use digital devices with assistive technology to listen to video clips with descriptive verbal instructions on show down and note the serving technique • learners with blindness be given a one on one demonstration on how to serve • learners with blindness to demonstrate the serving technique in showdown for familiarization • Play mini games on showdown for enjoyment 	How is serving done in show down?
	1.2 Show down 1.2.2	By the end of the sub-strand, the learner with visual impairment should be able to:	<ul style="list-style-type: none"> • learners with blindness to use digital devices with assistive technology to listen to video clips with descriptive verbal instructions on show down and note the receiving technique 	How can the show down be used in everyday life?

	<p>Receiving technique in show down</p> <p>(2 Lessons)</p>	<p>a) use digital devices to observe the receive technique in show down for familiarization</p> <p>b) demonstrate the receive technique in showdown for practice</p> <p>c) practice the receive in show down for skill acquisition</p> <p>d) design and use drills to practice the receive technique in show down for accuracy and orientation</p> <p>e) Play games using the receive technique in show down and observe safety.</p>	<ul style="list-style-type: none"> • Learners with blindness to be given one on one demonstration on the receiving technique in showdown • Learners with blindness to demonstrate the receiving technique in showdown for familiarization. • In groups or in pairs with the sighted peers guide learners with blindness to practice the receiving technique for skill acquisition. • In groups or in pairs, learners with blindness to design and use drills to practice the receiving technique • In mixed teams, learners play games using the receiving technique and observe safety. 	
	<p>Sub-Strand</p> <p>1.2 Show down</p> <p>1.2.3 Minor games and basic rules</p> <p>(3 Lessons)</p>	<p>Specific Learning Outcomes</p> <p>By the end of the sub-strand, the learner be able to:</p> <p>a) Use digital devices to watch a showdown game for familiarization</p> <p>b) play minor show down games and apply rules</p> <p>c) design and play minor games</p> <p>d) Embrace show down for leisure and recreation and enhance the social skill of friendship formation.</p>	<p>Suggested Learning Experiences</p> <p>a) design and play modified games</p> <p>b) Learners play Learners with visual impairment use digital devices with assistive technology to watch and listen to video clips that have descriptive verbal instructions on minor showdown game and rules.</p> <p>c) Learners with blindness to be given a vivid verbal description, step by step explanation and one-on-one demonstration on how to play a minor showdown game.</p> <p>d) In pairs, learners minor showdown games while applying rules to observe safety and enjoyment.</p>	<p>Key Inquiry Question(s)</p> <p>How show is down played?</p>

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication & collaboration as learners engage in active listening, non-verbal communication and appropriate questioning during sports and play, appreciating others opinions, participating in team play/games ● Creativity & Imagination as 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 as learners display confidence in taking new challenges and performing a skill or task ● Critical thinking and problem solving as learners make 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 as learners manipulate and interact with digital devices.
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Healthy life style as learners appreciate sports for wellness and participate in physical activities for fitness ● Self-awareness, self-esteem and interpersonal relationships during play ● Safety and security as learners learn how to work and play together
<p>Values:</p> <ul style="list-style-type: none"> ● Respect as learners appreciate rules, self and others during play ● Responsibility as learners responsibly use equipment, and clean the playing environment. ● Social justice as learners play, observing rules and regulation during play ● Unity as learners join together in teamwork during lessons ● Integrity as learners play and speak honestly during play
<p>Link to other subjects</p> <ul style="list-style-type: none"> ● Health Education as learners engage in physical activity; maintain personal hygiene ● Languages communicate throughout learning of different skills ● Mathematics as learners estimate movement and count steps during serving and receiving of the ball. ● Computer Science as learners manipulate and interact with digital devices
<ul style="list-style-type: none"> ● Suggested assessment modes: observation, oral assessment, peer assessment, participatory assessment. anecdotal records, Written assignments in braille and in print with appropriate color contrast, font type and size
<p>Suggested learning resources: braille books, exercise books, digital devices with assistive technology. Bats, showdown ball, showdown table, net, blindfolds, gloves.</p>
<p>Non-formal activities: form inter-class teams, join clubs. organize friendly matches with neighbors</p>

Assessment Rubric For Showdown				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Demonstrating knowledge of the serving and receiving skills learnt	Develops and demonstrates knowledge of the serving and receiving skills learnt	Demonstrates knowledge of the serving and receiving skills learnt	Classifies knowledge of the serving and receiving skills learnt	Lists aspects of knowledge of the serving and receiving skills learnt
Executing the receiving skill in show down	Plans and executes the receiving skill in show down	Executes the receiving skill in show down	Identifies the receiving skill in show down	Recalls the receiving skill in show down
Displaying good sportsmanship and exhibits concern for others.	Formulates and displays good sportsmanship	Displays good sportsmanship	Names aspects of good sportsmanship	Remembers aspects of good sportsmanship.
Staying on task participates safely and follows instructions.	Always stays on task, participates safely, and follows instructions.	Stays on task, participates safely, and follows instructions	Only stays on task and participates safely	Only stays on task

STRAND 1.3: FUTSAL

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>1.0 Games and Sports</p>	<p>1.3 Futsal</p> <p>1.3.1 Field of play and equipment</p>	<p>By the end of the sub strand the learner with visual impairment should be able to:</p> <p>a) Outline the futsal field of play</p> <p>b) Identify equipment used in futsal game.</p> <p>c))play a minor futsal game for enjoyment</p>	<p>Learner with visual impairment</p> <ul style="list-style-type: none"> • Watches and listens to a video clip on the futsal field of play • Learner with blindness manipulates real equipment of futsal and be given vivid description of each equipment • Learners with low vision identify different sections of the futsal court the futsal field of play • Learners with visual impairment play mini games for enjoyment 	<p>1. Why is it important to identify equipment used in futsal?</p> <p>2. How can you improvise futsal equipment?</p>
	<p>1.3.2 Defensive positioning in futsal</p>	<p>By the end of the sub strand the learner with visual impairment should be able to:</p> <p>a) Describe team positioning for defensive play in Futsal,</p> <p>b) Perform the defensive and positioning in Futsal,</p> <p>c) Apply the rules governing positioning in Futsal,</p> <p>d) Appreciate own and other’s effort when playing Futsal for enjoyment and self-efficacy.</p>	<p>In groups, guide learners with visual impairment to:</p> <ul style="list-style-type: none"> • Discuss team positioning and formation in Futsal • In pairs with sighted peers, guide learners with blindness to perform defensive and positioning in Futsal, • Learner with blindness be given a vivid verbal description, step by step explanation and a one on one demonstration on defensive positions in Futsal, • In pairs and in groups with sighted peers guide learners with blindness to use drills to practice the defensive positions, 	<p>1. How do we play the role of defensive team position during start of the game?</p> <p>2. Why is it important to have rules that govern positioning in Futsal?</p>

			<ul style="list-style-type: none"> • In mixed teams, guide learners with blindness to play Futsal game while observing the positioning strategies 	
1.3.3 Defensive Skills in futsal (4 lessons)	a) By the end of the sub strand the learner should be able to:- b) distinguish between guarding and shielding skills in Futsal, c) perform guarding and shielding techniques in Futsal while observing safety, d) employ the guarding and shielding techniques in Futsal, e) appreciate the use of guarding and shielding techniques in Futsal	<ul style="list-style-type: none"> • learners with visual impairment to use digital devices with assistive technology to listen to a video clip and note the execution of guarding and shielding techniques, • Learner with blindness to be given a vivid verbal description, step by step explanation and a one on one demonstration on the guarding and shielding techniques • learners with blindness to perform guarding and shielding techniques while observing safety, • In pairs and in groups learners to use drills to practice the Guarding and shielding techniques, • In mixed teams, learners to play mini Futsal game while observing rules for safety. 	<ol style="list-style-type: none"> 1. How important is the guarding and shielding tackles in Futsal? 2. Why is it suitable to apply either strategy of guarding and shielding techniques in a Futsal game? 	
1.3.4 Attacking Skills in futsal (4 lessons)	By the end of the sub strand the should be able to: a) Differentiate the attacking skills of dribbling and shooting in futsal b) Perform different types of dribbling and shooting techniques employed when attacking in futsal c) employ the different	In groups, learners brainstorm on dribbling and shooting skills in Futsal. <ul style="list-style-type: none"> • Learners with blindness to be given a vivid verbal description, step by step explanation and a one on one demonstration on dribbling and shooting skills. 	<ol style="list-style-type: none"> 1. Why do we use the attacking skills of Dribbling and shooting in Futsal? 2. How are the different attacking skills of 	

		Value own and others' efforts while playing Futsal for self confidence	<ul style="list-style-type: none"> • In pairs, learners with visual impairment to demonstrate dribbling and shooting skills in Futsal. • In pairs or in groups, learners with visual impairment to use drills to practice the dribbling and shooting skills. In mixed teams, learners to play mini futsal while observing safety. 	<p>Dribbling and shooting used in Futsal?</p> <p>3. How can we ensure safety during a futsal game</p>
1.0 Games and Sports	1.3.4 Attacking Skills in futsal (4 lessons)	<p>By the end of the sub strand the should be able to:</p> <p>d) Differentiate the attacking skills of dribbling and shooting in futsal</p> <p>e) Perform different types of dribbling and shooting techniques employed when attacking in futsal</p> <p>f) employ the different</p> <p>g) Value own and others' efforts while playing Futsal for self confidence</p>	<p>In groups, learners brainstorm on dribbling and shooting skills in Futsal.</p> <ul style="list-style-type: none"> • Learners with blindness to be given a vivid verbal description, step by step explanation and a one on one demonstration on dribbling and shooting skills. • In pairs, learners with visual impairment to demonstrate dribbling and shooting skills in Futsal. • In pairs or in groups, learners with visual impairment to use drills to practice the dribbling and shooting skills. • In mixed teams, learners to play mini futsal while observing safety. 	<p>1. Why do we use the attacking skills of Dribbling and shooting in Futsal?</p> <p>2. How are the different attacking skills of Dribbling and shooting used in Futsal?</p> <p>3. How can we ensure safety during a futsal game</p>

Core Competencies to be developed:

- Communication & collaboration as learners actively listen to non-verbal communication and appropriate questioning on futsal game, appreciate others opinions, participate in team play/games
- Creativity & Imagination as learners execute and apply skills promoting group activities for solving of similar and different tasks during futsal game.
- Self-efficacy as learners display confidence in taking new challenges and performing a skill or task
- Critical thinking and problem solving as learners make 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 as learners manipulate and interact with digital devices.

Pertinent and Contemporary Issues (PCIs):

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

Values:

- Respect as learners appreciate rules, self and others during play
- Responsibility as learners responsibly use equipment and clean the playing environment
- Social justice as learners observe rules and regulation during play
- Unity as learners join together in teamwork during lessons
- Integrity as learners play and speak honestly during play

Link to other subjects

- Health Education as learners engage in physical activity; maintain personal hygiene
- Languages as learners communicate throughout learning of different skills
- Mathematics as learners learn defensive positioning and defense skills in futsal
- Computer Science as learners manipulate and interact with digital devices with assistive technology

Suggested assessment modes **Suggested assessment modes:** observation, oral assessment, peer assessment, participatory assessment. anecdotal records, Written assignments in braille and in print with appropriate color contrast, font type and size

Suggested learning resources: braille books, exercise books, digital devices with assistive technology. sound ball, whistles, thick rope, timing clock

Non-formal activities: form inter-class teams, join clubs.

Assessment Rubric for Futsal				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
demonstrating knowledge of the defensive positioning skill learnt	Designs and explains the defensive positioning skill	Explains defensive positioning skill.	Differentiates defensive positioning skill and defensive skill	Recalls the defensive positioning skill
Gripping the ball and releasing it	Builds strength and grips ball and releases it	Grips ball and releases it	Differentiates grip and ball and release	Names the grip and ball release
Executing the defensive skill	Innovatively executes the defensive skill	executes defensive skill	Differentiates defensive positioning skill and defensive skill	Makes minimal effort to execute the defensive skill
demonstrating knowledge of attacking	Designs and demonstrates attacking in futsal	explains attacking in futsal	Identifies attacking steps in futsal	Names steps of the attacking skill in futsal
Playing mini game and ensuring safety	Develops and plays mini game and ensures safety	Plays mini game and ensures safety	Only plays mini game	Play mini game using one skill

STRAND 1.4: SWIMMING

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question
1.0 Games and Sports	1.4 Swimming 1.4.1 Water Orientation (3 Lessons)	By the end of the sub strand, the learner should be able to: a) establish the levels of water confidence for learning progression b) float and balance in water for orientation c) observe rules and regulations of swimming for safety d) appreciate water games for fun and enjoyment while ensuring safety	<ul style="list-style-type: none"> Learners with visual impairment to use digital devices with assistive technology to listen to a video clip and establish levels of water confidence for water progression. Learners with blindness be given one on one demonstration on how to float on water. Learner to float and balance in water for orientation Learners with visual impairment to discuss rules and regulations on water safety. Play mini games for enjoyment 	<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?
	1.4.2 Front Crawl (4 lessons)	By the end of the sub strand, the learner should be able to: a) describe the flutter kicks, arm action and breathing in Front crawl b) perform the flutter kick, arm action and breathing techniques for skill acquisition c) combine the leg kick, arm pulls action and breathing in Front crawl d) appreciate own and others efforts during swimming while observing safety	<ul style="list-style-type: none"> Learners with visual impairment to use digital devices with assistive technology to listen to and watch a video clip on flutter kicks, arm action and breathing in Front crawl In groups, learners discuss the techniques of flutter kicks, arm action and breathing in Front crawl Learners with blindness to be given a vivid verbal description, step by step explanation and one on one demonstration on flutter kicks, arm action and breathing in front crawl 	<ol style="list-style-type: none"> How do the different components of Front crawl help in swimming? Why should we combine the Front crawl techniques in swimming?

			<ul style="list-style-type: none"> • In pairs learners demonstrate flutter kicks, arm action and breathing in Front Crawl • In pairs learners to practice drills for breathing, flutter kicks and arm action in back stroke, • In pairs, learners engage in water games for fun and enjoyment. 	
	<p>1.4.3 Back stroke in swimming (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) describe the body position for performing Back stroke b) describe flutter kicks, arm action and breathing in Back stroke c) perform the flutter kick, arm action and breathing techniques for skill acquisition d) creatively combine the flutter kick, arm action and breathing for self-efficacy e) appreciate own and others efforts during back stroke while observing safety 	<ul style="list-style-type: none"> • Learners with visual impairment to use digital devices with assistive technology to listen to and watch a video clip on flutter kicks, arm action and breathing in Back stroke. • In groups, learners discuss the techniques of flutter kicks, arm action and breathing in Back stroke. • Learners with blindness to be given a vivid verbal description, step by step explanation and one on one demonstration on flutter kicks, arm action and breathing in Back stroke. • In pairs, learners demonstrate flutter kicks, arm action and breathing in Back stroke. • In pairs learners to practice drills for breathing, flutter kicks and arm action in back stroke. • In pairs, learners engage in water games for fun and enjoyment. 	<ol style="list-style-type: none"> 1. Why is the body position in swimming using Backstroke technique important?
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration as learners practice water skills and play water games. 				

<ul style="list-style-type: none"> ● Digital literacy: as they watch video clips on different strokes. ● Self-efficacy: as learners build water confidence and perform different swimming strokes. ● Critical thinking and problem solving as learners manage their breathing while practicing different strokes. ● Learning to learn as learners come up with other ways of improving learnt skills and peer evaluation.
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Health Related Issues as learners practice fitness exercises during swimming to control lifestyle diseases. ● Water survival skills, negotiations and self-awareness. ● Human sexuality and gender as a learners appreciate anatomical difference among themselves while in swimming attire. ● Disaster risk reduction by caring for each other around the pool. ● Safety and security as learners observe pool rules in and around the pool. ● Sustainable development as learners properly use the pool and its water environs.
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility as learners practice caution and safety around the pool. ● Respect for self and others as learners learn the skills. ● Love and caring for each other as learners appreciate each other space, challenges and abilities. ● Unity as learners work collaboratively and obey rules.
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Health Education by observing hygiene and cleanliness in the pool. ● Religious Education as learners love each other and observing values. ● Computer Science as learners use digital literacy to manipulate and interact with digital devices. ● Languages as learners communicate and collaborate while swimming. ● Integrated Science as learners observe water buoyance and Archimedes' principle of floatation.
<ul style="list-style-type: none"> ● Suggested assessment modes: observation, oral assessment, peer assessment, participatory assessment. anecdotal records, Written assignments in braille and in print with appropriate color contrast, font type and size
<p>Suggested learning resources: braille books, books digital devices with assistive technology, observation checklist, anecdotal records, and practical test. Swimming costume, timing clock, swimming goggles</p>
<p>Suggested Non-formal activities to support learning: form inter-class teams, join clubs.</p>

Assessment Rubric for Swimming: Water Orientation and Front Crawl				
Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Floating and balancing in water	Plans and adheres to instructions while performing floating and balancing in water	Adheres to instructions while performing floating and balancing in water	Adheres to instructions while performing balancing in water	Only floats on water
Observing rules and regulations during swimming	Builds and adheres to instructions and rules while observing safety	Adheres to instructions and rules while observing safety	Adheres to instructions and rules during swimming	Only observes safety during swimming
Describing flutter kick, arm action and breathing techniques in Front crawl	Formulates and describes the flutter kick, arm action and breathing techniques in Front crawl	Categorizes and describes flutter kick, arm action and breathing techniques in Front crawl	Describes flutter kick, arm action and breathing techniques in Front crawl	States the flutter kick, arm action and breathing techniques in Front crawl
Performing the flutter kick, arm action and breathing techniques in Front crawl	Designs and performs the flutter kick, arm action and breathing techniques in Front crawl	Performs the 3 technics in Front crawl	Performs 2 technics in front crawl	Performs 1 technic in Front crawl
Combining the techniques in Front crawl	Devises and displays a combination of techniques in Front crawl	displays a combination of techniques in Front crawl	Categorizes technics in front crawl	Names techniques in Front crawl
Assessment Rubric for Swimming: Backstroke				
Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
describing the body position in performance of Back stroke	Formulates and describes body position in performance of Back stroke	Categorizes and describes body position in performance of Back stroke	Describes body position in performance of Back stroke	Outlines body position in performance of Back stroke
describing flutter kicks, arm action and breathing in Back stroke	Formulates and describes flutter kicks, arm action and breathing in Back stroke	Categorizes and describes flutter kicks, arm action and breathing in Back stroke	Describes flutter kicks, arm action and breathing in Back stroke	Outlines flutter kicks, arm action and breathing in Back stroke

OPTIONAL GAMES AND SPORT

STRAND 1.5 NETBALL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Games	1.5 Netball 1.5.1 Chest pass in Netball (2 lessons)	By the end of the sub strand, the learner should be able to: a) Familiarization with the netball court and equipment b) explain the execution of chest pass in Netball c) perform appropriate grip, release and follow through for chest pass in Netball d) execute the chest pass for skill acquisition e) appreciate team work in execution of chest pass during collaborative play	<ul style="list-style-type: none"> • Learners with visual impairment use digital devices with assistive technology to watch and listen to video clips that have descriptive verbal instructions and observe the serving technique in netball for familiarization • Learner with low vision to tour the netball court and be given equipment to manipulate • Learners with low vision be given a vivid verbal description of the chest pass skill in netball • In pairs learners demonstrate the appropriate grip, release and follow through for chest pass in netball, • in pairs or in groups, learners to practice chest pass drill while in motion, • learners with blindness to be given a vivid verbal description, step by step explanation and a one on one demonstration on chest pass drill, • In mixed teams, learners play a mini netball game while applying the chest pass skill. 	How do we execute a chest pass in Netball game?
	1.5.2 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	<ul style="list-style-type: none"> • learners to listen to and watch a video clip of netball game for analysis of dodging and marking skills, • learners with blindness to be given a vivid verbal description and a step by step explanation of the video clip, 	1. How do we perform basic stance, dodging and marking skills in Netball?

		<ul style="list-style-type: none"> b) perform stance, dodging and marking in Netball for skill acquisition c) creatively apply dodging and marking in Netball for skill mastery d) critically rate each other's performance during execution of dodging and marking e) appreciate the application of dodging and marking for coordination and enjoyment 	<ul style="list-style-type: none"> • in pairs learners perform stance, dodging and marking in netball, • learners with low vision to be given a vivid verbal description, step by step explanation and a one on one demonstration on stance, dodging and marking in netball • In pairs learners use drills to practice the dodging and marking movements with and without a ball, • in pairs learners use drills to practice the single and double body feigns in Netball and give each other feedback, • In mixed teams, learners play mini netball game and apply the skills of dodging and marking for enjoyment. 	<ol style="list-style-type: none"> 2. Why is the skill of dodging and marking applied in Netball?
	<p>1.5.3 Footwork in Netball (3 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) distinguish the different types of landing in Netball b) perform landing and pivoting in Netball for skill mastery c) critically apply landing and pivoting skills in a mini game d) embrace landing and pivoting when playing a mini game 	<ul style="list-style-type: none"> • Learners use digital devices with assistive technology to listen to and watch video clips on the landing techniques in netball. • Learners with low vision be given one on one demonstration on the single, double landing and pivoting and share feedback • In pairs or in groups, learners to use drills to practice single, double landing and pivoting • In pairs or in groups, learners to note and observe the demonstration of the options of landing and pivoting with turning and share feedback. • Learners with blindness to be guided to use digital devices with assistive technology to listen to demonstration options of landing and pivoting with turning and share feedback. 	<ol style="list-style-type: none"> 1. How do you apply footwork options after landing with a ball in a game of Netball? 2. Why does a player combine landing and pivoting skills in Netball?

			<ul style="list-style-type: none"> • In pairs, learners practice the options of landing and pivoting through drills. • In mixed teams learners with low vision to play a mini netball game and apply the options of landing and pivoting. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication & collaboration as learners are engaged in active listening, non-verbal communication and appropriate questioning during sports and play, appreciating others opinions, participating in team play/games • Creativity & Imagination as 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 as learners display confidence in taking new challenges and performing a skill or task • Critical thinking and problem solving as learners make decisions during play, strategies and tactics, as they reason clearly and rationally about what to do when to execute a skill in the lesson or game. • Digital literacy as learners manipulate and interact with digital devices. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Healthy life style is enhanced as learners appreciate sports for wellness and participate in physical activities for fitness • Self-awareness, self-esteem and interpersonal relationships during play as learners confidently play games, observe safety and rules. • Safety and security as learners learn how to work and play together 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect as learners appreciate rules, self and others during play • Responsibility as learners use of equipment, cleanliness in the play, environment • Social justice as learners engage in fair play, observing rules and regulation during play • Unity as learners work together in groups during lessons • Integrity as learners play and speak honestly during play 				
<p>Link to other subjects</p> <ul style="list-style-type: none"> • Health Education as learners engage in physical activity; maintain personal hygiene • Languages as learners communicate throughout learning of different skills • Mathematics as learners learn pivoting and compass movement and counting steps as they land and shoot • Computer Science as learners manipulate and interact with digital devices with assistive technology 				

<p>Suggested Non formal activities to support learning</p> <ul style="list-style-type: none"> • Read on Netball and Handball from the internet and other sources • Participate in ball games competitions in and out of school
<p>Suggested assessment methods</p> <ul style="list-style-type: none"> • Oral questions • practical's • Observation checklist • Written tests
<p>Suggested learning resources: braille books, books, digital devices with assistive technology, observation checklist, anecdotal records, practical test. Netball, timing clocks, beeps, rubber shoes, whistles.</p>

Assessment Rubric for Netball				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
demonstrating knowledge of skill learnt	Formulates and explains the chest pass skill	illustrates the chest pass skill	Outlines the chest pass skill	Names the chest pass skill.
Griping and releasing the ball and follow through during chest pass in Netball	Designs the griping and releasing of the ball and follow through during chest pass in Netball	Performs the grip and release and follows through during chest pass in Netball	Outlines the griping, releasing, and following through during chest pass in Netball.	Names the grip and the release and follow through during chest pass in Netball
Executing the chest pass skill in Netball	Designs the grip and ball, release and follow through during chest pass in Netball	Executes the chest pass skill in Netball	Outlines the chest pass skill in Netball	Recalls chest pass skill in Netball
Ability to demonstrate knowledge of dodging and marking in Netball	Designs and explains dodging and marking in Netball	explains dodging and marking in Netball	Outlines dodging and marking in Netball	Recalls dodging and marking in Netball
performing stance for dodging and marking in Netball	Develops and performs the stance for dodging and marking in Netball	Performs stance for dodging and marking in Netball	Differentiates between dodging and marking in Netball mini game	Names the stance for dodging and marking in Netball

Applying dodging and marking in Netball	Develops and performs stance for dodging and marking in Netball	applies the skill of dodging and marking in Netball mini game	Differentiates between stance for dodging and marking in Netball	Recalls the skill of dodging and marking in Netball mini game
Rating each other's performance during execution of dodging and marking in Netball	Gives constructive criticism on performance during execution of dodging and marking in Netball	analyses performance during execution of dodging and marking in Netball	Classifies the performance during execution of dodging and marking in Netball	Rates performance during execution of dodging and marking in Netball
Demonstrating knowledge of different types of landing in Netball	Designs different types of landing in Netball	Distinguishes between the different types of landing in Netball	Outlines different types of landing in Netball	Names different types of landing in Netball
Performing landing and pivoting techniques in Netball	Designs performing landing and pivoting technique in Netball	performs landing and pivoting technique in Netball	Makes progressive effort to perform landing and pivoting technique in Netball	Makes minimal effort to perform landing and pivoting technique in Netball
applying landing and pivoting skills in a mini game	Designs and applies landing and pivoting skills in a Netball mini game	Applies landing and pivoting skills in a Netball mini game	Outlines the landing and pivoting skills in a Netball mini game	Names the landing and pivoting skills in a Netball mini game
Developing values and observe safety in playing mini games	Formulates and displays sportsmanship, competencies and observes safety during performance	Displays sportsmanship, competencies and observes safety during performance.	Displays sportsmanship, competencies during performance.	Names one value of sportsmanship during performance

STRAND 1.6 HANDBALL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
1.0 Games	1.6 Handball 1.7 1.6.1 Push Passes and reception in Handball (3 lessons)	By the end of the sub strand, the learner should be able to: a) Familiarization with the hand ball court and equipment b) differentiate the passing skills in Handball c) utilize the jump, side and flick passes in Handball d) apply different passes in Handball for fun and enjoyment e) appreciate team effort while executing passes in Handball and observe safety	<ul style="list-style-type: none"> Learners with visual impairment use digital devices with assistive technology to watch and listen to video clips that have descriptive verbal instructions and observe the push passes and reception in handball for familiarization. Learner with low vision to tour the hand ball pitch be given equipment to manipulate Learners with low vision be given a vivid verbal description of the jump, side and flick passes in Handball. In pairs learners demonstrate the jump, side and flick passes in handball during play. In pairs learners use drills to practice passing the ball using jump, side and flick passes in Handball. In mixed teams, learners use the jump, side and flick passes in a mini Handball game while observing fair play. 	Why is a player required to utilize the different passing skills in a Handball game?
	1.6.2 Footwork in Handball (2 lessons)	By the end of the sub strand, the learner should be able to: a) describe the progression of landing and making steps in handball; b) perform landing and stepping for skill development c) combine the landing and stepping in Handball	<ul style="list-style-type: none"> Learners with low vision to use digital devices with assistive technology to listen and watch recorded video clips on handball game to appreciate the execution of landing and stepping Handball skills. Learners with low vision be given a vivid verbal description and a one on one demonstration of the landing and stepping for skill 	<ol style="list-style-type: none"> Why do learners utilize footwork after landing with a ball in a Handball game? Why is landing and making steps

		d) appreciate landing and stepping skills for safety and enjoyment	<ul style="list-style-type: none"> • In pairs learners demonstrate the options of landing and stepping and share feedback • Learners with low vision to be given a one on one demonstration on options of landing and stepping. • In pairs or in groups, learners to use drills to practice the options of landing and stepping in Handball • In mixed teams, learners apply the options of landing and making steps in a mini Handball 	in handball important
	<p>1.6.3 Dodging and marking in Handball</p> <p>(3 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) establish the basic stance and body movements for dodging and marking in Handball,</p> <p>b) perform a combination of the basic stance using single and double feigns,</p> <p>c) rate each other's performance during execution of dodging and marking skills in Handball,</p> <p>d) appreciate the application of stance, single and double feigning for coordination and enjoyment</p>	<ul style="list-style-type: none"> • Learners with visual impairment use digital devices with assistive technology to watch and listen to video clips that have descriptive verbal instructions and observe the dodging and marking in handball for familiarization • Learners low vision to be given a step by step explanation and a one on one demonstration on basic stance and body movements for dodging and marking and share feedback, • In pairs learners demonstrate basic stance and body movements for dodging and marking and share feedback, • in pairs learners use drills to practice the basic stance and movements for dodging and marking in Handball, • in pairs learners practice the basic stance and movements for feigning with object, • in mixed teams, learners play a mini Handball game and apply the basic body movements in dodging and marking 	<ol style="list-style-type: none"> 1. Why is basic stance and body movements used for dodging and marking in a Handball game? 2. How do we perform dodging and marking in a Handball game?

	<p>1.6.4 Dribbling in Handball (2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:-</p> <p>a) distinguish between low and high dribbling techniques in Handball,</p> <p>b) movement patterns using the low and high dribble techniques in Handball combine the high and low dribbling techniques in a minor Handball game,</p> <p>c) appreciate own and others' efforts during play of Handball for self-efficacy.</p>	<ul style="list-style-type: none"> ● learners with visual impairment to use digital devices with assistive technology to listen and watch a video clip on low and high dribble in Handball ● learners with low vision to be given a step by step explanation and a one on one demonstration on low and high dribble techniques ● In pairs or in groups' learners demonstrate the low and high dribble techniques in handball. ● in pairs learners use drills to practice low and high dribble in Handball, ● in mixed teams, learners play a mini Handball game and apply the dribbling techniques in Handball 	<p>How do we apply the low or high dribbling skills in a game of Handball?</p>
	<p>1.6.5 Shooting in Handball (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 behavior</p> <p>d) embrace safe execution of different shots in handball for self-efficacy</p>	<ul style="list-style-type: none"> ● learners with low vision to use digital devices with assistive technology to listen to ,watch and critically analyze a video clip that highlights the features of a running shot, jump shot, dive shot, falling shot and lob shot and share feedback. ● learners with low vision be given a vivid verbal description and a step by step explanation on the video, ● In pairs learners to practice different shots interchangeably in single file and over obstacles ● in mixed teams, learners to adopt a shot and play a mini Handball game while observing safety 	<p>Which situation is best suited for the application of the different shots in Handball?</p>
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> ● Communication & Collaboration as learners engage in non-verbal communication when playing handball games. ● Learning to Learn as learners research and participate in handball games. 				

<ul style="list-style-type: none"> ● Self-efficacy as learners display confidence in taking new challenges, belief in performing a skill or task. ● Critical thinking and problem solving as learners make decisions during play, in strategies and tactics.
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Healthy life style is enhanced as learners appreciate handball games for physical fitness. ● Develop self-awareness is achieved as learner identifies their strengths and weakness; build their self-esteem and interpersonal relationships as they play games. ● Safety and security as learners learn how to play together safely. ● Gender is achieved as learners play without discrimination and appreciate each other's sexuality without bias to intersex persons.
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility is achieved as learners responsibly use play areas. ● Social justice is achieved as learners engage in fair play, observing rules and regulations during sports. ● Love is enhanced as learners care for each other as they observe safety and share the available equipment. ● Peace is enhanced as learners appreciate and respect variations in abilities, gender and performance. ● Integrity is enhanced as learners speak honestly during play as they obey rules and regulations.
<p>Link to other subjects</p> <ul style="list-style-type: none"> ● Mathematics as learners count steps, measure handball pitches and distances. ● Computer Science as learners manipulate and interact with digital devices. ● Integrated Science as learners identify body parts used in different activities.
<p>Suggested non formal activities to support learning</p> <p>Participate in hand ball games competitions in and out of school.</p>
<p>Suggested learning resources: braille books, books, digital devices with assistive technology, observation checklist, anecdotal records, and practical test. Swimming costume, timing clock, brightly colored hand ball, elbow and knee pads, whistles,</p>
<ul style="list-style-type: none"> ● Suggested assessment modes: observation, oral assessment, peer assessment, participatory assessment. anecdotal records, Written assignments in braille and in print with appropriate color contrast, font type and size

Assessment Rubric for Handball				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Differentiating the passing skills in Handball	Assess and differentiates the passing skills in Handball with excellence	Differentiates the passing skills in Handball	Sorts the passing skills in Handball	Names the passing skills in Handball
Utilizing the jump, side and flick passes in Handball	Develops and adheres to instructions while utilizing the jump, side and flick passes in Handball	Adheres to instructions and utilizes the jump, side and flick passes in Handball	utilizes the jump, side and flick passes in Handball	Names the jump, side and flick passes in Handball
Applying different passes in Handball for fun and enjoyment in a game situation	Designs and applies different passes in Handball with exc in a game situation	Applies different passes in a Handball game situation	illustrates passes in a Handball game situation	Names passes in a Handball game situation
Describing the progression of landing and making steps in Handball	Formulates and describes the progression of landing and making steps in Handball	Describes the progression of landing and making steps in Handball	Outlines the progression of landing and making steps in Handball	Narrates the progression of landing and making steps in Handball
Performing landing and stepping techniques in Handball	Skillfully performs landing and stepping techniques in Handball	Performs landing and stepping techniques in Handball	Illustrates landing and stepping techniques in Handball	Names landing and stepping techniques in Handball
Combining landing and stepping techniques in Handball	Devises and combines landing and stepping techniques in Handball	Compares and combines landing and stepping techniques in Handball	combines landing and stepping techniques in Handball	Mentions the landing and stepping techniques in Handball
Establishing the basic stance and body movements for dodging and marking in Handball	Formulates and establishes the basic stance and body movements for dodging and marking in Handball	establishes the basic stance and body movements for dodging and marking in Handball	Describes the basic stance and body movements for dodging and marking in Handball	Names the basic stance and body movements for dodging and marking in Handball

Performing a combination of the basic stance using single and double feigns in Handball	Designs and combines basic stance using single and double feigns in Handball	combines basic stance using single and double feigns in Handball	Uses one skill to perform single and double feigns in Handball	Names the basic stance
Rating each other's performance during execution of dodging and marking in Handball	Formulates and analyzes performance during execution of dodging and marking in Handball	Rates Execution of dodging and marking in Handball	outlines each other's performance during execution of dodging and marking in Handball	Names other's performance during execution of dodging and marking in Handball
Distinguishing low and high dribbling techniques in Handball	Designs and distinguishes low and high dribbling techniques in Handball	Distinguishes low and high dribbling techniques in Handball	Outlines low and high dribbling techniques in Handball	Names low and high dribbling techniques in Handball
Creating movement patterns using the low and high dribble techniques in Handball	Formulates and creates movement patterns using the low and high dribble techniques in Handball	Makes movement patterns using the low and high dribble techniques in Handball	Uses one dribble technique to create movement patterns in Handball	Creates mixed movement patterns using one dribble technique in Handball
Combining the high and low dribbling techniques in a minor Handball game	Formulates and combines the high and low dribbling techniques in a minor Handball game	combines the high and low dribbling techniques in a minor Handball game	Uses one dribbling techniques in a minor Handball game	Names one dribbling technique in a minor Handball game
Distinguishing the different shots used in Handball	Formulates and distinguishes different shots used in Handball	Assesses and distinguishes different shots used in Handball	Outlines shots used in Handball	Names shots used in Handball
Executing the running, jump, dive, lob and falling shots in Handball	Formulates and executes the running, jump, dive, lob and falling shots in Handball	Executes 4 shots in Handball	Executes 3 shots in Handball	Executes 2 shots in Handball
Creating apply relevant shots interchangeably in a minor Handball game	Designs and applies relevant shots interchangeably in a minor Handball game	Applies relevant shots interchangeably in a minor Handball game	Applies 2 relevant shots interchangeably in a minor Handball game	Applies one relevant shot in a minor Handball game

developing values and observe safety in playing mini Handball games	Builds and displays sportsmanship competencies and observes safety during performance	displays sportsmanship competencies and observes safety during performance	Outlines sportsmanship competencies and observes safety during performance	Recalls sportsmanship competencies and observes safety during performance
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STRAND 1.7 HOCKEY

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
OPTION 1.7 Hockey	1.7 Hockey 1.7.1 Hockey: Equipment, grip and stance (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the equipment used in the Hockey game b) describe the sections of a Hockey pitch for familiarization c) perform the body stance and the grip of the hockey stick for skill acquisition d) appreciate the Hockey game for fun and enjoyment	<ul style="list-style-type: none"> • Learners with visual impairment to use digital devices with assistive technology to listen and watch a video clip on equipment used in hockey and court layout and present an own illustration of the layout for discussion. • Learners manipulate hockey equipment for familiarization. • Learners with visual impairment use digital devices with assistive technology to listen and watch a video clip on grip and stance in hockey. • In groups, learners discuss equipment used in Hockey, • In pairs learners with low vision be given a step by step explanation and a one on one demonstration on the stance and grip in hockey, • In pairs learners demonstrate the stance and grip of a hockey stick, • In pairs learners practice the stance and grip in Hockey 	<ol style="list-style-type: none"> 1. How do we use equipment in Hockey? 2. How do we identify sections in a Hockey pitch? 3. How is the body stance and grip of hockey stick done?
	1.7.2 PUSHING skills in Hockey	By the end of the sub strand, the learner should be able to:	<ul style="list-style-type: none"> • Learner Visual impairment to use digital devices with assistive technology to listen and or watch video clips, note and observe the part of a hockey stick used for passing. 	<ol style="list-style-type: none"> 1. How can you use the forward and reverse stick pass in Hockey?

	(4 Lessons)	<ul style="list-style-type: none"> a) identify the parts of the Hockey stick that make contact with the ball b) perform passing using the forward and reverse of the Hockey stick for skill acquisition c) observe the rules when passing the ball for safety and fair play d) appreciate the use of protective equipment while playing Hockey for safety 	<ul style="list-style-type: none"> • Learners with low vision be given a hockey stick to manipulate the part that makes contact with the stick. • learners with low vision to be given a step by step explanation and a one on one demonstration on passing using the forward and reverse of the Hockey stick. • In pairs learners with low vision demonstrate the forward and reverse stick passes and share feedback. • In pairs learners use drills to practice forward and reverse stick passes. • In mixed teams, learners to play a mini passing game in Hockey. • Learners use protective gear for safety during play. 	<ul style="list-style-type: none"> 2. Why is it important to use the forward and reverse stick passing techniques in playing Hockey? 3. Why is it necessary to observe rules when passing a ball in Hockey game?
	<p>1.7.3 Stopping skills in Hockey (2 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) explain the steps in stopping a hockey ball for control b) stop the ball using the forward and reverse stick for skill development c) employ the forward and reverse stick in stopping the ball in Hockey d) value own and others efforts while playing the game for harmony and self-efficacy e) value own and others efforts while playing the game for harmony and self-efficacy 	<ul style="list-style-type: none"> • Learners with visual impairment use digital devices with assistive technology to listen and watch a video clip on stopping a hockey ball. • In groups, learners to discuss the steps for stopping techniques in hockey, • Learners with low vision to be given a step by step explanation and a one on one demonstration on the forward and reverse stick stopping techniques in hockey and give feedback. • In pairs learners demonstrate the forward and reverse stick stopping techniques in hockey and give feedback. • Learners to use drill to practice ball stopping in hockey while observing rules for safety. 	<ul style="list-style-type: none"> 1. How important are the steps used in stopping a hockey ball during play? 2. Why should the hockey stick remain down while attempting to stop the ball?

			<ul style="list-style-type: none"> • In mixed teams learners play a conditioned hockey game for fun and enjoyment, 	
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> • Self-efficacy as learners confidently perform skills in hockey. • Critically thinking as learners apply the skills in a mini game. • Digital literacy as learners manipulate and interact with digital devices during training. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Health lifestyle is achieved as learners build on fitness generated from playing the game. • Disaster risk reduction is achieved as learners avoid using the sticks and ball as weapons and only for purposes of play. • Safety and security is enhanced as learners wear protective gear while playing Hockey. • Gender issues is enhanced as learners play with each other without discrimination. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility is achieved as learners take care of equipment available equipment. • Respect is achieved while learners use the hockey equipment while refraining from causing injuries to others. • Love is achieved as learners are concerned about their safety and that of others • Social justice is achieved as learners emphasizes on fair play and observance of rules 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Computer Science as learners use digital devices with assistive devices to listen and watch hockey games • Languages as learners communicate both verbally and non-verbally as they prepare to play. • Health Education as learners observe hygiene when sharing equipment and protective gear 				
<p>Suggested non formal activity to support learning Reading on skills in Hockey and watching Hockey competitions on Television.</p>				
<ul style="list-style-type: none"> • Suggested assessment modes: observation, oral assessment, peer assessment, participatory assessment. anecdotal records, Written assignments in braille and in print with appropriate color contrast, font type and size 				
<p>Suggested learning resources: braille books, books, digital devices with assistive technology, observation checklist, anecdotal records, practical test. Hockey stick with rubber padding, timing clock, brightly colored rubber cock, elbow and knee pads, whistles, goal keepers gear set, players protective set, goggles, hockey shoes modified rule book\</p>				
<p>Suggested Non-formal activities to support learning: form inter-class teams, join clubs.</p>				

Assessment Rubric for Hockey- Equipment and Passing Skill				
Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Identifying hockey equipment	Identifies and selects hockey equipment	Identifies and groups hockey equipment	Identifies two hockey equipment	Identifies 3 hockey equipment
describing the Hockey pitch	Designs and describes the Hockey pitch	Draws and describes the Hockey pitch	describes some parts of the Hockey pitch	Names parts of the Hockey pitch
Demonstrating the body stance and stick grip in Hockey	Develops and demonstrates the body stance and stick grip in Hockey	Demonstrates body stance and stick grip in Hockey	Demonstrates the body stance in Hockey	Names the hdy body stance and stick grip in Hockey
Identifying the parts of the Hockey stick that makes contact with the ball	Identifies and displays all parts of the Hockey stick that make contact with the ball	Identifies 3 parts of the Hockey stick that make contact with the ball	Identifies 2 parts of the Hockey stick that make contact with the ball	Identifies only one part of the Hockey stick that makes contact with the ball
Performing passing Hockey ball using the forward and reverse of the stick	Designs and performs passing Hockey ball using the forward and reverse of the stick	Performs passing Hockey ball using the forward and reverse of the stick	performs passing Hockey ball using the forward of the stick	Recalls passing Hockey ball using the forward and reverse of the stick
Adhering to rules when passing the ball	Formulates and adhere to rules when passing the ball while observing safety and fair play	Categorizes and adheres to rules of passing the ball while observing safety and fair play	Adheres to rules when passing the ball while observing safety and some fair play	recalls rules when passing the ball and observe safety

Assessment Rubric For Hockey- Pushing and Stopping Skill				
Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explain the steps of hitting a hockey ball	Design and explains all steps of pushing a hockey ball	Explains 3 steps of pushing a hockey ball	Explains 2 steps of pushing a Hockey ball	Explains one step of pushing a hockey ball
Executing pushing a ball in Hockey	Formulates and executes pushing a hockey ball	Executes pushing a hockey ball	Illustrates pushing a hockey ball	Names steps in pushing a hockey ball
Adhering to rules when pushing a hockey ball	Formulates and adheres to rules when pushing a hockey ball	Categorizes and adheres to rules when pushing a	Adheres to rules when pushing a hockey ball while	Names rules for pushing a hockey ball and observes safety and fair play

	while observing safety and fair play	hockey ball while observing safety and fair play	observing safety and fair play	
Explaining the steps in stopping a hockey ball	Explains all the steps of stopping a hockey ball	Explains 3 steps of stopping a hockey ball	Explain 2 steps of stopping a hockey ball	Explains one step of stopping a hockey ball
stopping the ball using the forward and reverse stick	Plans and stops the ball using the forward and reverse stick while observing safety	Stops the ball using the forward and reverse stick while observing safety	Describes how to stop the ball using the forward stick and observes safety	Names steps followed in Stopping the ball using the forward and reverse stick

STRAND 1.8 KABADDI

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question
1.8 OPTIONAL Kabaddi	1.8 Kabaddi 1.8.1 Defensive positioning and entry skill (2 lessons)	By the end of the sub strand the learner should be able to: a) identify the equipment used in kabaddi game b) describe the sections of a kabaddi pitch for familiarization c) describe team positioning for defensive play in Kabaddi d) evaluate the entry technique used to start the Kabaddi game e) perform the defensive positioning and raiders entry during Kabaddi game f) apply the rules governing entry and positioning in Kabaddi g) appreciate own and other's effort when playing Kabaddi for enjoyment and self-efficacy	<ul style="list-style-type: none"> Learners with visual impairment use digital devices with assistive technology to listen and or watch a video clip on kabaddi and note the field sections and equipment Learners with blindness to visit the kabaddi field for familiarization learner with visual impairment to use digital devices with assistive technology to listen and or watch video clips on defensive positioning and entry skill in kabaddi in groups, learners with visual impairment to discuss team positioning and formation, in groups, learners discuss the entry technique in Kabaddi, 	<ol style="list-style-type: none"> Why is the defensive team position important during start of the game? How important are the rules that govern entry and positioning in Kabaddi?

			<ul style="list-style-type: none"> • learners with blindness be given a step by step explanation and a one on one demonstration on the defensive positioning and entry skill in kabaddi • in pairs learners to demonstrate entry and defensive positions in Kabaddi, • Learners to use drills to practice the different entry and defensive positions of play in Kabaddi while observing the positioning strategies. 	
	<p>1.8.2 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"> a) distinguish between the block and chain tackle in kabaddi b) perform the block and chain tackles techniques in Kabaddi while observing safety c) Creatively employ the block and chain tackle in Kabaddi d) appreciate the use of block and chain tackles in Kabaddi 	<ul style="list-style-type: none"> • learners with visual impairment to use digital devices with assistive technology to listen to and or watch a video clip and observe the execution of block and chain tackle, • learner with blindness be given step by step explanation and a one on one demonstration on the block and chain tackles • learners with to perform the block and chain tackle techniques in kabaddi, • In pairs or in groups learners to use drills to practice the block and chain tackles, • learners to play mini Kabaddi game while observing rules for safety in mixed teams 	<ol style="list-style-type: none"> 1. What is the importance of the block and chain tackles in Kabaddi? 2. When is it suitable to apply either strategy of block or chain tackle in a Kabaddi game?

	<p>1.8.3 Attacking skills (4 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> differentiate the attacking skills of hand touch and squat thrust in Kabaddi perform different types of hand touches and squat thrusts employed by raiders when attacking in Kabaddi critically employ the different attacking skills in Kabaddi while observing rules and regulations value own and others' efforts while playing Kabaddi for self confidence 	<ul style="list-style-type: none"> Learners with visual impairment use digital devices with assistive technology to listen and or watch a video clip on the hand touch and squat thrust in kabaddi. in groups, learners with visual impairment to brainstorm on hand touches and squat thrust in Kabaddi, Learners with blindness to be given a vivid verbal description, step by step explanation and a one on one demonstration on hand touches and squat thrust in pairs, learners demonstrate hand touches and squat thrust in Kabaddi, in pairs or in groups learners to use drills to practice the hand touches and squat thrust, In mixed teams, learners to play mini Kabaddi game while observing safety. 	<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 and squat thrust used in Kabaddi? Why should we ensure safety precautions are observed when playing Kabaddi?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration as learners practice and interact with each other in learning the skills. Self-efficacy as learners confidently perform skills of kabaddi. Critical thinking as learners decide the skill to apply in a mini game. Digital literacy as learners manipulate and interact with digital devices. 				

Pertinent and Contemporary Issues (PCIs):

- Health Related Issues is achieved as learners develop fitness when participating in kabaddi and as a recreation and leisure game
- Negotiation skills is achieved as learners strategize on best attack and defensive skills to use during play
- Safety and security is achieved as learners play games and observe rules
- Gender issues is achieved as learners opt to play separately as boys and girls due to the contact nature of the game

Values:

- Responsibility is achieved as learners maintain their roles in a team
- Respect is achieved as learners exercise respect for self and each other while playing the game
- Love is achieved as learners are concerned about their safety and that of others
- Social justice is enhanced as learners emphasize on fair play and observing rules
- Integrity is enhanced as learners play and speak honestly during play

Link to other subjects:

- Integrated Science as learners identify body parts used in skills' execution
- Computer Science as learners watch video clips using digital devices with assistive technology
- Languages as learners communicate verbally and non-verbally during play while sharing strategies
- Religious studies as learners choose fair play that encourages application of values such as praying in an opening ceremony

Suggested non formal activities to support learning

- Reading on skills in Kabaddi
- Watching Kabaddi competitions on Television

- **Suggested assessment modes:** observation, oral assessment, peer assessment, participatory assessment. anecdotal records, Written assignments in braille and in print with appropriate color contrast, font type and size

Suggested learning resources

Open places or marked field, ICT devices, whistle, knee and elbow pads. Timers, wrist bands.

Assessment Rubric for Kabaddi-Defensive Positioning and Skills				
Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Describing team positions for defensive play in Kabaddi	Develop and describe team positions for defensive play in Kabaddi	Categorizes and describes team positions for defensive play in Kabaddi	Describes team positions for defensive and in Kabaddi	Names team positions for defensive play in Kabaddi
Evaluating techniques used to start Kabaddi	Devises and evaluates all techniques used to start Kabaddi	Evaluates three techniques used to start Kabaddi	Evaluates two techniques used to start Kabaddi	Evaluates one techniques used to start Kabaddi
Performing the defensive positioning and raiders entry in Kabaddi	Designs and performs the defensive positioning and raiders entry in Kabaddi	Assesses and performs the defensive positioning and raiders entry in Kabaddi	performs the defensive positioning and raiders entry in Kabaddi	perform the defensive and positioning
Applying the rules governing entry and positioning in Kabaddi	Devises and applies the rules governing entry and positioning in Kabaddi	Applies five rules governing entry and positioning in Kabaddi	Applies four rules governing entry and positioning in Kabaddi	Applies less than three rules governing entry and positioning in Kabaddi
Distinguishing between block and chain tackles in Kabaddi	Assembles and distinguishes between block and tackle techniques in Kabaddi	Groups and distinguishes between block and tackle techniques in Kabaddi	Describes the block and tackle techniques in Kabaddi	Names the block and tackle techniques in Kabaddi
Performing the block and chain tackles techniques in Kabaddi	Designs and performs the block and chain tackles techniques in Kabaddi while observing safety	Groups and performs the block and chain tackles techniques in Kabaddi while observing safety	Describes the block and chain tackles techniques in Kabaddi	Lists the block and chain tackles techniques in Kabaddi

Assessment Rubric for Kabaddi-Attacking Skills				
Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Differentiating the attacking skills of hand touch and squat thrust in Kabaddi	Distinctly differentiates attacking skills of hand touch and squat thrust in Kabaddi with excellence	Differentiates attacking skills of hand touch and squat thrust in Kabaddi	Outlines attacking skills of hand touch and squat thrust in Kabaddi	lists attacking skills of hand touch and squat thrust in Kabaddi
Performing different types of hand touches and squat thrusts employed when attacking in Kabaddi	Designs and performs different types of hand touches and squat thrusts employed when attacking while observing safety	Groups and performs different types of hand touches and squat thrusts employed when attacking in Kabaddi while observing safety	Describes different types of hand touches and squat thrusts employed when attacking in Kabaddi and observes safety precautions	Lists different types of hand touches and squat thrusts employed when attacking in Kabaddi observes safety
employ the different attacking skills in Kabaddi while observing rules and regulations	Devises and employs the different attacking skills in Kabaddi while observing rules and regulations	Assesses and employs the different attacking skills in Kabaddi while observing rules and regulations	Groups and employ the different attacking skills in Kabaddi while observing rules and regulations	lists different attacking skills in Kabaddi; observes rules and regulations

STRAND 2.0: ATHLETICS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	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.	<ul style="list-style-type: none"> learners with visual impairments use digital devices with assistive technology to listen and watch recorded video clips to familiarize with the sail, hang and hitch kick techniques in long jump, learners with blindness to be given a step by step explanation and a one on one demonstration on approach, takeoff and landing learners to demonstrate the sequence of each skill from approach, take-off, flight and landing, in pairs learners use drills to practice the approach, take-off, flight and landing to perfect the techniques in long jump learners with blindness to be given a step by step explanation and a one on one demonstration how to clear the pit while observing safety in groups learners to clear the area of play before and after performing long jump 	<ol style="list-style-type: none"> How can we differentiate between the sail, hang and hitch kick techniques in long jump? Why do we clear the landing area in long jump?
	2.2 Javelin (2 lessons)	By the end of the sub strand, the learner should be able to: a) review the importance of safety requirements in Javelin b) utilize the grip, carriage, approach run, crossover, release and follow through in the Javelin throw	<ul style="list-style-type: none"> learners with visual impairment to use digital devices with assistive technology to research and share with others the importance of safety in Javelin, Learners with blindness to be given a one on one demonstration on the javelin throw In pairs learners to practice the phases in Javelin throw using the correct technique 	<ol style="list-style-type: none"> Why do we need safety measures during Javelin throw? How are distances measured in Javelin?

		<p>c) participate in Javelin throw while adhering to rules for safety</p> <p>d) collaborate with others in Javelin throw while measuring distances</p>	<ul style="list-style-type: none"> • Learners with blindness to be given a one on one demonstration on the javelin throw and measuring distances • in pairs learners to throw Javelin and safely withdraw it, measure each other's distances during Javelin throws 	
	<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> <p>a) analyze the different positions on starting blocks for sprint starts</p> <p>b) perform the bunch, medium and elongated sprint starts for skill mastery</p> <p>c) apply suitable starting technique in sprint races for efficient take off</p> <p>d) observe rules when performing the bunch, medium and elongated sprint start to ensure safety</p> <p>e) value self and each other's choice of sprint start techniques for self-esteem</p>	<ul style="list-style-type: none"> • learners with visual impairments to use digital devices with assistive technology to listen and watch video clips on sprint starts using the starting blocks • learners with blindness to be given a one on one demonstration on sprint starts using starting blocks • in pairs learners to demonstrate different positions for sprint starts on starting blocks • in pairs learners to use drills to practice the bunch, medium and elongated starts in sprints. • In mixed teams, learners engage in sprint mini games using the bunch, medium and elongated start. 	<p>Why do we have different start techniques in sprints?</p>
	<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) analyze the running phases of reaction time, acceleration and maintaining in sprint races</p>	<ul style="list-style-type: none"> • Learners with visual impairment to use digital devices with assistive technology to listen and watch a video clip, note and observe the phases in a sprint races. 	<p>How are the different phases of running applied 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>	<ul style="list-style-type: none"> ● Learners with blindness to be given a step by step explanation and a one on one demonstration. ● In pair's learners to demonstrate the phases of running, reaction time, acceleration and maintaining in sprint races. ● In pair's learners to use drills to practice body alignment for quick reaction time, acceleration and maintaining speed in sprint races. ● In mixed teams, guide learners with visual impairments to participate in mini races that combine reaction time, acceleration and maintaining phases in a sprint race. 	
	<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> <p>a) compare the different types of finishing techniques in sprint race</p> <p>b) perform the run-through, drop-finish and shoulder-shrug techniques for skills development</p> <p>c) Apply starting, running and finishing techniques in a mini race for fun and enjoyment.</p> <p>d) observe rules for own and others' safety during a sprint race</p>	<ul style="list-style-type: none"> ● learners with visual impairments to use digital devices with assistive technology to listen and watch a video clip on sprint race and observe the finishing techniques, ● in groups, learners to discuss the finishing technique as observed from the video clip, ● learners with blindness to be given a step by step explanation and a one on one demonstration run-through, drop-finish and shoulder shrug techniques, ● in pairs learners to demonstrate the run-through, drop-finish and shoulder shrug techniques, ● in pairs learners to practice run through, drop-finish and shoulder-shrug techniques, 	<p>Why do we have different finishing techniques in sprint races?</p>

			<ul style="list-style-type: none"> ● In mixed teams, learners apply starting, running and finishing techniques in a mini race for fun and enjoyment. 	
	<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"> a) explain the different relay races in Athletics b) perform the up-sweep and down sweep baton change techniques in the designated zones c) observe own and others safety during relays d) value each other's efforts in the execution of up-sweep and down sweep baton change techniques 	<ul style="list-style-type: none"> ● learners with visual impairment to use digital devices with assistive technology to listen and watch a video clip on baton changing techniques, ● learners with blindness to be given a step by step explanation and a one on one demonstration on the sweep baton exchange techniques ● in pairs learners to demonstrate the sweep baton exchange techniques, ● in pairs learners to use drills to practice the up-sweep and down sweep baton change techniques on the run in relays and record video clips when practicing baton change techniques for feedback and analysis. ● Learners with blindness use cameras with assistive technology to record video clips 	<ol style="list-style-type: none"> 1. Why there are different techniques in baton change in relay races?
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> ● Communication & Collaboration as learners engage in non-verbal communication when changing batons. ● Learning to Learn as learners research and participate in athletics activities. ● Self-efficacy as learners display confidence in taking new challenges, belief in performing a skill or task individually. ● Critical thinking and problem solving as learners make decisions during play such as in strategies and tactics. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Healthy life style is enhanced as learners appreciate athletics activities for physical fitness while avoiding dangerous practices. ● Develop self-awareness: self-esteem is achieved as learners identify their strengths and weakness, build their self-esteem and interpersonal relationships as they play games. ● Safety and security as learners learn how to play together safely and cheer each other to win a race. ● Gender is achieved as learners play without discrimination and appreciate each other's sexuality without bias to intersex persons. 				

Values:

- Responsibility is achieved as learners responsibly use play areas and maintain athletics equipment.
- Social justice is achieved as learners engage in fair play, observing rules and regulations during sports.
- Unity is enhanced as learners play together in teams and cheer each other to win a race.
- Love is enhanced as learners care for each other as they observe safety and share the available equipment.
- Peace is enhanced as learners appreciate and respect variations in abilities, gender and performance.
- Integrity is enhanced as learners speak honestly during play as they obey rules and regulations.

Link to other subjects

- Mathematics as learners count steps, measure throwing sectors and distances.
- Computer Science as learners manipulate and interact with digital devices with assistive technology.
- Integrated Science as learners identify body parts used in different activities.

Suggested non formal activities to support learning

- Read on Athletics
- Watch Athletics championships on television
- Participate in athletics competitions

- **Suggested assessment modes:** observation, oral assessment, peer assessment, participatory assessment. anecdotal records, Written assignments in braille and in print with appropriate color contrast, font type and size

Suggested learning resources

- Open places or marked fields
- ICT devices
- ICT devices, whistle
- Long jump runway and landing area, tape measure
- Javelin
- Relay batons
- Landing gear
- finishing tape,
- timers,

Assessment Rubric for Athletics- Long Jump				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Demonstrating knowledge when comparing the sequence of the sail, hang and hitch kick techniques in long jump	Assesses and analyses the sail, hang and hitch kick techniques in long jump	Categorizes and analyses the sequence of the sail, hang and hitch kick techniques in long jump	Analyses the sequence of two techniques in long jump	Analyses the sequence of one technique in long jump
Performing the approach, take off, flight and landing sequence of long jump techniques	Develops and performs the approach, take off, flight and landing sequence of long jump techniques	Performs three sequences of long jump techniques	Performs two sequences of long jump techniques	Performs one sequence of long jump techniques
Adhering to instructions and rules while performing the skills learnt in Long Jump	Develops and adheres to all instructions while performing the skills in Long jump	Adheres to three sets of instructions while performing the skills in Long jump	Adheres to two sets of instructions while performing the skills in Long jump	Adheres to one set of instructions while trying to perform the skills in Long jump

Assessment Rubric for Athletics-Javelin				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Reviewing the importance of safety requirements in Javelin	Exhaustively reviews the importance of safety requirements in Javelin	reviews the importance of safety requirements in Javelin	Outlines the importance of safety requirements in Javelin	Lists the importance of safety requirements in Javelin
utilizing the grip, carriage, approach run, crossover, release and follow through in Javelin throw	Develops and utilizes the grip, carriage, approach run, crossover, release and follow through in Javelin throw	Utilizes four skills in Javelin throw	Utilizes three skills in the Javelin throw	Utilizes less than two skills in the Javelin throw
Participating in Javelin throw while adhering to rules	Formulates and adheres to rules while participating in Javelin throw	Adheres to three sets of rules while participating in Javelin throw	Adheres to two sets of rules while participating in Javelin throw	Adheres to two sets of rules while participating in Javelin throw

Collaborating with others in Javelin throw while observing safety	Collaborate with others and exhibits exemplary sportsmanship while observing safety during Javelin throw	Collaborates with others and exhibits sportsmanship while observing safety during Javelin throw	exhibits sportsmanship while observing safety during Javelin throw	Reminded to display sportsmanship during Javelin throw.
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Assessment Rubric for Athletics-Sprints				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Analyzing the different positions on starting blocks for sprint starts in athletics	Designs and analyzes different positions on starting blocks for sprint starts in athletics	Categorizes and analyses different positions on starting blocks for sprint starts in athletics	Outlines different positions on starting blocks for sprint starts in athletics	Lists different positions on starting blocks for sprint starts in athletics
Adhering to instructions and perform the bunch, medium and elongated sprint starts	Formulates and adheres to all instructions while performing the bunch, medium and elongated sprint starts	Adheres to three sets of instructions while performing the bunch, medium and elongated sprint starts	adheres to two sets of instructions while performing the bunch, medium and elongated sprint starts	Adheres to one set of instructions while trying to perform the bunch, medium and elongated sprint starts
Applying suitable starting technique in sprint races	Develops and applies suitable starting technique in sprint races	Assesses and applies suitable starting technique in sprint races	Outlines suitable starting technique in sprint races	lists suitable starting technique in sprint races
Comparing the different types of finishing techniques in sprint race	Compare and distinguish the different types of finishing techniques in sprint race	compares the different types of finishing techniques in sprint race	Outlines the different types of finishing techniques in sprint race	Lists the different types of finishing techniques in sprint race
Applying starting, running and finishing techniques in mini races	Develops and applies starting, running and finishing techniques in mini races	Rates and applies starting, running and finishing techniques in mini races	Applies two techniques in mini races	Applies one technique in mini races

Assessment Rubric for Athletics- Baton Change Relays				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Explaining the different relay races in athletics	Designs and explains the different relay races in athletics	Explains three different relay races in athletics	Explains two different relay races in athletics	Explains one relay races in athletics with difficulty
Performing the upswep and down sweep baton change techniques in the designated zones	Develops and performs the upswep and down sweep baton change techniques in the designated zones	Rates and Performs the upswep and down sweep baton change techniques in the designated zones	Performs the upswep and down sweep baton change techniques in the designated zones	Performs one baton change technique in the designated zones
Developing values and observe safety in relay racing	Exhibits exemplary sportsmanship and observes safety during relays	Displays sportsmanship and observes safety during relays	display sportsmanship	Reminded to display sportsmanship

STRAND 3.0: PHYSICAL FITNESS AND HEALTH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
3.0 Physical Fitness and Health	3.1 Pre- exercise assessment of flexibility, balance and coordination (3 lessons)	By the end of the sub strand, the learner should be able to: a) familiarize 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	<ul style="list-style-type: none"> ● learners with visual impairment to use digital devices with assistive technology to research and identify the basic tools for use in evaluation of flexibility, balance and coordination, ● learners with blindness be given basic tools that evaluate flexibility, balance and coordination to manipulate ● learners with blindness to be given a step by step explanation and a one on one demonstration on exercises in preparation for the evaluation of flexibility, balance and coordination, ● in pairs learners to demonstrate exercises in preparation for the evaluation of flexibility, balance and coordination, ● learners with visual impairments to use the identified basic tools to measure flexibility, balance and coordination, ● learners use the fitness norms sheet to deduce levels of flexibility, balance and coordination, ● Learners with low vision to be given tools and fitness norm sheets in appropriate font size and type and contrasting colors. 	<ol style="list-style-type: none"> 1. Why are there different tools to measure fitness components? 2. How is the fitness portfolio used to assess levels of fitness?
	3.2 Fitness activities for flexibility balance and coordination (4 lessons)	By the end of the sub strand, the learner should be able to: a) describe exercises that promote flexibility, balance and coordination	<p>Learners with visual impairments to use music to perform fitness exercises.</p> <ul style="list-style-type: none"> ● learners with blindness to be given a step by step explanation and a one on one demonstration on flexibility balance and 	<ol style="list-style-type: none"> 1. What exercises are recommended for improving flexibility, balance and coordination?

		<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>coordination exercises with peers of different abilities, gender, skills and culture</p> <ul style="list-style-type: none"> • in pairs learners to practice exercises that promote flexibility balance and coordination while taking water breaks, • in pairs learners to demonstrate flexibility balance and coordination exercises with peers of different abilities, gender, skills and culture, • Learners with visual impairment to use digital devices with assistive technology to record own performance for self-evaluation. 	<p>2. Why is hydration necessary when performing exercises?</p> <p>3. How do exercises prevent lifestyle diseases?</p>
	<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> <p>a) study the basic tools used in posttest evaluation for flexibility, balance and coordination</p> <p>b) conduct post exercise assessment on flexibility, balance and coordination using the basic fitness evaluation tools</p> <p>c) create a portfolio of post-test records in flexibility, balance and coordination for fitness assessment</p> <p>d) show respect for others' gender and ability when interpreting the fitness assessment results</p>	<ul style="list-style-type: none"> • learners with visual impairment to assemble the pretest evaluation tools of flexibility, balance and coordination, • learners to read and observe scores initially recorded, • Learners with visual impairment to use digital devices with assistive technology to read and observe scores initially recorded • learners with blindness to be given a step by step explanation and a one on one demonstration • in pairs, learners to demonstrate flexibility balance and coordination exercises using the basic fitness evaluation tools, • Learners use the identified tools to assess and compare flexibility, balance and coordination scores with the first records. 	<p>1. how important is it to study pretest tools initially used for fitness test?</p> <p>2. How are assessment fitness tools used to determine levels of fitness after exercises?</p>

			<ul style="list-style-type: none"> learners use the fitness norms sheet to deduce levels of flexibility, balance and coordination after exercises 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Communication & Collaboration as learners engage in active listening, and non-verbal communication during exercises, and as they listen attentively to instructions on how to perform various skills. Creativity & Imagination as learners display different skills during execution and application of relevant exercises for fitness. Learning to Learn as learners appreciate information and opinions of peers and reflect on own performance for improvement. Self-efficacy as learners display confidence in taking new challenges, belief in performing a skill or task and provide leadership in fitness programme. Critical thinking and problem solving as learners make decisions during exercise and filling up the fitness evaluation sheets. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Healthy life style is achieved as learners engage in physical exercises for fitness and health Self-awareness, self-esteem and interpersonal relationships is enhanced as learners participate in physical fitness exercises Gender issues is achieved as learners plan physical fitness programs without discrimination or bias to intersex persons 				
<p>Values:</p> <ul style="list-style-type: none"> Respect is enhanced as learners appreciate rules, self and others during exercises Responsibility is achieved as learners responsibly use of equipment, cleanliness in the play environment Integrity is enhanced as learners honestly fill in their scores and accept defeat when they have lost in a game. Love is enhanced as learners support each other to keep up their fitness levels 				
<p>Link to other subjects</p> <ul style="list-style-type: none"> Health education as learners learn about health nutrition and exercises Languages as learners communicate to make evaluation reports or records Computer Science as learners watch video clips to identify exercises for fitness Music as learners dance to the rhythm during aerobics Integrated Science as learners identify body parts to be targeted when assessing fitness 				
<p>Suggested non formal activities to support learning Participation in school games and sports team</p>				
<ul style="list-style-type: none"> Suggested assessment modes: observation, oral assessment, peer assessment, participatory assessment. anecdotal records, Written assignments in braille and in print with appropriate color contrast, font type and size 				

Suggested learning resources

- Open places
- Fitness test form
- Music system
- Whistle
- Fitness evaluation tools
- Digital devices with assistive technology
- Fitness kit

Assessment Rubric For Physical Fitness and Health (Health Related Fitness)

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying basic tools to assess flexibility, balance and coordination	Assembles and identifies basic tools for assessing flexibility, balance and coordination	Identifies three basic tools for assessing flexibility, balance and coordination	Identifies two basic tools for assessing flexibility, balance and coordination	Identifies one or no any basic tools for assessing flexibility, balance and coordination
Performing exercises to enhance flexibility, balance and coordination and ensures hydration	Formulates and adheres to all instructions while performing fitness exercises and ensures hydration	Adheres to five instructions while performing the fitness exercises and ensures hydration	adheres to four ses of instructions while performing the fitness exercises and tries to ensure hydration	Adheres to less than 33three sets of instructions while trying to perform the fitness exercises and ensures hydration
Creating a portfolio of pretest and posttest assessment of fitness journaling	Designs portfolio of pretest and posttest assessment of fitness journaling	Categorizes portfolio of pretest and posttest assessment of fitness journaling	Displays portfolio of pretest and posttest assessment of fitness journaling	lists portfolio of pretest and posttest assessment of fitness journaling
Describing exercises that promote flexibility, balance and coordination	describe exercises that promote flexibility, balance and coordination	describes exercises that promote flexibility, balance and coordination	Makes progressive effort to describe exercises that promote flexibility, balance and coordination	Makes minimal effort to describe exercises that promote flexibility, balance and coordination

Utilizing basic fitness tools before and after exercises to assess flexibility, balance and coordination pre and post exercises	Designs and utilizes the assessment tools to check fitness levels before and after a period of fitness exercises	utilizes the assessment tools to check fitness levels before and after a period of fitness exercises	Groups the assessment tools to check fitness levels before and after a period of fitness exercises	Lists the assessment tools to check fitness levels before and after a period of fitness exercises
create a portfolio of post-test fitness assessment records in flexibility, balance and coordination	Assembles and creates portfolio of post-test fitness assessment records in flexibility, balance and coordination	Creates portfolio for post-test fitness assessment records in flexibility, balance and coordination	Groups portfolio of post-test fitness assessment records in flexibility, balance and coordination	Collects portfolio of post-test fitness assessment records in flexibility, balance and coordination
Displaying sportsmanship and observing safety when performing exercises and assessing fitness	exhibit exemplary sportsmanship and observes safety	Exhibits sportsmanship and observes safety precautions	Exhibits sportsmanship	Reminded to display sportsmanship and observe safety

STRAND 4.0: CAREER OPPORTUNITIES IN SPORTS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
4.0 Career Opportunities in Sports	4.1 Games and sports related Careers (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify careers in games and sports, b) create linkages and visit relevant sports institutions for familiarization, c) Appreciate career opportunities in games and sports for income generation and healthy lifestyles.	<ul style="list-style-type: none"> learners to use digital devices with assistive technology to research note and identify careers in games and sports, In groups learners to brainstorm careers in games and sports, Learners to identify different institutions offering games and sports, Learners collaboratively interact with institutions offering specialized games and sports. 	<ol style="list-style-type: none"> How can one identify career opportunities in games and sports? Why do we need sports institutions in the community? 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 financial discipline from income generated in sports c) determine appropriate choice of financial services for management of monetary awards d) recognize personal abilities as a source of income generation and success management	<ul style="list-style-type: none"> learners to use digital devices with assistive technology to research note and identify ways of earning income using talents in groups learners to create a list on sources of income from sports talent, In groups learners discuss the different ways of generating income through talent, In groups learners brainstorm on ways of developing personal and financial discipline learners with visual impairments to use digital devices with assistive technology to research on how to access financial services, preparing a personal budget, saving and spending, 	<ol style="list-style-type: none"> How can sports talent be used to generate income? How can success in sports be contained honorably? How does one develop personal and financial discipline from sports income? How can we use financial services for the management of monetary awards?

			<ul style="list-style-type: none"> • Learners with visual impairments to use digital devices with assistive technology to research ways of protecting own creativity and share feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication as learners share ideas on different careers available in games and sports. • Collaboration as learners actively contribute to group decisions and participate in discussions on sources of income from sports talent and work together as part of a team and recognize and values others' ideas. • Learning to learn as learner's research on how to access financial services and prepare budgets. • Creativity and imagination as learners brainstorm on different careers in games and sports. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Poverty eradication: is achieved as learners use talent to generate income and manage income generated from sports • Gender issues is enhanced as learners work together without discrimination 				
<p>Values</p> <ul style="list-style-type: none"> • Responsibility as learners maintain and take good care of group resources and assets such as stationary and furniture. • Integrity as learners honestly plan how to use talent to make an income and select a treasurer to keep their money and take good care of group resources and assets such as stationary and furniture. • Love as learners support each other financially through fund raisers and share ideas on how to make profitable ventures 				
<p>Link to other subjects</p> <ul style="list-style-type: none"> • Language as learners communicate and discuss different careers in sports. • Computer Science as learner's research on different careers in games and sports using digital devices with assistive technology. • Business Studies as learners plan on budgets, generating income, spending and saving in financial institutions. 				
<p>Suggested non formal activities to support learning</p> <p>Attending training sessions of various school teams to talk to various officials in the teams</p>				
<ul style="list-style-type: none"> • Suggested assessment modes: observation, oral assessment, peer assessment, participatory assessment. anecdotal records, Written assignments in braille and in print with appropriate color contrast, font type and size 				
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Books • Newspapers, magazines and journals • ICT devices 				

- Sports Institutions
- Digital devices with assistive technology
- Resource persons
- Role models

Assessment Rubric for Career Opportunities				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying opportunities in games and Sports related careers.	Develops and demonstrates knowledge relating to career opportunities in games and sports	Illustrates appropriate knowledge, related to career opportunities in games and Sports	Highlights knowledge, related to career opportunities in games and Sports	Lists aspects of knowledge related to career opportunities in games and Sports
Seeking linkages and opportunities for visits to sports institutions	Designs and exhibits admirable knowledge on sports institutions and successfully reaches out for linkages	Demonstrates appropriate knowledge, on sports institutions and reaches out for linkages	Demonstrate knowledge on sports institutions	Lists aspects of knowledge, on sports institutions
Discussing ways of earning income through talents or participation in games and sports	Formulates and demonstrates knowledge when discussing ways of earning income through talents or participation in games and sports	Demonstrates appropriate knowledge when discussing ways of earning income through talents or participation in games and sports	Highlights knowledge when discussing ways of earning income through talents or participation in games and sports	Lists aspects of knowledge when discussing ways of earning income through talents or participation in games and sports
Researching on appropriate financial services and prepare personal budgets	Plans and adheres to all instructions while researching on appropriate financial services and preparing personal budgets	Adheres to five sets of instructions while researching on appropriate financial services and preparing personal budgets	Adheres to four sets of instructions while researching on appropriate financial services and preparing personal budgets	adheres to less than three sets of instructions while researching on appropriate financial services and preparing personal budgets
Analyzing how to patent own creativity	Builds and demonstrates knowledge when analyzing ways of patenting own creativity in games and sports	Demonstrates appropriate knowledge when analyzing ways of patenting own creativity in games and sports	Highlights aspects of knowledge when analyzing ways of patenting own creativity in games and sports	States aspects of knowledge when analyzing ways of patenting own creativity in games and sports

COMMUNITY SERVICE-LEARNING CLASS ACTIVITY

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

All learners with visual impairment in Grade 7 will be expected to participate in a CSL class activity. The activity will give learners with visual impairment an opportunity to practice the CSL Project skills covered under LSE. This activity will be undertaken in groups where learners with blindness will be grouped with those who have sight for support on aspects that require vision. Learners with visual impairment will be expected to apply the steps provided to carry out the CSL project.

The activity will take the form of a whole school approach, where the entire school community will be engaged in the learning process. Teachers will guide learners with visual impairment to execute a simple school based CSL class activity. This activity can be done in 1-2 weeks outside the classroom time. The duration may be adjusted accordingly to accommodate learners with blindness who may require more time to implement the CSL project.

CSL Skills to be covered

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

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Learners will be guided to consider the various PCIs provided in the subject in Grade 7 and	By the end of the CSL class activity, the learner should be able to: a) identify a problem in the school community through research;	In groups, learners with visual impairment	1. How does one determine community needs?

<p>choose one suitable to their context and reality</p>	<p>b) develop a plan to solve the identified problem in the community;</p> <p>c) design solutions to the identified problem;</p> <p>d) implement solution to the identified problem;</p> <p>e) share the findings to relevant actors;</p> <p>f) reflect on own learning and relevance of the project;</p> <p>g) Appreciate the need to belong to a community.</p>	<ul style="list-style-type: none"> ● Brainstorm on pertinent and contemporary issues in the community that need attention. ● Discuss various PCIs within the school community and identify the one that requires immediate attention giving reasons for their choice. ● Discuss possible solutions to the identified issue and propose the most appropriate solution to the problem. ● Brainstorm on the resources needed for the activity and source for them. ● Learners with blindness to be guided in selecting materials that are safe and accessible such as tactile charts, pictures, graphs and braille. ● Learners with low vision to use reference materials with appropriate font size and contrasting colors as well as three dimensional resources. ● Discuss different methods and tools of collecting data and determine the ones suitable for the selected project. ● Be given support by sighted peers on aspects that require vision in preparation and use of data collection methods and tools such as questionnaires, focus discussions and interviews. ● Develop appropriate tools for collecting data with the guidance of the teacher. ● Collect data and record findings. ● Learners with blindness to work with sighted peers when collecting data. The sighted peers would support in explaining or describing aspects that require use of sight. ● Learners with blindness to use audio recorders to record the responses. ● Discuss their findings, develop various reporting documents and use them to report on their findings. 	<p>2. Why is it necessary to be part of a community?</p>
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		<ul style="list-style-type: none"> ● Based on the research report, learners with visual impairment implement a project to get solutions to the identified problem. ● Learners with blindness to work with sighted peers and ensure the project site is free from hazards such as hanging trees, sharp objects and potholes to ensure safe mobility. ● Use feedback from peers and the school community to improve on the implementation of the project. ● Discuss the successes, challenges faced while implementing the project activities and lessons learnt; write a report and share through various media to peers and the school community. ● Reflect on how the project enhanced learning while at the same time facilitating service to the school by providing solutions to the identified issue(s). 	
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Assessment Rubric

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying a pertinent issue in school the community to be addressed.	Gives Justification for the identified pertinent issue in the school community to be addressed.	Identifies a pertinent issue in the school community to be addressed.	States a pertinent issue in the school community to be addressed.	Recalls a pertinent issue discussed in class.
Planning to solve the identified issue.	Designs and develops a step-by-step plan of the activities to be carried out in the process of solving the problem.	Develops a plan to solve the identified problem.	Gives an outline of a plan to solve the identified problem.	States some activities to be included in the plan to solve the identified problem.
Designing and implementing solutions to the identified problem.	Designs, implements and solves the identified problem.	Designs and implements solutions to the identified problem.	Designs solutions to the identified problem.	Suggests solutions to the identified problem.
Sharing findings to relevant actors.	Incorporates feedback from relevant actors to the findings.	Shares findings to relevant actors.	Gives brief description of findings to relevant actors.	States some aspects of the findings to relevant actors.

