



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

**PHYSICAL EDUCATION AND SPORTS
FOR LEARNERS WITH PHYSICAL 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 harmonisation of education, among many others.

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

It is my hope that the curriculum designs for learners with Physical 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) and Foundation Level. The implementation progressed to Upper Primary (Grade 4, 5 and 6) and Intermediate Level 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. This is similar to the Pre-vocational and Vocational Level.

The Grade 7 curriculum designs for learners with Physical 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 to guide effective and efficient implementation of the learning activities as well as provide relevant feedback on various aspects of the curriculum. Successful implementation of the Grade 7 curriculum for learners with Physical 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 conceptualised 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 and adapted the Grade 7 curriculum designs for learners with Physical Impairment taking cognisance of the tenets of the CBC, key among them being the need to ensure that learners are provided with learning experiences that call for higher order thinking, thereby ensuring they become engaged, empowered and ethical citizens as articulated in the BECF Vision. The Grade 7 designs for learners with Physical Impairment also provide opportunities for learners to develop the core competencies as well as engage in Community Service Learning. The designs present assessment rubric linked to sub strands in the individual subjects. Teachers are encouraged to use varied assessment tools when assessing learners.

KICD obtains its funding from the Government of Kenya to enable the achievement of its mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 7 curriculum designs have been developed and adapted 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 and adaption of the designs. I also appreciate the contribution of the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their various roles in the development and adaptation of the Grade 7 curriculum designs.

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

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TIME ALLOCATION

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

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism and patriotism and promote national unity.

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

ii) Promote the social, economic, technological and industrial needs for national development.

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya 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 behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

Sports and Physical Education incorporates some of the experiences gained in upper primary but also brings in new knowledge and information such as human physiology and functional anatomy to prepare the learner for transition to senior school. Participation in sports encourages the learner to relate positively with others and engage in movement experiences that promote and support the development of social skills. It fosters critical thinking, decision-making and problem solving and enables the learner to understand the role and the significance that sport plays in promoting a fair and just society. This is strongly supported by the social constructivist theory of Vygotsky that highlights the fundamental role of social interaction in learning.

SUBJECT GENERAL LEARNING OUTCOMES

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

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

STRAND 1.0: GAMES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>1.0 Games</p>	<p>1.1 Chest pass in Netball</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) explain the execution of chest pass in Netball for knowledge acquisition</p> <p>b) perform appropriate grip, release and follow through for chest pass in Netball</p> <p>c) execute the chest pass in Netball for skill acquisition,</p> <p>d) appreciate team work in execution of chest pass during collaborative play.</p>	<p>The learner is guided individually, in purposive pairs or groups to:</p> <ul style="list-style-type: none"> ● Share the correct way of passing the ball using chest pass. <i>Learners with speech difficulties could use residual speech as they are lip-read by peers/use total communication /multipurpose communication boards /sign/write /type/mime/use assistive technology to generate learning points on execution of chest pass in a Netball game. (Apply this adaptation in the subsequent experiences in this sub-Strand that involve the use of speech)</i> ● Demonstrate grip, release and follow through in chest pass. <i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body or use appropriate assistive technology /be assisted by peers, learner support assistant/teacher to demonstrate the grip, release and follow through in chest pass in Netball or be given corresponding alternative activity. The learner with postural conditions such as those with scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning when demonstrating grip, release and follow through in chest pass. Safety precautions should be observed for all Learners. Those with health conditions like asthma, epilepsy, sickle cell, hemophilia and heart conditions could be involved in less vigorous physical activities and conditions that would trigger respective attacks. (Apply this adaptation in the subsequent experiences in this sub-Strand that involve demonstration and practice and playing mini Netball games)</i> ● Use drills to practise passing the ball using the chest pass. 	<ol style="list-style-type: none"> 1. Why is chest pass used in Netball? 2. How is a chest pass performed in a Netball game?

			<p><i>(Apply adaptation on 1.1(b) that involve demonstration, practice and playing mini Netball games)</i></p> <ul style="list-style-type: none"> ● practise chest pass drills while in motion ● play a mini Netball game while applying the chest pass skill. <p><i>(Apply adaptation on 1.1(b) that involve demonstration, practice and playing mini Netball games)</i></p> <p><i>The mini game could be adapted to accommodate every learner by modifying the rules, facilities and equipment.</i></p>	
	<p>1.2 Dodging and Marking in Netball</p> <p>(3 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) establish the basic stance and body movements for dodging and marking in Netball b) perform stance, dodging and marking in Netball for skill acquisition c) apply dodging and marking in Netball for skill mastery d) rate each other's performance during execution of dodging and marking e) appreciate the application of dodging and marking for coordination and enjoyment. 	<p>The learner is guided individually, in purposive pairs or groups to:</p> <ul style="list-style-type: none"> ● Observe a video clip of Netball game for analysis of dodging and marking skills. <p><i>The learner with short stature could require preferential seating for better or enhanced view while watching the Netball video clip. Those with postural conditions such as scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning. Learners with epilepsy could require adjustment in intensity of light to control glare on the digital devices when watching the video clip on Netball.</i></p> <p><i>(Apply this adaptation in the subsequent experiences in this sub-Strand that involve use of digital devices)</i></p> <ul style="list-style-type: none"> ● Demonstrate stance, dodging and marking in Netball. <p><i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body or use appropriate assistive technology /be assisted by peers, learner support assistant/teacher to demonstrate stance, dodging and marking in Netball or be given a corresponding alternative activity.</i></p> <p><i>The learner with postural conditions such as those with scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning when demonstrating stance, dodging and marking</i></p>	<ol style="list-style-type: none"> 1. How is basic stance important when dodging and marking skills in Netball? 2. How are the skills of dodging and marking applied in Netball?

			<p><i>Safety precautions should be observed for all Learners. Those with health conditions like asthma, epilepsy, sickle cell, hemophilia and heart conditions could be involved in less vigorous physical activities and conditions that would trigger respective attacks.</i></p> <p><i>(Apply this adaptation in the subsequent experiences in this sub-Strand that involve demonstration, practice and playing mini Netball games)</i></p> <ul style="list-style-type: none"> ● Use drills to practise the dodging and marking movements with and without a ball. <i>(Apply adaptation on 1.2(b) that involve demonstration, practice and playing mini Netball games)</i> ● use drills to practise the single and double body feigns in Netball and give each other feedback <i>(Apply adaptation on 1.2(b) that involve demonstration, practice and playing mini Netball games)</i> ● play mini netball game and apply the skills of dodging and marking for enjoyment <i>(Apply adaptation on 1.2(b) that involve demonstration, practice and playing mini Netball games)</i> <p><i>The mini game could be adapted to accommodate every learner by modifying the rules, facilities and equipment.</i></p>	
	<p>1.3 Footwork in Netball (3 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) distinguish the different types of landing in Netball</p> <p>b) perform landing and pivoting in Netball for skill mastery</p>	<p><i>The learner is guided individually, in purposive pairs or groups to:</i></p> <ul style="list-style-type: none"> ● observe pre recorded video clips on landing in netball discuss and present their finding. <i>The learner with postural conditions such as those with scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning when observing the video clip on landing techniques. Learners with epilepsy could require adjustment in intensity of light to control glare on the digital</i> 	<p>1. What footwork options does a player have after landing with a ball in a game of Netball?</p>

		<p>c) apply landing and pivoting skills in a mini game</p> <p>d) embrace landing and pivoting when playing a mini game.</p>	<p><i>devices. Learners with speech difficulties could use residual speech as they are lip-read by peers/use total communication /multipurpose communication boards /sign/write /type/mime/use assistive technology to discuss and give feedback in distinguishing different types of landing.</i></p> <ul style="list-style-type: none"> ● demonstrate the single, double landing and pivoting and share feedback <p><i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body or use appropriate assistive technology /be assisted by peers, learner support assistant/teacher to demonstrate single, double landing and pivoting in Netball or be given corresponding alternative activity.</i></p> <p><i>The learner with postural conditions such as those with scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning when demonstrating single, double landing and pivoting</i></p> <p><i>Safety precautions should be observed for all Learners. Those with health conditions like asthma, epilepsy, sickle cell , hemophilia and heart conditions could be involved in less vigorous physical activities and conditions that would trigger respective attacks</i></p> <ul style="list-style-type: none"> ● use drills to practise single, double landing and pivoting (Apply adaptation on 1.3(a)that involve demonstration, practice and playing mini-Netball games) ● observe the demonstration of the options of landing and pivoting with turning and share feedback <p><i>The learner with short stature could require preferential seating for better or enhanced view while observing the demonstration. Those with postural conditions such as scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning.</i></p>	<p>2. How does a player combine landing and pivoting skills in Netball?</p>
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			<p><i>Learners with speech difficulties could use residual speech as they are lip-read by peers/use total communication /multipurpose communication boards /sign/write /type/mime/use assistive technology in giving feedback on landing, pivoting and turning.</i></p> <ul style="list-style-type: none"> ● practise the options of landing and pivoting through drills (<i>Apply adaptation on 1.3(b)that involve demonstration, practice and playing mini Netball games</i>) ● play a mini netball game and apply the options of landing and pivoting. (<i>Apply adaptation on 1.3(b)that involve demonstration, practice and playing mini Netball games</i>) <p><i>The mini game could be adapted to accommodate every learner by modifying the rules, facilities and equipment.</i></p>	
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
1.0 Games	1.4 Passes and reception in Handball (3 lessons)	By the end of the sub strand, the learner should be able to: a) differentiate the passing skills in Handball b) utilise the jump, side and flick passes in Handball c) apply different passes in Handball for fun and enjoyment d) appreciate team effort while executing passes in Handball and observe safety.	<p>The learner is guided individually, in purposive pairs or groups to:</p> <ul style="list-style-type: none"> ● demonstrate the jump, side and flick passes in Handball during play <p><i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body or use appropriate assistive technology /be assisted by peers, learner support assistant/teacher to demonstrate single, double landing and pivoting in Netball or be given corresponding alternative activity.</i></p> <p><i>The learner with postural conditions such as those with scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning when demonstrating single, double landing and pivoting</i></p>	How does a player utilise the different passing skills in a Handball game?

			<p><i>Safety precautions should be observed for all Learners. Those with health conditions like asthma, hemophilia, epilepsy, sickle cell heart problems could be involved in less vigorous physical activities and conditions that would trigger respective attacks.</i></p> <p><i>(Apply this adaptation in the subsequent experiences in this sub-Strand that involve demonstration, practice and playing mini Handball games)</i></p> <ul style="list-style-type: none"> ● use drills to practise passing the ball using jump, side and flick passes in Handball <p><i>(Apply adaptation on 1.4(b)that involve demonstration, practice and playing mini Handball games)</i></p> <ul style="list-style-type: none"> ● use the jump, side and flick passes in a mini Handball game while observing fair play <p><i>(Apply adaptation on 1.4(b)that involve demonstration, practice and playing mini Handball games)</i></p>	
	<p>1.5 Footwork in Handball</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> describe the progression of landing and making steps in handball perform landing and stepping for skill development combine the landing and stepping in Handball appreciate landing and stepping skills for safety and enjoyment. 	<p>The learner is guided individually, in purposive pairs or groups to:</p> <ul style="list-style-type: none"> ● observe recorded video clips on Handball game to appreciate the execution of landing and stepping as Handball skills <p><i>The learner with short stature could require preferential seating for better or enhanced view while watching the pre recorded video clips. Those with postural conditions such as scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning. Learners with epilepsy could require adjustment in intensity of light to control glare on the digital devices when watching the video clip on Handball game.</i></p> <p><i>Learners with speech difficulties could use residual speech as they are lip-read by peers/use total communication /multipurpose communication boards</i></p>	<ol style="list-style-type: none"> 1. What footwork options does a player have after landing with a ball in a Handball game? 2. What is the importance of landing and making steps in Handball?

			<p><i>/sign/write /type/mime/use assistive technology to describe progression of landing and making steps in handball</i></p> <ul style="list-style-type: none"> ● demonstrate the options of landing and stepping and share feedback <p><i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body or use appropriate assistive technology /be assisted by peers, learner support assistant/teacher to demonstrate landing and stepping in Handball or be given corresponding alternative activity.</i></p> <p><i>The learner with postural conditions such as those with scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning when demonstrating landing and stepping.</i></p> <p><i>Safety precautions should be observed for all Learners. Those with health conditions like asthma, epilepsy, sickle cell, heart problems could be involved in less vigorous physical activities and conditions that would trigger respective attacks.</i></p> <p><i>(Apply this adaptation in the subsequent experiences in this sub-Strand that involve demonstration, practice and playing mini Handball games)</i></p> <p><i>(Apply adaptation on 1.5(a)that involve use of speech in giving feedback)</i></p> <ul style="list-style-type: none"> ● use drills to practise the options of landing and stepping in Handball <p><i>(Apply adaptation on 1.5(a)on demonstration practice and playing mini Handball games)</i></p> <ul style="list-style-type: none"> ● apply the options of landing and making steps in a mini Handball 	
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			<p><i>(Apply adaptation on 1.5(b) on demonstration practice and playing mini Handball games)</i></p> <p><i>The mini game could be adapted to accommodate every learner by modifying the rules, facilities and equipment.</i></p>	
	<p>1.6 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>	<p>The learner is guided individually, in purposive pairs or groups to:</p> <ul style="list-style-type: none"> ● demonstrate basic stance and body movements for dodging and marking and share feedback ● <i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body or use appropriate assistive technology /be assisted by peers, learner support assistant/teacher to demonstrate basic stance and body movements for dodging and marking or be given corresponding alternative activity. The learner with postural conditions such as those with scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning when demonstrating basic stance and body movements for dodging and marking</i> <p><i>Safety precautions should be observed for all Learners. Those with health conditions like asthma, epilepsy, sickle cell heart problems could be involved in less vigorous physical activities and conditions that would trigger respective attacks.</i></p> <p><i>(Apply this adaptation in the subsequent experiences in this sub-Strand that involve demonstration, practice and playing mini Handball games)</i></p> <p><i>Learners with speech difficulties could use residual speech as they are lip-read by peers/use total communication /multipurpose communication</i></p>	<ol style="list-style-type: none"> 1. Which basic stance and body movements are used for dodging and marking in a Handball game? 2. What is the role of dodging and marking in a Handball game?

			<p><i>boards /sign/write /type/mime/use assistive technology in giving feedback on basic stance and body movement for dodging and marking.</i></p> <ul style="list-style-type: none"> ● use drills to practise the basic stance and movements for dodging and marking in Handball <i>(Apply adaptation on 1.6(a) on demonstration practice and playing mini Handball games)</i> ● practise the basic stance and movements for feigning with object <i>(Apply adaptation on 1.6(a,b) on demonstration practice and playing mini Handball games)</i> ● play a mini Handball game and apply the basic body movements in dodging and marking <i>(Apply adaptation on 1.6(a,b) on demonstration practice and playing mini Handball games)</i> <i>The mini game could be adapted to accommodate every learner by modifying the rules, facilities and equipment.</i> 	
	<p>1.7 Dribbling in Handball (2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> distinguish between low and high dribbling techniques in Handball create movement patterns using the low and high dribble techniques in Handball combine the high and low dribbling techniques in a minor Handball game 	<p>The learner is guided individually, in purposive pairs or groups to:</p> <ul style="list-style-type: none"> ● watch a video clip on low and high dribble in Handball <p><i>The learner with short stature could require preferential seating for better or enhanced view while watching the video clip on low and high dribbling techniques in Handball. Those with postural conditions such as scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning. Learners with epilepsy could require adjustment in intensity of light to control glare on the digital devices when watching the video clip.</i></p>	<p>When is it appropriate to apply the low or high dribbling skills in a game of Handball?</p>

		<p>d) appreciate own and others' efforts during play of Handball for self-efficacy.</p>	<ul style="list-style-type: none"> ● demonstrate the low and high dribble techniques in Handball <i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body or use appropriate assistive technology /be assisted by peers, learner support assistant/teacher to low and high dribble in Handball or be given corresponding alternative activity.</i> <i>The learner with postural conditions such as those with scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning when demonstrating low and high dribble.</i> <i>Safety precautions to be observed for learners with health conditions like asthma, epilepsy, sickle cell heart problems could be involved in less vigorous physical activities and conditions that trigger respective attacks.</i> <i>(Apply this adaptation in the subsequent experiences in this sub-Strand that involve demonstration, practice and playing mini Handball games)</i> ● use drills to practise low and high dribble in Handball <i>(Apply adaptation on 1.6(a) on demonstration practice and playing mini Handball games)</i> ● play a mini Handball game and apply the dribbling techniques in Handball <i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body or use appropriate assistive technology /be assisted by peers, learner support assistant/teacher to apply low and high dribble in playing mini Handball game or be given corresponding alternative activity.</i> 	
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			<p><i>The learner with postural conditions such as those with scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning when dribbling during the Mini Handball game</i></p> <p><i>Safety precautions should be observed for all Learners. Those with health conditions like asthma, epilepsy, sickle cell heart problems could be involved in less vigorous physical activities and conditions that would trigger respective attacks.</i></p> <p><i>The mini game could be adapted to accommodate every learner by modifying the rules, facilities and equipment.</i></p>	
	<p>1.8 Shooting in Handball</p> <p>(3 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> distinguish the shots used in Handball execute the running, jump, dive, lob and falling shots in Handball for skill development apply relevant shots interchangeably in a minor game while observing sportsmanship behaviour embrace safe execution of different shots in handball for self-efficacy. 	<p>The learner is guided individually, in purposive pairs or groups to:</p> <ul style="list-style-type: none"> watch and analyse a video clip that highlights the features of a running shot, jump shot, dive shot, falling shot and lob shot and share feedback <p><i>The learner with short stature could require preferential seating for better or enhanced view while watching the video. Those with postural conditions such as scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning. Learners with epilepsy could require adjustment in intensity of light to control glare on the digital devices when watching the video highlighting the features of a running shot, jump shot, dive shot, falling shot and lob shot in Handball</i></p> <p><i>Learners with speech difficulties could use residual speech/sign/write /type/use speech-to-text software to give feedback on the features of a running shot, jump shot, dive shot, falling shot and lob shot in handball.</i></p> <ul style="list-style-type: none"> practise different shots interchangeably in single file and over obstacles 	<p>Which situation is best suited for the application of the different shots in Handball?</p>

			<p><i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body or use appropriate assistive technology /be assisted by peers, learner support assistant/teacher to apply practice different shots interchangeably in single file and over obstacles or be given corresponding alternative activity. The learner with postural conditions such as those with scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning when practising different shots interchangeably in single file and over obstacles</i></p> <p><i>Safety precautions should be observed for all Learners. Those with health conditions like asthma, hemophilia epilepsy, sickle cell heart problems could be involved in less vigorous physical activities and conditions that would trigger respective attacks.</i></p> <ul style="list-style-type: none"> ● adopt a shot and play a mini Handball game while observing safety <p><i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body or use appropriate assistive technology /be assisted by peers, learner support assistant/teacher to play mini Handball game and adopt shooting techniques or be given corresponding alternative activity. The learner with postural conditions such as those with scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning during the Mini Handball game.</i></p> <p><i>Safety precautions should be observed for all Learners. Those with health conditions like asthma, epilepsy, hemophilia, sickle cell heart problems could be</i></p>	
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			<i>involved in less vigorous physical activities and conditions that would trigger respective attacks. The mini game could be adapted to accommodate every learner by modifying the rules, facilities and equipment.</i>	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication & collaboration: as learners interact during team play /games. ● Creativity &Imagination: as learners execute and apply skills during sports and play. ● Self-efficacy: as learners gain confidence in taking new challenges and performing a skill or task ● Critical thinking and problem solving: as learners make decisions during play, apply strategies and tactics, reason rationally on what to do and when to execute a skill in team play / game. ● Digital literacy: as learners manipulate and interact with digital devices. 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> ● Healthy lifestyle: appreciate sports and physical activity for wellness and fitness. ● Self-awareness: self-esteem and interpersonal relationships will be promoted during play. ● Safety and security: learners will become more conscious of how to enhance safety when playing Netball games and develop a sense of belonging to a team. 			Values: <ul style="list-style-type: none"> ● Respect and social justice: developed as learners observe rules and demonstrate fair play. ● Responsibility: will be developed as learners take care of equipment and maintain a clean playing environment. ● Unity: will be promoted as learners work together. 	
Link to other subjects <ul style="list-style-type: none"> ● Health Education: learners engage in physical activity; maintain personal hygiene. ● Languages: learners acquire vocabulary used in Netball game. ● Mathematics: learners learn pivoting , compass movement and counting steps when landing and shooting. ● Computer Science: learner manipulates and interacts with digital devices 				
Non formal Activities to support Learning: <ul style="list-style-type: none"> ● Read on Netball from the internet and other sources ● Participate in Netball games in and out of school 			Suggested Modes of Assessment <ul style="list-style-type: none"> ● Oral questions ● Written tests ● Observation ● Peer assessment ● Self assessment 	

<p>Suggested Learning Resources: Marked courts, Adapted ICT devices /speech recognition software, anti glare screens, projectors, Netball balls/adapted balls , field markers, Whistle, Assistive technology PE attire, playing bibs, First aid kit, first aider, learner support assistant, Stretcher.</p>	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication & collaboration: as learners interact during team play /games. ● Creativity & Imagination: as learners execute and apply skills during sports and play. ● Self-efficacy: as learners gain confidence in taking new challenges and performing skills or tasks ● Critical thinking and problem solving: as learners make decisions during play, apply strategies and tactics, reason rationally on what to do and when to execute a skill in team play / 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 lifestyle: appreciate sports and physical activity for wellness and fitness ● Self-awareness: self-esteem and interpersonal relationships will be promoted during play ● Safety and security: learners will become more conscious of how to enhance safety when playing handball games and develop a sense of belonging to a team. 	<p>Values:</p> <ul style="list-style-type: none"> ● Respect and social justice: developed as learners observe rules and demonstrate fair play. ● Responsibility: will be developed as learners take care of equipment and maintain a clean playing environment ● Unity: will be promoted as learners work together
<p>Link to other subjects</p> <ul style="list-style-type: none"> ● Health Education: learners engage in physical activity; maintain personal hygiene ● Languages: learners acquire vocabulary used in handball game. ● Mathematics: learners count steps during landing and shooting. ● Computer Science: learners manipulate and interacts with digital devices 	
<p>Non formal Activities to support Learning:</p> <ul style="list-style-type: none"> ● Read on Handball from the internet and other sources ● Participate in Handball games in and out of school 	<p>Suggested Modes of Assessment</p> <ul style="list-style-type: none"> ● Oral questions ● Written tests ● Observation
<p>Suggested Learning Resources: Appropriately adapted marked courts,ICT devices /speech recognition software, anti glare screens, projectors Handball balls/adapted Handball balls / padded goalposts, nets, field markers, cones, sanction cards Whistle, Assistive technology PE attire, playing bibs, First aid kit, Stretcher, Learner support assistant</p>	

Assessment Rubric For Netball				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Explaining the execution of chest pass in Netball	Demonstrates execution of chest pass skill in Netball	Explains the execution of chest pass in Netball	Outlines the learning points on execution of chest pass skill in Netball	States the learning points in execution of chest pass skill
Gripping ball, releasing and following through during chest pass in Netball	Grips ball, feigns ,releases and follows through during chest pass in Netball	Grips ball, releases and follows through during chest pass in Netball	Grips and , releases the ball with no follow through during chest pass in Netball	Fumbles the grip, the release and the follow through during chest pass in Netball
Executing chest pass skill in Netball	Executes the chest pass skill while in motion in Netball	Executes chest pass skill in Netball	Executes the chest pass skill short of target in Netball	Fumbles to execute chest pass skill in Netball
Demonstrating knowledge of dodging and marking in Netball	Applies dodging and marking in Netball	Demonstrates knowledge of dodging and marking in Netball	Demonstrates dodging and fumbles in marking in Netball	Fumbles in both dodging and marking in Netball
Performing stance for dodging and marking in Netball	Applies stance for dodging and marking in Netball	Performs stance for dodging and marking in Netball	Performs stance for dodging and fumbles with marking in Netball	Fumbles in performing both stance for dodging and marking in Netball
Apply dodging and marking in Netball	Applies the skill of dodging , marking and chest pass in Netball mini games	Applies the skill of dodging and marking in Netball mini game	Applies the skill of dodging and fumbles marking in Netball mini game	Fumbles in both the skill of dodging and marking in Netball mini game
Rating performance of peers during execution of dodging and marking in Netball	Develops rating tool and rates performance all peers during execution of dodging and marking in Netball	Rates performance of all peers during execution of dodging and marking in Netball	Rates performance of five peers during execution of dodging and marking in Netball	Rates performance of two peers during execution of dodging and marking in Netball
Distinguish different types of landing in Netball	Critiques the different types of landing in Netball	Distinguishes different types of landing in Netball	Outlines types of landing in Netball	Mentions types of landing in Netball

Performing landing and pivoting techniques in Netball	Performs landing and pivoting technique and maintains grip of the ball in Netball	Performs landing and pivoting technique in Netball	Performs landing but has challenges in pivoting technique in Netball	Performs landing on flat foot and has challenges in pivoting technique in Netball
Applying landing and pivoting skills in a mini game	Applies landing, pivoting and chest pass skills in a Netball mini game	Applies landing and pivoting skills in a Netball mini game	Applies landing and fumbles with pivoting skills in a Netball mini game	Fumbles in landing and pivoting skills in a Netball mini game
Observing safety in playing Netball mini- games	Applies safety measures in playing mini- games	Observes safety in playing mini- games.	Recognizes safety in playing mini -games	State Safety rules in playing mini -games performance.

Assessment Rubric for Handball				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Differentiating the passing skills in Handball	Categorises the passing skills in Handball	Differentiates the passing skills in Handball	Distinguish the passing skills in Handball	Outlines the passing skills in Handball
Utilising the jump, side and flick passes in Handball	Utilise jump, side and flick passes with both hands alternately in Handball	Utilises the jump, side and flick passes in Handball	Utilises the jump, side and fumbles with flick passes in Handball	Utilises the jump, but fumbles with side and flick passes in Handball
Applying various passes in Handball	Applies three types of passes and stepping in Handball game	Applies three types of passes in a Handball game	Applies two types of passes in a Handball game	Applies one type of pass in a Handball game
Describing the progression of landing and making steps in Handball	Judges 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	Mention the progression of landing and making steps in Handball
Performing landing and stepping techniques in Handball	Performs landing ,stepping and jump pass techniques in Handball	Performs landing and stepping techniques in Handball	Performs landing and makes two steps with the ball in Handball	Perform landing and takes one step with the ball in Handball
Establishing the basic stance and body movements for dodging and marking in Handball	Establishes the basic stance and body movements for dodging and screening and shielding in Handball	Establishes the basic stance and body movements for dodging and marking in Handball	Establishes the basic stance and body movements for dodging but with challenges on marking in Handball	Establishes the basic stance without body movements for dodging and marking in Handball
Performing a combination of the basic stance using single and double feigns in Handball	Performs basic stance using single and double feigns while in possession of the ball in Handball	Performs basic stance using single and double feigns in Handball	Performs basic stance using single but with challenge on double feigns in Handball	Performs basic stance but has challenges with single and double feigns in Handball

Rating each other's performance during execution of dodging and marking in Handball	Designs a rating tool and rates performance of all peers during execution of dodging and marking in Handball	Rates performance of all peers during execution of dodging and marking in Handball	Rates performance of five during execution of dodging in handball	Rate performance of a two peers during execution of dodging
Distinguishing low and high dribbling techniques in Handball	Categorises dribbling techniques in Handball	Distinguishes low and high dribbling techniques in Handball	Outlines low and high dribbling techniques in Handball	Lists low and high dribbling techniques in Handball
Creating movement patterns using the low and high dribble techniques in Handball	Applies movement patterns using the low and high dribble techniques in Handball	Creates movement patterns using the low and high dribble techniques in Handball	Creates movement patterns using the low dribble but fumbles with high dribble in Handball	Creates fumbling movement patterns using the low dribble technique in Handball
Combining the high and low dribbling techniques in a minor Handball game	Combines the high and low dribbling techniques in a Handball game	Combines the high and low dribbling techniques in a minor Handball game	Performs the high and low dribbling techniques in a Handball drills settings	Demonstrates the high and low dribbling techniques in out of games settings.
Distinguishing the different shots used in Handball	Categorises different shots used in Handball	distinguishes different shots used in Handball	Outlines shots used in Handball	Mentions different shots used in Handball
Executing the running, jump, dive, lob and falling shots in Handball	Executes the running, jump, dive, lob and falling shots with goal conversion in Handball	Executes the running, jump, dive, lob and falling shots in Handball	Executes running, jump, lob and falling shots in Handball	Execute the falling shots in Handball
applying five shots interchangeably in a minor Handball game	Applies five shots interchangeably and makes goal conversion in a minor Handball game	Applies five shots interchangeably in a minor Handball game	Applies three shots interchangeably in a minor Handball game	Applies two shots interchangeably in a minor Handball game
Observing safety in playing mini Handball games	Applies safety measures in playing mini-games in Handball	Observes safety in playing mini-games in Handball.	Recognises safety in playing mini-games in Handball	State Safety rules in playing mini-games in Handball.

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: <ol style="list-style-type: none"> compare the sequence of the sail, hang and hitch kick techniques in long jump perform the approach, takeoff, flight and landing sequence of long jump techniques for skill acquisition adhere to the rules of long jump for sportsmanship and fair play observe own and others' safety when performing the long jump Participate in the raking of the sand pit to develop responsibility. 	<p>The learner is guided individually, in purposive pairs or groups to:</p> <ul style="list-style-type: none"> watch recorded video clips to familiarise with the sail, hang and hitch kick techniques in long jump and discuss the similarities and the differences <p><i>The learner with short stature could require preferential seating for better or enhanced view while watching the video clip sail; hang and hitch kick techniques in long jump. Those with postural conditions such as scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning. Learners with epilepsy could require adjustment in intensity of light to control glare on the digital devices when watching the video on the sail, hang and hitch kick techniques in long jump. Learners with speech difficulties could use residual speech as they are lip-read by peers/use total communication /multipurpose communication boards /sign/write /type/mime/use assistive technology in identifying the similarities and differences in the sail, hang and hitch kick techniques in long jump</i></p> <ul style="list-style-type: none"> demonstrate and practice the sequence of each skill from approach, take-off, flight and landing <p><i>Learners with mobility difficulties could use alternative functional parts of the body or use</i></p>	<ol style="list-style-type: none"> What are the differences between the sail, hang and hitch kick techniques in long jump? What materials do you use to clear the landing area in long jump?

			<p><i>appropriate assistive technology /be assisted by peers, learner support assistant/teacher to demonstrate and practice the sequence of long jump from approach, take-off, flight and landing or be given corresponding alternative activity.</i></p> <p><i>The learner with postural conditions such as those with scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning when demonstrating and practising the sequence of long jump from approach, take-off, flight and landing</i></p> <p><i>Safety precautions should be observed for all Learners. Those with health conditions like asthma, epilepsy, sickle cell heart problems could be involved in less vigorous physical activities</i></p> <p><i>Apply this adaptation in the subsequent experiences in this sub-Strand that involve demonstration, practice in long jump</i></p> <ul style="list-style-type: none"> • clear the area of play before and after performing long jump. <p><i>(Apply adaptation on 2.1(b) on mobility and manipulative adaptations)</i></p>	
	<p>2.2 Javelin</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) review the importance of safety requirements in Javelin</p> <p>b) utilise the grip, carriage, approach run, crossover,</p>	<p>The learner is guided individually, in purposive pairs or groups to:</p> <ul style="list-style-type: none"> • research and share with others the importance of safety in Javelin <p><i>Learners with speech difficulties could use residual speech as they are lip-read by peers/use total communication /multipurpose</i></p>	<p>1. Which safety measures does one need to observe during Javelin throw?</p> <p>2. How are distances measured in Javelin?</p>

		<p>release and follow through in the Javelin throw</p> <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>	<p><i>communication boards /sign/write /type/mime/use assistive technology to discuss the importance of safety requirements in javelin.</i></p> <ul style="list-style-type: none"> ● practise the phases in Javelin throw using the correct technique <p><i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body or use appropriate assistive technology /be assisted by peers, learner support assistant/teacher to practise the phases in javelin throw using correct technique, or be given corresponding alternative activity. Safety precautions should be observed for all Learners. Those with health conditions like asthma, epilepsy, sickle cell heart problems could be involved in less vigorous physical activities and condition that trigger respective attacks.</i></p> <p><i>(Apply this adaptation in the subsequent experiences in this sub-Strand that involve demonstration, practice in long jump)</i></p> <ul style="list-style-type: none"> ● throw Javelin and safely withdraw it <p><i>(Apply adaptation on 2.2(b) on mobility and manipulative adaptations)</i></p> <ul style="list-style-type: none"> ● measure each other's distances during Javelin throws <p><i>(Apply adaptation on 2.2(b) on mobility and manipulative adaptations)</i></p>	
	<p>2.3 Sprint start in athletics</p>	<p>By the end of the sub strand, the learner should be able to:</p>	<p>The learner is guided individually, in purposive pairs or groups to:</p>	<p>Why do we have different start techniques in sprints?</p>

	(2 lessons)	<p>a) analyse 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"> • watch video clips on sprint starts using the starting blocks <i>The learner with short stature could require preferential seating for better or enhanced view while watching the video clips on sprint starts using the starting blocks. Those with postural conditions such as scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning. Learners with epilepsy could require adjustment in intensity of light to control glare on the digital devices when watching the video clips on sprint starts using the starting blocks.</i> • demonstrate different positions for sprint starts on starting blocks <i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body or use appropriate assistive technology /be assisted by peers, learner support assistant/teacher to practice the phases to demonstrate different positions for sprint starts on starting blocks, or be given corresponding alternative activity.</i> • use drills to practise the bunch, medium and elongated starts in sprints <i>(Apply adaptation on 2.3(b) on mobility and manipulative adaptations)</i> <i>Safety precautions should be observed for all Learners. Those with health conditions like asthma, epilepsy, sickle cell heart problems could be involved in less vigorous physical</i> 	
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			<p><i>activities and condition that trigger respective attacks.</i></p> <ul style="list-style-type: none"> engage in sprint mini games using the bunch, medium and elongated start <i>(Apply adaptation on 2.3(b) on mobility and manipulative adaptations and health conditions)</i> 	
	<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> <ol style="list-style-type: none"> analyse the running phases of start, acceleration and maintaining peak speed in sprint races perform the running phases of start , acceleration and maintaining peak speed in sprint races combine the start and running techniques for skill acquisition apply the phases of running techniques in sequence in a race for fun and enjoyment value each other’s effort during mini races for self-efficacy. 	<p>The learner is guided individually, in purposive pairs or groups to:</p> <ul style="list-style-type: none"> Watch a video clip and observe the phases in a sprint races <i>The learner with short stature could require preferential seating for better or enhanced view while watching the video clip on phases in a sprint races</i> <i>. Those with postural conditions such as scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning.</i> <i>Learners with epilepsy could require adjustment in intensity of light to control glare on the digital devices when watching the video on the phases in a sprint races</i> use drills to practise body alignment for quick reaction time during start, acceleration and maintaining speed in sprint races <i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body or use appropriate assistive technology /be assisted by peers, learner support assistant/teacher to practice the phases</i> 	<p>When are the different phases of running applied in sprint races?</p>

			<p><i>to practice body alignment for quick reaction time during start, acceleration and maintaining speed in sprint races, or be given corresponding alternative activity.</i></p> <p><i>(Apply this adaptation in the subsequent experiences in this sub-Strand that involve demonstration, practice and mini races in sprint)</i></p> <p><i>Those with health conditions like asthma, epilepsy, sickle cell heart problems could be involved in less vigorous physical activities and conditions that trigger respective attacks. participate in mini races that combine start, acceleration and maintaining peak speed phases in a sprint race</i></p> <p><i>(Apply adaptation on 2.4(b) on mobility and manipulative adaptations)</i></p>	
	<p>2.5 Finishing techniques in Sprint Races (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> compare the different types of finishing techniques in sprint race perform the run-through, drop-finish and shoulder-shrug techniques for skills development apply starting, running and finishing techniques in a mini race for fun and enjoyment 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> watch a video clip on sprint race and observe the finishing techniques <p><i>The learner with short stature could require preferential seating for better or enhanced view while watching the video clip on sprint race finishing techniques. Those with postural conditions such as scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning. Learners with epilepsy could require adjustment in intensity of light to control glare on the digital devices when watching the video clip.</i></p>	<p>Why do we have different finishing techniques in sprint races?</p>

		<p>d) observe rules for own and others' safety during a sprint race.</p>	<ul style="list-style-type: none"> ● discuss the finishing technique as observed from the video clip <i>Learners with speech difficulties could use residual speech as they are lip-read by peers/use total communication /multipurpose communication boards /sign/write /type/mime/use assistive technology to discuss the finishing technique as observed from the video clip</i> ● practice run through, drop-finish and shoulder-shrug techniques <i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body or use appropriate assistive technology /be assisted by peers, learner support assistant/teacher to practice run through, drop-finish and shoulder-shrug techniques, or be given corresponding alternative activity. Those with health conditions like asthma, epilepsy, sickle cell heart problems could be involved in less vigorous physical activities and conditions that may trigger respective attacks. (Apply this adaptation in the subsequent experiences in this sub-Strand that involve demonstration, practice and mini races in sprint)</i> ● run mini races while emphasising on the finishing techniques in sprints while observing safety <i>(Apply adaptation on 2.5(c) on mobility and manipulative adaptations)</i> 	
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	<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"> identify the different relay races in Athletics for knowledge acquisition, perform the upsweep and down sweep baton exchange techniques in the designated zones for skill acquisition observe own and others safety during relay races for wellness value each other's efforts in the execution of upsweep and down sweep baton exchange techniques for unity. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> to watch a video clip on baton changing techniques <i>The learner with short stature could require preferential seating for better or enhanced view while watching the video clip on baton changing techniques. Those with postural conditions such as scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning. Learners with epilepsy could require adjustment in intensity of light to control glare on the digital devices when watching the video on baton changing techniques</i> use drills to practise the upsweep and down sweep baton exchange techniques on the run in relays <i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body or use appropriate assistive technology /be assisted by peers, learner support assistant/teacher to practise the upsweep and down sweep baton change techniques on the run in relay, or be given corresponding alternative activity. Those with health conditions like asthma, epilepsy, sickle cell heart problems could be involved in less vigorous physical activities and conditions that trigger respective attacks.</i> record video clips when practising baton change techniques for feedback and analysis 	<p>How are different baton exchange techniques before in different relay races?</p>
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			<i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body / use appropriate assistive technology /be assisted by peers, learner support assistant or teacher to record video clips when practising baton change techniques for feedback and analysis</i>	
Core Competencies to be developed <ul style="list-style-type: none"> ● Communication & Collaboration: as learners use non-verbal communication when changing batons. ● Learning to Learn: as learners research and participate in long jump athletics. ● Self-efficacy: as learners confidently take new challenges and belief in performing a skill or task. ● Critical thinking and problem solving: as learners make decisions during racing games. 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> ● Healthy lifestyle: appreciate athletics activities for physical fitness. ● Develop self-awareness: learners learn their strengths and weaknesses to build their self-esteem and interpersonal relationships when playing games. ● Social economic issues: safety and security as learners play together safely. ● Gender play without discrimination and appreciate each other's sexuality without bias to intersex persons. 			Values: <ul style="list-style-type: none"> ● Responsibility: as learners take care of playing areas and playing equipment. ● Social justice: as learners observing rules and regulations during sports. ● Unity: as learners join together as a team during play. ● Love: as learners appreciate each other, share the available equipment and observe safety. ● Integrity: as learners obey rules and regulations. 	
Link to other subjects <ul style="list-style-type: none"> ● Mathematics: measuring and marking javelin throwing sectors, timing the duration taken in a relay race ,measuring the distance where the javelin lands. ● Computer Science: manipulate and interact with digital devices when recording videos on sprints. ● Integrated Science: identify body parts used in different activities. 				
Non formal Activities to support Learning: <ul style="list-style-type: none"> ● Read on Athletics ● Watch Athletics championships on television ● Participate in Athletics competitions in and out of school 			Suggested Modes of Assessment Oral questions Observation Written tests	

<ul style="list-style-type: none"> • 	
<p>Suggested Learning Resources: Open places or marked lanes, ICT devices /speech recognition software, anti glare screens, projectors, whistle, Long jump sectors, tape measures, javelin sectors ,Javelins, Relay batons, Assistive technology, PE attire, First aid kit ,Stretcher, Rakes, Starting blocks ,Stop watches, Score sheets ,Communication flags/boards/scoreboards with appropriate adaptations.</p>	

Assessment Rubric for Athletics- Long Jump				
Criteria	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	Analyses the sequence of the sail, hang and hitch kick techniques in long jump	Demonstrates the sequence of the sail, hang and hitch kick techniques in long jump	Outlines the sequence of the sail, hang and hitch kick techniques in long jump	Liststhe sequence of the sail, hang and hitch kick techniques in long jump
Performing the approach, takeoff, flight and landing sequence of long jump techniques	Performs the approach, takeoff, flight and landing sequence of long jump and exits the landing area.	Performs the approach, takeoff, flight and landing sequence in long jump technique	Performs the approach, takeoff, but has challenge with flight and landing	Performs the approach, but has challenges in take off, flight and landing

Assessment Rubric for Athletics-Javelin				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Utilising the grip, carriage, approach run, crossover, release and follow through in Javelin throw	Utilises the grip, carriage, approach run, crossover, release and follow through with javelin landing within the landing sector during the throw	Utilises the grip, carriage, approach run, crossover, release and follow through in Javelin throw	Utilises the grip, carriage, approach run, but with challenges in crossover, release and follow through in the Javelin throw	Utilises the grip, carriage, but with challenges in approach run, crossover, release and follow through in the Javelin throw
Adhering to rules while participating in Javelin throw games	Enforces rules while participating in Javelin throw	Adheres to rules while participating in Javelin throw	Adheres to rules on approach and carriage while participating in Javelin throw	Adheres to rules on approach while participating in Javelin throw
Collaborating with others in Javelin throw while observing safety	Collaborates with others exhibits sportsmanship and responsible behaviour while observing safety during Javelin throw	Collaborates with others and exhibits sportsmanship while observing safety during Javelin throw	Collaborates with others and observes safety during Javelin throw	Collaborates with others during performance.

Assessment Rubric for Athletics-Sprints				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Analysing the different positions on starting blocks for sprint starts in athletics	Applies different positions on starting blocks for sprint starts in athletics	Analyses different positions on starting blocks for sprint starts in athletics	Outlines different positions on starting blocks for sprint starts in athletics	States different positions on starting blocks for sprint starts in athletics
Adhering to instructions and perform the bunch, medium and elongated sprint starts	Applies instructions while performing the bunch, medium and elongated sprint starts	Adheres to instructions while performing the bunch, medium and elongated sprint starts	Adheres to instructions while performing the bunch, medium starts	Adheres to instructions while starting the sprint using the bunch, starts
Applying suitable starting technique in sprint races	Applies bunch, medium and elongated starting technique without false start in sprint races	Applies bunch, medium and elongated starting technique in sprint races	Applies bunch and medium starting technique in sprint races	Applies the bunch starting technique in sprint races
Observing rules when performing the bunch, medium and elongated sprint start	Applies the rules while performing the bunch, medium and elongated sprint start while observing safety	Observes rules while performing the bunch, medium and elongated sprint start while observing safety	Observes rules while performing the bunch and medium sprint start while observing safety	Observing rules while performing the bunch start while observing safety.
Comparing the different types of finishing techniques in sprint race	Critiques 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	Mentions different types of finishing techniques in sprint race
Applying various finishing techniques in mini races	Applies the drop finish, the run through and shoulder shrug finishing techniques in mini races in a podium position.	Applies the drop finish ,the run through and shoulder shrug finishing techniques in mini races	Applies two finishing techniques in mini races	Applies one finishing techniques in mini races

Assessment Rubric for Athletics- Baton Change Relays				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Explaining the different relay races in athletics	Describes the different relay races in athletics	Explains the different relay races in athletics	Outlines the different relay races in athletics	Liststhe different relay races in athletics with difficulty
Performing the upsweep and down sweep baton exchange techniques in the designated zones	Performs the upsweep and down sweep baton change techniques in the designated zones	Performs the upsweep and down sweep baton exchange techniques in the designated zones	performs the upsweep and down sweep baton exchange techniques with challenges on change over zones	performs the upsweep baton change technique with challenges on change over zones
observe safety in relay racing	designs safety measures in relay racing	observes safety in relay racing	explains the safety measures in relay racing	mentions the safety measures in relay racing

STRAND 3.0: PHYSICAL FITNESS AND HEALTH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
3.0 Physical Fitness and Health	3.1 Pre- exercise assessment of flexibility, balance and coordination (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> familiarise with the basic tools that evaluate flexibility, balance and coordination for physical fitness conduct pre-exercise assessment on flexibility, balance and coordination for fitness develop pre exercise assessment tools for flexibility, balance and coordination for management of exercise routine display respect while conducting fitness assessment regardless of gender and ability. 	<p>The learner is guided individually, in purposive pairs or groups to:</p> <ul style="list-style-type: none"> research and identify the basic tools for use in evaluation of flexibility, balance and coordination <p><i>Learners with manipulation difficulties could use alternative functional parts of the body or use appropriate assistive technology /be assisted by peers, learner support assistant/teacher to research and identify the basic tools for use in evaluation of flexibility, balance and coordination(Apply this adaptation in the subsequent experiences in this sub-Strand that involve research, identification and creation of assessment tools)</i></p> <ul style="list-style-type: none"> perform exercises in preparation for the evaluation of flexibility, balance and coordination <p><i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body / use appropriate assistive technology /be assisted by peers, learner support assistant or teacher to</i></p>	<ol style="list-style-type: none"> Why are there different tools to measure fitness components? How is the fitness portfolio used to assess levels of fitness?

			<p><i>perform exercises in preparation for the evaluation of flexibility, balance and coordination or be given an alternative corresponding activity</i></p> <ul style="list-style-type: none"> ● create a portfolio of pre-test records of flexibility, balance and coordination for fitness journaling and assessment <p><i>(Apply adaptation in 3.1(a) on manipulative adaptations)</i></p> <ul style="list-style-type: none"> ● use the identified basic tools to measure flexibility, balance and coordination <p><i>Apply adaptation in 3.1(a) on manipulative adaptations)</i></p> <ul style="list-style-type: none"> ● use the fitness norms sheet to deduce levels of flexibility, balance and coordination 	
	<p>3.2 Fitness activities for flexibility balance and coordination (4 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify and discuss exercises that promote flexibility, balance and coordination, safely execute exercises that promote flexibility, balance and coordination while ensuring adequate hydration, appreciate the role of flexibility, balance and coordination exercises in prevention of lifestyle diseases 	<p>The learner is guided individually, in purposive pairs or groups to: Use digital devices to search and watch videos on exercises that promote flexibility, balance and coordination</p> <p><i>The learner with short stature could require preferential seating for better or enhanced view while watching the video clips on exercises that promote flexibility, balance and coordination . Those with postural conditions such as scoliosis, kyphosis, lordosis and spinal injuries could require</i></p>	<ol style="list-style-type: none"> 1. What exercises are recommended for improving flexibility, balance and coordination? 2. Why is hydration necessary when performing exercises? 3. How do exercises prevent lifestyle diseases?

		<p>d) show respect to others while participating in fitness activities for wellness.</p>	<p><i>appropriate positioning. Learners with epilepsy could require adjustment in intensity of light to control glare on the digital devices when watching the video on exercises that promote flexibility, balance and coordination</i></p> <p><i>Learners with speech difficulties could use residual speech as they are lip-read by peers/use total communication /multipurpose communication boards /sign/write /type/mime/use assistive technology to discuss exercises that promote flexibility balance and coordination</i></p> <ul style="list-style-type: none"> ● use accompanying music to perform fitness exercises <p><i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body / use appropriate assistive technology /be assisted by peers, learner support assistant or teacher to perform fitness exercises with music accompaniment. Those with health conditions like asthma, epilepsy, sickle cell heart problems could be involved in less vigorous physical activities and conditions that trigger respective attacks.</i></p> <p><i>(Apply this adaptation in the subsequent experiences in this sub-</i></p>	
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			<p><i>Strand that involve demonstration and practice of fitness exercises)</i></p> <ul style="list-style-type: none"> ● practise exercises that promote flexibility balance and coordination while taking water breaks <p><i>Apply adaptation in 3.2(b) on mobility and manipulative adaptations)</i></p> <p>perform flexibility balance and coordination exercises with peers of different abilities, gender, skills and culture</p> <p><i>Apply adaptation in 3.2(b) on mobility and manipulative adaptations)</i></p> <p>use digital devices to record own performance for self-evaluation <i>Apply adaptation in 3.2(b) on manipulative adaptations)</i></p>	
	<p>3.3 Post exercise assessment of flexibility, balance and coordination</p> <p>(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 post test evaluation for flexibility, balance and coordination</p> <p>b) conduct post exercise assessment on flexibility, balance and coordination using the basic fitness evaluation tools</p> <p>e) develop post exercise assessment tools for flexibility, balance and coordination for management of exercise routine</p>	<p>The learner is guided individually, in purposive pairs or groups to:</p> <ul style="list-style-type: none"> ● assemble the pretest evaluation tools of flexibility, balance and coordination <p><i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body / use appropriate assistive technology /be assisted by peers, learner support assistant or teacher to assemble the pretest evaluation tools of flexibility, balance and coordination. (Apply this adaptation in the subsequent experiences in this sub-</i></p>	<ol style="list-style-type: none"> 1. What is the importance of studying pretest tools used for fitness tests? 2. How are assessment fitness tools used to determine levels of fitness after exercises?

		<p>c) show respect for others' gender and ability when interpreting the fitness assessment results.</p>	<p><i>Strand that involve creating tools demonstration and practice of post test fitness exercises on flexibility, balance and coordination)</i></p> <ul style="list-style-type: none"> ● observe scores initially recorded ● perform exercises in preparation for the post evaluation of flexibility, balance and coordination <p><i>Apply adaptation in 3.3(a) on mobility and manipulative adaptations) learners with health conditions like asthma, epilepsy, sickle cell heart problems could be involved in less vigorous physical activities</i></p> <ul style="list-style-type: none"> ● create a portfolio of post-test records in flexibility, balance and coordination for fitness assessment <p><i>Apply adaptation in 3.3(a) on mobility and manipulative adaptations)</i></p> <ul style="list-style-type: none"> ● use the identified tools to assess and compare flexibility, balance and coordination scores with the first records ● use the fitness norms sheet to deduce levels of flexibility, balance and coordination after exercises 	
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Core competencies to be developed:

- **Communication & Collaboration:** as learners participate in active listening and non-verbal communication during exercises.
- **Creativity & Imagination:** as learners execute and apply of relevant exercises for fitness.
- **Learning to learn:** as learners appreciate information and opinions of peers and reflect on their own performance for improvement.

<ul style="list-style-type: none"> ● Self-efficacy: as learners exude 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 lifestyle: engage in physical exercises for fitness and health ● Self-awareness, self-esteem and interpersonal relationships: participate in physical fitness exercises ● Gender issues: plan physical fitness programmes without discrimination or bias to intersex persons 	<p>Values:</p> <ul style="list-style-type: none"> ● Respect: appreciating rules, self and others during exercises ● Responsibility: responsible use of equipment, cleanliness in the play environment ● Integrity: honesty as they fill in their scores ● Love: supporting each other keep up their fitness levels
<p>Link to other subjects</p> <ul style="list-style-type: none"> ● Health education: learn about health nutrition and exercises ● Languages: communicate to make evaluation reports or records ● Computer Science: watch video clips to identify exercises for fitness ● Music: dance to the rhythm during aerobics ● Integrated Science: identify body parts to be targeted when assessing fitness 	
<p>Non formal Activities to support Learning:</p> <ul style="list-style-type: none"> ● Participation in school games and sports teams 	<p>Suggested Modes of Assessment</p> <ul style="list-style-type: none"> ● Oral questions ● Observation ● Portfolio ● Written tests ● Peer assessment ● Self assessment
<p>Suggested Learning Resources: Adapted -Open places, Fitness test form, Music system, Whistle, Fitness evaluation tools, jump ropes, tread mill, stationary bikes, dumb bells, rollers, mats, medicine balls, back elevators, biceps pulleys, back stretches and hammers</p>	

Assessment Rubric for Physical Fitness and Health (Health Related Fitness)				
Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
identifying basic tools to assess flexibility, balance and coordination	Describes basic tools for assessing flexibility, balance and coordination	Identifies basic tools for assessing flexibility, balance and coordination	Outlines basic tools for assessing flexibility, balance and coordination	Names basic tools for assessing flexibility, balance and coordination
Performing exercises to enhance flexibility, balance and coordination and ensures hydration	performs fitness to enhance flexibility, balance, coordination and strength and ensures hydration	Performs exercises to enhance flexibility, balance and coordination and ensures hydration	performs the fitness exercises to enhance flexibility, balance and ensures hydration	perform the fitness exercises to enhance flexibility and balance
Ability to describe exercises that promote flexibility, balance and coordination	Analyses exercises that promote flexibility, balance and coordination	describes exercises that promote flexibility, balance and coordination	Outlines exercises that promote flexibility, balance and coordination	Mentions exercises that promote flexibility, balance and coordination
Utilising basic fitness tools before and after exercises to assess flexibility, balance and coordination pre and post exercises	utilises the portfolio and journal and checklists as tools for check fitness levels before and after a period of fitness exercises	utilises the portfolio and journal as tools for check fitness levels before and after a period of fitness exercises	utilises the portfolio as a tools for checking fitness levels before and after a period of fitness exercises	utilises the portfolio as a tools for checking fitness levels before a period of fitness exercises
Ability to display sportsmanship and observe safety when performing exercises and assessing fitness	designs safety measures when performing exercises and assessing fitness	observes safety measures when performing exercises and assessing fitness	explains the safety measures when performing exercises and assessing fitness	mentions the safety measures when performing exercises and assessing fitness

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 familiarisation c) appreciate career opportunities in games and sports for income generation and healthy lifestyles.	<p>The learner is guided individually, in purposive pairs or groups to:</p> <ul style="list-style-type: none"> brainstorm careers in games and sports <p><i>Learners with speech difficulties could use residual speech as they are lip-read by peers/use total communication /multipurpose communication boards /sign/write /type/mime/use assistive technology to brainstorm careers in games and sports (Apply this adaptation in the subsequent experiences in this sub-Strand that involve brainstorming and discussion on careers in games and sports)</i></p> <ul style="list-style-type: none"> identifying different institutions offering games and sports <p><i>Apply adaptation in 4.1(a) on speech aspects</i></p> <ul style="list-style-type: none"> collaboratively interact with institutions offering specialised games and sports 	<ol style="list-style-type: none"> Which kind of career opportunities is found in games and sports? Which sports institutions are found 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	<p>The learner is guided individually, in purposive pairs or groups to:</p> <ul style="list-style-type: none"> create a list on sources of income from sports talent <p><i>Learners with manipulation difficulties could use alternative functional parts of the body / use appropriate assistive</i></p>	<ol style="list-style-type: none"> How can sports talent be used to generate income? How can success in sports be contained honourably?

		<p>c) determine appropriate choice of financial services for management of monetary awards</p> <p>d) recognise personal abilities as a source of income generation and success management.</p>	<p><i>technology /be assisted by peers, learner support assistant or teacher to create a list on sources of income from sports talent(Apply this adaptation in the subsequent experiences in this sub-Strand that involve manipulation)</i></p> <ul style="list-style-type: none"> ● discuss the different ways of generating income through talent <p><i>Learners with speech difficulties could use residual speech as they are lip-read by peers/use total communication /multipurpose communication boards /sign/write /type/mime/use assistive technology to brainstorm on careers in games and sports (Apply this adaptation in the subsequent experiences in this sub-Strand that involve brainstorming and discussion on careers in games and sports)</i></p> <ul style="list-style-type: none"> ● brainstorm on ways of developing personal and financial discipline <p><i>Apply adaptation in 4.2(a) on speech aspects</i></p> <ul style="list-style-type: none"> ● research on how to access financial services, preparing a personal budget, saving and spending <p><i>Apply adaptation in 4.2(a) on manipulative aspects</i></p> <ul style="list-style-type: none"> ● research ways of protecting own creativity and share feedback <p><i>Apply adaptation in 4.2(a) on manipulative and speech aspects</i></p>	<p>3. How does one develop personal and financial discipline from sports income?</p> <p>4. Which financial services can be used for management of monetary awards?</p>
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<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: as learners share ideas on different careers available in games and sports ● Learning to learn: as learners research on how to access financial services 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: use talent to generate income and manage income generated from sports ● Gender issues: work together without discrimination 	<p>Values</p> <ul style="list-style-type: none"> ● Responsibility: maintaining humility after success. ● Integrity: honesty as they plan how to use talent to make an honest income. ● Love: support each other and share ideas on how to make profitable ventures. ● Unity: working together in teams.
<p>Link to other subjects</p> <ul style="list-style-type: none"> ● Language: communicate and discuss different careers in sports. ● Computer Science: research on different careers in games and sports. ● Business Studies: plan on budgets, generating income, spending and saving in financial institutions. 	
<p>Non formal Activities to support Learning:</p> <ul style="list-style-type: none"> ● Attending training sessions of various school teams to talk to various officials in the teams 	<p>Suggested Modes of Assessment</p> <ul style="list-style-type: none"> ● Oral questions ● Portfolio ● Written tests ● Peer assessment ● Self assessment
<p>Suggested Learning Resources: Books, Newspapers, ICT devices, Sports Institutions</p>	

Assessment Rubric for Career Opportunities				
Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying opportunities in games and Sports related careers.	Describes the opportunities in games and Sports related career	Identifies opportunities in games and Sports related career	Lists opportunities in games and Sports related career	Cites opportunities in games and Sports related career
Seeking linkages and opportunities for visits to sports institutions	Demonstrates knowledge on sports institutions establishes working linkages	Demonstrates appropriate knowledge, on sports institutions and reaches out for linkages	Outlines sports institutions that offer opportunities for linkages	Mentions institutions that offer opportunities for linkages
Discussing ways of earning income through talents or participation in games and sports	Interrogates ways of earning income through talents or participation in games and sports in games and sports	Discusses ways of earning income through talents or participation in games and sports in games and sports	Outlines ways of earning income through talents or participation in games and sports	mentions ways of earning income through talents or participation in games and sports
analyse how to patent own creativity	Applies own patent creativity	analyses how to patenting own creativity	Explains how to patent own creativity	Mentions ways of patenting own creativity

OPTIONS

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

5.0 Hockey

6.0 Kabaddi

7.0 Swimming

STRAND 6.0: HOCKEY

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
OPTION 5.0 Hockey	5.1 Hockey: Equipment, grip and stance (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the equipment used in the Hockey game knowledge acquisition b) describe the sections of a Hockey pitch for familiarisation c) perform the body stance and the grip of the hockey stick for skill acquisition d) appreciate the Hockey game for fun and enjoyment.	<p>The learner is guided individually, in purposive pairs or groups to:</p> <ul style="list-style-type: none"> ● watch a video clip on court layout and present an own illustration of the layout for discussion <p><i>The learner with short stature could require preferential seating for better or enhanced view while watching the video clip on court layout. Those with postural conditions such as scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning. Learners with epilepsy could require adjustment in intensity of light to control glare on the digital devices when watching the video clip on court layout</i></p> <p><i>Learners with speech difficulties could use residual speech as they are lip-read by peers/use total communication /multipurpose communication boards /sign/write /type/mime/use assistive technology to discuss the video clip on court layout (Apply this adaptation in the subsequent experiences in this sub-Strand that involve use of digital, manipulation and speech)</i></p> <ul style="list-style-type: none"> ● discuss equipment used in Hockey <p><i>Apply adaptation in 5.1 (a) on speech aspects</i></p> <ul style="list-style-type: none"> ● demonstrate the stance and grip of a hockey stick <p><i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body / use appropriate assistive technology /be</i></p>	<ol style="list-style-type: none"> 1. Which equipment is used in the game of Hockey? 2. Which are the sections of a Hockey pitch? 3. What is the role of body stance and grip of a hockey stick done?

			<p><i>assisted by peers, learner support assistant or teacher to demonstrate the stance and grip of a hockey stick (Apply this adaptation in the subsequent experiences in this sub-Strand that involve demonstrating the stance and grip of a hockey stick)</i></p> <ul style="list-style-type: none"> ● practise the stance and grip in Hockey <i>Apply adaptation in 5.1 (c) on practising the stance and grip in Hockey</i> <i>learners with health conditions like asthma, epilepsy, sickle cell heart problems could be involved in less vigorous physical activities and conditions that would trigger is respective attacks.</i> ● play a mini Hockey game for fun and enjoyment <i>Apply adaptation in 5.1 (c) on playing a mini Hockey game.</i> <i>learners with health conditions like asthma, epilepsy, sickle cell heart problems could be involved in less vigorous physical activities and conditions that would trigger is respective attacks.</i> 	
<p>5.2 Passing skills in Hockey (4 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the parts of the Hockey stick that make contact with the ball</p> <p>b) perform passing using the forward and reverse of the Hockey stick for skill acquisition</p>	<p>The learner is guided individually, in purposive pairs or groups to:</p> <ul style="list-style-type: none"> ● watch video clips and observe the part of a hockey stick used for passing <i>The learner with short stature could require preferential seating for better or enhanced view while watching the video parts of a hockey stick used for passing. Those with postural conditions such as scoliosis, kyphosis, lordosis and spinal</i> 	<ol style="list-style-type: none"> 1. When is the forward and reverse stick pass used in Hockey? 2. What is the role of the forward and reverse stick passing techniques 	

		<p>c) observe the rules when passing the ball for safety and fair play</p> <p>d) appreciate the use of protective equipment while playing Hockey for safety.</p>	<p><i>injuries could require appropriate positioning. While watching the video. Learners with epilepsy could require adjustment in intensity of light to control glare on the digital devices when watching the video on parts of a hockey stick used for passing</i></p> <ul style="list-style-type: none"> ● demonstrate the forward and reverse stick passes and share feedback <p><i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body / use appropriate assistive technology /be assisted by peers, learner support assistant or teacher to demonstrate the forward and reverse stick passes and share feedback. Those with health conditions like asthma, epilepsy, sickle cell heart problems could be involved in less vigorous physical activities and conditions that trigger respective attacks.</i></p> <p><i>(Apply this adaptation in the subsequent experiences in this sub-Strand that involve use of demonstration practice and playing a mini game)</i></p> <p><i>Learners with speech difficulties could use residual speech as they are lip-read by peers/use total communication /multipurpose communication boards /sign/write /type/mime/use assistive technology to share feedback on forward and reverse stick passes(Apply this adaptation in the subsequent experiences in this sub-Strand that involve use of speech)</i></p> <ul style="list-style-type: none"> ● use drills to practice forward and reverse stick passes 	<p>in playing Hockey?</p> <p>3. Why is it necessary to observe rules when passing a ball in a Hockey game?</p>
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			<p><i>Apply adaptation in 5.2 (b) on mobility and manipulation aspects</i></p> <ul style="list-style-type: none"> ● play a mini passing game in Hockey <p><i>Apply adaptation in 5.2 (b) on mobility and manipulation aspects</i></p> <ul style="list-style-type: none"> ● Use appropriate protective gear for safety during play 	
<p>5.3 Hitting skills in Hockey (2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> Describe the steps of hitting a Hockey ball execute hitting the ball in Hockey for skill acquisition observe the rules when hitting the ball for safety and fair play recognize the use of protective equipment when playing Hockey for safety. 	<p>The learner is guided individually, in purposive pairs or groups to:</p> <ul style="list-style-type: none"> ● discuss the hitting technique in Hockey <p><i>Learners with speech difficulties could use residual speech as they are lip-read by peers/use total communication /multipurpose communication boards /sign/write/type/mime/use assistive technology to discuss the hitting technique in hockey.(Apply this adaptation in the subsequent experiences in this sub-Strand that involve use of digital, manipulation and speech)</i></p> <ul style="list-style-type: none"> ● demonstrate hitting the ball and share feedback <p><i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body / use appropriate assistive technology /be assisted by peers, learner support assistant or teacher to demonstrate hitting and share feedback Those with health conditions like asthma, epilepsy, sickle cell heart problems could be involved in less vigorous physical activities and conditions that trigger respective attacks. (Apply this adaptation in the subsequent experiences in this sub-Strand that involve use of demonstration practice and playing a mini game)</i></p>	<ol style="list-style-type: none"> What is the role of different steps when a hockey ball is being hit? What are the safety precautions to consider when hitting a hockey ball? 	

			<p><i>Learners with speech difficulties could use residual speech as they are lip-read by peers/use total communication /multipurpose communication boards /sign/write /type/mime/use assistive technology to share feedback on hitting the ball (Apply this adaptation in the subsequent experiences in this sub-Strand that involve use of speech)</i></p> <ul style="list-style-type: none"> ● play a mini game in Hockey and use protective gear for safety <p><i>Apply adaptation in 5.3 (b) on mobility and manipulation aspects</i></p>	
	<p>5.4 Stopping skills in Hockey (2 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> Describe the steps in stopping a hockey ball for control stop the ball using the forward and reverse stick for skill development critically employ the forward and reverse stick in stopping the ball in Hockey value own and others efforts while playing the game for harmony and self-efficacy. 	<p>The learner is guided individually, in purposive pairs or groups to:</p> <ul style="list-style-type: none"> ● discuss the steps for stopping techniques in Hockey <p><i>Learners with speech difficulties could use residual speech as they are lip-read by peers/use total communication /multipurpose communication boards /sign/write /type/mime/use assistive technology to discuss the steps for stopping a Hockey ball for control.(Apply this adaptation in the subsequent experiences in this sub-Strand that involve use of digital, manipulation and speech)</i></p> <ul style="list-style-type: none"> ● demonstrate stopping the ball using forward and reverse stick techniques and give feedback <p><i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body / use appropriate assistive technology /be assisted by peers, learner support assistant or teacher to demonstrate forward and reverse stick</i></p>	<ol style="list-style-type: none"> 1. What is the importance of the steps used in stopping a hockey ball during play? 2. Why should the hockey stick remain down while attempting to stop the ball?

		<p><i>stopping techniques and give a feedback . Those with health conditions like asthma, epilepsy, sickle cell heart problems could be involved in less vigorous physical activities and conditions that trigger respective attacks.</i></p> <p><i>(Apply this adaptation in the subsequent experiences in this sub-Strand that involve use of demonstration practice and playing a mini game)</i></p> <p><i>Learners with speech difficulties could use residual speech as they are lip-read by peers/use total communication /multipurpose communication boards /sign/write /type/mime/use assistive technology to share feedback on stopping the ball using forward and reverse stick techniques.(Apply this adaptation in the subsequent experiences in this sub-Strand that involve use of speech)</i></p> <ul style="list-style-type: none"> ● <i>use drill to practise ball stopping in Hockey while observing rules for safety</i> <p><i>Apply adaptation in 5.4 (b) on mobility and manipulation aspects in stopping the ball</i></p> <ul style="list-style-type: none"> ● <i>play a conditioned Hockey game for fun and enjoyment</i> <p><i>Apply adaptation in 5.4 (b) on mobility and manipulation aspects in playing the mini Hockey game</i></p>	
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> ● Self-efficacy: as learners confidently perform stopping and hitting skills in hockey. ● Critical thinking and imagination: as learners apply the skills in a mini game. ● Digital literacy: as learners manipulate and interact with digital devices. 			

<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Healthy lifestyle: active engagement in physical activity that helps reduce ailments associated with sedentary lifestyle. ● Social economic issues: disaster risk reduction- proper use and care of play equipment. ● Safety and security wear appropriate protective gear while playing Hockey. ● Gender issues: apply non discrimination policy during play. 	<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility is developed as learners take care of equipment ● Respect for each other is developed by following the rules of the game and demonstrating sportsmanship. ● Love is developed as learners show concerned about their safety and that of others ● Social justice is developed as learners exercise fair play and observance of rules
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Computer Science for digital literacy ● Languages for communication both verbally and non-verbally <p>Health Education as they take care of their hygiene when sharing equipment and protective gear</p>	
<p>non formal activities</p> <ul style="list-style-type: none"> ● Reading on skills in Hockey ● Watching Hockey competitions on Television 	<p>suggested assessment modes</p> <ul style="list-style-type: none"> ● Self assessment ● Peer assessment ● Oral questions, ● Written tests ● Observation ● portfolio
<p>Suggested resources:</p> <p>Open places or hockey fields of adapted sizes, adapted goals, ICT devices/speech recognition soft ware, anti glare screens, projector, first aid kit, stretcher, learner support assistant, adapted hockey balls, protective gear ,PE attire, whistle</p>	

Assessment Rubric for Hockey- Equipment and Passing Skill				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Describing the Hockey pitch	Examines the Hockey pitch	Describes the Hockey pitch	Explains the markings of hockey pitch	mentions the markings in Hockey pitch
Demonstrating the body stance and stick grip in Hockey	Examines body stance and stick grip in Hockey	Demonstrates the body stance and stick grip in Hockey	Explains the body stance and stick grip in Hockey	Mentions the body stance and stick grip in Hockey
Identifying the parts of the Hockey stick that makes contact with the ball	Describes the parts of the Hockey stick that makes contact with the ball	identifies the parts of the Hockey stick that makes contact with the ball	Narrate the parts of the Hockey stick that makes contact with the ball	State the parts of the Hockey stick that make contact with the ball
performing passing of the Hockey ball using the forward and reverse of the stick	Performs passing of the Hockey ball using the forward and reverse of stick while in motion	Performs passing of the Hockey ball using the forward and reverse of the stick	Performs passing of Hockey ball using the forward but has challenges with reverse of the stick	perform passing of Hockey ball using the forward and reverse of the stick with challenges
Observing safety when passing the Hockey ball using the forward and reverse of the stick	Designs safety measures for passing the Hockey ball using the forward and reverse of the stick	Observes safety when passing the Hockey ball using the forward and reverse of the stick	Explains safety for passing the Hockey ball using the forward and reverse of the stick	Mentions safety measures for passing the Hockey ball using the forward and reverse of the stick

Assessment Rubric For Hockey- Hitting and Stopping Skill				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Explaining the steps of hitting a hockey ball	Describes the steps of hitting a hockey ball	Explains the steps of hitting a hockey ball	Outlines the steps of hitting a Hockey ball	Mentions the steps of hitting a hockey ball
Executing hitting a ball in Hockey	Executes hitting a hockey ball while in motion	Executes hitting a hockey ball	Executes hitting a hockey ball while stationary	Execute hitting a hockey ball short of target
Explaining the steps in stopping a hockey ball	Describes the steps of stopping a hockey ball	Explains the steps of stopping a hockey ball	Outlines the steps of stopping a hockey ball	Cites the steps of stopping a hockey ball
Stopping the ball using the forward and reverse stick	Stops the ball using the forward and reverse stick while in motion	Stops the ball using the forward and reverse stick	stops the ball using the forward stick but has challenges with the reverse stick	stops the ball using the forward and reverse stick with challenges

STRAND 6.0: KABADDI

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question
<p>6.0 OPTION Kabaddi</p>	<p>6.1Defensive positioning and entry skill (2 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> describe team positioning for defensive play in Kabaddi evaluate the entry technique used to start the Kabaddi game perform the defensive positioning and raiders entry during Kabaddi game apply the rules governing entry and positioning in Kabaddi appreciate one's and other's effort when playing Kabaddi for enjoyment and self-efficacy. 	<p>The learner is guided individually, in purposive pairs or groups to:</p> <ul style="list-style-type: none"> discuss team positioning formation <p><i>Learners with speech difficulties could use residual speech as they are lip-read by peers/use total communication /multipurpose communication boards /sign/write /type/mime/use assistive technology to discuss team positioning formation(Apply this adaptation in the subsequent experiences in this sub-Strand that involve use of speech)</i></p> <ul style="list-style-type: none"> discuss the entry technique in Kabaddi demonstrate entry and defensive positions in Kabaddi <p><i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body / use appropriate assistive technology /be assisted by peers, learner support assistant or teacher to demonstrate entry and defensive position in kabaddi Those with health conditions like asthma, epilepsy, sickle cell heart problems could be involved in less vigorous physical activities and conditions that trigger respective attacks. (Apply this adaptation in the subsequent experiences in this sub-Strand that involve use of demonstration practice and playing a mini game of kabaddi)</i></p>	<ol style="list-style-type: none"> How is the defense position important during the start of Kabaddi game? What is the importance of the rules that govern entry and positioning in Kabaddi?

			<ul style="list-style-type: none"> ● use drills to practise the different entry and defensive positions <p><i>Apply adaptation in 6.1(c) on mobility and manipulation aspects</i></p> <ul style="list-style-type: none"> ● play Kabaddi while observing the positioning strategies <p><i>Apply adaptation in 6.1(c) on mobility and manipulation aspects in playing kabaddi</i></p>	
	<p>6. 2Defensive skills</p> <p>(4 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) distinguish between the block and chain tackle in kabaddi b) perform the block and chain tackles techniques in Kabaddi while observing safety c) Employ the block and chain tackle in Kabaddi d) appreciate the use of block and chain tackles in Kabaddi. 	<p>The learner is guided individually, in purposive pairs or groups to:</p> <ul style="list-style-type: none"> ● watch a video clip and observe the execution of block and chain tackle <p><i>The learner with short stature could require preferential seating for better or enhanced view while watching the video clip on execution of block and chain tackle</i></p> <p><i>. Those with postural conditions such as scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning while watching the video. Learners with epilepsy could require adjustment in intensity of light to control glare on the digital devices when watching a video clip to observe the execution of block and chain tackle</i></p> <ul style="list-style-type: none"> ● demonstrate the block and chain tackles <p>Learners with mobility and manipulation difficulties could use alternative functional parts of the body / use appropriate assistive technology /be assisted by peers, learner support assistant or teacher to demonstrate the block and chain tackles. Those with health conditions like asthma, epilepsy, sickle cell heart problems</p>	<ol style="list-style-type: none"> 1. How block and chain is tackles performed Kabaddi game? 2. How are safety measures observed in the game of?

			<p>could be involved in less vigorous physical activities and conditions those respective attacks. (Apply this adaptation in the subsequent experiences in this sub-Strand that involve use of demonstration practice and playing a mini game of kabaddi)</p> <ul style="list-style-type: none"> ● use drills to practise the block and chain tackles <p><i>Apply adaptation in 6.2(b) on mobility and manipulation aspects</i></p> <ul style="list-style-type: none"> ● play mini Kabaddi game while observing rules for safety <p><i>Apply adaptation in 6.2(b) on mobility and manipulation aspects when playing mini game</i></p>	
<p>6.3Attacking 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 Employs the different attacking skills in Kabaddi while observing rules and regulations Value your own and others' efforts while playing Kabaddi for self confidence. 	<p>The learner is guided individually, in purposive pairs or groups to:</p> <ul style="list-style-type: none"> ● brainstorm on hand touches and squat thrust in kabaddi <p><i>Learners with speech difficulties could use residual speech as they are lip-read by peers/use total communication /multipurpose communication boards /sign/write /type/mime/use assistive technology to brainstorm on hand touches and squat thrust in kabaddi (Apply this adaptation in the subsequent experiences in this sub-Strand that involve use of speech)</i></p> <ul style="list-style-type: none"> ● demonstrate hand touches and squat thrust in kabaddi <p><i>Learners with mobility and manipulation difficulties could use alternative functional parts</i></p>	<ol style="list-style-type: none"> 1. What is the role of the attacking skills of hand touch and squat thrust in Kabaddi? 2. How are the different attacking skills of hand touch and squat thrust used in Kabaddi? 3. How are rules and regulations applied when playing Kabaddi? 	

			<p><i>of the body / use appropriate assistive technology /be assisted by peers, learner support assistant or teacher to demonstrate hand touches and squat thrust in kabaddi. Those with health conditions like asthma, epilepsy, sickle cell heart problems could be involved in less vigorous physical activities and conditions that trigger respective attacks.</i></p> <p><i>(Apply this adaptation in the subsequent experiences in this sub-Strand that involve use of demonstration practice and playing a mini game of kabaddi)</i></p> <ul style="list-style-type: none"> ● use drills to practise the hand touches and squat thrust ● <i>Apply adaptation in 6.2(b) on mobility and manipulation aspects when practicing the hand touches and squat thrust</i> ● play mini Kabaddi game while observing safety <p><i>Apply adaptation in 6.2(b) on mobility and manipulation aspects when playing mini kabaddi game</i></p>	
<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 in kabaddi. ● Critical thinking and problem solving: as learners decide on the skill to apply in a mini-game. ● Digital literacy: as learners manipulate and interact with digital devices. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Health Related Issues: as they participate in kabaddi as a recreational and leisure game 			<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility is developed as players maintain their roles in a team ● Love is developed when players are concerned about their safety and that of others 	

<ul style="list-style-type: none"> ● Negotiation skills: as they strategise on best attack and defensive skills to use during play ● Safety and security: as they play games and observes rules. ● Gender issues: as they opt to play separately as boys and girls due to the contact nature of the game. 	<ul style="list-style-type: none"> ● Social justice is developed as learners exercise on fair play and observing rules ● Integrity playing and speaking honestly during play
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Integrated Science: as they identify body parts used in skills' execution ● Computer Science: as they watch video clips ● Languages: as they communicate verbally and non-verbally during play ● Religious studies: as they choose fair play that encourages application of values 	
<p>Suggested Non-Formal Activities to Support Learning</p> <ul style="list-style-type: none"> ● Reading on skills in Kabaddi ● Watching Kabaddi competitions on Television 	<p>Suggested assessment</p> <ul style="list-style-type: none"> ● Oral questions ● written tests ● observation ● peer assessment
<p>Suggested resources: Open places or marked field of adapted sizes, whistle, mats, ICT devices /speech recognition software, anti glare screens, projectors</p>	

Assessment Rubric for Kabaddi-Defensive Positioning And Skills				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Describing team positions for defensive play in Kabaddi	Examines team positions for defensive play in Kabaddi	Describes team positions for defensive play in Kabaddi	Outlines team positions for defensive and in Kabaddi	Points team positions for defensive play in Kabaddi
Evaluate techniques used to start Kabaddi	Critiques techniques used to start Kabaddi	Evaluates techniques used to start Kabaddi	Outlines techniques used to start Kabaddi	Names the techniques used to start Kabaddi
Performing the defensive positioning and raiders entry in Kabaddi game	Analyses the defensive positioning and raiders entry in Kabaddi game	Performs the defensive positioning and raiders entry in Kabaddi game	Outlines the defensive positioning and raiders entry in Kabaddi game	Identifies the defensive positioning and raiders entry in Kabaddi game
Applying the rules governing entry and positioning in Kabaddi	Critiques the rules governing entry and positioning in Kabaddi	Applies the rules governing entry and positioning in Kabaddi	Outlines the rules governing entry and positioning in Kabaddi	States the rules governing entry and positioning in Kabaddi
Distinguishing between block and chain tackles in Kabaddi	Compares between block and chain tackle in Kabaddi with excellence	Distinguishes between block and chain tackle in Kabaddi	Explains the block and chain tackle in Kabaddi	Shows the block and chain tackle in Kabaddi
performing the block and chain tackles techniques in Kabaddi	Takes the lead in Performing the block and chain tackles techniques in Kabaddi	Performs the block and chain tackles techniques in Kabaddi while observing safety	Performs the block tackle but has challenges with the chain technique in Kabaddi	performs the block and chain tackles techniques with challenges in Kabaddi
Employing the block and chain tackle in Kabaddi	Takes the lead in Employing the block and chain tackle in Kabaddi	Employs the block and chain tackle in Kabaddi	Employs the block tackle but with challenges in chain tackle in Kabaddi	Employs the block and chain tackle in Kabaddi with challenges in both.

Assessment Rubric for Kabaddi-Attacking Skills				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Differentiating the attacking skills of hand touch and squat thrust in Kabaddi	Examines attacking skills of hand touch and squat thrust in Kabaddi	Differentiates attacking skills of hand touch and squat thrust in Kabaddi	Outlines attacking skills of hand touch and squat thrust in Kabaddi	States attacking skills of hand touch and squat thrust in Kabaddi
Performing different types of hand touches and squat thrusts in Kabaddi game	performs different types of hand touches and squat thrusts interchangeably in kabaddi game	performs different types of hand touches and squat thrusts in Kabaddi game	performs different types of hand touches but has challenges with squat thrusts in Kabaddi game	performs different types of hand touches and squat thrusts but has challenges in both

STRAND 7.0: SWIMMING

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question
OPTION 7.0 SWIMMING	7.1 Water Orientation (3 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> establish the levels of water confidence for learning progression float and balance in water for orientation observe rules and regulations of swimming for safety appreciate water games for fun and enjoyment while ensuring safety. 	<p>The learner is guided individually, in purposive pairs or groups to::</p> <ul style="list-style-type: none"> safely make entry and exit into the swimming pool with ease <p><i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body / use appropriate assistive technology /be assisted by peers, learner support assistant or teacher to safely make entry and exit into the swimming pool with ease. Those with health conditions like asthma, epilepsy, sickle cell heart problems could require medical advice before getting involved in swimming and related water activities. Water temperature could be adapted depending on the health condition of the learner for hydrotherapy.</i></p> <p><i>(Apply this adaptation in the subsequent experiences in this sub-Strand that involve demonstration practice and playing mini-games in swimming)</i></p> <ul style="list-style-type: none"> demonstrate buoyancy and floating in water while building confidence <p><i>Apply adaptation in 7.1(a) on mobility and manipulation aspects in swimming</i></p> <ul style="list-style-type: none"> practise buoyancy and floating in water <p><i>Apply adaptation in 7.1(a) on mobility and manipulation aspects in swimming</i></p>	<ol style="list-style-type: none"> How does one gain water confidence in swimming? How are rules and regulations observed in water and within the pool area?

			<ul style="list-style-type: none"> play water games while applying basic rules in and out of the swimming pool <p><i>Apply adaptation in 7.1(a) on mobility and manipulation aspects in swimming</i></p>	
	<p>7.2 Front Crawl (4 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> describe the flutter kicks, arm action and breathing in Front crawl perform the flutter kick, arm action and breathing techniques for skill acquisition combine the leg kick, arm pulls action and breathing in Front crawl appreciate own and others efforts during swimming while observing safety. 	<p>The learner is guided individually, in purposive pairs or groups to:</p> <ul style="list-style-type: none"> Watch a video clip on Front crawl technique <p><i>The learner with short stature could require preferential seating for better or enhanced view while watching the video clip on Front crawl technique</i></p> <p><i>. Those with postural conditions such as scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning. While watching the video clip. Learners with epilepsy could require adjustment in intensity of light to control glare on the digital devices when watching the video clips on Front crawl technique</i></p> <ul style="list-style-type: none"> discuss the techniques of flutter kicks, arm action and breathing in Front crawl <p><i>Learners with speech difficulties could use residual speech as they are lip-read by peers/use total communication /multipurpose communication boards /sign/write /type/mime/use assistive technology to discuss the techniques of flutter kicks, arm action and breathing in Front crawl(Apply this adaptation in the subsequent experiences in this sub-Strand that involve use of speech)</i></p>	<ol style="list-style-type: none"> What is the role of the different components of Front crawl? What is the importance of combining the Front crawl techniques in swimming?

			<ul style="list-style-type: none"> ● demonstrate flutter kicks, arm action and breathing in Front crawl <p><i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body / use appropriate assistive technology /be assisted by peers, learner support assistant or teacher to demonstrate flutter kicks, arm action and breathing in Front crawl. Those with health conditions like asthma, epilepsy, sickle cell heart problems could require medical advice before getting involved in swimming and related water activities water temperature could be adapted depending on the health condition of the learner for hydrotherapy.(Apply this adaptation in the subsequent experiences in this sub-Strand that involve demonstration practice and playing mini -games in swimming)</i></p> <ul style="list-style-type: none"> ● collaboratively practise drills in Front crawl <p><i>Apply adaptation in 7.2(b) on mobility and manipulation aspects in swimming</i></p>	
	<p>7.3Back stroke in swimming</p> <p>(3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> describe the body position for performing Backstroke describe flutter kicks, arm action and breathing in Backstroke perform the flutter kick, arm action and breathing techniques for skill acquisition 	<p>The learner is guided individually, in purposive pairs or groups to:</p> <ul style="list-style-type: none"> ● watch a video clip on Backstroke technique and observe the execution of the skill <p><i>The learner with short stature could require preferential seating for better or enhanced view while watching the video clip on Backstroke technique</i></p> <p><i>. Those with postural conditions such as scoliosis, kyphosis, lordosis and spinal injuries could require appropriate positioning while</i></p>	<p>What is the role of body position in swimming using Backstroke technique?</p>

		<p>d) combine the flutter kick, arm action and breathing for self-efficacy</p> <p>e) appreciate own and others efforts during backstroke while observing safety.</p>	<p><i>watching the video clip. Learners with epilepsy could require adjustment in intensity of light to control glare on the digital devices when watching the video clips on Backstroke technique</i></p> <ul style="list-style-type: none"> ● discuss supine body position and the techniques of flutter kicks, arm action and breathing during Backstroke <p><i>Learners with speech difficulties could use residual speech as they are lip-read by peers/use total communication /multipurpose communication boards /sign/write /type/mime/use assistive technology to discuss the supine body position and the techniques of flutter kicks, arm action and breathing during Backstroke(Apply this adaptation in the subsequent experiences in this sub-Strand that involve use of speech)</i></p> <ul style="list-style-type: none"> ● demonstrate flutter kicks, arm action and breathing while in supine position and share feedback <p><i>Learners with mobility and manipulation difficulties could use alternative functional parts of the body / use appropriate assistive technology /be assisted by peers, learner support assistant or teacher to flutter kicks, arm action and breathing while in supine position .Those with health conditions like asthma, epilepsy, sickle cell heart problems could require medical advice before getting involved in swimming and related water activities water temperature could be adapted</i></p>	
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			<p><i>depending on the health condition of the learner for hydrotherapy.(Apply this adaptation in the subsequent experiences in this sub-Strand that involve demonstration practice and playing mini- games in swimming)</i></p> <p><i>Apply adaptation in 7.3(b) on speech in giving feedback on flutter kicks, arm action and breathing while in supine position</i></p> <ul style="list-style-type: none"> ● practise drills for breathing, flutter kicks and arm action in backstroke <p><i>Apply adaptation in 7.3(c) on mobility and manipulation aspects in swimming</i></p> <ul style="list-style-type: none"> ● engage in water games for fun and enjoyment <p><i>Apply adaptation in 7.3(c) on mobility and manipulation aspects in swimming</i></p>	
<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. ● Digital literacy: as learners 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 they 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: lifestyle diseases that are kept at bay by fitness during swimming. ● Water survival skills, developing ability to float and swim. ● Human sexuality and gender: appreciating anatomical differences among themselves while in swimming attire. ● Social economic issues: (disaster risk reduction by caring for each other around the pool. ● Safety and security: observe pool rules in and around the pool. 			<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: as they practise caution and safety around the pool. ● Respect for self and others as they practise and learn the skills. ● Love and caring for each other as they appreciate each other's space, challenges and abilities. ● Unity as they work collaboratively and obey rules. 	

<ul style="list-style-type: none"> ● Sustainable development: proper use of the pool and its water environs. 	
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Health Education by observing hygiene and cleanliness in the pool. ● Religious Education –loving each other and observing values. ● Computer Science – as they use digital literacy to manipulate and interact with digital devices. ● Languages as they communicate and collaborate while swimming. ● Integrated Science as they observe water buoyancy and Archimedes’ principle of floatation. 	
<p>Suggested Resources, swimming - Swimming pool, floaters, ICT devices with anti-glare, whistle, mats, heated pools, tag ropes first aid kit, life saver, pool buoys, arm rings, life jackets, changing rooms, ladders, rails, broom sticks, tubes, adapted personal floatation devices, whistles, buzzers, learners support assistant, projectors and cameras.</p>	

Assessment Rubric for Swimming: Water Orientation and Front Crawl				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Demonstrating the level of water confidence	Demonstrates water confidence and buoyancy in the deep end of the pool	Demonstrates water confidence and buoyancy in the pool	Demonstrates water confidence in the shallow end of the pool	Demonstrates water confidence when using pool rails in the pool
Performing floating with balance in water	performs floating with balances in deep end of the pool	Performs floating with balance in water	Performs floating with balances in shallow end of the pool	Performs floating using a personal floatation devices in the pool
Describing flutter kick, arm action and breathing techniques in Front crawl	Examines flutter kick, arm action and breathing techniques in Front crawl	Describes flutter kick, arm action and breathing techniques in Front crawl	Outlines flutter kick, arm action and breathing techniques in Front crawl	Identifies flutter kick, arm action and breathing techniques in Front crawl
performing the flutter kick, arm action and breathing techniques in Front crawl	Performs the flutter kick, arm action and breathing techniques in Front crawl in a medley race	Performs the flutter kick, arm action and breathing techniques in Front crawl	Performs the flutter kick and arm action but has challenges with breathing techniques in Front crawl	Perform the flutter kick but has challenges with the arm action and breathing techniques in Front crawl

Assessment Rubric for Swimming: Backstroke				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Describing the body position in performance of Backstroke	Critiques body position in performance of Backstroke	Describes body position in performance of Backstroke	Outlines body position in performance of Backstroke	Shows body position in performance of Backstroke
Describe flutter kicks, arm action and breathing in Backstroke	Analyse flutter kicks, arm action and breathing in Backstroke	Describes flutter kicks, arm action and breathing in Backstroke	Outlines flutter kicks, arm action and breathing in Backstroke	Cites flutter kicks, arm action and breathing in Backstroke
Performing the flutter kick arm action and breathing techniques in Backstroke	Performs the flutter kick, arm action and breathing techniques in Backstroke Medley	Performs the flutter kick, arm action and breathing techniques in Backstroke	performs the flutter kick, arm action with challenges in breathing techniques in Backstroke	performs the flutter kick, but with challenges with arm action and breathing techniques in Back crawl

COMMUNITY SERVICE-LEARNING CLASS ACTIVITY

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

All learners with physical impairment in Grade 7 will be expected to participate in a CSL class activity. The activity will give learners an opportunity to practise the CSL Project skills covered under LSE. This activity will be undertaken in groups where learners with physical impairment will be purposively grouped to complement each other. Learners will be expected to apply the steps provided to carry out the CSL project.

The activity will take the form of a whole school approach, where the entire school community will be engaged in the learning process. Teachers will guide learners with physical impairment to execute a simple school based CSL class activity. This activity can be done in 4 to 6 weeks outside the classroom time. The duration may be adjusted accordingly to accommodate learners with physical impairment who may require more time to implement the CSL project.

CSL Skills to be covered

- i) **Research:** Learners will develop research skills as they investigate PCIs to address, ways and tools to use in collecting data, analysing information and presenting their findings.
- ii) **Communication:** Learners 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 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 will consider how to source and utilise resources effectively and efficiently.
- vi) **Entrepreneurship:** Learners will consider ways of generating income through innovation for the CSL class activity.

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences (Customise to the focus of the grade)	Key Inquiry Questions
<p>Learners will be guided to consider the various PCIs provided in the subject in Grade 7 and choose one suitable to their context and reality</p>	<p>By the end of the CSL class activity, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify a problem in the school community through research; b) develop a plan to solve the identified problem in the community c) design solutions to the identified problem d) implement solution to the identified problem e) share the findings to relevant actors f) reflect on own learning and relevance of the project g) appreciate the need to belong to a community. 	<p>The learners are guided in purposive pairs or groups to:</p> <ul style="list-style-type: none"> • brainstorm on pertinent and contemporary issues in the community that need attention and share in class. Learners with speech difficulties could be lip-read by peers, teacher, learner support assistant as they use residual speech or sign, point, write, use multipurpose communication board, speech generating device, eye tracking device or be allowed extra time to express their views. (<i>Apply this adaptation to subsequent learning experiences involving use of speech</i>). • 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. • discuss different methods and tools of collecting data and determine the ones suitable for the selected project. • develop appropriate tools (<i>Questionnaires, interview schedule, observation checklist</i>) for collecting data with the guidance of the teacher. Learners with manipulation difficulties could be provided with adapted writing materials such as pen/pencils with grip, weighted pens/pencils or writing claws. They could type on tablet or be assisted by a scribe or learner support assistant to develop their tools. • collect data and record findings. Learners with mobility difficulties could collect data remotely or be supported by peers and learner support assistant during data collection. Apply the adaptation on manipulation above here. 	<ol style="list-style-type: none"> 1. How does one determine community needs? 2. Why is it necessary to be part of a community?

		<ul style="list-style-type: none"> ● discuss their findings, develop various reporting documents and use them to report on their findings. <i>Apply adaptation on the use of speech and manipulation in this experience.</i> ● implement a project to get solutions to the identified problem based on the research report. <i>Apply adaptation on the use of speech, manipulation and mobility in this experience. Ensure the safety of the learners as they manipulate the tools, materials, equipment and as they explore the environment.</i> ● 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. <i>Apply adaptation on the use of speech and writing above.</i> Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual impairment. ● 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.	Plans to solve the identified issue.	Outlines a plan to solve the identified problem.	States activities to be included in a plan to solve the identified problem.
Designing and implementing solutions to the identified problem.	Designs, analyses and implements solutions to the identified problem.	Designs and implements solutions to the identified problem.	Designs solutions to the identified problem.	Suggests solutions to the identified problem.