REPUBLIC OF KENYA
MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

PHYSICAL EDUCATION AND SPORTS
GRADE 8

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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FOREWORD

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

The Grade 8 curriculum designs build on competencies attained by learners at the end of Grade 7. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior Secondary School.

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

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

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PREFACE

The Ministry of Education (MoE) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 8 is the second level of the Junior Secondary School (JSS) in the new education structure.

Grade 8 curriculum furthers implementation of the CBC from Grade 7. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on **Nurturing every Learner's potential.**

Therefore, the Grade 8 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. The curriculum designs also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 8 and prepare them for smooth transition to the next Grade. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

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

KICD receives its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 8 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 8 curriculum designs. In relation to this, we acknowledge the support of the –Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Prof. Elishiba Kimani and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 8 and preparation of learners for Grade 9.

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LESSON ALLOCATION

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

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) **Foster nationalism and patriotism and promote national unity.**

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

ESSENCE STATEMENT

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

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

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

SUBJECT GENERAL LEARNING OUTCOMES

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

STRAND 1.0: GAMES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Games	**1.1 Equipment and facilities in Basketball** (1 lesson)	By the end of the sub strand the learner should be able to: a) describe the playing zones in a Basketball court, b) identify the playing equipment in Basketball game, c) appreciate the safe use of a Basketball court and equipment during play.	The learner is guided to: • research on court orientation and equipment used in Basketball game • play a mini Basketball game while observing safe use of the court and equipment	How can a Basketball ball be improvised?
	1.2 Passes and reception in Basketball (4 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between the bounce and baseball passes in Basketball, b) execute the bounce and baseball passes in Basketball, c) appreciate the bounce and baseball passes for fun and enjoyment.	The learner is guided to: • practice the bounce and baseball passes as used in Basketball • demonstrate the bounce and baseball passes in Basketball • perform the bounce and baseball passes in conditioned games • record a mini basketball game and critique the application of the bounce and baseball	1. When does a player apply the bounce and baseball passes in a Basketball game? 2. What is the advantage of a bounce pass over a baseball pass in Basketball?

			passes and give constructive feedback	
	1.3 Dodging and marking in Basketball (2 lessons)	By the end of the sub strand, the learner should be able to: a) establish the basic stance and movement in dodging and marking, c) perform dodging and marking in Basketball, d) value the safe application of dodging and marking while playing Basketball for enjoyment.	The learner is guided to: ● discuss the basic stance and movement for dodging and marking ● demonstrate the basic stance and movement in dodging and marking ● practise the basic stance and movement for dodging and marking with and without objects. ● play a mini game and apply dodging and marking skills ● rate each other's performance during skill execution and give constructive feedback	1. What is the role of the basic stance and movement in dodging and marking in Basketball? 2. Why is the skill of dodging and marking important in Basketball?
	1.4 Dribbling in Basketball (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between the high and low dribble in Basketball, b) perform low and high dribble in Basketball, c) recognize the use of low and high dribble in Basketball.	The learner is guided to: ● watch a video clip and observe the execution of low and high dribble in Basketball. ● use drills to practise the low and high dribble in Basketball.	1. Why are the dribbling patterns in Basketball important? 2. When are the skills of high and low dribble

			● play a mini basketball game and apply the low and high dribble skills	applied in Basketball?
	1.5. Footwork in Basketball (2 lessons)	By the end of the sub strand, the learner should be able to: a) analyse the landing and pivoting options in Basketball, b) perform the landing and pivoting skills in Basketball, c) appreciate each other's effort while practising footwork skills in Basketball game.	The learner is guided to: ● discuss the landing and pivoting options in Basketball ● use drills to practise the landing and pivoting options. ● Play a mini Basketball game while practising landing and pivoting options. ● observe or record and analyze peer's performance while giving constructive feedback.	1. What is the role of landing and pivoting skills in Basketball? 2. How are landing and pivoting skills combined in Basketball?
	1.6 Shooting in Basketball (3 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish amongst the set, jump and lay-up shots in Basketball, b) execute the set, jump and lay-up shots in Basketball, c) appraise each other's performance during shooting in basketball for self-efficacy.	The learner is guided to: ● discuss the set, jump and lay-up shots in Basketball ● demonstrate the set, jump and lay-up shots in Basketball. ● use drills to practise the shooting skills in Basketball ● observe or record peer performance and analyse execution of the shooting skills for constructive feedback ● collaboratively play a mini game as they observe safety	1. In which situation would you apply each of the shots in Basketball? 2. Why is it necessary to adopt an effective shooting position?

	1.7 Volley and punt Kicks in Soccer (2 lessons)	By the end of the sub strand, the learner should be able to: a) differentiate between the volley and punt kicks in Soccer, b) perform the volley and punt kicks in Soccer, c) appreciate the execution of the volley and punt kicks while observing rules in a Soccer game.	The learner is guided to: ● watch a video clip and observe the execution of volley and punt kicks ● demonstrate the volley and punt kicks and share constructive feedback ● use drills to practise volley and punt kicks in a mini soccer game ● apply the volley and punt kicks in a mini Soccer game.	1. How is the volley kick different from punt kick in Soccer? 2. How can a player creatively apply the punt and volley kicks in Soccer?
	1.8 Dribbling in Soccer (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between the single and double dribble in Soccer, b) perform the single and double dribble techniques in Soccer, c) appreciate each other while practicing the single and double dribble techniques in Soccer.	The learner is guided to: ● demonstrate the single and double dribble skills in Soccer; ● use drills to practise single and double dribble ● practise combining the double and single dribble in a mini Soccer game;	1. When are the double and single dribble useful in Soccer? 2. Which movement patterns can be created when dribbling in soccer?
	1.9 Dodging and Marking in Soccer (2 lessons)	By the end of the sub strand, the learner should be able to: a) establish the basic stance and movement for dodging and marking in Soccer,	The learner is guided to: ● watch video clips and observe execution of the basic stance and movement for dodging and marking	1. What is the role of basic stance and movement for dodging and

		b) perform the basic stance and movement in dodging and marking in Soccer, c) appraise each other's efforts while practising the dodging and marking skills.	• demonstrate the basic stance and movement for dodging and marking • use drills to practise dodging and marking to enhance skills learnt • play a mini Soccer game while observing safety of self and others	marking in Soccer? 2. Why is dodging and marking important in a Soccer game?
	1.10 Tackling in soccer (2 Lessons)	By the end of the sub strand, the learner should be able to: a) compare the block and slide tackling techniques in Soccer, b) perform the block and slide tackling techniques in Soccer, c) value each other's efforts while practising the tackling techniques in Soccer.	The learner is guided to: • watch a video clip on the block and slide tackles in Soccer; • demonstrate the block and slide tackling techniques in Soccer; • use drills to practise block and slide tackling techniques; • play a mini Soccer game while applying the block and slide tackles for fun and enjoyment	1. Why is tackling in Soccer important in initiating an offensive movement? 2. When is a tackle regarded rough or illegal in Soccer?
	1.11 Goalkeeping in soccer (2 lessons)	By the end of the sub strand, the learner should be able to: a) describe the basic stance positions and movements of a goalkeeper in Soccer,	The learner individually, in pairs or in groups is guided to: • research on the basic stance positions and movements in goalkeeping;	Why are the basic stance and movement skills important to a goalkeeper in a Soccer game?

		b) perform the basic stance and movements of a goalkeeper in Soccer, c) value each other's efforts while practising the basic stance and movements in goalkeeping in Soccer.	• demonstrate the basic stance positions and movements of a goalkeeper in soccer • use drills to practise basic stance and movements in Soccer; • play and apply the basic stance positions and movements in a mini Soccer game while observing safety	

Core Competencies to be developed:
- Communication and Collaboration: as the learners appreciate peer's opinions while practising different skills and working in groups or teams.
- Creativity and Imagination: as the learners create and perform drills and movement patterns in games and sports.
- Citizenship: as the learners interact with each other during mini games.
- Digital literacy: as the learners manipulate and interact with digital devices to research and watch video clips.

Pertinent and Contemporary Issues (PCIs):
- Physical fitness: as the learners play games for prevention of lifestyle diseases and health promotion.
- Friendship formation and inter personal relationship: as the learners interact during games and sports
- Safety and Security: as learners observe safety measures during mini games
- Self-esteem: as learners learn and develop new skills

Values:
- Love: as learners learn to share available resources while practicing skills
- Responsibility: as learners learn to use and care for equipment and facilities improvised.
- Integrity: Fair play and honesty as learners participate in games and observe rules,
- Social justice: as learners participate together in games and doing exercises

Links to other subjects:
- English: as learners communicate with each other as they play mini games, watch video clips and give constructive feedback
- Health Education: as learners wear clean sports attire and keep their bodies clean
- Computer Science: as learners manipulate digital devices to research, record and watch video clips on different skills
- Religious Studies: as learners practice honesty and apply values during games

Assessment Rubric for Games- Basketball

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to demonstrate knowledge of the playing zones and equipment used in Basketball	Proficiently describes the playing zones and equipment used in Basketball	Describes the playing zones and equipment used in Basketball	Partly describes the playing zones and equipment used in Basketball	Describes the playing zones and equipment used in Basketball with assistance
Ability to explain the difference between bounce and baseball passes in Basketball	Exhaustively explains the difference between bounce and baseball passes in Basketball	Explains the difference between bounce and baseball passes in Basketball	Fairly explains the difference between bounce and baseball passes in Basketball	Explains the difference between bounce and baseball passes in Basketball with assistance
Ability to execute the bounce and baseball passes in Basketball	Consistently executes the bounce and baseball passes in Basketball	Correctly executes the bounce and baseball passes in Basketball	Partly executes the bounce and baseball passes in Basketball	Executes the bounce and baseball passes in Basketball with difficulty

Ability to establish basic stance and movement for dodging and marking in Basketball	Exceptionally establishes basic stance and movement for dodging and marking in Basketball	Establishes basic stance and movement for dodging and marking in Basketball	Partially establishes basic stance and movement for dodging and marking in Basketball	Establishes basic stance and movement for dodging and marking in Basketball with assistance
Ability to perform dodging and marking in Basketball	Creatively performs dodging and marking in Basketball	Performs dodging and marking in Basketball	Partly performs dodging and marking in Basketball	Performs dodging and marking in Basketball with difficulty
Ability to distinguish between high and low dribble in Basketball	Consistently distinguishes between high and low dribble in Basketball	Distinguishes between high and low dribble in Basketball	Fairly distinguishes between high and low dribble in Basketball	Needs assistance to distinguish between high and low dribble in Basketball
Ability to perform low and high dribble in Basketball	Creatively performs low and high dribble in Basketball	Performs low and high dribble in Basketball	Partially performs patterns using low and high dribble in Basketball	Performs low and high dribble in Basketball with difficulty
Ability to analyse landing and pivoting options in Basketball	Critically analyses landing and pivoting options in Basketball	Analyses landing and pivoting options in Basketball	Partially analyses landing and pivoting options in Basketball	Analyses landing and pivoting options in Basketball with assistance
Ability to perform landing and pivoting in Basketball	Consistently performs landing and pivoting in Basketball	Performs landing and pivoting in Basketball	Partly performs landing and pivoting in Basketball	Performs landing and pivoting in Basketball with assistance
Ability to distinguish the set, jump and lay-up shots in Basketball	Consistently distinguishes the set, jump and lay-up shots in Basketball	Distinguishes the set, jump and lay-up shots in Basketball	Partly distinguishes the set, jump and lay-up shots in Basketball	Distinguishes the set, jump and lay-up shots in Basketball with difficulty

Ability to execute the set, jump and lay-up shots in Basketball	Creatively executes the set, jump and lay-up shot in Basketball	Executes the set, jump and lay-up shots in Basketball	Partially executes the set, jump and lay-up shots in Basketball	Executes the set, jump and lay-up shots in Basketball with assistance

Assessment Rubric for Games- Soccer

Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to differentiate between volley and punt kicks in Soccer	Consistently differentiates between volley and punt kicks in Soccer	Differentiates between volley and punt kicks in the game of soccer	Partly differentiates between volley and punt kicks in Soccer	Differentiates between volley and punt kicks in Soccer with assistance
Ability to perform the volley and punt kicks for skill acquisition	Proficiently performs the volley and punt kicks for skill acquisition	Performs the volley and punt kicks for skill acquisition	Partially performs the volley and punt kicks for skill acquisition	Performs the volley and punt kicks for skill acquisition with assistance
Ability to distinguish between single and double dribble in Soccer	Comprehensively distinguishes between single and double dribble in Soccer	Distinguishes between single and double dribble in Soccer	Distinguishes between single and double dribble in soccer but leaves out some details	Distinguishes between single and double dribble in Soccer with difficulty
Ability to perform the single and double dribble techniques in Soccer	Creatively performs the single and double techniques in Soccer	Performs the single and double techniques in Soccer	Incorrectly performs the single and double techniques in Soccer	Performs the single and double techniques in Soccer with assistance
Ability to establish the basic stance and	Consistently establishes the basic	Establishes the basic stance and movement	Partly establishes the basic stance and	Establishes the basic stance and movement for

movement for dodging and marking in Soccer	stance and movement for dodging and marking in Soccer	for dodging and marking in soccer	movement for dodging and marking in Soccer	dodging and marking in Soccer with difficulty
Ability to perform the basic stance and movements of feigning in a game situation	Creatively performs the basic stance and movements of feigning in a game situation	Performs the basic stance and movements of feigning in a game situation	Partially performs the basic stance and movements of feigning in a game situation	Performs the basic stance and movements of feigning in a game situation with assistance
Ability to compare the block and slide tackling techniques in soccer	Critically compares the block and slide tackling techniques in soccer	Compares the block and slide tackling techniques in soccer	Partly compares the block and slide tackling techniques in soccer	Compares the block and slide tackling techniques in soccer with assistance
Ability to describe the basic stance positions and movements of a goalkeeper in soccer	Exhaustively describes the basic stance positions and movements of a goalkeeper in soccer	Describes the basic stance positions and movements of a goalkeeper in soccer	Partially describes the basic stance positions and movements of a goalkeeper in soccer	Describes the basic stance positions and movements of a goalkeeper in soccer with difficulty
Ability to perform the basic stance positions and movements of a goalkeeper in soccer	Proficiently performs the basic stance positions and movements of a goalkeeper in soccer	Performs the basic stance positions and movements of a goalkeeper in soccer	Performs the basic stance positions and movements of a goalkeeper in soccer but leaves out some details	Performs the basic stance positions and movements of a goalkeeper in soccer with assistance

STRAND 2.0: ATHLETICS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Athletics	**2.1 Triple Jump in Field Events** (2 lessons)	By the end of the sub strand, the learner should be able to: a) explain the approach, take off, flight and landing in Triple jump, b) perform the approach, take off, flight (hop, step and jump) and landing phases in Triple jump, c) appreciate own and others' participation in the preparation of the sand pit while observing safety.	The learner is guided to: ● demonstrate the approach, flight (hop, step and jump) and landing phases in triple jump ● observe demonstrations of each phase of triple jump and share constructive feedback ● use drills to practice the hop, step and jump in Triple jump ● play games applying the progressive phases of Triple jump	1. How are the different phases of Triple jump applied? 2. Why is safety important during the preparation of the sand pit?
	2.2 Glide style in Shot put (2 lessons)	By the end of the sub strand, the learner should be able to: a) analyse the glide style in shot put, b) perform the glide style in putting the shot for skill development, c) appreciate own and others effort of putting the shot for enhanced self-esteem.	The learner is guided to: ● watch video clips and observe the phases(stance, grip, dirty chin, release, follow through) of glide style in shot put ● demonstrate the phases(stance, grip, dirty chin, release, follow through) of glide style in shot put	1. How is the glide style applied in the execution of the shot? 2. Why is each phase of shot put throw important?

			● use drills to practise the phases in glide style while putting the shot	
	2.3 Middle distance races in Track Events (2 lessons)	By the end of the sub strand the learner should be able to: a) describe the middle distance races in track events, b) perform the takeoff position, pacing, stride length and recovery in middle distance races, c) respect own and others' space and pace while running the middle distance races for enjoyment	The learner is guided to: ● watch video clips on the start position in middle distance races ● demonstrate start and running skills in middle distance races ● use drills to practice start and running skills in middle distance races	1. Which are the appropriate skills to be applied in middle distance races? 2. Why is it important to adopt an appropriate start position?
	2.4 Rhythm in Hurdling races (3 lessons)	By the end of the sub strand the learner should be able to: a) explain how rhythm is established in hurdling races, b) apply rhythm for effective hurdle clearance, c) appreciate own and others effort in clearing the hurdles for enjoyment while observing safety.	The learner is guided to: ● watch video clip and analyze the rhythm in hurdling races ● role play rhythm into first hurdle, into and off each hurdle and between the hurdles ● use drill to practise rhythm in hurdling races	1. How is rhythm established in hurdle races? 2. How is rhythm applied for effective hurdle clearance?

			• play games to collaboratively and safely apply rhythm in hurdling races	

Core Competencies to be developed:
- Communication and Collaboration: as learners actively listen and interact in skill performance and participate in group activities while performing drills
- Creativity and Imagination: as learners are guided to come up with different tasks for skill development
- Critical thinking and problem solving: as learners practice drills to correct faults experienced during skill development
- Learning to Learn: as learners carry out research on skill concepts
- Self- efficacy: as learners show confidence in taking up new challenges and as they improvise equipment

Pertinent and Contemporary Issues (PCIs):
- Self-awareness: learners boost their self-esteem as they participate in the athletic activities
- Safety and security: as learners observe safety while participating in activities
- Gender issues: as learners appreciate peers from different cultural backgrounds, and gender.
- Environmental Sustainability: as the learners recycle waste during improvisation of equipment and facility for use in athletics

Values:
- Love: as learners learn to share available resources while practicing skills
- Responsibility: as learners learn to use and care for equipment and facilities
- Integrity: as learners practice fair play and honesty while participating in events while
- Social cohesion: as learners participate in events together and appreciate each other

Links to other subjects:
- Mathematics: as they measure distances heights and distances
- Computer Science: as they interact and manipulate digital devices
- English: as they keep communicating through the skills' performances

Assessment Rubric for Athletics- Field Events (Triple Jump)				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to explain the approach, take off, flight and landing in Triple jump	Elaborately explains the approach, take off, flight and landing in Triple jump	Explains the approach, take off, flight and landing in Triple jump	Fairly explains the approach, take off, flight and landing in Triple jump	Explains the approach, take off, flight and landing in Triple jump with assistance
Ability to perform the approach, take off, flight phases and landing in Triple jump	Creatively performs the approach, take off, flight phases and landing in Triple jump	Performs the approach, take off, flight phases and landing in Triple jump	Partly performs the approach, take off, flight phases and landing in Triple jump	Performs the approach, take off, flight phases and landing in Triple jump with difficulty

Assessment Rubric or Athletics- Field Events (Glide Style In Shot Put)				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to analyse the glide style in shot put	Critically analyses the glide style in shot put	Analyses the glide style in shot put	Partially analyses the glide style in shot put	Analyses the glide style in shot put with difficulty
Ability to perform the glide style in putting the shot for skill development	Creatively performs the glide style in putting the shot for skill development	Performs the glide style in putting the shot for skill development	Partly performs the glide style in putting the shot for skill development	Performs the glide style in putting the shot for skill development with assistance

Assessment Rubric for Athletics – Track Events (Middle Distance Races)				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to describe the start position in middle distance races	Exhaustively describes the start position in middle distance races	Describes the start position in middle distance races	Describes the start position in middle distance races but leaves out some details	Describes the start position in middle distance races with difficulty
Ability to perform start off position and running skills in middle distance races	Creatively performs start off position and running skills in middle distance races	Performs start off position and running strategies in middle distance races	Partly performs start off position and running skills in middle distance races	Performs start off position and running strategies in middle distance races with assistance

Assessment Rubric for Athletics – Track Events (Rhythm In Hurdle Races)				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to explain rhythm establishment in hurdle races	Elaborately explains how rhythm is established in hurdle races	Explains how rhythm is established in hurdle races	Partially explains how rhythm is established in hurdle races	Explains how rhythm is established in hurdle races with assistance
Ability to creatively apply rhythm for effective hurdle clearance	Creatively applies rhythm for effective hurdle clearance	Applies rhythm for effective hurdle clearance	Partly applies rhythm for effective hurdle clearance	Applies rhythm for effective hurdle clearance with difficulty

STRAND 3.0: PHYSICAL FITNESS AND HEALTH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Physical Fitness and Health	**3.1 pre assessment for fitness** (4 lessons)	By the end of the sub strand, the learner should be able to: a) recognize the basic tools that evaluate cardio respiratory endurance, speed and reaction time, b) conduct pre exercise assessment on cardio respiratory endurance, speed and reaction time using the fitness evaluation tools, c) creatively journal the pretest assessment of cardio respiratory endurance, speed and reaction time for record keeping, d) show sensitivity to others regardless of gender and ability while participating in fitness assessment.	The learner is guided to: • research and identify basic tools for use in evaluation of cardio respiratory endurance, speed and reaction time • participate in warm up exercises for the pre evaluation of cardio respiratory endurance, speed and reaction time • use the identified tools to assess cardio respiratory endurance, speed and reaction time • use the fitness norms sheet to deduce the fitness levels of cardio respiratory endurance, speed and reaction time.	1. Which other tools are available in evaluating cardio respiratory endurance, speed and reaction time? 2. Why are warm up exercises necessary before assessment for fitness?

	3.2 Fitness activities for fitness components (6 lessons)	By the end of the sub strand, the learner should be able to: a) analyse exercises that promote cardiorespiratory endurance, speed and reaction time, b) evaluate the relationship between nutritional demands and exercises for health promotion, c) safely execute exercises that promote Cardiorespiratory Endurance, speed and reaction time, d) appreciate the role of exercise in cardiorespiratory endurance, speed and reaction time in the prevention of lifestyle disease, e) show sensitivity to others while participating in fitness activities for performance and wellness.	The learner is guided to: • research on exercises that promote cardiorespiratory endurance, speed and reaction time while considering nutritional demands for exercise. • use digital devices to describe the connection between nutrition and exercise. • use music to perform fitness exercise • participate in cardiorespiratory endurance, speed and reaction time exercises with peers of different abilities, gender and culture • use digital devices to record own performance for self-evaluation. • collaboratively assist each other with evaluation tools when necessary	1. What is the relationship between fitness and exercises for health promotion? 2. How are exercises that promote cardiorespiratory endurance, speed and reaction time executed safely?

	3.3 post assessment for fitness components (3 lessons)	By the end of the sub strand, the learner should be able to: a) refer to tools used in pretest for cardiorespiratory endurance, speed and reaction time for post assessment, b) conduct post exercise assessment on cardiorespiratory endurance, speed and reaction time using the fitness evaluation tools, c) complete the journal on post-test records for cardiorespiratory endurance, speed and reaction time in fitness assessment, d) show sensitivity for others regardless of gender and ability when interpreting the results of fitness assessment.	The learner is guided to: • prepare the post assessment evaluation tools of cardiorespiratory endurance, speed and reaction time • participate in warm up exercises for the post assessment of cardio respiratory endurance, speed and reaction time • use the prepared tools to post assess and compare cardiorespiratory Endurance, speed and reaction time scores with pretest records • use the fitness norms sheet to deduce the fitness levels of cardiorespiratory endurance, speed and reaction time	1. Which other tools can be used in post assessment of cardiorespiratory endurance, speed and reaction time? 2. What is the significance of post assessment scores for cardiorespiratory, endurance, speed and reaction time?

Core Competencies to be developed:
- Creativity and Imagination: as learners are guided to come up with exercises for specific fitness components.
- Critical thinking and problem solving: as learners solve fitness issues through practical engagement.

• Self- efficacy: as learners form positive attitudes on health promotion and develop confidence towards proper execution of exercises for fitness.

Pertinent and Contemporary Issues (PCIs):
- Physical fitness: as learners engage in physical exercises for fitness and health promotion
- Self-awareness: as learners develop and build their self-esteem, interpersonal relationships through participation in physical fitness exercises
- Gender issues: as learners plan physical fitness programs without discrimination or bias to intersex persons and as learners appreciate efforts made across genders.
- Safety and security: as learners participate in supporting and spotting peers while engaging in exercises as learners observe safety measures as outlined in fitness protocol

Values:
- Respect: as learners accept peers opinions on variety of exercises to include in group activities
- Responsibility: as learners form a positive attitude towards health promotion through fitness exercises

Links to other subjects:
- English: as learners communicate with each other using languages
- Health Education: as learners wear clean sports attire and keep their bodies clean as learners monitor their fitness records and journals
- Computer Science: as learners make use of digital devices to record and watch video clips on fitness exercises as learners analyse the data using software application

Assessment Rubric for Physical Fitness				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to study simple tools that evaluate cardiorespiratory endurance, speed and reaction time	Critically studies simple tools that evaluate cardiorespiratory endurance, speed and reaction time	Studies simple tools that evaluate cardiorespiratory endurance, speed and reaction time	Partially studies simple tools that evaluate cardiorespiratory endurance, speed and reaction time	Studies simple tools that evaluate cardiorespiratory endurance, speed and reaction time with assistance
Ability to conduct pre assessment on cardiorespiratory endurance, speed and reaction time	Procedurally conducts pre assessment on cardiorespiratory endurance, speed and reaction time	Conducts pre assessment on cardiorespiratory endurance, speed and reaction time	Conducts pre assessment on cardiorespiratory endurance, speed and reaction time but leaves out some details	Conducts assessment on cardiorespiratory endurance, speed and reaction time with difficulty
Ability to creatively journal pre-test records of cardiorespiratory endurance, speed and reaction time	Creatively journals pre-test scores of cardiorespiratory endurance, speed and reaction time	Journals pre-test scores of cardiorespiratory endurance, speed and reaction time	Incorrectly journals pre-test scores of cardiorespiratory endurance, speed and reaction time	Journals pre-test records of cardiorespiratory endurance, speed and reaction time with assistance
Ability to analyse exercises that promote cardiorespiratory endurance, speed and reaction time,	Critically analyses exercises that promote cardiorespiratory endurance, speed and reaction time,	Analyses exercises that promote cardiorespiratory endurance, speed and reaction time,	Analyses exercises that promote cardiorespiratory endurance, speed and reaction time but leaves out some details	Analyses exercises that promote cardiorespiratory endurance, speed and reaction time with difficulty

Ability to evaluate the relationship between nutritional demands and exercises for health promotion	Critically evaluates the relationship between nutritional demands and exercises for health promotion,	Evaluates the relationship between nutritional demands and exercises for health promotion,	Evaluates the relationship between nutritional demands and exercises for health promotion,	Evaluates the relationship between nutritional demands and exercises for health promotion with assistance
Ability to safely execute exercises that promote cardiorespiratory endurance, speed and reaction time	Creatively executes exercises that promote cardiorespiratory endurance, speed and reaction time	Safely executes exercises that promote cardiorespiratory endurance, speed and reaction time	Incorrectly executes exercises that promote cardiorespiratory endurance, speed and reaction time	Executes exercises that promote cardiorespiratory endurance, speed and reaction time with difficulty
Ability to study tools used in pretest that evaluated cardiorespiratory endurance, speed and reaction time	Comprehensively studies tools used in pretest that evaluated cardiorespiratory endurance, speed and reaction time	Studies tools used in pretest that evaluated cardiorespiratory endurance, speed and reaction time	Partly studies tools used in pretest that evaluated cardiorespiratory endurance, speed and reaction time	Studies tools used in pretest that evaluated cardiorespiratory endurance, speed and reaction time with assistance
Ability to conduct post assessment on cardiorespiratory endurance, speed and reaction time using the fitness evaluation tools	Procedurally conducts post assessment on cardiorespiratory endurance, speed and reaction time using the fitness evaluation tools	Conducts post exercise assessment on cardiorespiratory endurance, speed and reaction time	Partly conducts post assessment on cardiorespiratory endurance, speed and reaction time	Conducts post exercise assessment on cardiorespiratory endurance, speed and reaction time with difficulty
Ability to complete the portfolio post-test	Comprehensively completes the portfolio	Completes the portfolio post-test	Completes the portfolio post-test records for	Completes the portfolio post-test records for

records for cardiorespiratory endurance, speed and reaction time for fitness journaling	post-test records for cardiorespiratory endurance, speed and reaction time for fitness journaling	records for cardiorespiratory endurance, speed and reaction time for fitness journaling	cardiorespiratory endurance, speed and reaction time for fitness journaling but leaves out some details	cardiorespiratory endurance, speed and reaction time for fitness journaling with assistance

STRAND 4.0: CAREER OPPORTUNITIES IN FITNESS AND SPORTS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Career Opportunities in Fitness and Sports	**4.1 Fitness and Sports Related Careers** (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify careers related to fitness in the community for poverty eradication, b) identify ways of managing income generated from talent in sports and fitness careers through saving and ethical spending, c) set financial goals for utilization of income generated from rewards and earning in sports and fitness related careers, d) appreciate the need to save and invest income generated from rewards and earnings in sports and fitness related careers for sustainable livelihoods.	The learner is guided to: • research and classify fitness and sports related careers • discuss ways of managing income generated from talent and fitness related careers • rate financial goals based on participation in talent, fitness and sports related careers • use software applications and other gadgets to assess financial literacy in sports industry and suggest how to create wealth • collaboratively and creatively critique ways to create wealth in fitness and sports industry	1. How can an individual contribute to an enriched economy in the fitness and sports industry? 2. Why is it important to invest wisely?

Core Competencies to be developed:
● Creativity and Imagination: as learners are guided to interpret areas for talent identification and career opportunities.
● Critical thinking and problem solving: as learners create and resolve personal and financial goals.

- Digital literacy: as learners' research and investigate software applications used in sports and fitness industry to create wealth.
- Self- efficacy: as learners form positive attitudes for lifelong participation in fitness and sports programs for wealth creation.

   as learners acquire financial literacy towards income generated through fitness, sports and games

   as learners set personal and financial goals in fitness and sports related careers

Pertinent and Contemporary Issues (PCIs):
- Healthy lifestyle: as learners appreciate sports for wellness and participate in physical exercises for fitness
- Life Skills: as learners develop self-awareness, build self-esteem and interpersonal relationships in financial literacy
- Poverty eradication: as they see how to use talent to generate income and manage self and finances
- Lifestyle diseases: as learners learn how to invest wisely and utilize income for healthy behaviors

Values:
- Integrity: as learners develop competency in saving and money management skills
- Responsibility: as learners exercise financial responsibility
- Respect: as learners value each other's opinions in setting financial goals

Links to other subjects:
English: as learners communicate with each other
Business Studies: as learners appreciate financial management skills
Computer Science: as learners make use of digital devices to create financial accounts and goals

Assessment Rubric for Career Opportunities in Sports				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to identify careers related to fitness and sports for poverty eradication	Elaborately identifies careers related to fitness for poverty eradication	Identifies careers related to fitness for poverty eradication	Fairly identifies careers related to fitness for poverty eradication	Identifies careers related to fitness for poverty eradication with assistance
Ability to identify ways of managing income generated from talents	Comprehensively identifies ways of managing income generated from talents	Identifies ways of managing income generated from talents	Partly identifies ways of managing income generated from talents	Identifies ways of managing income from talents with difficulty
Ability to set financial goals for utilization of income generated from rewards and earning in sports and fitness related careers	Creatively sets financial goals for utilization of income generated from rewards and earning in sports and fitness related careers	Sets financial goals for utilization of income generated from rewards and earning in sports and fitness related careers	Incorrectly sets financial goals for utilization of income generated from rewards and earning in sports and fitness related careers	Sets financial goals for utilization of income generated from rewards and earning in sports and fitness related careers with assistance

OPTIONS

Learners must cover at least one of these areas:

5.0 Swimming
6.0 Hockey
7.0 Kabaddi

STRAND 5.0: SWIMMING

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
Option 5.0 Swimming	**5.1 Breast stroke in swimming** (5 lessons)	By the end of the sub strand, the learner should be able to: a) explain the prone body position and glide in breast stroke, b) perform the leg and arm action in Breast stroke, c) appreciate own and others efforts while performing breast stroke.	The learner is guided to: • watch video clips on breast stroke technique and observe its execution • demonstrate prone body position, the glide, leg and arm action and breathing techniques in Breast stroke • use drills to practice prone body position, the glide, leg and arm action and breathing techniques in Breast stroke • play creative water games using Breast stroke while observing safety	Why is the head raised up during arm pulls breast stroke?
	5.2 Inverted breast	By the end of the sub strand, the learner should be able to:	The learner is guided to:- • research on Inverted breast stroke technique	Why is the Inverted breast stroke a more

	stroke in swimming (5 lessons)	a) explain the supine body position and glide in Inverted breast stroke, b) perform the leg and arm action techniques in Inverted breast stroke for skill acquisition, c) appreciate the Inverted breaststroke for recovery and enjoyment while observing safety.	• demonstrate supine body position, glide, and leg and arm actions during Inverted breast stroke • use drills to collaboratively practise leg and arm actions in Inverted breast stroke • record video clips on own and others performance and give constructive feedback	enjoyable skill in swimming?

Core Competencies to be developed:
- Communication and collaboration: as learners interact while practicing skills as learners appreciate each other's opinion as they participate in aquatic activities
- Creativity and imagination: as learners perform different assigned swimming tasks. as learners creatively apply developed skills in strokes
- Self-efficacy: as learners show water confidence in learning new skills

Pertinent and Contemporary Issues (PCIs):
- Lifestyle diseases: as learners learn how to apply swimming skills to promote active lifestyles
- Alcohol and drug abuse: as learners learn to use skills developed for positive recreation
- Disaster risk management: as learners develop swimming skills to help them survive in aquatic environment

Values:
- Responsibility: as learners observe pool safety for the sake of themselves and peers
- Social cohesion: as learners participate in events together

Links to other subjects:
- English: as learners communicate with each other during skill execution
- Health Education: as learners wear clean swimming costumes and keep their bodies clean
- Computer Science: as learners use digital devices to research on different swimming skills

Assessment Rubric for Swimming

Indicators	Exceeds expectations	Meets Expectations	Approaches expectations	Below expectations
Ability to explain prone body position and glide for breast stroke	Exhaustively explains the prone body position and glide for breast stroke	Explains the prone body position and glide for breast stroke	Fairly explains the prone body position and glide for breast stroke	Explains the prone body position and glide for breast stroke with difficulty
Ability to perform the leg action, arm action and breathing techniques for skill development	Creatively performs the leg action, arm action and breathing techniques for skill development	Performs the leg action, arm action and breathing techniques for skill development	Partly performs the leg action, arm pulls action and breathing techniques for skill development	Performs the leg action, arm pulls action and breathing techniques for skill development with difficulty

STRAND 6.0: HOCKEY

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
Option: 6.0 Hockey	**6.1 Dribbling in Hockey** (5 lessons)	By the end of the sub strand, the learner should be able to: a) explain the different dribbles performed in Hockey, b) perform the straight and reverse one-handed and side dribble in Hockey for skill development, c) embrace the application of different dribbling techniques in Hockey for fun and enjoyment.	The learner is guided to: ● watch video clips on dribbling techniques in Hockey ● demonstrate the straight and reverse one-handed and side dribble in Hockey ● use drills to practice one-handed straight and reverse side dribble in Hockey ● play a mini Hockey game while applying dribbling techniques	1. How are the one-handed and side dribbles performed in hockey? 2. Why is it important to combine the straight and side dribbles in Hockey?
	6.2 Tackling in Hockey (5 lessons)	By the end of the sub strand the learner should be able to:- a) differentiate between the lunge and jab tackles in Hockey, b) safely apply the tackling skills for mastery in Hockey, c) appreciate own and other's effort in tackling during play for self- and peer motivation.	The learner is guided to: ● watch video clips on jab and lunge tackling techniques in Hockey ● demonstrate the lunge and jab tackles in Hockey ● use drills to practise the jab and lunge tackling techniques while giving constructive feed back	When are the jab and lunge tackles regarded as illegal or rough in Hockey?

				● play a mini Hockey game while observing rules.	

Core Competencies to be developed:
- Communication and collaboration: as learners interact while practising skills , appreciate each other's opinion as they develop skills and participate in mini games
- Critical thinking and problem solving: as learners choose appropriate skills to apply in a game situation
- Self-efficacy: as learners show confidence in learning and applying new skills
- Digital literacy as learners watch, manipulate and interact with the digital devices for research

Pertinent and Contemporary Issues (PCIs):
- Lifestyle diseases: as learners engage in activities for health and fitness development
- Alcohol and drug abuse: as learners learn to use skills developed for positive recreation
- Life skills: as learners develop self-awareness and boost self-esteem
- Safety and security: as learners observe safety while handling hockey sticks

Values:
- Responsibility: responsible use of equipment and in maintaining cleanliness in the play of field
- Social justice: fair play, observing rules and regulation during play
- Unity: joining together with others during games and sports, team work
- Love: taking care of each other in case of injuries and sharing the available equipment
- Peace: appreciating and respecting variations in abilities and performance skills
- Integrity: playing, acting and speaking honestly during play

Links to other subjects:
- English: as learners communicate with each other
- Health Education: as learners wear clean sports attire and keep their bodies clean
- Computer Science: as learners make use of digital devices to record and watch video clips on skills
- Religious Studies as they observe love, honesty and peaceful living during play

Assessment Rubric for Hockey				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to explain different dribbles performed in Hockey	Exhaustively explains the different dribbles performed in Hockey	Explains the different dribbles performed in Hockey	Fairly explains the different dribbles performed in Hockey	Explains the different dribbles performed in Hockey with assistance
Ability to perform the straight one-handed and one-handed reverse and side dribble in hockey for skill development	Creatively performs the straight one-handed reverse and side dribble in hockey for skill development	Performs the straight one-handed reverse and side dribble in hockey for skill development	Partially performs the straight one-handed reverse and side dribble in hockey for skill development	Performs the straight one-handed reverse and side dribble in hockey for skill development with difficulty
Ability to differentiate lunge and jab tackles in Hockey	Elaborately differentiates between lunge and jab tackles in Hockey	Differentiates between lunge and jab tackles in Hockey	Partly differentiates between lunge and jab tackles in Hockey	Differentiates between lunge and jab tackles in Hockey with assistance
Ability to perform lunge and jab tackles in hockey for skill acquisition	Creatively performs lunge and jab tackles in hockey for skill acquisition	Performs lunge and jab tackles in hockey for skill acquisition	Performs lunge and jab tackles in hockey for skill acquisition but leaves out some details	Performs lunge and jab tackles in hockey for skill acquisition with difficulty

STRAND 7.0: KABADDI

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
Option: 7.0 Kabaddi	**7.1 Defensive Skills in Kabaddi.** (5 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish amongst the defensive skills in Kabaddi, b) perform the defensive skills of waist hold, wrist hold, knee hold and ankle hold in Kabaddi for skill development, c) appraise others and team efforts when applying defensive skills in Kabaddi.	The learner is guided to: • use digital devices to watch video clips on defensive skills of waist hold, wrist hold, knee hold and ankle hold in defensive skills while observing their execution • demonstrate defensive skills of waist hold, wrist hold, knee hold and ankle hold in Kabaddi and share constructive feedback • use drills to practice the defensive skill of waist hold, wrist hold, knee hold and ankle hold in Kabaddi • observe and rate peer performances in the application of defensive skills in Kabaddi and offer constructive feedback. • play a mini Kabaddi game while applying defensive skills and observing safety.	How is safety enhanced during defensive skills in Kabaddi?

	7.2 Attacking Skills in Kabaddi (5 lesson)	By the end of the sub strand the learner should be able to: a) differentiate amongst the attacking skills in Kabaddi, b) perform toe touch and dubik techniques for skill development, c) support each other's and team efforts in execution of the toe touch and dubik in Kabaddi.	The learner is guided to:- • watch video clips on the execution of toe touch and dubik techniques in Kabaddi and observe their execution • demonstrate toe touch and Dubik techniques in Kabaddi • use drills to practice the toe touch and Dubik techniques in Kabaddi. • record a mini Kabaddi game for analysis of toe touch and Dubik techniques.	1. Which instances call for the application of each of the attacking techniques in Kabaddi? 2. How can attacking skills promote team spirit?

Core Competencies to be developed:
- Communication and collaboration: as learners interact while offering constructive feedback. as learners collaboratively practise the skills and play minor games.
- Creativity and imagination: as learners critically apply developed skills in conditioned games.
- Self-efficacy: as learners show confidence in learning new skills.
- Digital literacy: as learners use digital devices to research, watch and record video clips.

Pertinent and Contemporary Issues (PCIs):
- Lifestyle diseases: as learners participate in games to acquire fitness and keep lifestyle diseases at bay.
- Life skills: as learners learn to accept their strengths and weaknesses in learning new skills
- Safety and security: as learners observe safety during play

Values:
- Social justice: fair play, observing rules and regulation during play
- Love: taking care of the injured, and each other during games and sports and sharing the available equipment

- Peace: appreciating and respecting variations in abilities and performance in play
- Integrity: playing, acting and speaking honestly during play.

Links to other subjects:
- English: as learners communicate with each other during play
- Health Education: as learners wear clean sports attire and keep their bodies clean
- Computer Science: as learners use digital devices to research on different skills

Assessment Rubric for Kabaddi

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to distinguish the defensive skills in Kabaddi	Proficiently distinguishes the defensive skills in Kabaddi	Distinguishes the defensive skills in Kabaddi	Distinguishes the defensive skills in Kabaddi but leaves out some details	Distinguishes the defensive skills in Kabaddi with difficulty
Ability to perform the defensive skills of waist hold, wrist hold, knee hold and ankle hold in Kabaddi for skill development	Creatively performs the defensive skills of waist hold, wrist hold, knee hold and ankle hold in Kabaddi for skill development	Performs the defensive skills of waist hold, wrist hold, knee hold and ankle hold for skill development	Partly performs the defensive skills of waist hold, wrist hold, knee hold and ankle hold for skill development	Performs the defensive skills of waist hold, wrist hold, knee hold and ankle hold for skill development with assistance
Ability to differentiate attacking skills in Kabaddi	Exhaustively differentiates the attacking skills in Kabaddi	Differentiates the attacking skills in Kabaddi	Partially differentiates the attacking skills in Kabaddi	Differentiates the attacking skills in Kabaddi with difficulty

Ability to perform the Toe touch and Dubik techniques in Kabaddi for skill development	Creatively performs the Toe touch and Dubik techniques in Kabaddi for skill development	Performs the Toe touch and Dubik techniques in Kabaddi for skill development	Partly performs the Toe touch and Dubik techniques in Kabaddi for skill development	Performs the Toe touch and Dubik techniques in Kabaddi for skill development with assistance

COMMUNITY SERVICE LEARNING PROJECT

Introduction:
In Grade 8, focus is on making preparations to undertake a CSL activity of their own choice. They will be required to identify a community problem through research, plan and come up with solutions to solve the problem. The preparations will be carried out in groups. Learners will build on CSL knowledge, skills and attitudes acquired during Life Skills Education as well as other subjects.

CSL Skills to be covered:
i)   **Leadership**: Learners develop leadership skills as they undertake various roles during preparation.
ii) **Financial Literacy and Entrepreneurship Skills:** Learners will gain skills on wise spending, saving and investing for sustained economic growth. They could consider ways of generating income as they undertake the CSL project through innovation ways. Moreover, they could identify business ideas and opportunities as well as resources to meet the needs of the community.
iii) **Research:** Learners will be expected to identify a problem or pertinent issue in the community and indicate how the problem will be solved. They will also acquire skills on how to report their findings.
iv) **Communication:** Learners indicate reporting mechanisms to be used during the actual project e.g., how they intend to communicate with members of the community, either online or offline.
v)   **Citizenship:** As learners engage in the CSL activities for this Grade, they will be vested with the rights, privileges and duties of a citizen, hence giving them a sense of belonging and attachment to the nation. They will also be empowered to engage and assume active roles in shaping a more peaceful, tolerant and inclusive society.
vi) **Life Skills Education:** Learners will be equipped with life skills including decision making, assertiveness, effective communication, problem solving and stress management. This will enable them to manage interpersonal relationships, develop leadership skills as well as discover and grow their talents.
vii) **Community Development:** Learners will be empowered with skills necessary to effect relevant change including building stronger and more resilient communities.

Suggested PCI's	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
• Environmental degradation • Life style diseases • Communicable and non-communicable diseases • Poverty • Violence in community • Food security issues • Conflicts in the community **Note:** The suggested PCIs are only examples. Teachers should allow learners to identify PCIs as per their context and reality.	By the end of the CSL project, the learner should be able to: a) identify a problem in the community through research b) plan to solve the identified problem in the community, c) design solutions to the identified problem, d) appreciate the need to belong to a community.	The learner is guided to: ● brainstorm on pertinent and contemporary issues in their community that need attention in groups ● choose a PCI that needs immediate attention and explain why in groups ● carry out research using digital devices print media/interactions with members of the community/resource persons in identifying a community problem to address in groups ● discuss possible solutions to the identified issue in groups ● propose the most appropriate solution to the problem in groups ● discuss ways and instruments they can use to collect data on the problem (questionnaires, interviews, observation schedule, etc) ● develop instruments for data collection ● identify resources needed for the CSL project (human, technical, financial) ● discuss when the project will begin and end ● prepare a programme/timetable of the entire project execution ● assign roles to be carried by all group members	1. How does one determine community needs? 2. Why is it necessary to make adequate preparations before embarking on a project?

			● reflect on how the project preparation enhanced learning.	

Key Component of CSL developed:
a) Identification of a problem in the community through research
b) planning to solve the identified problem
c) designing solutions to the identified problem

Core competencies to be developed:
- Communication and collaboration: Learners will make the preparations in groups and conduct discussions on best ways of carrying out the project.
- Self-efficacy: Learners develop the skills of self-awareness and leadership as they undertake the CSL project
- Creativity and Imagination: Learners will come up with creative ways of solving the identified community problem
- Critical Thinking and Problem Solving: Learners will demonstrate autonomy in identifying a community need, exploring plausible solutions and making necessary preparations to address the problem.
- Digital Literacy: Learners can use technology when as they research on a community problem that they can address.
- Learning to Learn: Learners gain new knowledge and skills as they identify a community problem to be addressed and make preparations to carry out the project.
- Citizenship: This is enhanced as learners choose a PCI that needs immediate attention in the community.

Pertinent and contemporary Issues:
- Social cohesion as learners discuss possible solutions to the identified issue.
- Critical thinking as learners discuss possible solutions to the identified issue.

Values:
- Integrity as learners carry out research using digital devices and print media as they identify a community problem to address.
- Respect as learners brainstorm on pertinent and contemporary issues in their community that need attention

Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
1. Ability to identify a problem in the community through research	Correctly and precisely identifies a problem in the community through research	Correctly identifies a problem in the community through research	Partially identifies a problem in the community through research	Partially identifies a problem in the community through research with assistance
2. Ability to plan to solve the identified problem	Accurately and systematically plans to solve the identified problem	Accurately plans to solve the identified problem	Plans to solve the identified problem leaves out some details	With assistance plans to solve the identified problem but leaves out many details
3. Ability to design solutions to the identified problem	Correctly and elaborately designs solutions to the identified problem	Correctly designs solutions to the identified problem	Partly designs solutions to the identified problem	Partly designs solutions to the identified problem with prompting

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

Strand	Suggested Resources	Suggested Assessment	Suggested Non-Formal Activities to Support Learning
Games	a) Open places or marked fields b) ICT devices c) Basketball balls d) Soccer balls e) Whistle	a) Oral questions b) Practicals c) Observation checklist d) Written tests	• Read on Basketball and Soccer from the internet and other sources • Participate in ball games competitions in and out of school
Athletics	a) Open places or marked fields b) ICT devices, whistle c) Triple jump runway and landing area, tape measure d) Shot put e) Hurdles	a) Oral questions b) Practicals c) Observation checklist d) Written tests	• Read on Athletics • Watch Athletics championships on television • Participate in Athletics competitions
Physical Fitness and Health	a) Open places b) Fitness test form c) Music system d) Whistle e) Fitness evaluation tools	a) Oral questions b) Practicals c) Portfolio d) Written tests	• Participation in school games and sports teams
Career Opportunities in Fitness and Sports	a) Books b) Newspapers c) ICT devices d) Sports Institutions	a) Oral questions b) Written tests c) Portfolio	• Research on careers in fitness and sports • Read on how various sportspeople are managing income generated from sports

Optional	a) Hockey- hockey equipment, Open places or marked field, ICT devices, whistle b) Kabaddi – Open places or marked field, ICT devices, whistle c) Swimming - Swimming pool, floaters, ICT devices, whistle	a) Oral questions b) Written tests c) Practicals	• Reading on skills in Hockey, Kabaddi and Swimming • Watching Hockey, Kabaddi and Swimming competitions on Television