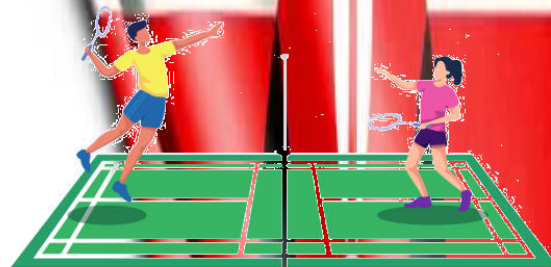


COMPETENCE BASED CURRICULUM

SENIOR SCHOOL



THE GUIDE NOTES

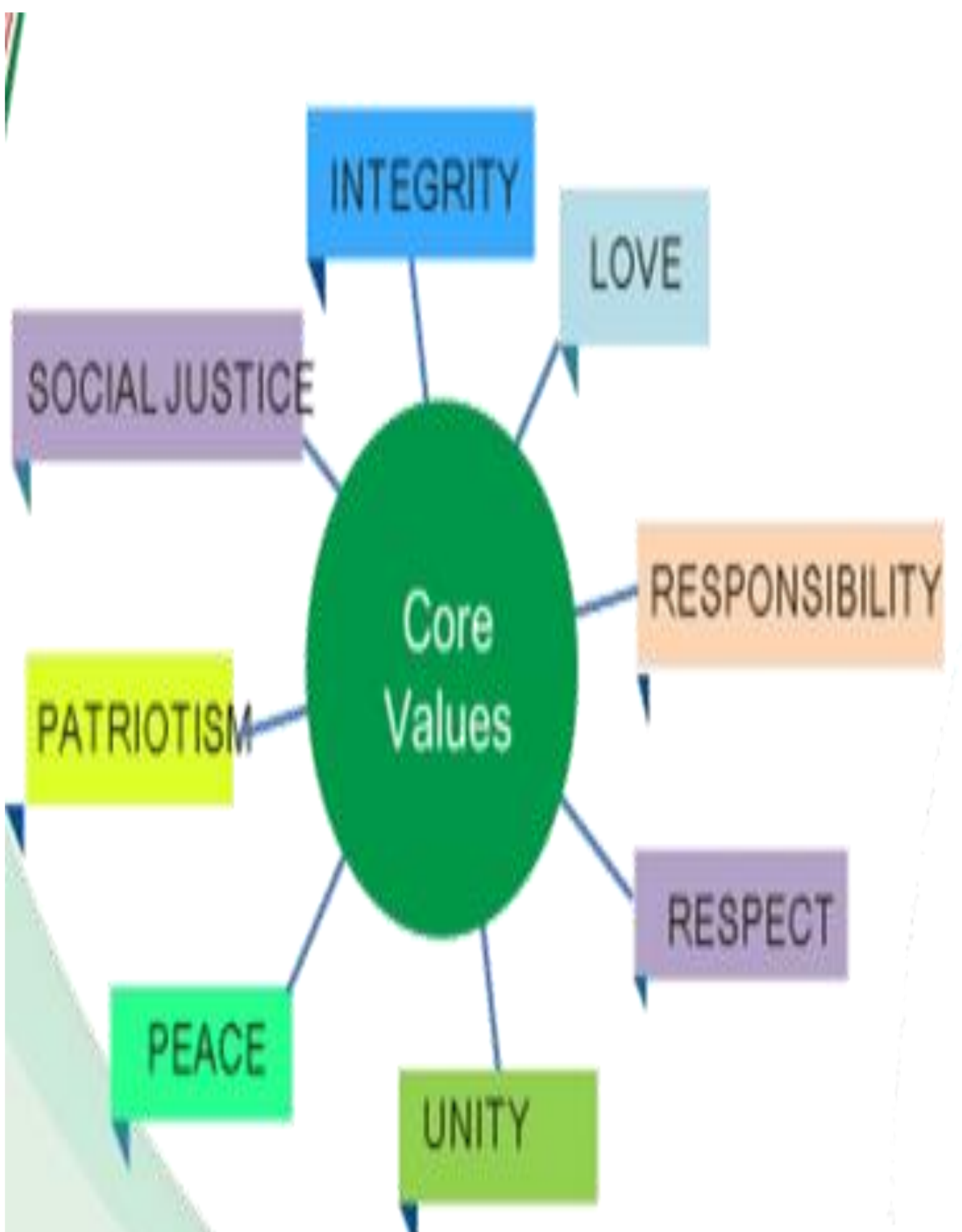


# Physical Education



1ST EDITION





INTEGRITY

LOVE

RESPONSIBILITY

RESPECT

UNITY

PEACE

PATRIOTISM

SOCIAL JUSTICE

Core Values



Communication and  
Collaboration



Critical Thinking  
and Problem  
Solving



Digital  
Literacy



Citizenship

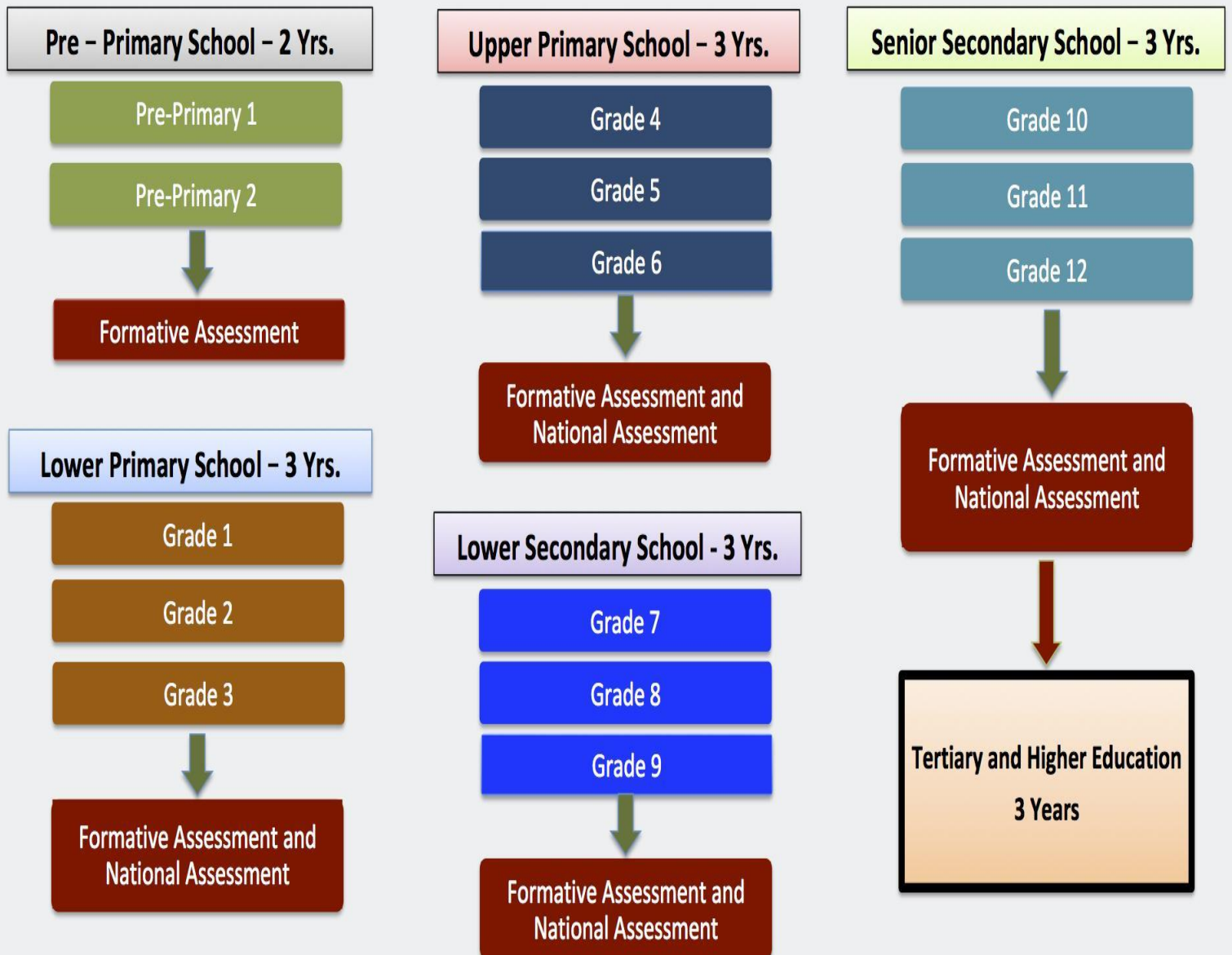


Imagination and  
Creativity

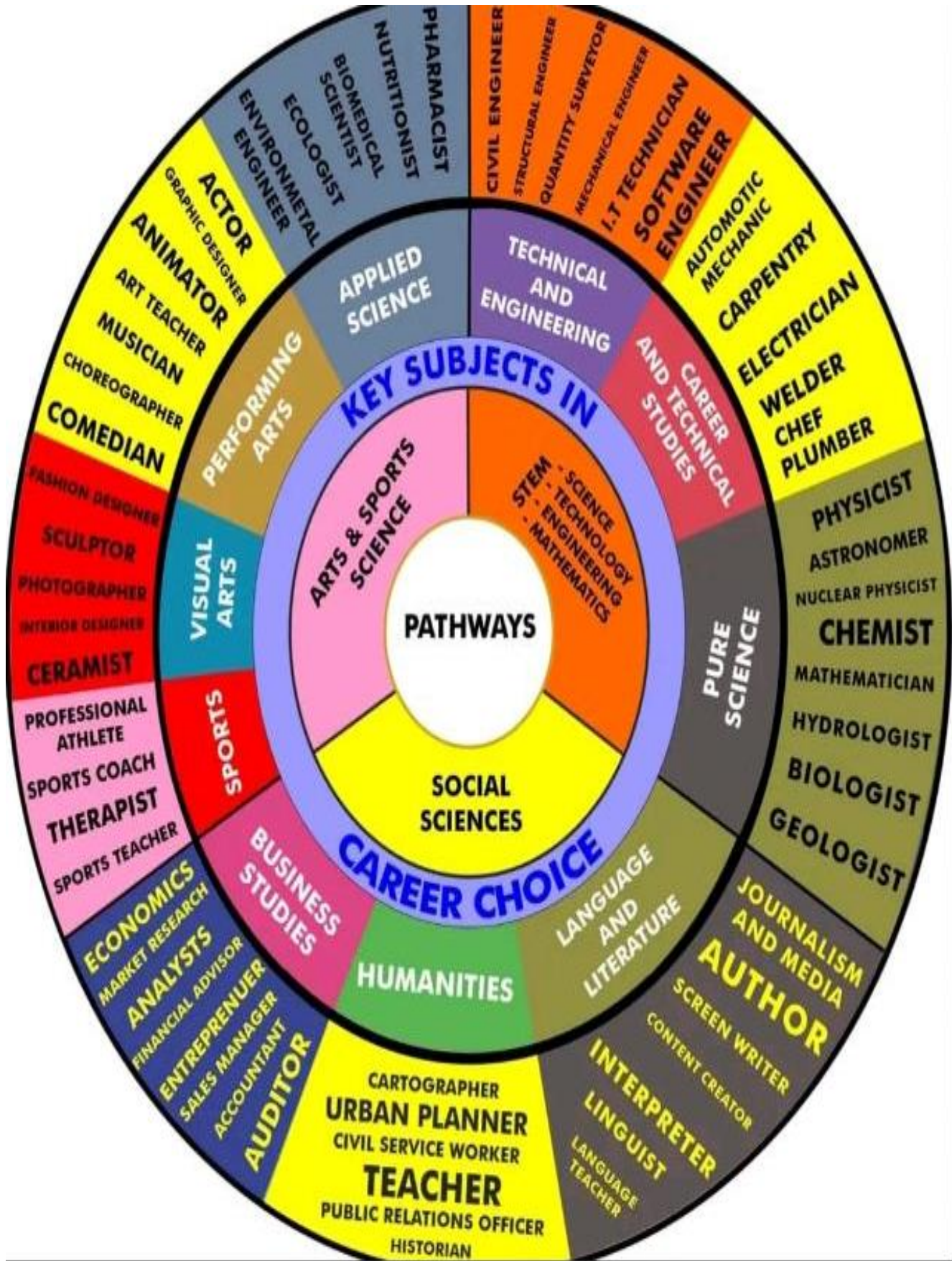


# New Kenya Basic Education Curriculum Framework

2 - 6 - 6 - 3



- ❑ **Formative Assessments** - Ongoing throughout term/semester
- ❑ **National Assessments** - Summative - end of lower and upper primary education, lower secondary education and senior school. For placement and certification



## LIST OF LEARNING AREAS AT SENIOR SCHOOL

Compulsory Subjects	Science, Technology, Engineering & Mathematics (STEM)	Social Sciences	Arts & Sports Science
1. English 2. Kiswahili/KSL 3. Community Service Learning 4. Physical Education  <i>NB: ICT skills will be offered to all students to facilitate learning and enjoyment</i>	5. Mathematics/Advanced Mathematics 6. Biology 7. Chemistry 8. Physics 9. General Science 10. Agriculture 11. Computer Studies 12. Home Science 13. Drawing and Design 14. Aviation Technology 15. Building and Construction 16. Electrical Technology 17. Metal Technology 18. Power Mechanics 19. Wood Technology 20. Media Technology* 21. Marine and Fisheries Technology*	22. Advanced English 23. Literature in English 24. Indigenous Language 25. Kiswahili Kipevu/Kenya Sign Language 26. Fasihi ya Kiswahili 27. Sign Language 28. Arabic 29. French 30. German 31. Mandarin Chinese 32. History and Citizenship 33. Geography 34. Christian Religious Education/ Islamic Religious Education/Hindu Religious Education 35. Business Studies	36. Sports and Recreation 37. Physical Education (C) 38. Music and Dance 39. Theatre and Film 40. Fine Arts

## LESSON DISTRIBUTION AT SENIOR SCHOOL

The number of lessons in each of the compulsory learning areas shall be 4; while the optional areas shall be 6 lessons each. A lesson shall be 40 minutes. The "**free**" lessons shall be used for development of ICT skills, Pastoral Instruction Programme (PPI), projects, collaborative study and further reading.

## **NATIONAL GOALS OF EDUCATION**

Education in Kenya should:

### **1. 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.

### **2. 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.

### **3. Promote individual development and self-fulfilment**

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

#### **4. 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.

#### **5. 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.

#### **6. 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.

#### **7. 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.

#### **8. 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.

## **LEVEL LEARNING OUTCOMES**

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

1. Communicate effectively and utilise information and communication technology across varied contexts.
2. Apply mathematical, logical and critical thinking skills for problem solving.
3. Apply basic research and scientific skills to manipulate the environment and solve problems.
4. Exploit individual talents for leisure, self-fulfilment, career growth, further education and training.
5. Uphold national, moral and religious values and apply them in day to day life.
6. Apply and promote health care strategies in day to day life.
7. Protect, preserve and improve the environment for sustainability.
8. Demonstrate active local and global citizenship for harmonious co-existence.
9. Demonstrate appreciation of diversity in people and cultures.
10. Manage pertinent and contemporary issues responsibly.

## **THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM (CBC)**

**Senior School is the fourth level of Basic Education in the Competency Based Curriculum (CBC)** that learners shall come to after the Pre-Primary, Primary and Junior School (JS). The essence of Senior School is to offer learners a Pre-University/ Pre-career experience where the learners have an opportunity to choose pathways where they have demonstrated interest and/or potential at the earlier levels. Senior school comprises three years of education for learners in the age bracket of **15 to 18 years** and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be **engaged, empowered and ethical citizens** ready to participate in the socio-economic development of the nation.

At this level, learners shall take **SEVEN (07) learning areas (LAs)** as recommended by the *Presidential Working Party on Educational Reforms* (PWPER). These shall comprise **Four Compulsory** learning areas, and Three learning areas opted for by the learner according to their chosen Pathway. While English and Kiswahili are indicated as Compulsory, the learners who opt for these learning areas as their subjects of specialization shall go through a *differentiated curriculum* in terms of scope, experiences and assessment. Such learners shall; therefore, take *Advanced English* or *Kiswahili Kipevu* with additional two lessons. It is recommended that AT LEAST TWO learning areas should be from chosen Pathway. In exceptional cases, some learners may opt for ONE learning area from the chosen Pathway and a maximum of TWO learning areas from any of the three pathways; depending on the learner's career projections and with guidance by the principals at Senior School.

## **PROPOSED LIST OF SUBJECTS AT SENIOR SCHOOL**

### **LESSON DISTRIBUTION AT SENIOR SCHOOL**

The number of lessons in each of the compulsory learning areas shall be 4; while the optional areas shall be 6 lessons each. A lesson shall be 40 minutes. The "free" lessons shall be used for development of ICT skills, Pastoral Instruction Programme (PPI), projects, collaborative study and further reading.

### **ESSENCE STATEMENT**

Physical Education (PE) at Senior School aims to extend the development and mastery of the learner's abilities in psychomotor, cognitive, social and emotional skills needed to promote quality health, wellbeing and fitness. Through physical education the learner is sensitised on issues of clean sports, mental health, gender equality, Indigenous games as well as safety of self and others while participating in physical activities.

The inclusion of PE in the curriculum is anchored by the provisions of the UNESCO's International Charter of Physical Education, Physical Activity and Sport that supports policy and decision making in Sport. Key among them is to promote inclusive access to sport by all without any form of discrimination, set ethical and quality standards for all actors (UNESCO). The P.E Curriculum should be enjoyable and provide opportunities for the learner to participate in a variety of physical activities for leisure, competition and career. Equally, it serves to complement other educational areas in promoting the desired outcomes of education.

### **SUBJECT GENERAL LEARNING OUTCOMES**

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

- a) Use technology appropriately to learn and enhance mastery of skills in physical activity.
- b) Develop suitable physical activity skills to prevent or overcome challenges associated with personal health and wellness.
- c) Engage actively in physical activities in and out of school to enhance knowledge, skills and attitudes in Physical Education.
- d) Develop individual talent for leisure, enjoyment and self-fulfilment.
- e) Apply physical fitness concepts, practises and attitudes that contribute to a healthy active lifestyle.
- f) Demonstrate responsibility to the environment for own and others' safety during participation in physical activities.
- g) Demonstrate desirable behaviour and commitment towards improvement of

personal life, community, nation and the world.

h) Appreciate and respect individual differences while engaging in physical activity and sports.

i) Exhibit appropriate attitudes and values that promote pertinent and contemporary issues through participation in physical activities.

## **SUMMARY OF STRANDS AND SUB STRANDS**

### **1.0 Ball Games**

1.1 Football

1.2 Netball

1.3 Volleyball

1.4 Handball

1.5 Basketball

1.6 Rugby

### **2.0 Athletics**

2.1 Sprints

2.2 Long Jump

2.3 Javelin

2.4 Shot Put

### **3.0 Optional Sports**

3.1 Hockey 20 (10 lessons for each sport) Schools choose at least **Two** Sports.

3.2 Swimming

3.3 Softball

3.4 Baseball

3.5 Cricket

3.6 Table tennis

3.7 Tennis

3.8 Badminton

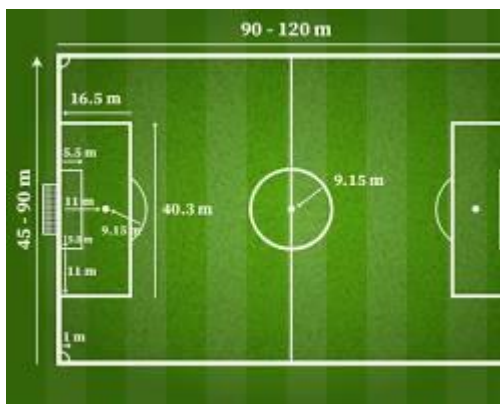
## **STRAND 1.0: BALL GAMES**

### **Sub-Strand 1.1: Football**

#### **1. Facility and Equipment:**

- **Facility:**

- A standard Football field is rectangular.
- Dimensions: Length 90-120 meters, Width 45-90 meters.
- Goalposts: 7.32 meters wide, 2.44 meters high.
- Markings: Center circle, penalty area, goal area, touchlines, and goal lines.



- **Equipment:**

- Football: Size 5 for adults, size 4 or 3 for youth.
- Goalposts and nets.
- Corner flags.
- Shin guards.
- Football boots.
- Goalkeeper gloves.



## 2. Lofted Pass:

- ✓ **Stance:**
  - Stand with feet shoulder-width apart.
  - Non-kicking foot placed beside the ball.
  - Body leaning slightly forward.
- ✓ **Contact:**
  - Use the laces of the boot to strike the lower part of the ball.
  - Angle the foot to lift the ball.
  - [Image showing foot contact on the lower part of the ball]
- ✓ **Follow Through:**
  - Swing the kicking leg upward and follow through in the direction of the pass.
  - Maintain balance.
  - [Image showing the follow through motion]

## 3. Marking and Dodging:

- **Marking:**
  - Positioning: Stay between the opponent and the goal.
  - Anticipation: Predict the opponent's movements.
  - Techniques: Close marking, zonal marking.



- **Dodging:**

- Feinting: Fake a movement to deceive the opponent.
- Faking: Using body movements to mislead.
- Turning: Changing direction quickly.
- Accelerating and decelerating: Varying speed to evade the opponent.



- [Image showing a player feinting to dodge an opponent]

#### 4. Goalkeeping:

- **Quick Reactions:**

- Rapid response to shots.

- **Dives:**

- Side dives, forward dives to save shots.



- **Positioning:**
  - Maintain a central position in relation to the ball.
- **Catching:**
  - Use hands to secure the ball.



- **Punching:**
  - Use fists to clear the ball away from the goal.



### **Practical Activities:**

- ✓ Marking the Football playing field and improvising equipment.
- ✓ Practicing lofted passes in pairs.
- ✓ Drilling marking and dodging techniques.
- ✓ Goalkeeping drills focusing on catching, diving, and punching.
- ✓ Mini Football games applying all learned skills.
- ✓ Reflecting on personal abilities and peer feedback.

### **Safety Considerations:**

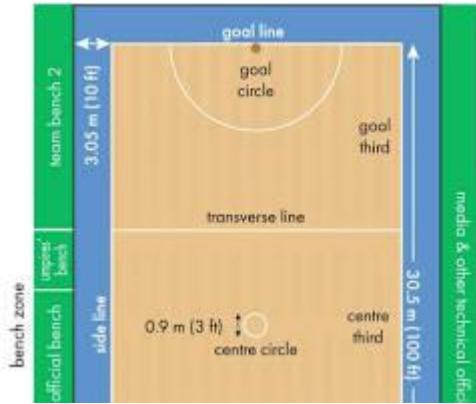
- ✓ Warm-up and cool-down exercises.
- ✓ Proper use of equipment.
- ✓ Adherence to rules and regulations.
- ✓ Awareness of surroundings to avoid collisions.
- ✓ Hydration.

### **Sub-Strand 1.2: Netball**

#### **1. Facility and Equipment:**

- **Facility:**

- ✓ Netball court: Rectangular, 30.5m long and 15.25m wide.
- ✓ Divided into three equal sections: attacking third, center third, and defending third.
- ✓ Shooting circles: Semicircles with a radius of 4.9m at each end.
- ✓ Goalposts: 3.05m high with a ring (hoop) of 38cm diameter.



Netball court with markings

- **Equipment:**

- ✓ Netball: Size 5.



- ✓ Goalposts and nets.



- ✓ Bibs for player positions (GS, GA, WA, C, WD, GD, GK).



## 2. Flip Pass:

- **Stance:**
  - Feet shoulder-width apart, knees slightly bent.
  - Body facing the direction of the pass.
- **Grip:**
  - Hold the ball with fingertips, hands slightly behind the ball.
- **Release:**
  - Flick the ball from the fingertips, using a wrist action.
  - Ball travels in a high arc.
- **Follow Through:**
  - Extend arms in the direction of the pass.



Player demonstrating a flip pass

## 3. Side Pass:

- **Stance:**
  - Feet shoulder-width apart, sideways to the target.
  - Weight on the back foot.
- **Timing:**
  - Release the ball as the weight shifts to the front foot.
- **Release:**
  - Push the ball with one hand, using a sideways swing.
  - Accuracy: aim to a teammates hands.



Player demonstrating a side pass

### **Practical Activities:**

- Observe a live or recorded Netball match and observe the equipment.
- Take turns to demonstrate the stance, grip, release, and follow through in flip pass.
- Demonstrate the stance, timing, release, and accuracy in side pass while observing safety.
- Practice combination of flip pass and side pass while observing basic rules of Netball and safety.
- Play mini Netball games applying the skill of flip pass and side pass while observing safety.
- Observe and give feedback on others' performance in playing Netball.

### **Safety Considerations:**

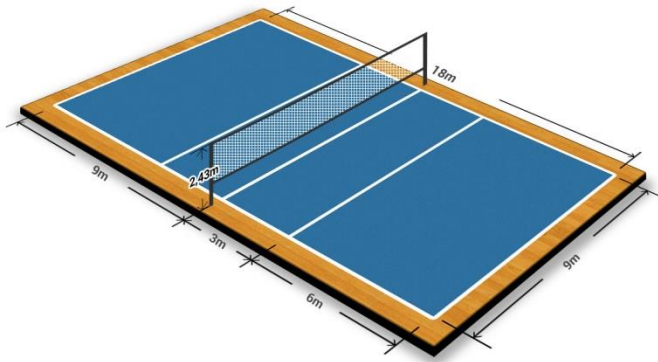
- ✓ Warm-up and cool-down exercises.
- ✓ Proper footwear and clothing.
- ✓ Awareness of surroundings to avoid collisions.
- ✓ Adherence to rules and regulations.
- ✓ Proper hydration.

### **Sub-Strand 1.3: Volleyball**

## 1. Facilities and Equipment:

- **Facilities:**

- ✓ Volleyball court: 18m long and 9m wide.



- ✓ Net: 2.43m high for men, 2.24m high for women.
- ✓ Attack line: 3m from the center line.
- ✓ Antennae: Extending 80cm above the net on each side.

- **Equipment:**

- ✓ Volleyball: Spherical, leather or synthetic leather.
- ✓ Net and posts.
- ✓ Antennae.
- ✓ Knee pads (optional).



Volleyball

## 2. Setting:

- **Stance:**

- ✓ Feet shoulder-width apart, knees slightly bent.

- ✓ Body facing the direction of the set.



Player in a setting stance

- **Arm and Finger Placement:**

- ✓ Hands above the forehead, fingers spread in a triangular shape.
- ✓ Thumbs and index fingers form a triangle behind the ball.



Hands and finger placement for setting

- **Release:**

- ✓ Contact the ball with the fingertips, pushing it upward.
- ✓ Extend arms and legs to generate power.



Ball contact during a set

- **Follow Through:**
  - ✓ Extend arms fully in the direction of the set.
  - ✓ Maintain balance.



Follow through of a set

- **Different Types of Sets:**
  - ✓ **High Set:** Used for attackers to have time to approach.
  - ✓ **Back Set:** Set behind the setter.
  - ✓ **Quick Set:** Fast, low set close to the net.

**Practical Activities:**

- ✓ Observe live or virtual Volleyball games to familiarize with facilities, equipment, and setting.
- ✓ Improvise facilities and equipment to use in playing Volleyball with peers.
- ✓ Demonstrate the correct stance, arms and finger placement, release, and follow through for setting.
- ✓ Practice setting skills with peers.
- ✓ Practice high set, back set, and quick set.
- ✓ Play mini Volleyball games while observing rules and safety.
- ✓ Appraise self and others' performance in executing Volleyball skills and discuss it.

### **Safety Considerations:**

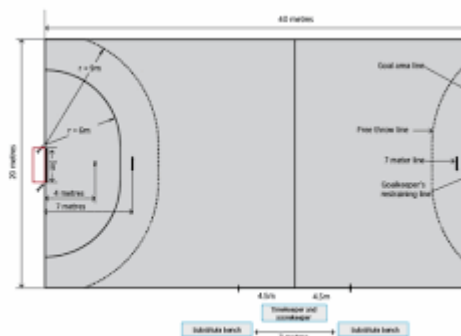
- ✓ Warm-up and cool-down exercises.
- ✓ Proper footwear and clothing.
- ✓ Awareness of surroundings to avoid collisions.
- ✓ Adherence to rules and regulations.
- ✓ Proper hydration.
- ✓ Knee pads can reduce injury.

### **Sub-Strand 1.4: Handball**

#### **1. Facility and Equipment:**

- **Facility:**

- ✓ Handball court: 40m long and 20m wide.
- ✓ Goal area: A semicircle with a 6m radius in front of each goal.
- ✓ Goal: 2m high and 3m wide.
- ✓ Goal line: 6m line.



Handball court with markings

- **Equipment:**

- ✓ Handball: Spherical, leather or synthetic leather.
- ✓ Goalposts and nets.
- ✓ Optional: Resin for better grip.



Handball

## 2. Sidestep:

- **Stance:**

- ✓ Athletic stance, knees slightly bent, feet shoulder-width apart.
- ✓ Body facing the direction of movement.



Player in a sidestep stance

- **Footwork:**

- ✓ Lead with the foot in the direction of movement.
- ✓ Keep feet low and maintain balance.



Footwork during sidestep

- **Speed:**
  - ✓ Generate quick, explosive movements.
  - ✓ Maintain control and agility.
- **Follow Through:**
  - ✓ Continue the movement in the desired direction.
  - ✓ Maintain balance and readiness for the next action.



Player completing a sidestep

### 3. Goalkeeping:

- **Stance:**
  - ✓ Wide stance, knees bent, arms slightly extended.
  - ✓ Maintain a balanced and ready position.



Goalkeeper in a ready stance

- **Movement:**

- ✓ Quick lateral movements to cover the goal.
- ✓ Dive and jump to block shots.



Goalkeeper diving to block a shot

- **Blocking:**

- ✓ Use hands, arms, and body to block shots.
- ✓ Anticipate the opponent's shot and react quickly.



Goalkeeper blocking a high shot

## Practical Activities:

- Search and observe videos/pictures/charts or watch live Handball games to identify and familiarize with facilities and equipment and sidestep skill.
- Take turns to demonstrate the stance, footwork, speed, and follow through in side step techniques in Handball with peers.
- Demonstrate the stance, movement, and blocking skills of goalkeeping in Handball.
- Practice the techniques of performing sidestep in Handball.
- Collaboratively, play mini Handball games applying techniques in side step and goalkeeping while observing safety.
- Discuss how playing Handball promotes fitness and health.

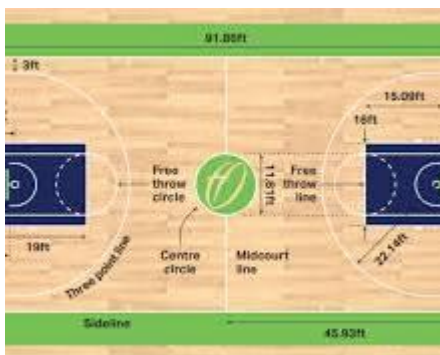
## Health and Fitness Benefits:

- Improves cardiovascular fitness.
- Enhances agility, speed, and coordination.
- Builds strength and endurance.
- Promotes teamwork and social interaction.
- Contributes to overall physical and mental well-being.

## Sub-Strand 1.5: Basketball

### 1. Facility and Equipment:

- **Facility:**
  - ✓ Basketball court: 28m long and 15m wide.
  - ✓ Backboard and hoop: Hoop 3.05m above the ground.
  - ✓ Three-point line.
  - ✓ Free-throw line.



## Basketball court with markings

- **Equipment:**

- ✓ Basketball: Size 7 for men, size 6 for women.
- ✓ Basketball hoop and net.
- ✓ Backboard.



Basketball

## 2. Set Shot:

- **Stance:**

- ✓ Feet shoulder-width apart, knees slightly bent.
- ✓ Ball held in shooting hand, supported by the other.



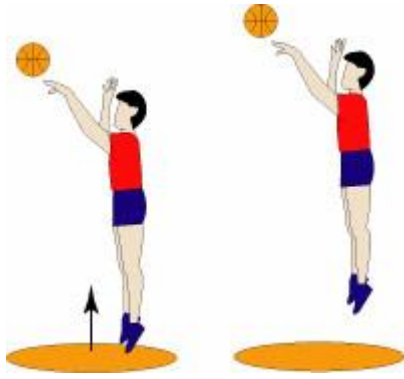
player in a set shot stance

- **Grip:**

- ✓ Fingertips on the ball, not the palm.
- ✓ Shooting hand behind the ball.

- **Release:**

- ✓ Extend legs and arms, flick the wrist.
- ✓ Backspin on the ball.



player releasing a set shot

- **Follow Through:**

- ✓ Arm fully extended, wrist flexed.
- ✓ Maintain balance.



Player with follow through on a set shot

### 3. Layup Shot:

- **Approach:**

- Dribble towards the basket.



Player doing a layup approach

- **Stepping:**
  - Take off with the opposite foot of the shooting hand.
  - Knee raised for momentum.
- **Release:**
  - Release the ball softly off the backboard.



Player releasing a layup shot

- **Follow Through:**
  - Continue the upward motion.
  - Land softly.

#### 4. Jump Shot:

- **Stance:**
  - Feet shoulder-width apart, knees bent.
  - Ball held in shooting position.



Player in a jump shot stance

- **Grip:**
  - Same grip as the set shot.
- **Release:**
  - Jump and release the ball at the peak of the jump.
  - Extend arms and flick the wrist.



Player releasing a jump shot

- **Follow Through:**
  - Same follow through as the set shot.
  - Land softly.

### **Practical Activities:**

- Search and observe videos/pictures/charts or watch live Basketball games to identify and familiarize with facilities and equipment.

- Demonstrate the stance, grip, release, and follow through in set shot.
- Demonstrate approach, stepping, release, and follow through in layup shot.
- Demonstrate stance, grip, release, and follow through in jump shot.
- Practice the skills of shooting using set shot, layup shot, and jump shot in Basketball with peers.
- Use the skills of shooting in mini Basketball games, while observing safety.
- Observe own and others' performance in executing the skills of Basketball and give feedback.

### **Suggested Key Inquiry Questions:**

1. **How can a player improve their shooting efficiency?**
  - ✓ Consistent practice with proper form.
  - ✓ Developing muscle memory.
  - ✓ Practicing shooting from various distances and angles.
  - ✓ Improving balance and coordination.
  - ✓ Practicing under game like pressure.
2. **How can shot selection affect performance in Basketball?**
  - ✓ Taking high-percentage shots (e.g., layups, open jump shots).
  - ✓ Knowing one's shooting range and abilities.
  - ✓ Considering the game situation and time remaining.
  - ✓ Taking shots that are within the teams offensive strategy.
  - ✓ Avoidance of low percentage shots.

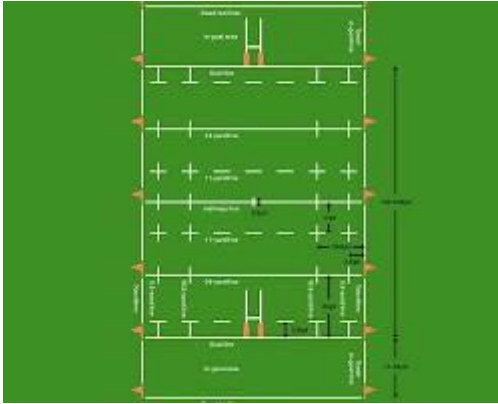
### **Safety Considerations:**

- ✓ Warm-up and cool-down exercises.
- ✓ Proper footwear and clothing.
- ✓ Awareness of surroundings to avoid collisions.
- ✓ Adherence to rules and regulations.
- ✓ Proper hydration.
- ✓ Landing softly after jump shots.

### **Sub-Strand 1.6: Rugby**

#### **1. Facilities and Equipment:**

- **Facilities:**
  - ✓ Rugby pitch: Rectangular, 100m long (between goal lines) and 70m wide.
  - ✓ Goalposts: H-shaped, 5.6m wide.
  - ✓ Playing zones: In-goal area, try line, 10-meter line, 22-meter line, halfway line.



Rugby pitch with markings and zones

- **Equipment:**

- ✓ Rugby ball: Oval-shaped.
- ✓ Goalposts and pads.
- ✓ Optional: Mouthguards, scrum caps, shoulder pads.



Rugby ball

## 2. Dodging and Marking:

- **Dodging:**

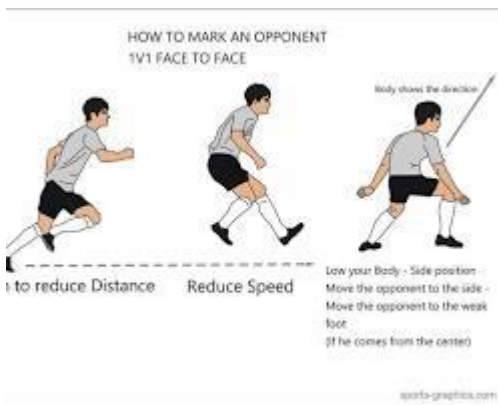
- Balance: Maintain low center of gravity.
- Speed variation: Use changes in pace to deceive opponents.
- Change of direction: Quick, sharp turns to evade tackles.



player dodging a tackle

- **Marking:**

- Positioning: Stay between the opponent and the try line.
- Anticipation: Predict the opponent's movements.
- Tackling: Safe and controlled tackles to stop the opponent.



player marking an opponent

### 3. Grubber Kick:

- **Body position:**

- Feet shoulder-width apart, facing the target.
- Slightly bent knees.



player in a grubber kick stance

- **Release:**
  - Hold the ball low, close to the ground.
- **Contact:**
  - Kick the lower part of the ball with the instep.
  - Ball rolls along the ground.



Player making contact with the ball during a grubber kick

- **Follow through:**
  - Continue the kicking motion towards the target.
  - Maintain balance.



Player with the follow through of a grubber kick

### **Practical Activities:**

- ✓ Watch video clips/pictures/charts of a Rugby pitch and identify equipment used in playing Rugby.
- ✓ Demonstrate the skill of dodging and marking in Rugby with peers while observing safety.
- ✓ Practice the skill of dodging and marking in Rugby with peers while observing safety.
- ✓ Demonstrate the grubber kick with peers.
- ✓ Practice the grubber kick focusing on body position, release, contact, and follow through with peers.
- ✓ Collaboratively, play mini Rugby games applying the skills of dodging, marking, and grubber kick while observing safety rules.
- ✓ Observe each other's performance and give feedback.

### **Suggested Key Inquiry Questions:**

1. **How has the Rugby game improved Kenya's visibility on the globe?**
  - ✓ Kenya's national Rugby sevens team has achieved international success, raising the country's profile in the sporting world.
  - ✓ Hosting international Rugby events has attracted global attention.
  - ✓ Rugby has created positive cultural exchange.
2. **How can values learnt in school be enhanced by the game of Rugby?**
  - ✓ Teamwork: Rugby emphasizes cooperation and collective effort.
  - ✓ Discipline: Adhering to rules and respecting authority.
  - ✓ Respect: Showing respect for opponents, officials, and teammates.
  - ✓ Resilience: Overcoming challenges and setbacks.
  - ✓ Integrity: playing fairly, and honestly.

### **Safety Considerations:**

- ✓ Proper warm-up and cool-down exercises.
- ✓ Use of appropriate protective gear (mouthguards, etc.).
- ✓ Safe tackling techniques.
- ✓ Adherence to rules and regulations.
- ✓ Proper hydration.
- ✓ Playing on a safe well maintained field.

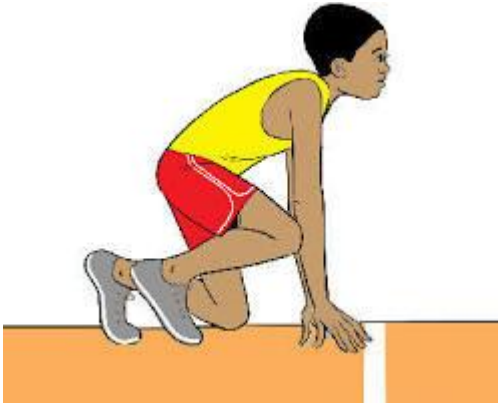
## STRAND 2.0: ATHLETICS

### Sub-Strand 2.1: Sprints

#### 1. Starts:

- **Bunch Start:**

- ✓ Feet close together behind the starting line.
- ✓ Hands shoulder-width apart, fingers forming an arch.
- ✓ Knees bent, body leaning forward.



Bunch start position

- **Medium Start:**

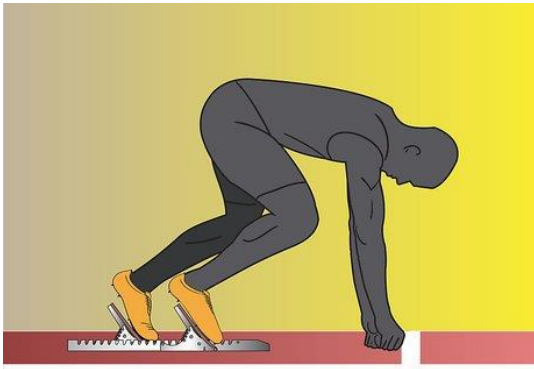
- ✓ Front foot slightly behind the starting line.
- ✓ Back knee positioned midway between the front foot and hands.
- ✓ Hands and body position similar to the bunch start.



Medium start position

- **Elongated Start:**

- ✓ Front foot well behind the starting line.
- ✓ Back knee positioned further back than in the medium start.



Elongated start position

## 2. Acceleration:

- **Body Position:**

- ✓ Lean forward from the start.
- ✓ Gradually straighten the body as speed increases.



Sprinter accelerating with proper body position

- **Leg Action:**

- ✓ Drive knees high.
- ✓ Powerful push-off from the ground.
- ✓ Short, quick strides initially.
- ✓ Increasing stride length as speed builds.

- **Arm Action:**

- ✓ Drive arms forward and backward in opposition to the legs.
- ✓ Elbows bent at approximately 90 degrees.



sprinter with proper leg and arm action

### 3. Finish - Dip:

- **Technique:**

- Lean forward at the finish line.
- Thrust the chest forward as the line is crossed.
- Arms swing backward for momentum.



sprinter performing a dip finish

### Practical Activities:

- ✓ Observe live or virtual performances of sprint races, while keenly observing the sprint start of bunch, medium and elongated starts.
- ✓ Demonstrate the bunch start in sprints.
- ✓ Demonstrate medium start in sprints.
- ✓ Demonstrate elongated start in sprint.
- ✓ Demonstrate the body position, leg and arm action, during acceleration in a sprint race.

- ✓ Demonstrate the body position, leg and arm action, during a dip finish in a sprint race.
- ✓ Take turns to practise the bunch, medium and elongated starts with peers.
- ✓ Participate in sprint races applying the starts and the running skills while observing safety.
- ✓ Observe and give feedback on each other's performance as they practise the starts and running skills.

### **Suggested Key Inquiry Questions:**

1. **Why is it crucial to accelerate and maintain body alignment during sprints?**
  - ✓ Acceleration maximizes speed over a short distance.
  - ✓ Proper body alignment minimizes air resistance and ensures efficient force transfer.
  - ✓ Proper technique prevents injury.
2. **Why is participating in sprinting events beneficial in Kenya?**
  - ✓ Showcases Kenyan athletic talent on the global stage.
  - ✓ Promotes physical fitness and healthy lifestyles.
  - ✓ Creates opportunities for athletes to pursue professional careers.
  - ✓ Boosts national pride.
  - ✓ Provides entertainment.

### **Sub-Strand 2.2: Long Jump (10 Lessons)**

#### **1. Facility and Equipment:**

- **Facility:**
  - ✓ Runway: 40m long, 1.22m wide.
  - ✓ Take-off board: 1.22m long, 20cm wide.
  - ✓ Landing pit: Filled with sand.



Long jump runway and landing pit

- **Equipment:**

- ✓ Measuring tape.
- ✓ Rake (for the landing pit).
- ✓ Take-off board indicators.



Take off board.

## 2. Long Jump Techniques:

- **Approach:**

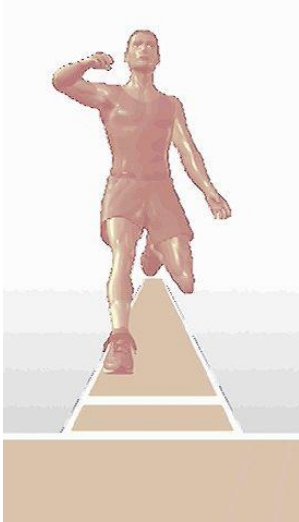
- ✓ Accelerated run towards the take-off board.
- ✓ Maintain consistent speed and rhythm.



Long jumper running down the runway

- **Take-off:**

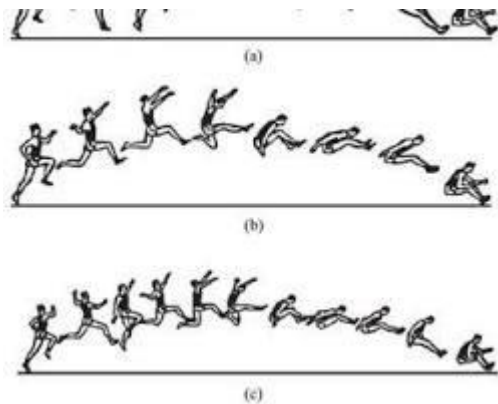
- ✓ Plant the take-off foot on the board.
- ✓ Drive the opposite knee upward.
- ✓ Swing arms upward for momentum.



Long jumper taking off from the board

- **Flight:**

- ✓ **Hang technique:** Body arched, legs extended forward.
- ✓ **Hitch-kick technique:** Legs cycle in a running motion in the air.



long jumper in the hang technique

- **Landing:**

- Extend legs forward, raise arms.
- Land on both feet, bending knees to absorb impact.



long jumper landing in the sand pit

- **Recovery:**

- Move forward out of the landing pit to avoid affecting the measured distance.
- Maintain balance after landing.

**Practical Activities:**

- Observe pictures or real Long jump facilities and take note of the equipment used.
- Search and watch video clips or live demonstration of Long jump.
- Demonstrate the hang and hitch kick techniques following the approach, take off, flight, landing and recovery phases in Long jump while observing safety.
- Practice the hang and hitch kick techniques by following the phases of approach, take off, flight, landing and recovery in Long jump while using the runway.
- Collaboratively, play a mini Long Jump games while applying the techniques learnt.
- Share feedback on own and others' performance in Long jump.

**Suggested Key Inquiry Questions:**

**1. How do Long jump phases assist in the development of skills?**

- Each phase focuses on specific skills: approach for speed, take-off for power, flight for balance and technique, and landing for safety.
- Breaking down the jump into phases allows for focused practice and skill development.
- It allows for easier identification of areas that need improvement.

**2. How is safety enhanced in Long jump?**

- Proper landing technique to prevent injuries.
- Well-maintained landing pit with soft sand.
- Clear runway and take-off area.

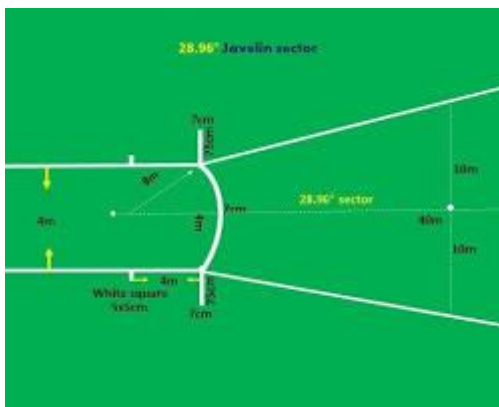
- Proper warm-up and cool-down exercises.
- Awareness of surroundings.

## Sub-Strand 2.3: Javelin Throw (10 Lessons)

### 1. Facility and Equipment:

- **Facility:**

- Runway: 30-36.5m long, 4m wide.
- Throwing arc: 8m radius.
- Landing sector: 29-degree angle.



Javelin throwing sector

- **Equipment:**

- Javelin (various weights and lengths).



- Measuring tape.



- Flags or markers.



## 2. Javelin Throw Techniques:

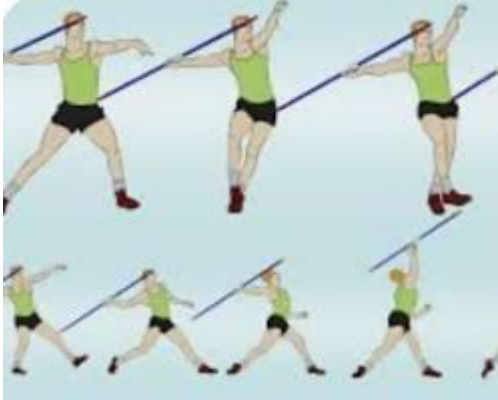
- **Grip:**
  - ✓ American grip, Finnish grip, or fork grip.
  - ✓ Hold the javelin behind the binding with the index finger or middle finger along the shaft.
  - ✓ [Image showing a correct Javelin grip]
- **Carriage:**
  - ✓ Javelin held above the shoulder, parallel to the runway.
  - ✓ Elbow bent, tip pointing forward.
  - ✓ [Image showing a correct javelin carriage]
- **Approach:**
  - ✓ Accelerated run towards the throwing arc.
  - ✓ Maintain balance and rhythm.



Javelin throwers approach run

- **Crossover:**

- ✓ Plant the left foot (for right-handed throwers) and begin the throwing motion.
- ✓ Rotate the hips and shoulders.



Javelin thrower in crossover phase.

- **Release:**

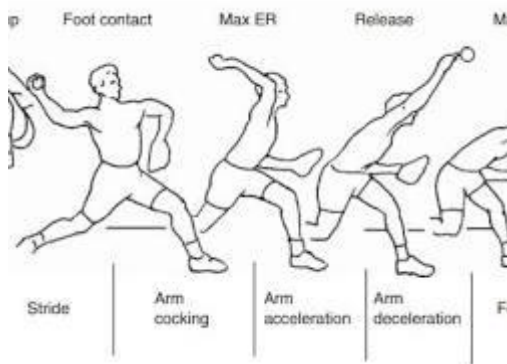
- ✓ Extend the arm and release the javelin at a 30-35 degree angle.
- ✓ Snap the wrist for maximum distance.



Javelin thrower releasing the javelin

- **Follow Through:**

- ✓ Continue the throwing motion, landing on the right foot (for right-handed throwers).
- ✓ Maintain balance.



Javelin thrower in the follow through phase

### Practical Activities:

- Observe pictures or real Javelin throwing sector and to familiarise with the facility and equipment, techniques and safety.
- Use digital devices to search and watch videos on Javelin throw.
- Demonstrate the grip, carriage, approach, cross over, release and follow through in Javelin throw while observing safety.
- Practice Javelin throw following the phases: grip, carriage approach, cross over, release and follow through.
- Acknowledge own and others' Javelin throwing skills.

### Suggested Key Inquiry Questions:

1. **How has Javelin throwing benefited the athletes?**
  - ✓ Develops upper body strength and coordination.
  - ✓ Enhances overall athleticism.
  - ✓ Provides opportunities for competition and achievement.
  - ✓ Can lead to professional athletic careers.
  - ✓ Promotes discipline and focus.
2. **How can safety be enhanced in Javelin throw?**
  - ✓ Proper warm-up and cool-down exercises.
  - ✓ Designated throwing sector and landing area.
  - ✓ Ensuring no one is in the landing area during throws.
  - ✓ Proper grip and throwing technique.
  - ✓ Supervision by qualified instructors.
  - ✓ Adhering to safety rules and guidelines.

### Sub-Strand 2.4: Shot Put

#### 1. Facility and Equipment:

- **Facility:**

- ✓ Throwing circle: 2.135m diameter.
- ✓ Toe board: Curved board at the front of the circle.
- ✓ Landing sector: 34.92-degree angle.



Shot Put throwing circle and landing sector

- **Equipment:**

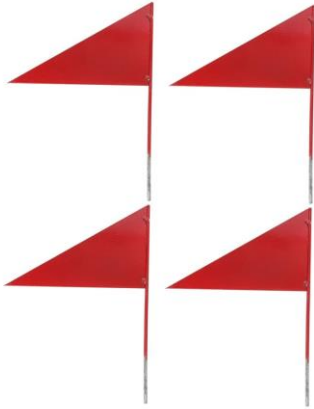
- ✓ Shot put (various weights).



- ✓ Measuring tape.



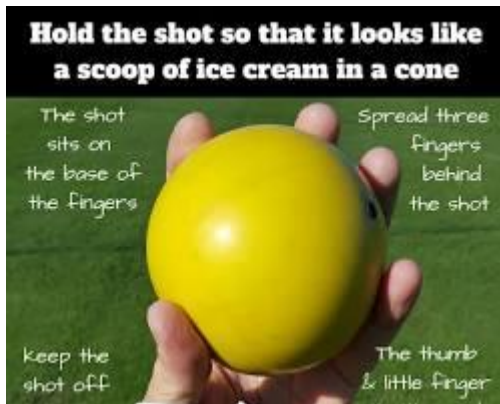
- ✓ Flags or markers.



## 2. O'Brien Style (Glide):

- **Grip:**

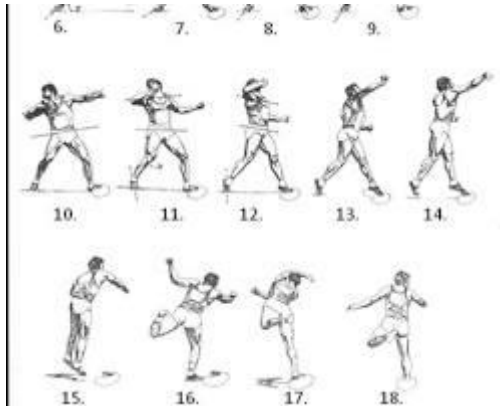
- Fingers spread behind the shot, thumb underneath.
- Shot rests on the base of the fingers.



correct Shot Put grip

- **Stance:**

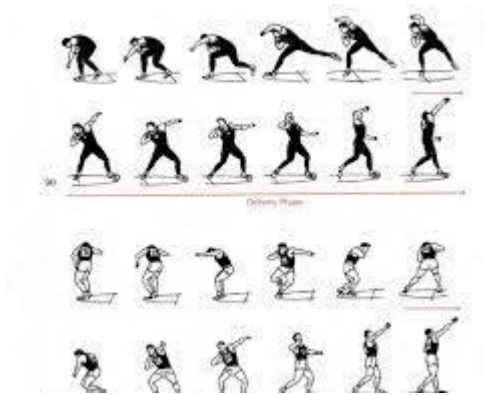
- Back of the circle, facing away from the throw.
- Weight on the right foot (for right-handed throwers).



Shot Put stance for O'Brien style

- **Glide:**

- Shift weight to the left foot, pushing off with the right.
- Glide across the circle, maintaining low center of gravity.



Shot Put glide

- **Swing:**

- Rotate hips and shoulders, bringing the shot up and forward.

- **Release:**

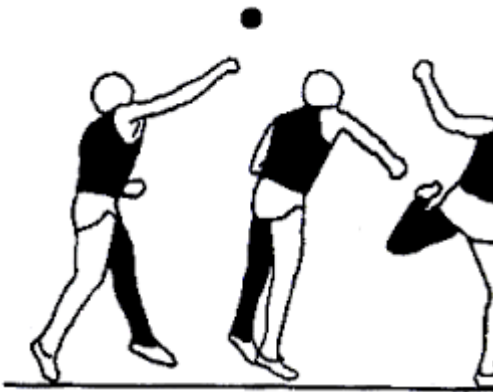
- Extend the arm, pushing the shot out at a 40-45 degree angle.
- Snap the wrist for maximum distance.



Shot Put release

- **Recovery:**

- Reverse feet to prevent stepping out of the circle.
- Maintain balance.



Shot Put recovery

### 3. Spin Style (Rotational):

- **Grip:**

- ✓ Same grip as O'Brien style.

- **Stance:**

- ✓ Back of the circle, facing away from the throw.
- ✓ Weight on the right foot.



Shot Put Spin style stance

- **Rotation:**

- ✓ Initiate a rotational movement, turning the body and shot.
- ✓ Build momentum through the spin.



Shot Put rotation

- **Release:**

- ✓ Similar to O'Brien style, but with more rotational force.
- ✓ Extend the arm and snap the wrist.

- **Recovery:**

- ✓ Reverse feet to maintain balance and stay within the circle.

**Practical Activities:**

- ✓ Search and watch a video clip/chart/live demonstration of putting the shot while noting the O'Brien and Spin techniques.
- ✓ Demonstrate the correct grip, stance, glide, swing, release and recovery in O'Brien style in Shot Put while observing safety.

- ✓ Demonstrate the correct grip, stance, rotation, release and recovery in spin style in Shot Put while observing safety.
- ✓ Practice O'Brien style and Spin style while observing safety.
- ✓ Collaborate with others in mini Shot Put games applying O'Brien and Spin style while observing safety rules.
- ✓ Appraise own and others performance while giving feedback.

### **Suggested Key Inquiry Questions:**

#### **1. How does the skill of Shot Put improve health?**

- ✚ Builds upper body strength and power.
- ✚ Improves core stability and balance.
- ✚ Develops coordination and technique.
- ✚ Enhances overall physical fitness.
- ✚ Provides a challenging and rewarding physical activity.

#### **2. Why is training to become better in Shot put key?**

- ✚ Improves performance and distance.
- ✚ Reduces the risk of injury.
- ✚ Develops proper technique and form.
- ✚ Builds confidence and mental toughness.
- ✚ Allows athletes to achieve their full potential.

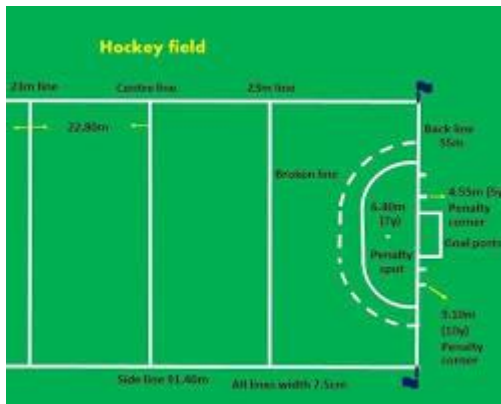
## STRAND 3.0: OPTIONAL SPORTS

### Sub-Strand 3.1: Hockey

#### 1. Facility and Equipment:

- **Facility:**

- ✓ Hockey field: 91.4m long, 55m wide.
- ✓ Goalposts: 3.66m wide, 2.14m high.
- ✓ Markings: Center line, 23m lines, striking circle.



Hockey field with markings

- **Equipment:**

- ✓ Hockey stick.
- ✓ Hockey ball.
- ✓ Shin guards.
- ✓ Mouth guards.
- ✓ Goalkeeper equipment.



Hockey stick and ball

## 2. Dribbling:

- **Single Dribble:**

- ✓ Keep the ball close to the stick.
- ✓ Use short, controlled touches.
- ✓ Maintain balance and control.



Player performing a single dribble

- **Double Dribble:**

- ✓ Alternate touches on either side of the ball.
- ✓ Use wider movements for speed and evasion.



player performing a double dribble

## 3. Passing:

- **Push Pass:**

- ✓ Use a pushing motion to pass the ball.
- ✓ Keep the stick low to the ground.
- ✓ Accurate for short passes.



player performing a push pass

- **Drive Pass:**

- ✓ Swing the stick to generate power.
- ✓ Use for longer passes.



player performing a drive pass

- **Sweep Pass:**

- ✓ Sweep the ball with a low, wide motion.
- ✓ Used for passing across the body or for long passes.



player performing a sweep pass

#### 4. Hitting and Stopping:

- **Hitting:**

- Use the flat side of the stick to strike the ball.
- Swing with power for long shots.



player hitting the ball

- **Reverse Stick Hit:**

- Use the reverse side of the stick to hit the ball.
- Used for specific angles and situations.

- **Stopping:**

- Use the flat side of the stick to stop the ball.

- Absorb the ball's momentum.



player stopping the ball

- **Reverse Stick Stop:**
  - Use the reverse side of the stick to stop the ball.

### **Practical Activities:**

- Observe actual / pictures/ charts of facility and equipment for Hockey.
- Use digital device or a live game and observe dribbling, passing, hitting and stopping skills in hockey.
- Demonstrate single and double dribble.
- Practice single and double dribble.
- Demonstrate passing skills in Hockey using the push, drive and sweep.
- Practice passing skills in Hockey using the push, drive and sweep.
- Demonstrate hitting and stopping using the flat and reverse stick in Hockey.
- Practice hitting and stopping in Hockey.
- Apply the combined skills of dribbling, passing, hitting and stopping skills in playing mini Hockey games.
- Acknowledge own and others efforts in Hockey.

### **Suggested Key Inquiry Questions:**

1. **How do the skills in Hockey effect on offensive and defensive play?**
  - Dribbling allows players to maintain possession and evade defenders.
  - Passing creates scoring opportunities and advances the ball.
  - Hitting is used for shots on goal and clearing the ball.

- Stopping prevents opponents from advancing and maintains defensive positions.

## 2. **Why is teamwork important in Hockey?**

- Hockey requires coordinated movement and passing.
- Teamwork allows for effective offensive and defensive strategies.
- Communication and cooperation are essential for success.
- Team play can overcome individual weaknesses.

## **Sub-Strand 3.2: Swimming**



### **1. Facility and Equipment:**

- **Facility:**

- ✓ Swimming pool: Various sizes and depths, typically rectangular.



- ✓ Lanes: Marked with lane ropes.



✓ Starting blocks.



✓ Walls for turns.



- **Equipment:**

- ✓ Swimsuits.



✓ Goggles.



✓ Swim caps.



✓ Kickboards.



✓ Pull buoys.



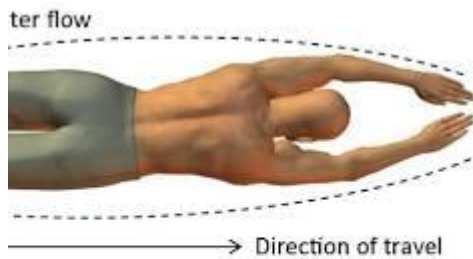
- ✓ Fins.



## 2. Front Crawl (Freestyle):

- **Body Position:**

- ✓ Horizontal in the water, face down.
- ✓ Streamlined body.



on minimises drag, allowing efficient movement through the water

- **Leg Action:**

- ✓ Flutter kick: Alternating up-and-down kicks.
- ✓ Keep legs straight, with a slight bend at the knees.



Front crawl flutter kick

- **Arm Action:**

- ✓ Alternating arm strokes: Reach, pull, push, recover.
- ✓ High elbow recovery.



Front crawl arm stroke

- **Breathing Action:**

- ✓ Rotate head to the side to breathe.
- ✓ Breathe every 2-3 strokes.



Swimmer breathing during front crawl

### 3. Backstroke:

- **Body Position:**

- Horizontal in the water, face up.
- Streamlined body.



Swimmer in the backstroke body position

- **Leg Action:**

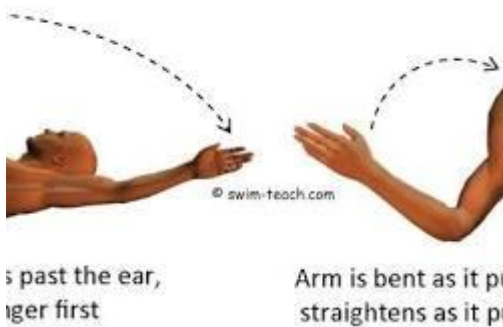
- Flutter kick: Alternating up-and-down kicks.
- Keep legs straight, with a slight bend at the knees.



Backstroke flutter kick

- **Arm Action:**

- Alternating arm strokes: Reach, pull, push, recover.
- Straight arm recovery.



Backstroke arm stroke

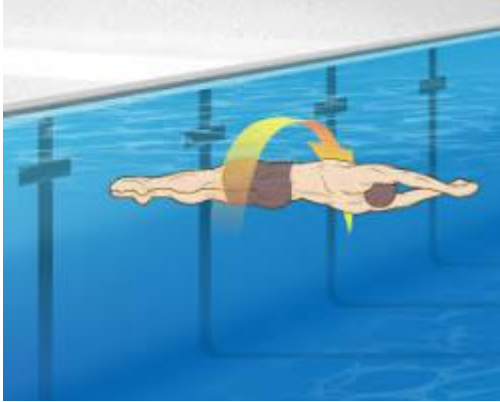
- **Breathing Action:**

- Breathe naturally; face is out of the water.

#### 4. Turns:

- **Open Turn (Front Crawl/Backstroke):**

- ✓ Touch the wall, turn, and push off.
- ✓ Used for slower turns or in training.



Open turn

- **Tumble Turn (Front Crawl):**

- ✓ Flip turn: Somersault towards the wall, push off on back.
- ✓ Used for faster turns in racing.



Tumble turn

- **Backstroke Tumble Turn:**

- ✓ Back to front flip, then push off of the wall on the back.

## 5. Water Games:

- **Aqua Volleyball:**

- ✓ Volleyball played in the water.
- ✓ Uses front crawl and backstroke for movement.



People playing aqua volleyball

- **Aqua Aerobics:**

- ✓ Exercises performed in the water.
- ✓ Uses various swimming strokes and movements.



People doing aqua aerobics

**Practical Activities:**

- Observe an actual swimming pool or a video and describe the facility and equipment and classify them.
- Observe live or virtual demonstration of front crawl and backstroke skills.
- Demonstrate body position, leg, arm and breathing action in front crawl.
- Demonstrate body position, leg, arm and breathing action in backstroke.
- Demonstrate open and tumble turns for front crawl and backstroke.
- Practise open and tumble turns for front crawl and backstroke while observing safety.
- Practise a combination of front crawl and backstroke skills while observing safety.
- Use backstroke and front crawl skills to play aqua volleyball and aqua aerobics.

- Appraise own and peers' performance and share feedback.

### **Suggested Key Inquiry Questions:**

- 1. Why is front crawl preferred for long distance swimming?**
  - ✓ It is the most efficient stroke for speed and endurance.
  - ✓ It allows for streamlined body position and powerful strokes.
  - ✓ It allows for efficient breathing.
- 2. How can backstroke be used for life saving?**
  - ✓ It allows the swimmer to keep the victim's face out of the water.
  - ✓ It allows the swimmer to maintain visual contact.
  - ✓ It can be used to tow the victim to safety.
  - ✓ It requires less energy than other strokes.

### **Sub-Strand 3.3: Softball (10 Lessons)**

#### **Suggested Learning Experiences:**

##### **1. Batting:**

- **Grip:**
  - Hands close together on the bat.
  - Knuckles aligned.



correct softball batting grip

- **Stance:**
  - Feet shoulder-width apart, knees slightly bent.
  - Body facing the pitcher.



- **Swing:**

- Level swing, keeping the bat in the hitting zone.
- Rotate hips and shoulders for power.



softball batting swing

- **Follow Through:**

- Extend arms after contact.
- Maintain balance.



softball batting follow through

## 2. Pitching:

- **Stance:**

- Feet staggered, facing the batter.
- Ball held in the pitching hand.



Correct softball pitching stance

- **Grip:**

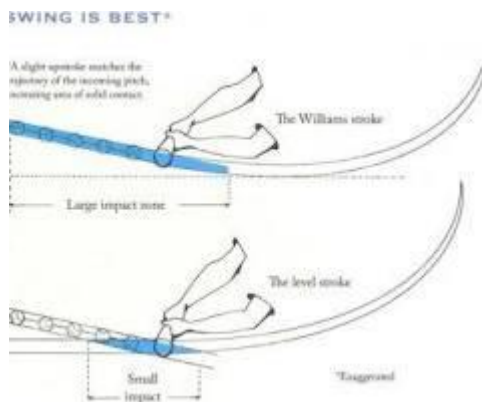
- Various grips depending on the pitch.
- Control the ball with fingertips.



Correct softball pitching grip

- **Swing:**

- Underhand swing, bringing the arm in a full circle.
- Generate power from the legs and hips.



softball pitching swing

- **Release:**

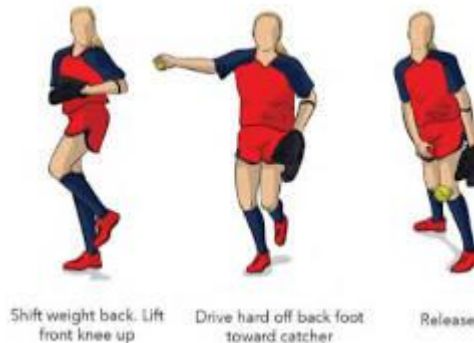
- Release the ball at the bottom of the swing.
- Control the speed and spin of the ball.



softball pitching release

• **Follow Through:**

- Continue the arm motion after releasing the ball.
- Maintain balance.



softball pitching follow through

**Practical Activities:**

- Search videos on softball or watch a live game noting batting and pitching skills.
- Demonstrate grip, stance, swing and follow through in batting, while observing safety.
- Demonstrate the stance, grip, swing, release and follow through in pitching.
- Practice batting and pitching skills in Softball.
- Apply the skills of batting and pitching in a mini-game of Softball.
- Share feedback with peers on their performance in batting and pitching skills.

**Suggested Key Inquiry Questions:**

1. **How can skills in softball be enhanced?**
  - ✓ Consistent practice with proper form.
  - ✓ Developing hand-eye coordination.
  - ✓ Improving strength and power.
  - ✓ Practicing different types of pitches and batting techniques.
  - ✓ Playing in competitive games.
2. **How can playing Softball contribute to mental health?**
  - ✓ Provides a social outlet and reduces isolation.
  - ✓ Promotes teamwork and cooperation.
  - ✓ Reduces stress through physical activity.
  - ✓ Builds confidence and self-esteem.
  - ✓ Teaches resilience and coping skills.

## Sub-Strand 3.4: Baseball

### 1. Facility and Equipment:

- **Facility:**

- ✓ A rectangular playing field with four bases.
- ✓ No pitcher's mound.
- ✓ Field dimensions can vary.



Baseball playing field

- **Equipment:**

- ✓ Rubber ball (similar to a volleyball or playground ball).
- ✓ Bases.
- ✓ Markers for boundaries.
- ✓ No bats or gloves are used.



Rubber ball used in Baseball5

### 2. Hitting:

- **Stance:**

- ✓ Feet shoulder-width apart, knees slightly bent.
- ✓ Body facing the direction of the hit.



Baseball5 hitting stance

- **Toss:**

- ✓ Self-toss the ball upward.
- ✓ Toss should be within hitting range.



player tossing the ball in Baseball5

- **Swing:**

- ✓ Swing the hand to hit the ball.
- ✓ Use a controlled, powerful swing.



Baseball5 hitting swing

- **Contact:**

- ✓ Hit the ball with an open hand or fist.
- ✓ Aim for a specific direction.



player making contact with the ball

- **Follow Through:**

- ✓ Continue the hand motion after hitting the ball.
- ✓ Maintain balance.



Baseball5 hitting follow through

### **Practical Activities:**

- Use digital devices to search and observe the facility and equipment used in Baseball5 or observe a live Baseball5 match.
- Demonstrate the stance, toss, swing, contact and follow through, when hitting in Baseball5 while observing safety.
- Practice hitting in Baseball5 game while observing safety.
- Apply hitting skill in Baseball5 mini game while observing safety.
- Appreciate own and others' effort in the Baseball5 game.

### **Suggested Key Inquiry Questions:**

- 1. How can the skills in Baseball5 be used in the community?**
  - Promotes physical activity and fitness.
  - Provides a fun and accessible sport for all ages.
  - Encourages teamwork and social interaction.
  - Can be played in limited spaces, making it suitable for urban areas.
  - Can be used as a recreational activity or competitive sport.
- 2. How does participation in Baseball5 enhance physical development?**
  - Improves hand-eye coordination.
  - Develops agility and speed.
  - Builds upper and lower body strength.
  - Enhances cardiovascular fitness.
  - Promotes quick reaction times.

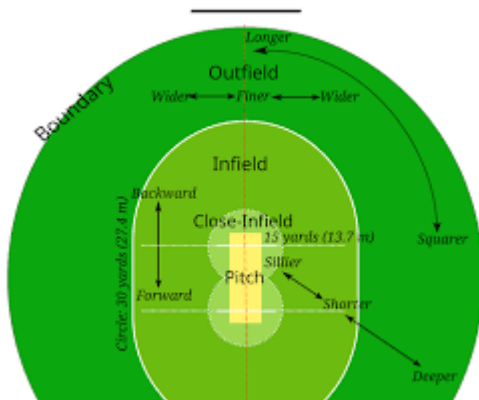
### **Sub-Strand 3.5: Cricket**



## 1. Facility and Equipment:

- **Facility:**

- ✓ Cricket pitch: Rectangular strip, 22 yards long.
- ✓ Outfield: Circular or oval area around the pitch.
- ✓ Wickets: Three stumps with bails at each end of the pitch.



Cricket pitch and outfield

- **Equipment:**

- ✓ Cricket bat.



- ✓ Cricket ball.



- ✓ Wickets and bats.



- ✓ Helmets.



- ✓ Pads (leg guards).



- ✓ Gloves.



## 2. Batting:

- **Cover Drive:**

- ✓ **Stance:** Feet shoulder-width apart, knees slightly bent, bat held up and ready.
- ✓ **Footwork:** Step towards the line of the ball, transferring weight.
- ✓ **Contact:** Swing the bat through the line of the ball, hitting it with the middle of the bat.
- ✓ **Follow Through:** Extend arms towards the direction of the shot.



Cricket cover drive

- **Hook Shot:**

- ✓ **Stance:** Feet shoulder-width apart, preparing for a short, rising delivery.
- ✓ **Footwork:** Move back and across to create space.
- ✓ **Contact:** Pull the ball around with a horizontal bat swing.
- ✓ **Follow Through:** Rotate the body and bat around the head.



Cricket hook shot

- **Lofted Shot:**

- ✓ **Stance:** Feet shoulder-width apart, preparing to hit the ball in the air.
- ✓ **Footwork:** Create a stable base.
- ✓ **Contact:** Hit the ball with an upward swing, aiming to clear fielders.
- ✓ **Follow Through:** Finish with the bat high, following the trajectory of the ball.



Cricket lofted shot

**Practical Activities:**

- Search and observe actual or virtual performance of Cricket to identify, facility and equipment, and skills.
- Demonstrate the cover drive technique of batting using the stance, footwork, contact and follow through while observing safety.
- Demonstrate the hook shot technique of batting using the stance, footwork, contact and follow through while observing safety.
- Demonstrate lofted shot technique of batting using the stance, footwork, contact and follow through while observing safety.

- Practice the skills of batting.
- Use the skills of batting to play a conditioned game of Cricket while observing safety.
- Observe others and give feedback on execution of batting skills.

### **Suggested Key Inquiry Questions:**

#### **1. How can the use of technology enhance batting skills?**

- ✓ Video analysis: To review batting technique and identify areas for improvement.
- ✓ Simulators: To replicate different bowling styles and match situations.
- ✓ Sensors and data analysis: To track bat speed, impact, and other performance metrics.
- ✓ Virtual reality: To provide immersive training experiences.

#### **2. How does playing cricket promote individual development?**

- ✓ Develops hand-eye coordination and reflexes.
- ✓ Promotes teamwork and communication.
- ✓ Teaches strategic thinking and decision-making.
- ✓ Builds mental toughness and resilience.
- ✓ Enhances physical fitness and stamina.

### **Sub-Strand 3.6: Table Tennis**

#### **Suggested Learning Experiences:**

##### **1. Facility and Equipment:**

###### ✓ **Facility:**

- Table Tennis table: 2.74m long, 1.525m wide, 76cm high.
- Net: 15.25cm high.
- Playing area: Sufficient space around the table.

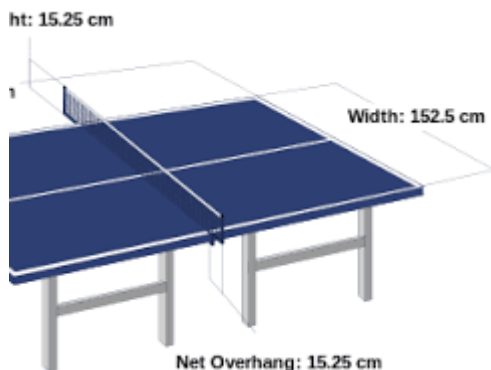


Table Tennis table and net

✓ **Equipment:**

- Table Tennis racket (bat).
- Table Tennis ball.



Table Tennis racket and ball

## 2. Forehand Drive:

• **Grip:**

- Shakehand grip or penhold grip.
- Hold the racket comfortably.



• **Stance:**

- Feet shoulder-width apart, knees slightly bent.
- Body facing the table.



- **Contact:**

- Swing the racket forward, hitting the ball on the rise.
- Use a brushing motion for spin.



- **Follow Through:**

- Continue the swing, extending the arm.
- Maintain balance.



### 3. Backhand Drive:

- **Grip:**

- Shakehand grip or penhold grip.
- Hold the racket comfortably.



- **Stance:**

- Feet shoulder-width apart, knees slightly bent.
- Body turned slightly to the side.



- **Contact:**

- Swing the racket forward, hitting the ball on the rise.
- Use a brushing motion for spin.



- **Follow Through:**

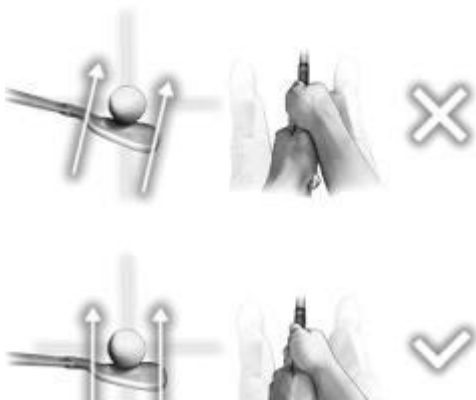
- Continue the swing, extending the arm.
- Maintain balance.



#### 4. Push Shot:

- **Grip:**

- Similar to drive grips.
- Hold the racket firmly.



- **Stance:**
  - Feet shoulder-width apart, knees slightly bent.
  - Close to the table.
- **Contact:**
  - Push the ball with a short, controlled motion.
  - Keep the racket low.
- **Follow Through:**
  - Short, controlled follow through.
  - Maintain balance.

### **Practical Activities:**

- Search and observe pictures/charts or virtual pictures of Table Tennis facilities and equipment.
- Use digital devices to search and watch video clips on Table Tennis skills of forehand and backhand drive and push shot.
- Improvise Table Tennis table and bat using locally available materials.
- Demonstrate the grip, stance, contact and follow through in forehand and backhand drives.
- Practice forehand and backhand drive in Table Tennis with peers while observing safety.
- Demonstrate push shot.
- Practice push shot while observing safety.
- Play a Table Tennis mini game by applying the skills learnt while observing safety.
- Appraise and share feedback on own and others' performance of Table tennis skills.

### **Suggested Key Inquiry Questions:**

1. **How is Table Tennis beneficial to the health of the learner?**
  - Improves hand-eye coordination and reflexes.
  - Enhances mental alertness and concentration.
  - Provides cardiovascular exercise.
  - Develops agility and quickness.
  - Offers a low-impact sport suitable for all ages.
2. **How can improvisation in Table Tennis be done?**
  - Table: Use a flat surface like a dining table or plywood sheet.
  - Net: Use a rope, string, or cardboard strip.
  - Rackets: Use plywood pieces, books, or cardboard.
  - Ball: Use a wadded-up paper ball or a small rubber ball.
  - Markings: Use chalk or tape to mark the table boundaries.





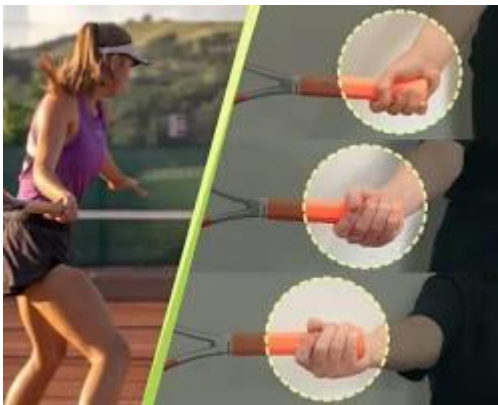
- Optional: Wristbands, hats.



## 2. Forehand Drive:

- **Grip:**

- Eastern forehand grip, semi-western forehand grip, or western forehand grip.
- Hold the racket comfortably.



Forehand grip

- **Stance:**

- Feet shoulder-width apart, knees slightly bent.
- Body turned sideways to the net.



Forehand stance

- **Contact:**

- Swing the racket forward, hitting the ball in front of the body.
- Use a smooth, controlled swing.



Forehand contact

- **Follow Through:**

- Continue the swing, extending the arm towards the target.
- Maintain balance.



Forehand follow through

### 3. Backhand Drive:

- **Grip:**

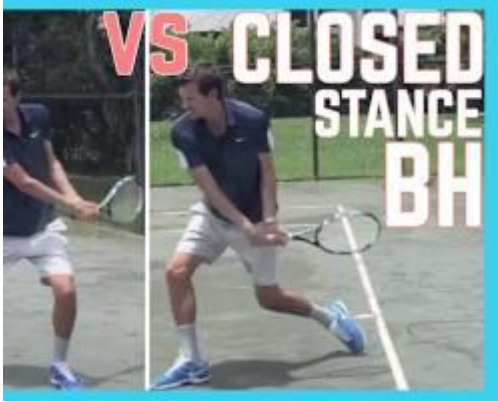
- Two-handed backhand grip or one-handed backhand grip.
- Hold the racket comfortably.



Backhand grip

- **Stance:**

- Feet shoulder-width apart, knees slightly bent.
- Body turned sideways to the net.



Backhand stance

- **Contact:**

- Swing the racket forward, hitting the ball in front of the body.
- Use a smooth, controlled swing.



Backhand contact

- **Follow Through:**

- Continue the swing, extending the arm towards the target.
- Maintain balance.



Backhand follow through

### **Practical Activities:**

- Search and observe pictures/charts or virtual pictures of Tennis facility and equipment.
- Use digital devices to search and watch video clips on Tennis skills.
- Improvise a field and practice Tennis.
- Demonstrate the grip, stance, contact and follow through in forehand and backhand drive.
- Practice forehand and backhand drive Tennis skills while observing safety.
- Apply forehand and backhand drive in Tennis mini games.
- Appraise own and others performance of the Tennis skills.

### **Suggested Key Inquiry Questions:**

1. **How can mastering of Tennis skills be beneficial to the learner?**
  - Improves hand-eye coordination and reflexes.
  - Enhances cardiovascular fitness.
  - Develops agility, speed, and balance.
  - Teaches strategic thinking and problem-solving.
  - Promotes mental focus and concentration.
  - Provides a social and competitive outlet.
2. **How has Tennis put Kenya on the world map?**
  - Kenyan players have participated in international tournaments.
  - Kenya has hosted international tennis events.
  - Tennis has contributed to the country's sporting reputation.
  - It has provided opportunities for Kenyan athletes to compete at a high level.
  - It has exposed Kenyan youth to a global sport.

### **Sub-Strand 3.8: Badminton**

## Suggested Learning Experiences:

### 1. Forehand Clear:

- **Grip:**
  - ✓ Universal (basic) grip or forehand grip.
  - ✓ Hold the racket comfortably.



Forehand clear grip

- **Stance:**
  - ✓ Feet shoulder-width apart, knees slightly bent.
  - ✓ Body facing the net.



Forehand clear stance

- **Contact:**
  - ✓ Hit the shuttle high and deep into the opponent's backcourt.
  - ✓ Use a full arm swing.



Forehand clear contact

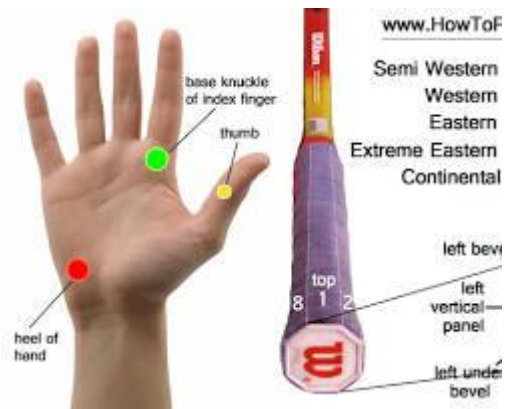
- **Follow Through:**
  - ✓ Continue the swing, extending the arm towards the target.
  - ✓ Maintain balance.



Forehand clear follow through

## 2. Backhand Clear:

- **Grip:**
  - ✓ Backhand grip.
  - ✓ Hold the racket comfortably.



Backhand clear grip

- **Stance:**

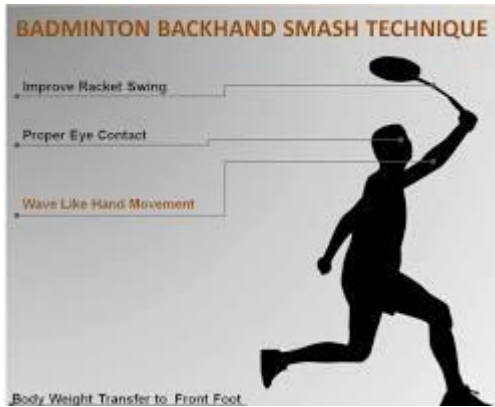
- ✓ Feet shoulder-width apart, knees slightly bent.
- ✓ Body turned slightly to the backhand side.



Backhand clear stance

- **Swing:**

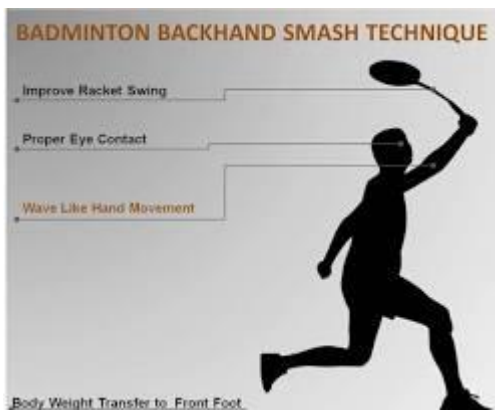
- ✓ Swing the racket across the body, hitting the shuttle high and deep.
- ✓ Use a shorter, more compact swing.



Backhand clear swing

- **Follow Through:**

- ✓ Continue the swing, extending the arm across the body.
- ✓ Maintain balance.



Backhand clear follow through

### 3. Forehand Drop Shot:

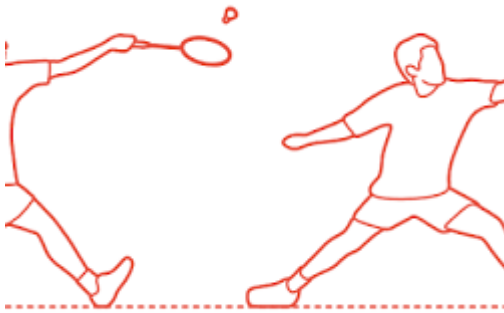
- **Grip:**

- ✓ Similar to forehand clear grip.
- ✓ Hold the racket loosely.



Forehand drop shot grip

- **Stance:**
  - ✓ Similar to forehand clear stance.
  - ✓ Prepare for a delicate shot.



Forehand drop shot stance

- **Swing:**
  - ✓ Use a short, controlled swing.
  - ✓ Slice the shuttle to make it drop close to the net.



Forehand drop shot swing

- **Follow Through:**

- ✓ Minimal follow through, focusing on control.



Forehand drop shot follow through

#### 4. Backhand Drop Shot:

- **Grip:**

- ✓ Similar to backhand clear grip.
- ✓ Hold the racket loosely.



Backhand drop shot grip

- **Stance:**
  - ✓ Similar to backhand clear stance.
  - ✓ Prepare for a delicate shot.



Backhand drop shot stance

- **Swing:**
  - ✓ Use a short, controlled swing.
  - ✓ Slice the shuttle to make it drop close to the net.



Backhand drop shot swing

- **Follow Through:**

- ✓ Minimal follow through, focusing on control.



Backhand drop shot follow through

**Practical Activities:**

- ✓ Observe real or virtual performance of badminton skills of forehand clear, backhand clear and drop.
- ✓ Demonstrate the forehand and backhand clear following the stance, swing and follow through.
- ✓ Demonstrate forehand and backhand drop using the stance, swing and follow through.
- ✓ Practice forehand and back hand shots.
- ✓ Use the forehand and backhand clear, forehand and backhand drop strokes in playing mini Badminton games.
- ✓ Observe and discuss others' performance of the skills and share feedback.

**Suggested Key Inquiry Questions:**

**1. How can analysis of shots help improve the accuracy of Badminton shots?**

- Video analysis of shot trajectory and impact.
- Identifying errors in stance, grip, and swing.
- Analyzing opponent's shot patterns.
- Using data to improve shot placement and consistency.

**2. How does the grip affect the execution of Badminton shots?**

- Different grips allow for different shot types and angles.
- Proper grip provides control and power.
- Incorrect grip can lead to errors and injuries.
- Grip changes are essential for shot variation and deception.

- ✓ Teachers are requested to make all learning activities practically engaging
- ✓ Every learners must attempt the activities
- ✓ Provide a secure environment for practical activities

**Teachers are encouraged to consult curriculum designs as notes could not be exhaustive**