



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

SENIOR SCHOOL CURRICULUM DESIGN

PHYSICAL EDUCATION GRADE 11

OCTOBER, 2025

First Published in 2025

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed in any form or by any means, electronic, mechanical, photocopy, recording, or otherwise, without the publisher's prior written permission.

ISBN: 978-9914-43-054-7

Published and printed by Kenya Institute of Curriculum Development

TABLE OF CONTENTS

TABLE OF CONTENTS.....	i
NATIONAL GOALS OF EDUCATION.....	ii
THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM.....	iv
LEARNING OUTCOMES FOR SENIOR SCHOOL.....	iv
TABLE 1: LIST OF SUBJECTS AT SENIOR SCHOOL.....	v
TABLE 2: LESSON DISTRIBUTION AT SENIOR SCHOOL.....	vi
ESSENCE STATEMENT.....	vii
SUBJECT GENERAL LEARNING OUTCOMES.....	viii
SUMMARY OF STRANDS AND SUB STRANDS.....	ix
STRAND 1.0: GAMES.....	1
STRAND 2.0 ATHLETICS.....	15
STRAND 3.0 OUTDOOR EDUCATION: ORIENTEERING.....	25
APPENDIX 1: SUGGESTED LEARNING RESOURCES, ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES.....	31

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity

The people of Kenya 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 resolving conflicts and promoting positive attitudes of mutual respect, to live together in harmony and foster patriotism, and 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 necessary for the smooth progress of a rapidly developing modern economy. Rapid modernisation is bound to lead to a silent social revolution, and education should assist our youth in adapting to this change.

b) Economic Needs

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

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only contribute to 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-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.

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 that 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 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 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.

THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM

Senior School is the fourth level of Basic Education in the Competency Based Curriculum (CBC) that the learner shall proceed to after the Pre-Primary School, Primary School and Junior School levels. The essence of Senior School is to offer learners a pre-tertiary/university/ pre-career experience in which the learners have an opportunity to choose pathways, tracks and subjects where they shall have demonstrated interest and/or potential at the earlier levels. Senior School comprises three years of education for learners generally in the 16-18 years age bracket 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, the learner shall take seven (7) learning areas as recommended by the *Presidential Working Party on Educational Reforms* (PWPER, 2023). These shall comprise **four compulsory learning areas** namely: English, Kiswahili, Essential Mathematics/Core Mathematics and Community Service Learning (CSL). Learners will choose between Core Mathematics (for learners pursuing the Science Technology Engineering and Mathematics Pathway) and Essential Mathematics (for learners pursuing the non-STEM pathways). The learner will select three learning areas depending on their career choice, aptitude, interest and personality with guidance by the Senior School career teacher.

LEARNING OUTCOMES FOR SENIOR SCHOOL

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.

TABLE 1: LIST OF SUBJECTS AT SENIOR SCHOOL

Core Subjects	Arts & Sports Science	Social Sciences	Science, Technology, Engineering & Mathematics (STEM)
1. English 2. Kiswahili/KSL 3. Core Mathematics/ Essential Mathematics 4. Community Service Learning (CSL)	5. Sports and Recreation 6. Music and Dance 7. Theatre and Film 8. Fine Arts	9. Literature in English 10. Indigenous Languages 11. Fasihi ya Kiswahili 12. Sign Language 13. Arabic 14. French 15. German 16. Mandarin Chinese 17. Christian Religious Education 18. Islamic Religious Education 19. Hindu Religious Education 20. Business Studies 21. History and Citizenship 22. Geography	23. Biology 24. Chemistry 25. Physics 26. General Science 27. Agriculture 28. Computer Studies 29. Home Science 30. Aviation 31. Building Construction 32. Electricity 33. Metalwork 34. Power Mechanics 35. Woodwork 36. Media Technology 37. Marine and Fisheries Technology

Note:

- Physical Education (PE) and Information Communication and Technology (ICT) will be offered to all learners to facilitate learning, enjoyment and acquisition of life skills.
- Every school shall offer Pastoral/Religious Programme of Instruction (P/RPI) to enhance moral, spiritual and character development of the learners.
- There shall be one (1) lesson for personal or group study to deepen knowledge and enhance skills in areas of choice by the learners.

Table 2 provides guidelines on distribution of lessons at Senior School.

v

TABLE 2: LESSON DISTRIBUTION AT SENIOR SCHOOL

Subjects	No of Lessons Per Week (40 minutes per lesson)
Core Subjects 4	
1. English	5
2. Kiswahili	5
3. Essential Mathematics/Core Mathematics	5
4. Community Service Learning	3
Elective Subjects	
5. Elective 1	5
6. Elective 2	5
7. Elective 3	5
* Physical Education	3
* ICT Skills	2
*PPI	1
* Learner Personal /Group Study	1
Total Number of Lessons	40

vi

ESSENCE STATEMENT

Creative Arts and Sports in Junior School lays a strong foundation for lifelong physical activity by developing learners' basic motor skills, introducing them to games, athletics, swimming, physical fitness components, and fostering teamwork and cultural appreciation through indigenous games. As learners progress to Senior School, Physical Education builds upon these foundational experiences by enhancing their knowledge, refining physical abilities and strengthening socio-emotional competencies that support a healthy lifestyle and overall well-being. At this stage, learners gain a deeper understanding of sportsmanship, embrace the principles of clean and ethical sport and develop essential life skills such as effective communication, teamwork and responsible decision-making.

In Senior School, the learning of Physical Education will be undertaken through a learner-centered, practical, and experiential approach that emphasizes active participation, inquiry-based learning, and collaborative activities. Key pedagogies will include demonstration and practice, peer teaching, project-based learning and outdoor experiential learning, ensuring that learners not only acquire advanced motor skills but also develop critical thinking, communication, leadership, and problem-solving abilities. The curriculum is designed to refine learners' physical competencies across various areas including games, athletics, swimming and outdoor adventure activities. By integrating values such as discipline, integrity, resilience, teamwork and environmental responsibility, learners will be well-equipped to transition into university and tertiary colleges, or directly into the world of work.

Physical Education offers diverse career opportunities across various fields including PE teaching, coaching, fitness training, and recreational facilitation, physiotherapy, kinesiology, professional coaching and sports management. There is also a growing demand in areas such as youth development, sports journalism, talent identification and community sports programs.

SUBJECT GENERAL LEARNING OUTCOMES

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

1. Exhibit appropriate physical activity skills to prevent or manage challenges related to personal health.
2. Participate actively in physical activities within and beyond the school setting to build knowledge, skills and positive attitudes in Physical Education.
3. Use technology effectively to support learning and enhance the mastery of skills in Physical Education.
4. Explore and nurture individual talents and abilities for personal growth and fulfillment through Physical Education.
5. Demonstrate environmental responsibility while taking part in physical activities.
6. Display positive behaviour and commitment towards the improvement of personal life, the community, the nation and the global society.
7. Appreciate and respect individual differences while engaging in physical activities.
8. Apply self-management, interpersonal and decision-making skills through participation in physical activities.
9. Display positive attitudes and uphold values that address pertinent and contemporary issues through involvement in physical activities.

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands
1.0 Games	1.1 Handball
	1.2 Baseball
	1.3 Table Tennis
	1.4 Hockey
2.0 Athletics	2.1 Long jump
	2.2 Triple Jump
	2.3 High Jump
	2.4 Pole Vault
3.0 Outdoor Education: Orienteering	3.1 Map Reading skills
	3.2 Navigation skills

STRAND 1.0: GAMES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Games	1.1 Handball • <i>Sidestep</i> • <i>Feinting and faking</i> • <i>Blocking</i> • <i>Shooting</i> - <i>standing shot</i> - <i>dive shot</i> - <i>reverse shot</i> • <i>Goalkeeping</i>	By the end of the Sub Strand, the learner should be able to: - examine sidestep, feinting and faking, blocking, shooting and goalkeeping skills in Handball game, - perform sidestep, feinting and faking, blocking, in Handball game for skill acquisition, - execute, shooting and goalkeeping skills in handball game for skill acquisition, - appreciate performance skills in Handball for enjoyment.	The learner is guided to: • search and watch videos/ demonstrations/pictures/ charts or watch live Handball games to observe sidestep, feinting and faking, blocking, shooting and goalkeeping skills and share findings with peers, • demonstrate stance, footwork, and follow through in performing sidestep Handball game, • practise the techniques of sidestep in Handball while observing safety, • demonstrate correct body movement, change of direction, speed variation and timing in performing faking and feinting in Handball game,	- Why is feinting and faking an effective strategy in a Handball game? - How does participating in Handball contribute to the development of teamwork, communication, and problem-solving?

			• collaboratively, practice feinting and faking in Handball while observing safety of self and others, • demonstrate <i>stance, timing, arm and leg positioning and movements</i> in blocking in a Handball game, • collaboratively, practise blocking in Handball, • demonstrate <i>stance, grip, arm action, release and follow through</i> in performing standing shot dive shot, reverse shot focusing, • collaboratively practise standing shot, dive shot, and reverse shot observing safety, • demonstrate goalkeeping • apply skills of sidestep, goalkeeping, shooting, feinting and faking, blocking in Handball mini-games while observing safety and apply effective communication when playing,	
--	--	--	--	--

			• reflect on own and others' performance and share feedback.	
Core Competencies to be developed: • Learning to learn: The learner acquires, adopts, and refines skills while practising sidestep, goalkeeping, shooting, feinting and faking, blocking in Handball. • Communication and collaboration: This is enhanced as the learner reflects and shares feedback on what they have learnt in Handball skills. • Self-efficacy: The learner gains confidence when they successfully execute shooting, faking and blocking during the game.				
Values: • Social justice: The learner demonstrates fair play, observing safety while playing Handball. • Unity: The learner fosters teamwork and collaboration with others while playing Handball. • Responsibility: The learner learns and applies relevant skills in playing Handball game.				
Pertinent and Contemporary Issues (PCIs): • Healthy lifestyle: This is enhanced as the learner improves in fitness while participating in Handball games. • Self-esteem: The learner builds self-esteem by confidently mastering and executing shots and blocks in Handball. • Safety and Security: The learner promotes fair play among peers by adhering to safety guidelines and maintaining a secure environment while playing the Handball game.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Games	1.2 Baseball5 • <i>Hitting</i> • <i>Throwing -overarm, -underarm</i> • <i>Tagging</i> • <i>Base running</i>	By the end of the Sub Strand, the learner should be able to: a) describe hitting, throwing, tagging and base running skills in Baseball5, b) perform hitting in Baseball5 for skill development, c) execute throwing in Baseball5 for skill development, d) execute tagging in Baseball5 for skill development, e) perform base running in Baseball5 for skill development, f) acknowledge others' efforts while playing Baseball5 for enjoyment.	The learner is guided to: • observe and discuss virtual or real performances of hitting, throwing, tagging and base running in Baseball5 and share feedback with peers, • demonstrate hitting in Baseball5 focusing on stance, toss, swing, contact and follow through while observing safety, • practise hitting in Baseball5 focusing on stance, toss, swing, contact and follow through while observing safety, • demonstrate overarm and underarm throwing in Baseball5 focusing on grip, stance, release and follow through while observing safety, • practise overarm and underarm throwing in Baseball5 games focusing on grip, stance, release	1. How does practising skills in Baseball5 contribute to building the self-esteem of the learner? 2. Why is safety enhanced in Baseball5? 3. How does playing Baseball5 help develop teamwork and collaboration among players?

			and follow through while observing safety, • demonstrate tagging and base running techniques in Baseball5 while observing safety, • practise throwing, tagging and base running in a mini-game of Baseball5 while observing safety, • apply hitting, throwing, tagging and base running skills in the Baseball5 mini-game while observing fair play, • reflect and share their performance in Baseball5.	
Core Competencies to be developed: • Self-efficacy: The learner confidently demonstrates and practises hitting, throwing, tagging and base running skills in Baseball5. • Communication and collaboration: The learner works with others when demonstrating and practising the skills in Baseball5. • Creativity and imagination: This is enhanced as the learner applies hitting, throwing, tagging and base running skills in the mini Baseball5 game while observing safety.				
Values: • Social justice: The learner displays fairness and justice among peers while participating in Baseball5. • Peace: The learner peacefully resolves any conflict that may arise during mini Baseball5 games.				

• Unity: This is enhanced as the learner works harmoniously and demonstrates hitting, throwing, tagging and base running skills with peers.
Pertinent and Contemporary Issues (PCIs): • Healthy lifestyle: The learner's health improves while practising hitting, throwing, tagging and base running in a Baseball5 game. • Social cohesion: This is enhanced as the learner embraces equity and non-discrimination while playing together in Baseball5 games.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Games	1.3 Table Tennis • Drives (forehand and backhand drive) • Shots (push shot and block shot) • Service • Reception • Footwork	By the end of the Sub Strand, the learner should be able to: a) describe the drive, shots, service, reception and footwork in Table tennis for skill development, b) perform forehand and backhand drive shots for skill development, c) execute push shot and block shot for effective play, d) execute Table tennis service for skill acquisition, e) perform footwork movement in Table tennis, f) appreciate Table tennis skills in playing for fun and enjoyment.	The learner is guided to: • watch a live or virtual Table tennis game and make notes on the drives, shots, service, reception and footwork sharing feedback with peers, • demonstrate forehand and backhand drives focusing on the grip, stance, contact and follow-through, • practise forehand and backhand drive in Table Tennis with peers while observing safety, • demonstrate push shots and block shots in Table tennis while observing safety, • practise push shot and block shot skills while observing safety,	1. Why is it necessary to master reception skills in Table Tennis? 2. How do the skills in Table Tennis contribute to fitness and wellness? 3. How can the ability to make quick decisions in Table Tennis help in real-life situations?

			• demonstrating forehand and backhand serving skills, • Practise forehand and backhand serving skills, • demonstrate forehand and backhand return, • practise forehand and backhand return, • demonstrate side to side, and in and out footwork patterns, • practise the side to side, and in and out footwork patterns while observing safety, • demonstrate teamwork and fair play by applying effective communication during Table tennis mini-game, • share decisions made during the game and how they are applied in daily life.	
Core Competencies to be developed: • Citizenship: The learner observes teamwork, fair play and applies effective communication when playing. • Digital Literacy: The learner navigates digital platforms to search for and watch video clips on forehand and backhand reception, demonstrating the ability to identify and select relevant content.				

• Learning to learn: The learner watches a live or virtual Table tennis game and makes notes on the drives, shots, service, reception and footwork in Table tennis and shares feedback with peers.
Values: • Respect: The learner appreciates diverse opinions when demonstrating forehand and backhand reception in Table tennis. • Unity: The learner collaborates with others when playing Table tennis. • Responsibility: The learner observes safety precautions while demonstrating and practising Table tennis shots.
Pertinent and Contemporary Issues (PCIs): • Online safety and cybersecurity: demonstrating the ability to identify relevant content and observe basic principles of using trusted sources while searching for videos in Table tennis. • Effective communication: The learner develops essential social skills by interacting and collaborating with others while practising Table tennis techniques.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Games	1.4 Hockey Playing skills • Passing • Dribbling • Hitting • Stopping • Marking and Dodging • Tackling • Penalty corner • penalty stroke	By the end of the Sub Strand, the learner should be able to: a) describe the playing skills in the game of Hockey, b) execute passing, dribbling, hitting and stopping in Hockey for skill acquisition, c) perform marking, dodging and tackling for skill mastery, d) execute penalty corner and penalty stroke for skill mastery, e) appreciate playing Hockey for enjoyment and stress management.	The learner is guided to; • observe pictures or search and watch live/videos on the game of Hockey and identify passing, dribbling, hitting, stopping, marking and dodging, tackling, penalty corner and penalty shoot-out skills used and share observations with peers, • demonstrate push, drive, flick and scoop skills of passing in Hockey, • practice push, drive, flick and scoop skills in Hockey, • demonstrate single and double dribbling in Hockey, • practice single and double dribbling in Hockey, • demonstrate penalty corner following push, trap and drag phases while observing safety,	1. How does mastery of Hockey skills enhance well-being? 2. How is safety enhanced in a Hockey game? 3. Why should clean sports be encouraged in Hockey? 4. How can learning Hockey help to develop essential life skills for success in sports?

			• practice penalty corner following push, trap and drag phases while observing safety, • demonstrate penalty shootouts in hockey while observing safety, • practice penalty stroke in Hockey while observing safety, • collaboratively play Hockey mini-games applying the Hockey skills learnt observing safety and rules, • effectively communicate own and peers' performance of Hockey skills for enjoyment, • reflect on values acquired as they engaged in Hockey mini-games.	
Core Competencies to be developed: • Learning to learn: The learner applies acquired passing skills in Hockey to play Hockey mini-games. • Communication and collaboration: The learner shares observations with peers on Hockey playing skills. • Self-efficacy: The learner confidently and successfully performs passing skills in Hockey.				

Values:

- Responsibility: The learner takes care of the equipment and observes safety while playing Hockey mini-games.
- Integrity: The learner follows Hockey rules during mini-games.
- Unity: The learner displays teamwork during a mini-hockey game.

Pertinent and Contemporary Issues (PCIs):

- Health promotion: The learner's health improves while practising Hockey skills and playing mini-games.
- Safety and security: The learner observes safety while practising Hockey skills and playing mini-games.
- Negotiation skills: The learner employs non-violent conflict resolution to resolve disputes during Hockey mini-games.

Suggested Assessment Rubrics for Games

Level Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to execute skills of Handball: ● Sidestep (Bent knees, Shift of body weight, Raised arms, Quick reactions) ● Shooting (stance/sidestep, grip, release, follow through) ● Feinting and faking (stance/sidestep, footwork, change	Executes 5 Handball skills (sidestep, shooting, feinting and faking, blocking, goalkeeping).	Executes 3 or 4 Handball skills (sidestep, shooting, feinting and faking, blocking, goalkeeping).	Executes 2 Handball skills (sidestep, shooting, feinting and faking, blocking, goalkeeping).	Executes 1 Handball skill (sidestep, shooting, feinting and faking, blocking, goalkeeping).

Level Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<i>direction, accelerate)</i> ● Blocking (stance, timing, arms and leg positioning, movements) ● Goal keeping (kicking saves, stick saves, hand/glove saves, clearing, quick reactions)				
Ability to perform skills in Baseball5 ● Hitting (stance, toss swing, contact and follow through) ● Throwing ● Tagging ● Base running	Performs the 4 skills in Baseball5 (hitting, throwing, tagging and base running).	Performs 3 skills in Baseball5 (hitting, throwing, tagging and base running).	Performs 2 skills in Baseball5 (hitting, throwing, tagging and base running).	Performs 1 skill in Baseball5 (hitting, throwing, tagging or base running).
Ability to perform skills in Table Tennis.	Performs 5 skills in Table tennis (drives, shots, reception,	Performs 3 or 4 skills in Table tennis (drives, shots, reception, service	Performs 2 skills in Table tennis (drives, shots,	Performs 1 skill in Table tennis covered

Level Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
• Drives (Forehand drive, Backhand drive) • Shots (Block shot and Push shot) • Forehand and backhand reception • Service • Footwork	service and footwork).	and footwork).	reception, service and footwork).	(drives, shots, reception, service and footwork).
Ability to perform skills in Hockey • Passing • dribbling • Hitting • Stopping • Marking • Dodging • Tackling • penalty corner • penalty stroke	Performs 8 or 9 skills in Hockey (passing, dribbling, hitting, stopping, marking, dodging, tackling, penalty corner, penalty stroke).	Performs 5, 6 or 7 skills in Hockey (passing, dribbling, hitting, stopping, marking, dodging, tackling, penalty corner, penalty stroke).	Performs 3 or 4 skills in Hockey (passing, dribbling, hitting, stopping, marking, dodging, tackling, penalty corner, penalty stroke).	Performs 1 or 2 skills in Hockey covered. (passing, dribbling, hitting, stopping, marking, dodging, tackling, penalty corner, penalty stroke).

STRAND 2.0 ATHLETICS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Athletics	2.1 Long Jump Hang and Hitch kicks technique	By the end of the sub-strand, the learner should be able to: - describe the skills of hang and hitch kicks in Long jump, - execute the Hang and hitch kick techniques in Long jump for skill mastery, - appreciate the hang and hitch kick techniques of Long jump for fun and enjoyment.	The learner is guided to: • search and present findings using digital or print media on the hang and hitch kicks techniques in Long jump and share with peers, • demonstrate hang and hitch kick focusing on approach, take off, flight, landing and recovery phases in Long jump, • practise the hang and hitch kick techniques in Long jump following the approach, take-off, flight, landing and recovery phases while observing safety, • collaboratively, play Long jump mini-games applying hang and hitch kick techniques while observing safety and effectively communicating during the game, • reflect and share through journaling how emotions affect own and others' performance in the Long Jump.	- How can mastering Long jump techniques improve overall performance? - Why are the hang and hitch kick techniques important in Long Jump? - How do you manage emotions experienced before attempting a challenging skill in sport?

Core Competencies to be developed: - Self-efficacy: The learner confidently performs the Long jump applying the hang and hitch kick technique. - Learning to learn: The learner searches and presents findings using digital or print media on the hang and hitch kick techniques in the Long jump and shares with peers. - Communication and collaboration: The learner observes teamwork, fair play and applies effective communication when playing.
Values: - Respect: The learner accommodates diverse opinions while giving and receiving feedback on their performance. - Responsibility: The learner observes safety and rules while performing the Long Jump.
Pertinent and Contemporary Issues (PCIs): - Safety: The learner observes the safety of self and others as they perform the Long jump skill. - Coping with stress: The learner gains stress management skills as they journal emotions that affect their own and others' performance in Long jump.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Athletics	2.2 Triple Jump Phases - Approach, - Take-off, - Landing, - Recovery.	By the end of the Sub Strand, the learner should be able to: - examine the phases in Triple jump for knowledge acquisition, - perform Triple jump for skill mastery, - acknowledge playing Triple jump for fun and enjoyment.	The learner is guided to: - search using digital devices or print media and discuss the phases of Triple jump, - demonstrate the approach, take-off, landing and recovery in Triple jump, - practise the approach, take-off, landing and recovery in Triple jump while observing the safety of self and others when performing Triple Jump, - collaboratively play Triple jump mini-game observing safety, rules of the game and applying effective communication, - share strategies that can help overcome stress and improve performance in Triple jump,	- How can mastering the phases of the Triple jump improve overall performance? - How can Athletes manage stress occasioned by poor performance in Triple Jump? - How can adjusting take-off techniques or strategy help in making critical decisions in Triple Jump?

			• give constructive feedback to others using positive language, • receive feedback and use it to improve performance.	
Core Competencies to be developed: • Digital literacy: The learner develops digital skills as they search using digital devices or print media and discuss the phases of Triple jump. • Self-efficacy: The learner plays a Triple jump mini-game, observing the safety and rules of the game. • Creativity and imagination: The learner shares strategies that can help overcome stress and improve performance in Triple jump.				
Values: • Peace: The learner shows respect to self and others as they practise the approach, take-off, landing, and recovery in Triple jump while observing the safety of self and others when performing Triple Jump. • Love: The learner shows care as they observe teamwork, fair play and apply effective communication when playing mini-game in Triple jump. • Integrity: The learner appraises their own and others' performances honestly, cultivating self-awareness and constructive feedback skills.				
Pertinent and Contemporary Issues (PCIs): • Socio-Economic and Environmental Issues: The learner observes safety and rules of the game as they play Triple jump mini-game • Effective communication: The learner expresses self clearly and listens actively while demonstrating the approach, take-off, landing and recovery in Triple jump				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Athletics	2.3 High Jump • Fosbury flop technique	By the end of the Sub Strand, the learner should be able to: a) describe phases in Fosbury flop technique in High jump for skill acquisition, b) perform Fosbury flop technique in High jump for skill mastery, c) appreciate the use of Fosbury technique in High jump.	The learner is guided to: • search using digital devices or print media on the approach, take-off, flight and landing in High jump and share findings with peers, • demonstrate High jump following the approach, take-off, flight, and landing, • practise Fosbury flop techniques in High jump while observing safety, • Collaboratively, play High jump mini-games while applying Fosbury technique and observing safety and fair play, • discuss and review self and others performance in using Fosbury flop technique in High jump.	1. How can safety be enhanced during the execution of the Fosbury flop technique? 2. Why are decision-making skills necessary when executing a High jump? 3. How do High Jump athletes overcome the fear of hitting the bar or not clearing a height?

Core Competencies to be developed:

- Self-efficacy: The learner searches using digital devices or print media on the approach, take-off, flight and landing in High jump and shares findings with peers.
- Learning to learn: The learner acquires the skill of Fosbury flop technique in High jump.
- Communication and collaboration: The learner observes teamwork, fair play and effective communication when playing.

Values:

- Social justice: The learner takes turns to use the resources used in performing High jump.
- Unity: The learner collaborates with others when performing High jump.

Pertinent and Contemporary Issues (PCIs):

- Self-esteem: The learner enhances self-esteem upon mastery of Fosbury flop technique in High jump.
- Health promotion issues: The learner enhances wellness and fitness while performing High jump.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Athletics	2.4 Pole Vault Phases ● <i>Approach</i> ● <i>Plant</i> ● <i>Take off</i> ● <i>Swing-up</i> ● <i>Extension</i> ● <i>Fly-away</i> ● <i>Landing</i>	By the end of the Sub Strand, the learner should be able to: - examine the phases in Pole vault for skill acquisition, - perform Pole vault for skill mastery, - recognize the importance of pole vault as a way to enhance physical fitness and overall health.	The learner is guided to: ● watch videos/pictures/charts and discuss phases in Pole vault and share findings with peers, ● demonstrate the approach, plant, take-off, swing-up, extension, fly-away and landing phases in Pole vault while observing safety, ● collaborate with others in practising Pole vault in a mini-game while observing rules and safety, ● journal daily progress, challenges, and feelings about their vaulting experiences, ● give feedback on each other's efforts while practising Pole vaulting in a simulated game.	- How is safety enhanced in the performance of the Pole vault? - Why is it important to understand and master each phase of the Pole Vault? - How does developing self-awareness in pole vaulting improve technique, confidence, and overall performance?

Core Competencies to be developed:	
• Communication and collaboration: The learner observes teamwork, fair play and applies effective communication when playing. • Learning to learn: The learner journals daily progress, challenges, and feelings about their vaulting experiences. • Creativity and imagination: The learner collaborates with others in practising Pole vault in a mini-game while observing rules and safety.	
Values:	
• Responsibility: The learner adheres to safety precautions while practising pole vaulting. • Integrity: The learner adheres to the rules while practising Pole vault. • Social justice: The learner takes turns while performing the skills in Pole vault.	
Pertinent and Contemporary Issues (PCIs):	
• Health promotion issues: The learner gains physical fitness through Pole vault practice. • Self-awareness: The learner reflect their own learning through journaling daily progress, challenges, and feelings about their vaulting experiences.	

Suggested Assessment Rubric for Athletics

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform the Long jump using all the phases: • Approach • Take off • Flight- (hang, hitch kicks) • Landing recovery	Performs Long jump consistently using the 4 phases.	Performs Long jump using 4 phases.	Performs Long jump using 2 or 3 phases.	Performs Long jump using 1 phase.
Ability to perform the Triple Jump using all the phases: • Approach • Take off (hop, step and jump) • landing • Landing recovery	Performs Triple jump consistently using the 4 phases.	Performs Triple jump using 4 phases.	Performs Triple jump using 2 or 3 phases.	Performs Triple jump using 1 phase.
Ability to perform the Fosbury flop for skill acquisition using the phases:	Performs the Fosbury flop skilfully using 4 phases.	Performs the Fosbury flop using 4 phases.	Performs the Fosbury flop using 2 or 3 phases.	Performs the Fosbury flop using 1 phase.

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
• <i>approach</i> • <i>take off</i> • <i>flight</i> • <i>landing</i>				
Ability to perform Pole vault in Athletics using the phases: • <i>Approach</i> • <i>Plant</i> • <i>Take off</i> • <i>Swing-up</i> • <i>Extension</i> • <i>Fly-away</i> • <i>Landing</i>	Performs Pole vault progressively using all the 7 phases.	Performs Pole vault using all 5 or 6 phases.	Performs Pole vault using 3 or 4 phases.	Performs Pole vault using 1 or 2 phases.

STRAND 3.0 OUTDOOR EDUCATION: ORIENTEERING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Outdoor Education - Orienteering	3.1 Map Reading Skills • <i>Map interpretation</i> • <i>Map orientation</i> • <i>Use of orienteering maps</i>	By the end of the Sub Strand, the learner should be able to: a) describe orienteering as an outdoor activity, b) interpret maps for orienteering for skill mastery, c) map out routes for orienteering for skill mastery, d) appreciate the application of map reading skills in orienteering.	The learner is guided to: • watch videos on orienteering activities and evaluate the nature of orienteering in outdoor education, • use videos and other sources of information to analyse the skills of map reading, navigation, negotiation, decision-making, and critical thinking skills required in orienteering, • discuss orienteering as an activity that enhances intrapersonal and interpersonal skills, • name symbols on an orienteering map, • interpret map symbols and geographical features,	1. Why does map reading promote success in orienteering? 2. How are life skills applied in orienteering? 3. How can one effectively plan and execute orienteering within a specified time frame?

			• relate map symbols to features on the ground, • follow handrails on an orienteering map while communicating effectively, • collaboratively develop orienteering maps of areas within the school locality with symbols, features and handrails, • navigate varied terrains using orienteering maps while applying life skills (<i>self-management skills, effective communication, decision-making skills, stress management skills, and critical thinking skills</i>), • demonstrate environmental conservation through proper waste disposal, protecting natural habitats, minimizing pollution, and reducing plastic use,	
--	--	--	---	--

			• give constructive feedback on own and others' ability to use map reading skills in the orienteering activity.	
Core Competencies to be developed: • Critical thinking and problem-solving: The learner uses videos and other sources of information to analyse the skills of map reading, navigation, negotiation, decision-making, and critical thinking skills required in orienteering. • Self-efficacy: The learner confidently navigates varied terrains using orienteering maps. • Creativity and imagination: The learner collaboratively develops orienteering maps of areas within the school locality with symbols, features and handrails.				
Values: • Responsibility: The learner adheres to safety precautions while practising orienteering. • Patriotism: The learner displays knowledge of the surrounding environment during orienteering. • Unity: The learner collaborates with others during outdoor education activities.				
Pertinent and Contemporary Issues (PCIs): • Self- management skills: The learner strategically chooses the best path to reach a destination while analysing maps, planning routes and navigating different terrains. • Environmental conservation: The learner demonstrates care for the environment by following conservation rules while navigating various terrains.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Outdoor Education-Orienteering	3.2 Navigation Skills - Conventional methods of navigating terrain - Use of a compass - Online navigation tools	By the end of the Sub Strand, the learner should be able to: - examine the methods of navigation in orienteering, - apply conventional ways of navigating terrains for skill acquisition, - navigate terrain using a compass in orienteering, - utilise online navigation tools in orienteering for skill mastery, - acknowledge the application of navigation skills in orienteering.	The learner is guided to: - search and observe pictures/charts or virtual pictures and evaluate the conventional methods of navigating terrains, - demonstrate the use of conventional methods of navigating terrain (<i>celestial navigation, use of geographical features and landmarks, estimation of distance and time, Route planning, map reading</i>) - discuss the function of a compass during an orienteering activity, - use a compass to find direction through a terrain, - demonstrate navigation using online tools (<i>Google Maps and GPS</i>),	- How does using navigation tools assist in orienteering? - How does aligning a map with the terrain during orienteering improve navigation accuracy and route planning? - How can learning navigation skills develop essential life skills that prepare one for real life?

			- use orienteering maps and online navigation tools to navigate varied terrains safely applying life skills during the activity (<i>self-management skills, environmental conservation skills, effective communication, decision-making skills, stress management skills and critical thinking skills</i>), - conduct group reflection sessions on how they cared for the environment and helped each other to navigate different terrain.	
Core Competencies to be developed: - Communication and collaboration: the learner utilises orienteering maps and online navigation tools to navigate varied terrains safely. - Critical thinking and problem-solving: the learner displays the ability to use navigation tools for navigating varied terrains and map out orienteering routes. - Learning to learn: the learner searches and observes pictures/charts or virtual pictures and evaluates the conventional methods of navigating terrains.				

Values:

- Respect: the learner accommodates diverse opinions while giving and receiving feedback on their activities.
- Responsibility: the learner observes safety and rules while navigating the various terrains.

Pertinent and Contemporary Issues (PCIs):

- Cyber security: the learner is guided to avoid accessing insecure sites while using online navigation.
- Assertiveness: learner develops assertiveness as they utilise orienteering maps and online tools to navigate varied terrains.

Suggested Assessment Rubric for Outdoor Education: Orienteering

Level Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to apply map reading skills to navigate terrain; • Map interpretation • Map orientation • Use of orienteering maps	Applies all 3 skills safely and creatively to navigate terrain.	Applies all 3 skills to navigate terrain.	Applies 2 skills to navigate terrain.	Applies 1 skill to navigate terrain.
Ability to apply navigation skills to navigate terrain; • conventional methods of navigating terrain • use of a compass • online navigation tools	Applies all 3 skills to navigate terrain and support peers in utilising navigation skills.	Applies all 3 skills to navigate terrain.	Applies 2 skills to navigate terrain.	Applies 1 skill to navigate terrain.

APPENDIX 1: SUGGESTED LEARNING RESOURCES, ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES

Strand	Sub Strand	Suggested Resources	Suggested Assessment Methods	Non-Formal Activities
1.0 Games	1.1 Handball	• Field/Open space • Marking agents (lime, ash, sawdust) • Field markers • Handball balls • Handball goals • Whistle • Groin guard • Handball sports kit	• Oral and aural questions • Observation in projects, • Practicals and simulated games. • Portfolio • Quizzes and tests • Self and peer assessments, • Rubrics • Exit tickets.	• Handball regional/national/international championships • Stadia visits • Watching video clips • Internet searches • Inter class/house activities • School handball club • Mini Handball games
	1.2 Baseball5	• Open Space/Court[Diamond] • Marking agents (Whitewash/ash/sawdust/Water paints) • Tape • Balls • Score sheets	• Oral and aural questions • Observation in projects, • practicals and simulated games. • Portfolio • Quizzes and tests • Self and peer assessments,	• Inter-class/house activities- Baseball5 • regional/national/international championships • School Baseball5 club • Watch TV channels on sports.

Strand	Sub Strand	Suggested Resources	Suggested Assessment Methods	Non-Formal Activities
			• Rubrics • Exit tickets.	• Watch live matches, • Internet search
	1.3 Table Tennis	• Table tennis court • open court • Table tennis balls • Table tennis bats • Tables • Net and stands	• Oral and aural questions • Observation in projects, • Practicals and simulated games. • Portfolio • Quizzes and tests • Self and peer assessments, • Rubrics • Exit tickets	• School Table Tennis Club • School Table Tennis team • Interclass/school competitions- • Table tennis regional/national/international championships
	1.4 Hockey	• Open space, • Digital devices (laptops, tablets, smartphones and desktops) • Balls, • Sports kit - helmets,	• Oral and aural questions • Observation in projects, • practicals and simulated games. • Portfolio • Quizzes and tests	• Hockey regional/national/international championships • Stadia visits • Internet searches • Watching videos on Hockey

32

Strand	Sub Strand	Suggested Resources	Suggested Assessment Methods	Non-Formal Activities
		- keeper gloves and kickers, keepers pads, • Chest guard, • Groin guard, • Thigh guard, • Mouth guard elbow, • Shin guards, • Hockey sticks. • First aid kit • Training bibs • Cones /markers • Player hand glove	• Self and peer assessments, • Rubrics • Exit tickets.	• Interclass/house competition • School Hockey team • Mini Hockey games
2.0 Athletics	2.1 Long Jump	• Tape measure • Flags [red, white] • Rake/Jembe. • Landing area/ sand pit • Marking agent (lime, ash, sawdust) • Take-off board, • Whistle	• Oral and aural questions • Observation in projects, • practicals and simulated games. • Portfolio • Quizzes and tests • Self and peer assessments, • Rubrics • Exit tickets.	• Attend an athletics championship. • Environmental awareness. • School athletics team • Stadia visits

33

Strand	Sub Strand	Suggested Resources	Suggested Assessment Methods	Non-Formal Activities
	2.2 Triple Jump	• Tape measure • Flags [red, white] • Rake/Jembe. • Landing area/ sand pit • Marking agent (lime, ash, sawdust) • Take-off board, • Whistle	• Oral and aural questions • Observation in projects, practicals and simulated games. • Portfolio • Quizzes and tests • Self and peer assessments, • Rubrics • Exit tickets.	• Attend an athletics championship. • Environmental awareness. • School athletics team
	2.3 High Jump	• Stands/uplights • Crossbar • Landing mats/foam/mattress /Dry banana leaves • Whitewash/Ash • Open space/gymnasium	• Oral and aural questions • Observation in projects, practicals and simulated games. • Portfolio • Quizzes and tests • self and peer assessments, • Rubrics • Exit tickets	- Watch live athletics competition • Watch TV on athletics
	2.4 Pole Vault	• Open space	• Oral and aural	• Athletics

Strand	Sub Strand	Suggested Resources	Suggested Assessment Methods	Non-Formal Activities
		• Marking agents (lime/ash/sawdust/cones, • Uprights/stands • Crossbars • Landing mats/foam/mattress • Flags	• questions • Observation in projects • practicals and simulated games. - Portfolio • Quizzes and tests • Self and peer assessments, • Rubrics • Exit tickets.	• Championships • Stadia visits • Watching video clips • Internet searches
3.0 Outdoor Education - Orienteering	3.1 Map Reading Skills	• Open space • Sketched orienteering maps • Digital devices • Strings, rulers	• Oral and aural questions • Observation in projects, • Practical and simulated games. • Portfolio • Quizzes and tests • Self and peer assessments • Rubrics • Exit tickets.	• Watch TV channels on orienteering • Watch videos on map reading and interpretation. • School education club • School scouts club / girl guides • President's award scheme

Strand	Sub Strand	Suggested Resources	Suggested Assessment Methods	Non-Formal Activities
				St John's / red cross clubs
	3.2 Navigation skills	- Open space - Sketched orienteering maps - Compass - Digital devices - Strings, rulers	- Oral and aural questions - Observation in projects - practicals and simulated games. - Portfolio - Quizzes and tests - Self and peer assessments - Rubrics - Exit tickets.	- Watch TV channels on orienteering - Watch videos on navigation. - Treasure Hunt - Eco-Orienteering(Leave no trace adventure)