Grade 10 Physical Education

Term 1 - 60 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

60 complete, ready-to-teach Grade 10 Physical Education lesson plans for Term 1, covering football, netball, volleyball, handball, basketball and rugby.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Football	10
1.2	Netball	10
1.3	Volleyball	10
1.4	Handball	10
1.5	Basketball	10
1.6	Rugby	10

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

The Football pitch and equipment, and safety

By the end of the lesson, the learner should be able to: a) identify the parts of a Football pitch and the equipment used; b) state the safety rules for playing Football

> **The pitch, the equipment and the safety rules**
> A full-size pitch is a rectangle, 90 to 120 metres long and 45 to 90 metres wide, with a halfway line and a centre circle (radius about 9 metres).

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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ELIMU254

The Football pitch and equipment, and safety

Strand 1.0 Ball Games > Sub-strand 1.1 Football | Lesson 1 of 10 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) identify the parts of a Football pitch and the equipment used; b) state the safety rules for playing Football

KEY INQUIRY QUESTION(S)

- Why is marking and dodging essential when playing Football?
- How does the equipment and skills of Football make it a popular game?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Health promotion**	Examples link to healthy habits at home and at school.
PCI	**Socio-economic issues**	Developed through the activities in this lesson.

LEARNING RESOURCES

Charts or pictures of a Football pitch, or a digital device to watch a short match clip | A tape measure and string | Lime, ash or sawdust for marking | Footballs and cones

ORGANISATION OF LEARNING

Whole class for the warm-up and the demonstration; pairs for passing; groups of four to six for the drills and small-sided games; rotation so that every learner touches the ball often. Learners of all abilities and both genders play together on equal terms, with each learner given the same number of turns.

KEY WORDS

pitch | lofted pass | marking | dodging | feint | goalkeeper | penalty area | offside | stance | follow through

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Where have you watched or played Football, and what did the pitch and the players' kit look like? What do you need to play a game safely?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "The pitch, the equipment and the safety rules" (coaching points and drill on the next page), explaining as you go. Use charts or pictures of a Football pitch, or a digital device to watch a short match clip, a tape measure and string, lime, ash or sawdust for marking. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "State three safety rules before starting a game."	Say the key idea in their own words and answer the exit question in the exercise book.

COACHING POINTS AND DRILL

The pitch, the equipment and the safety rules

A full-size pitch is a rectangle, 90 to 120 metres long and 45 to 90 metres wide, with a halfway line and a centre circle (radius about 9 metres). At each end there is a goal (7.32 metres wide and 2.44 metres high), a goal area (5.5 metres from the posts) and a penalty area (16.5 metres), with a penalty spot 11 metres from the goal line.

Equipment: a size 5 ball, goalposts and nets, corner flags, bibs, shin guards, boots or sports shoes, a whistle for the referee, and cones or markers. A team has eleven players, one of whom is the goalkeeper.

Marking and improvising: use a small-sided pitch for class (for example 40 metres by 25 metres). Mark it with lime, ash, sawdust or a string line, and place cones at the corners. Where equipment is short, improvise: a ball from rolled plastic bags tied with string or a well-inflated ball that is not worn smooth; goalposts from sticks or bottles; corner flags from sticks with cloth; bibs from cloth strips; shin guards from folded magazines held with socks (only for practice).

Safety: walk the pitch and remove stones, glass and holes; check goalposts are secure and never hang from them; wear proper shoes; warm up and stretch; drink water; do not tackle from behind or with high feet; follow the whistle; stop at once if a player is hurt; and use the internet only on approved sites when watching match clips. Ask learners to search or watch a clip and name each item of equipment and each line on the pitch.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	State the length of a goal and the distance of the penalty spot from the goal line.	**A goal is 7.32 metres wide and 2.44 metres high; the penalty spot is 11 metres from the goal line.**
2	Name four items of equipment used in Football.	**For example: ball, goalposts, bibs, shin guards, boots, whistle and cones.**
3	How can a school improvise a Football when it does not have one?	**By tying tightly rolled plastic bags or cloth with string into a round ball.**
4	State three safety rules before starting a game.	**For example: clear the pitch, check the goalposts, wear proper shoes and warm up.**

WATCH OUT FOR

Learners use a full-size pitch for a small class. A smaller pitch gives more touches and is safer.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can identify the parts of a Football pitch and the equipment used confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can identify the parts of a Football pitch and the equipment used accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly identify the parts of a Football pitch and the equipment used, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet identify the parts of a Football pitch and the equipment used without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give a labelled picture of the pitch to copy and match the names to the lines.
Learners ready for more	Explain why a goalkeeper may use hands only inside the penalty area. (Answer: The rule protects fair play and gives the goalkeeper a defined zone; outside it, the goalkeeper is treated like any other player)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Sketch the Football pitch and label the lines and areas.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

Warm-up and the lofted pass I: stance and ball contact

Strand 1.0 Ball Games > Sub-strand 1.1 Football | Lesson 2 of 10 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) perform a proper warm-up for Football; b) demonstrate the stance and ball contact for the lofted pass

KEY INQUIRY QUESTION(S)

- Why is marking and dodging essential when playing Football?
- How does the equipment and skills of Football make it a popular game?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
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VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Health promotion**	Examples link to healthy habits at home and at school.
PCI	**Socio-economic issues**	Developed through the activities in this lesson.

LEARNING RESOURCES

Footballs (one for each pair) | Cones or markers (bottle tops, stones or sticks) | Bibs or coloured cloths | A whistle | Two goals or two sets of posts

ORGANISATION OF LEARNING

Whole class for the warm-up and the demonstration; pairs for passing; groups of four to six for the drills and small-sided games; rotation so that every learner touches the ball often. Learners of all abilities and both genders play together on equal terms, with each learner given the same number of turns.

KEY WORDS

pitch | lofted pass | marking | dodging | feint | goalkeeper | penalty area | offside | stance | follow through

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min