Grade 10 Physical Education

Term 2 - 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 2, covering sprints, long jump, javelin throw, shot put, hockey and swimming.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.1	Sprints	10
2.2	Long Jump	10
2.3	Javelin Throw	10
2.4	Shot Put	10
3.1	Hockey	10
3.2	Swimming	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

Sprint events, the track and equipment, and a warm-up for sprinting

By the end of the lesson, the learner should be able to: a) identify the sprint events, the track and the equipment; b) carry out a full warm-up for sprinting safely

> **Sprints, the track and the warm-up**
> Sprints are short races run flat out from start to finish: the 100 metres, 200 metres and 400 metres (and relays). A standard track is 400 metres round with lanes about 1.22 metres wide; runners stay...

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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Sprint events, the track and equipment, and a warm-up for sprinting

Strand 2.0 Athletics > Sub-strand 2.1 Sprints | 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 sprint events, the track and the equipment; b) carry out a full warm-up for sprinting safely

KEY INQUIRY QUESTION(S)

- Why is it crucial to accelerate and maintain body alignment during sprints?
- Why is participating in sprinting events beneficial in Kenya?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
PCI	**Life skills**	Learners practise decision making and working with others.
PCI	**Safety and security**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

Pictures or a video clip of a sprint race, or a digital device to watch one | A tape measure, stop watch and lime, ash or sawdust | Cones, flags and a whistle

ORGANISATION OF LEARNING

Whole class for the warm-up and demonstration; pairs for start practice (one performs and one observes); groups of four to six in lanes for the races and drills, so that every learner takes many starts and runs. Learners wait for their turn in a safe place and observe others.

KEY WORDS

sprint | bunch start | medium start | elongated start | acceleration | drive phase | body alignment | dip finish | lane | false start

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: "Who is the fastest runner in your school? What events are called sprints, and what do you need to run them well?" 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 "Sprints, the track and the warm-up" (coaching points and drill on the next page), explaining as you go. Use pictures or a video clip of a sprint race, or a digital device to watch one, a tape measure, stop watch and lime, ash or sawdust, cones, flags and a whistle. 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 two safety rules on the track."	Say the key idea in their own words and answer the exit question in the exercise book.

COACHING POINTS AND DRILL

Sprints, the track and the warm-up

Sprints are short races run flat out from start to finish: the 100 metres, 200 metres and 400 metres (and relays). A standard track is 400 metres round with lanes about 1.22 metres wide; runners stay in their lane for the sprints.
Equipment: starting blocks, a starter's gun or clapper, flags, a stop watch, cones, a tape measure and a finish line. Where equipment is limited, mark a straight lane with lime, ash or sawdust; make start stops from wooden pegs or small holes dug in the ground; and use a phone as a stop watch.
Warm-up for sprinting (10 minutes): easy jogging; dynamic stretches (leg swings, high knees, heel flicks, lunges and hip circles); drills (A-skips and B-skips, bounding and skipping); 3 short build-up runs of 30 metres, getting faster each time; and 2 practice starts. Cool down: a slow jog and static stretches for the calves, hamstrings and thighs.
Safety: check the running surface (holes, stones and glass); wear proper shoes; stay in your lane; run through the finish line; keep other people off the track; do not begin a sprint without a proper warm-up; and drink water. Where there is a pupil in the lane, wait until it is clear.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name three sprint events.	**The 100 metres, 200 metres and 400 metres.**
2	Why is a warm-up needed before sprinting?	**It raises the body temperature and prepares the muscles, which lowers the risk of injury.**
3	Suggest one way of improvising starting blocks.	**Small holes dug in the ground or wooden pegs pressed against firm soil.**
4	State two safety rules on the track.	**For example: stay in your lane, check the surface and run through the finish line.**

WATCH OUT FOR

Learners sprint without warming up. A cold muscle can be strained easily.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Give a picture card of the warm-up drills and demonstrate each one.
Learners ready for more	Explain why sprinters run through the finish line and not stop at it. (Answer: Slowing down before the line loses time, so runners keep accelerating until they are clearly past the line)
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

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "sprint events, the track and equipment, and a warm-up for sprinting" and bring one question of your own to ask next lesson.

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.

ELIMU254

The bunch start

Strand 2.0 Athletics > Sub-strand 2.1 Sprints | 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) set up the bunch start and perform the commands; b) react to the start signal and run out of the start

KEY INQUIRY QUESTION(S)

- Why is it crucial to accelerate and maintain body alignment during sprints?
- Why is participating in sprinting events beneficial in Kenya?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

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PCI	**Life skills**	Learners practise decision making and working with others.
PCI	**Safety and security**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

A straight track or marked lanes of 30 to 60 metres | Cones or flags for markers | Starting blocks (or small holes or wooden stops) | A stop watch or a phone timer | A whistle or a clapper for the start

ORGANISATION OF LEARNING

Whole class for the warm-up and demonstration; pairs for start practice (one performs and one observes); groups of four to six in lanes for the races and drills, so that every learner takes many starts and runs. Learners wait for their turn in a safe place and observe others.

KEY WORDS

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