Grade 10 Physical Education

Term 3 - 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 3, covering softball, Baseball5, cricket, table tennis, tennis and badminton.

TOPICS IN THIS PACK

Topic	Name	Lessons
3.3	Softball	10
3.4	Baseball5	10
3.5	Cricket	10
3.6	Table Tennis	10
3.7	Tennis	10
3.8	Badminton	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 Softball field, equipment, safety and basic rules

By the end of the lesson, the learner should be able to: a) identify the diamond, the bases and the equipment used in Softball; b) state the basic rules and safety rules

> **The field, equipment, safety and rules**
> A Softball field is a diamond with four bases (first, second, third and home plate) about 18.3 metres (60 feet) apart, a pitching circle and a pitching plate about 12 to 14 metres from home plate...

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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The Softball field, equipment, safety and basic rules

Strand 3.0 Optional Sports > Sub-strand 3.3 Softball | 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 diamond, the bases and the equipment used in Softball; b) state the basic rules and safety rules

KEY INQUIRY QUESTION(S)

- How can skills in Softball be enhanced?
- How can playing Softball contribute to mental health?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

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	**Social justice**	Every learner gets a turn and a fair chance to answer.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
PCI	**Health promotion**	Examples link to healthy habits at home and at school.
PCI	**Life skills**	Learners practise decision making and working with others.

LEARNING RESOURCES

Pictures or a video clip of a Softball game, or a digital device to watch one | A tape measure, string, lime, ash or sawdust, and cones | A bat, a soft ball and gloves

ORGANISATION OF LEARNING

Whole class for the warm-up and the demonstration; pairs for batting off a tee and pitching practice; groups of six to nine on a marked diamond. Learners take turns as batter, pitcher, fielder and umpire, with everyone at a safe distance from the batter. Helmets are worn by batters and base runners where available.

KEY WORDS

diamond | home plate | base | batting | pitching | strike | stance | swing | windmill | sportsmanship

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: "Have you seen Softball or its cousin Baseball? What is the aim of the game?" 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 field, equipment, safety and rules" (coaching points and drill on the next page), explaining as you go. Use pictures or a video clip of a Softball game, or a digital device to watch one, a tape measure, string, lime, ash or sawdust, and cones, a bat, a soft ball and gloves. 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 one way of showing sportsmanship."	Say the key idea in their own words and answer the exit question in the exercise book.

COACHING POINTS AND DRILL

The field, equipment, safety and rules

A Softball field is a diamond with four bases (first, second, third and home plate) about 18.3 metres (60 feet) apart, a pitching circle and a pitching plate about 12 to 14 metres from home plate, foul lines and an outfield. Nine players field, and the batting team has one batter at a time. Equipment: a bat, a soft ball about 30 centimetres round, gloves or mitts, batting helmets, a catcher's mask and pads, bases and home plate, and a scoresheet. Improvising: use a smaller diamond of 12 to 15 metres between bases marked with cones or lime; use a light bat, a plastic bat or a thick stick, and a soft or a sponge ball; use gloves or bare hands with a soft ball.

Basic rules: the pitcher throws underhand to the batter; a batter who swings and misses, or does not swing at a ball in the strike zone, gets a strike; three strikes are out; four balls (pitches outside the strike zone) let the batter walk to first base; a batter who hits the ball into fair territory runs to first base and may go around the bases to score a run at home; a fielder who catches the ball in the air or touches a runner with the ball (or a base before the runner arrives) gets an out; three outs end the half-inning; the team with the most runs wins.

Safety and fair play: the batter and runners wear helmets; the batter drops the bat (never throws it) after hitting; fielders and others stay well behind the batter; check the field for stones, holes and glass; use a soft ball; stay away from the pitcher's line; and accept the umpire's decisions. Sportsmanship: shake hands; encourage all players; do not tease or blame.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	How far apart are the bases in a Softball diamond?	**About 18.3 metres (60 feet).**
2	How many strikes make an out?	**Three.**
3	State two safety rules.	**For example: wear a helmet when batting, drop the bat and keep behind the batter.**
4	State one way of showing sportsmanship.	**For example: accepting the umpire's decision, encouraging others and shaking hands.**

WATCH OUT FOR

Learners throw the bat after hitting. This is very dangerous and against the rules.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Give a diagram of the diamond to colour and label.
Learners ready for more	Explain why the batter wears a helmet. (Answer: The ball travels fast and can cause head injuries, so a helmet protects the batter and the runners)
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

Draw a Softball diamond and label the bases and the positions.

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

Batting I: the grip and the stance

Strand 3.0 Optional Sports > Sub-strand 3.3 Softball | 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) hold the bat with a correct grip; b) take a balanced batting stance

KEY INQUIRY QUESTION(S)

- How can skills in Softball be enhanced?
- How can playing Softball contribute to mental health?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

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.
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VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
PCI	**Health promotion**	Examples link to healthy habits at home and at school.
PCI	**Life skills**	Learners practise decision making and working with others.

LEARNING RESOURCES

Softball bats (or light bats) | Soft balls or training balls | Batting helmets | Gloves or mitts (if available) | Bases or markers, cones and a whistle

ORGANISATION OF LEARNING

Whole class for the warm-up and the demonstration; pairs for batting off a tee and pitching practice; groups of six to nine on a marked diamond. Learners take turns as batter, pitcher, fielder and umpire, with everyone at a safe distance from the batter. Helmets are worn by batters and base runners where available.

KEY WORDS

diamond | home plate | base | batting | pitching | strike | stance | swing | windmill | sportsmanship

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