Grade 9 Creative Arts and Sports

Term 2 - 58 complete lesson plans

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

ABOUT THIS PACK

58 complete, ready-to-teach Grade 9 Creative Arts and Sports lesson plans for Term 2, covering athletics and mosaic, melody, rugby, photography and descant recorder.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.3	Athletics and Mosaic	14
2.4	Melody	12
2.5	Rugby	12
2.6	Photography	10
2.7	Descant Recorder	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

Phases of the triple jump

By the end of the lesson, the learner should be able to: a) describe the phases of triple jump; b) explain the rules

> **Hop, step, jump**
> Phases: approach run; hop (take off and land on the SAME foot); step (land on the OTHER foot); jump (land in the pit on both feet).
> Rhythm example (right-foot take-off): right, right, left, both.

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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Phases of the triple jump

Strand 2.0 Creating and Performing in Creative Arts and Sports > Sub-strand 2.3 Athletics and Mosaic | Lesson 1 of 14 | 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) describe the phases of triple jump; b) explain the rules

KEY INQUIRY QUESTION(S)

- How has long distance running benefitted Kenya?
- Why is it important to follow the phases of jumping in triple jump?
- How can mosaic pictorial composition be used to improve the environment?

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	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Citizenship**	Developed through the activities in this lesson.
PCI	**Health education**	Examples link to healthy habits at home and at school.
PCI	**Citizenship**	Learners connect the work to their rights and duties in the community.

LEARNING RESOURCES

Pictures and videos of triple jump, distance races and mosaics | Learners' exercise books

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

triple jump | hop | step | jump | take-off board | long distance | pacing | mosaic | tesserae | grout

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: "Key question: why is it important to follow the phases of jumping in triple jump?" 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 "Hop, step, jump" (practical: method and expected results on the next page), explaining as you go. Use pictures and videos of triple jump, distance races and mosaics, learners' exercise books. 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: "When is a jump a foul?"	Say the key idea in their own words and answer the exit question in the exercise book.

PRACTICAL: METHOD AND EXPECTED RESULTS

Hop, step, jump

Phases: approach run; hop (take off and land on the SAME foot); step (land on the OTHER foot); jump (land in the pit on both feet).

Rhythm example (right-foot take-off): right, right, left, both.

Rules: take off behind the board line; a foul if you step over; measured from the board to the nearest mark in the sand.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name the three jumping phases.	**Hop, step and jump.**
2	On which foot do you land after the hop?	**The same foot you took off from.**
3	How do you land in the pit?	**On both feet.**
4	When is a jump a foul?	**When the jumper steps over the take-off line.**

WATCH OUT FOR

Learners hop on the wrong foot. Say the rhythm aloud.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Watch a slow-motion video.
Learners ready for more	Name a famous triple jumper. (Answer: Answers will vary)
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 "phases of the triple jump" 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.

Practical: hop-step-jump drills

Strand 2.0 Creating and Performing in Creative Arts and Sports > Sub-strand 2.3 Athletics and Mosaic | Lesson 2 of 14 | 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) practise the hop, step and jump sequence; b) keep balance between phases

KEY INQUIRY QUESTION(S)

- How has long distance running benefitted Kenya?
- Why is it important to follow the phases of jumping in triple jump?
- How can mosaic pictorial composition be used to improve the environment?

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.
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VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Citizenship**	Developed through the activities in this lesson.
PCI	**Health education**	Examples link to healthy habits at home and at school.
PCI	**Citizenship**	Learners connect the work to their rights and duties in the community.

LEARNING RESOURCES

A raked sand pit and a marked take-off line | Cones and a measuring tape | A stopwatch | A marked track or field loop | Mosaic materials: coloured paper, bottle tops, seeds, eggshells or broken tiles (edges taped) | Glue, card or hardboard base, scissors, pencils

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

triple jump | hop | step | jump | take-off board | long distance | pacing | mosaic | tesserae | grout

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: "Can you hop five times on one foot and stay balanced?" 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 "Practical: drills on grass" (practical: method and expected results on the next page), explaining as you go. Use a raked sand pit and a marked take-off line, cones and a measuring tape, a stopwatch. 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: "Why warm up first?"	Say the key idea in their own words and answer the exit question in the exercise book.

PRACTICAL: METHOD AND EXPECTED RESULTS

Practical: drills on grass
Materials: cones, flat grass area.
Warm up; hop five times on each foot; bound (step) from foot to foot; standing triple jump into a marked area (no pit yet): hop, step, jump with arms swinging.
Say "same, other, both" as you go.
Expected result: smooth hop-step-jump rhythm with balance.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What do learners say during the drill?	**"Same, other, both."**
2	Why swing the arms?	**For balance and lift.**
3	What is bounding?	**Long springy steps from foot to foot.**
4	Why warm up first?	**To prevent injury.**

WATCH OUT FOR

Too many hops strain knees and ankles. Short sets with rests.