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PHYSICAL EDUCATION AND SPORT 4 SKILLS LOWER PRIMARY MOVEMENT ACTIVITIES HANDBOOK



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PHYSICAL EDUCATION AND SPORT 4 SKILLS
**LOWER PRIMARY MOVEMENT
ACTIVITIES HANDBOOK**



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Foreword

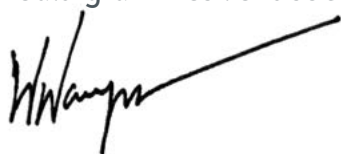
Physical Education and Sport is internationally recognized as enabler of Sustainable Development. It is considered as “one of the most effective means of providing all children and youth with skills, positive attitudes, values, knowledge and understanding for lifelong participation in society” (MINEPS V, 2013) and contributes to the aspirations of African Union Agenda 2063 “The Africa We Want”. Research indicates that active participation in quality physical education and sport, instils a positive attitude towards physical activity, hence decreasing the chances of young people engaging in risky behaviour. Physical Education and Sport also impacts positively on academic performance, while providing a platform for wider social inclusion.

The Kenya Competency-Based Curriculum (CBC) provides for essential career pathways and thus enables pursuance of individual interest and holistic development of talent. Through Physical Education and Sport, learners are able to acquire core competencies in basic education such as communication and collaboration; critical thinking and problem solving; creativity and imagination; citizenship; learning to learn; digital literacy and self-efficacy. CBC identifies Physical Education and Sport as one of the learning areas, provides for a career pathway and makes it compulsory for all learners across the levels of early learning and basic education while taking cognizance of special needs.

To achieve this goal, varied resource materials are required to guide implementation of Physical Education at all levels as prescribed in CBC. This handbook has been developed by a team of experts from Kenya Academy of Sports (KAS) and other practitioners from the education and sporting sector in consultation with faculty members at Kenyatta University in the Department of Physical Education, Exercise and Sport Science to provide guidance to facilitators in conducting quality Physical Education lessons for lower primary school learners.

The handbook contains guidelines and interactive resources on fundamental movement skills for grade 1-3 in the lower primary school and how the facilitator should use play-based and learner-centred activities in movement contexts for optimal acquisition of skills by the learners. This has been designed to accompany acquisition of creative, cognitive and social skills for holistic development of the learner, while taking care of the levels of ability of the learners and making necessary accommodations for inclusivity.

The CBC has one main goal of nurturing every learner’s potential. It emphasises that learners have equal opportunities regardless of their gender or abilities, of rising to do what they have interest in while ensuring lifelong participation in physical activity to form healthy and resilient societies.



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Acknowledgement

The development of this Facilitator's Guide on Physical Education and Sport 4 Skills for Lower Primary Education is the product of an inclusive and participatory process that comprised a wide range of practitioners from learning institutions, sports and civil society. The facilitator's guide supports in designing of Physical Education and Sport lessons and sessions to develop the fundamental movement skills of all learners, increasing their competence and confidence and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Further it addresses age and ability appropriate health issues such as nutrition and hygiene. Through the integration of sport for development methodologies important life skills and safeguarding principles are captured throughout the guide and activity cards.

Special appreciation goes to the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ GmbH) on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) for providing financial and technical support throughout the process. Further appreciation goes to the technical working group members comprised of representatives from the Ministry of Education, the Kenya the Ministry of Sports, Culture & Heritage, the Kenya Institute of Curriculum Development (KICD), the Department of Physical Education, Exercise and Sport Science at Kenyatta University, Special Olympics Kenya, Transforming Young Stars of Africa (TYSA), Brook Sport Consulting and other practitioners for their technical support.



Dr. Doreen Odhiambo, Ph.D.
Chief Executive Officer
Kenya Academy of Sports

Glossary of Terms and List of Abbreviations

GLOSSARY OF TERMS

ABCs of Athleticism:	Fundamental components of physical activity focusing on Agility, Balance, Coordination, and Speed.
Abuse:	Any action that intentionally harms or injures another person, especially learners. In physical education, this includes physical, sexual, emotional (psychological) or online harassment.
Agility:	The ability to move quickly and easily, often involving changes in direction and speed.
Balance (in ABCs):	The ability to maintain control of the body's position, whether moving or stationary.
Body Control or Stability Skills:	Skills that involve maintaining balance and control of the body in various positions and movements.
Cerebral Palsy:	A group of disorders affecting movement and muscle tone, which may also impact speech and require tailored communication and instructional methods.
Child Protection:	Actions undertaken to protect specific children who are suffering or likely to suffer significant harm or abuse.
Closing Circle:	The final part of the session where learners reflect on what they have learned and discuss life skills.
Cognitive Dimension:	Refers to the mental processes involved in gaining knowledge and comprehension, including thinking, knowing, remembering, judging, and problem-solving.
Cognitive Skills:	Mental abilities that enable thinking, learning, understanding, remembering and application of knowledge.
Community Service and Non-formal Learning Opportunities:	Activities outside the formal curriculum that contribute to learning and personal development.
Competency Based Curriculum (CBC):	Kenya's educational framework that recognizes the diverse abilities among learners and identifies P.E and sport as one of the learning areas. It provides sports as a career pathway and makes it compulsory for all learners across the levels of basic education.

Coordination (in ABCs):	The ability to use different parts of the body together smoothly and efficiently.
Core Competences:	Fundamental skills and attributes that are essential for learners to develop and succeed in various aspects of life.
Developmentally Appropriate:	Activities suitable according to the learners' age, experience, and ability level.
Facilitator:	A guide or leader, including teachers, coaches, mentors, managers, trainers, tutors, lecturers, instructors and others leading P.E and sport activities.
Flexibility (in sport):	The ability of muscles and joints to move through their full range of motion, essential for overall physical performance and injury prevention.
Fundamental Movement Skills:	Basic movement patterns that involve different body parts and are the building blocks for more complex physical activities. These include locomotor, stability, and manipulative skills.
FUNdamentals Stage:	The initial stage in the Long-Term Athlete Development Model focused on developing fundamental movement skills in a fun and engaging manner.
Gymnastics Skills:	Movements that develop strength, flexibility, balance, and coordination through various exercises and positions.
Holistic Development:	Development that addresses multiple dimensions of a person, including physical, psychological, cognitive, emotional, and social aspects.
Hygiene (water and sanitation):	Practices and conditions that help to maintain health and prevent the spread of diseases, including handwashing, cleanliness.
Inclusion Spectrum:	A tool that helps educators organize activities considering the abilities of learners, offering different approaches to ensure everyone is included.
Inclusive Physical Education:	Programs that recognize and accommodate the diverse abilities, needs, and backgrounds of all learners, ensuring equal access and participation in physical education, sport, and physical activities.
Learners with Hearing Impairment:	Learners who are deaf or have partial hearing loss, requiring specific communication strategies to participate in physical education.
Learners with Intellectual Disability:	Learners with a disability characterized by significant limitations in intellectual functioning and adaptive behavior, requiring clear and concise instructions tailored to the learner's understanding.
Learners with Visual Impairment:	Learners who have partial or no vision, requiring specific instructional adaptations to participate in physical education.

Life skills:	Practical abilities and knowledge that enable learners to effectively manage everyday challenges and interactions. Life skills like teamwork, communication, problem-solving, and goal-setting can be gained through success in physical education.
Locomotor or Movement Skills:	Basic movements that involve traveling from one place to another, such as walking, running, hopping, and jumping.
Multiple Means of Action & Expression:	A UDL principle that involves finding different ways for learners to engage in their learning, encouraging creativity, goal-setting, and self-monitoring.
Multiple Means of Engagement:	A UDL principle that involves enabling learners to undertake tasks in different ways, recognizing their developmental levels and making the tasks appropriately challenging.
Multiple Means of Representation:	A UDL principle that involves delivering lesson content using various methods to cater to different learning preferences.
Nutrition:	The process of obtaining the food necessary for health and growth, including the intake of essential nutrients to support healthy well-being.
Nutritional impairment:	A health condition caused by an imbalance in nutrients the body receives due to undernutrition (body doesn't get enough essential nutrients) or overnutrition (consumption of too much nutrients)
Opening Circle:	The initial part of the session where the facilitator introduces the session and its objectives.
Personal Agency:	The capacity of an individual to make choices and take actions that influence their own life and environment including health and fitness.
Physical Dimension:	Refers to the body's physical capacities and fitness, including strength, endurance, and coordination.
Physical Education:	Structured learning programs in schools designed to develop psychomotor, cognitive, social and emotional skills, as well and fitness amongst learners.
Physical Literacy:	The ability to move with competence and confidence in a wide range of physical activities that benefit the holistic development of a person.
Play-Based Learning:	An educational approach that uses play as a primary method for teaching and learning.
Protozoa:	Tiny single-celled organisms found in water and soil that can sometimes cause infections and diseases.
Psychological Dimension:	Involves emotions and experiences, and how they affect behavior and learning.

Psychomotor Skills:	Skills involving the integration of cognitive functions with physical movement, essential for performing sports effectively.
Resilience:	The capacity to recover quickly from difficulties and adapt to challenging situations.
Risk Assessment:	The process of identifying and mitigating potential hazards to ensure physical safety of learners.
Rule of Two:	A guideline ensuring that a facilitator is never alone and out of sight with a learner without another vetted adult (parent or teacher) present.
Safeguarding:	Measures taken to protect the health, well-being, and the rights of individuals, especially children and vulnerable persons, to live free from harassment, abuse, and exploitation.
Self-Efficacy:	The belief in one's own ability to succeed in specific situations or accomplish a task.
Social Dimension:	Involves interactions with others and the development of social skills, such as building friendships and resolving conflicts.
Sport for Development:	Using sports and physical activities as tools to achieve broader developmental goals, such as improving health and education.
Sport:	Any physical activity (participative, casual, organized or competitive, either rulebound or unstructured) that includes a form of active play, active recreation, or game that contribute to physical fitness, mental well-being and social interaction.
Sustainable Development Goals (SDGs):	A collection of 17 global goals set by the United Nations to achieve a better and more sustainable future for all by 2030.
TREE Framework:	A practical tool that supports educators in adapting and modifying activities to be more inclusive. TREE stands for Teaching style, Rules, Equipment, and Environment.
UN Convention on the Rights of the Child:	An international treaty that recognizes the rights of children, including protection from violence and exploitation.
Universal Design for Learning (UDL):	An educational framework that enables educators to design lessons that set suitable learning outcomes and assessment criteria, anticipate diverse learner needs, and remove potential barriers to learning.
Values and Core Competences:	Essential beliefs and skills such as citizenship, critical thinking, and digital literacy for holistic development of an individual.

Warm up and cool down: Activities designed to prepare learners physically for the main session, and low-intensity activities that promote recovery after main session, respectively.

Wellbeing: The state of being comfortable, healthy, and happy, encompassing physical, mental, and emotional health.

LIST OF ABBREVIATIONS

ABCs	Agility, Balance, Coordination and Speed
AIDS	Acquired Immunodeficiency Syndrome
CP	Cerebral Palsy
CPR	Cardiopulmonary Resuscitation
FUNdamentals	A term emphasizing the fun aspect of developing fundamental movement skills
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
HIV	Human Immunodeficiency Virus
CBC	Competency Based Curriculum
KICD	Kenya Institute of Curriculum Development
PE	Physical Education
PVC	Polyvinyl Chloride; high-strength thermoplastic material used for making things like pipes
S4D	Sport for Development
SC (anaemia)	Sickle Cell anaemia
SDGs	Sustainable Development Goals
TREE	Teaching style, Rules, Equipment and Environment
TSC	Teachers' Service Commission
UDL	Universal Design for Learning
UN	United Nations
WASH	Water, Sanitation and Hygiene
WHO	World Health Organization



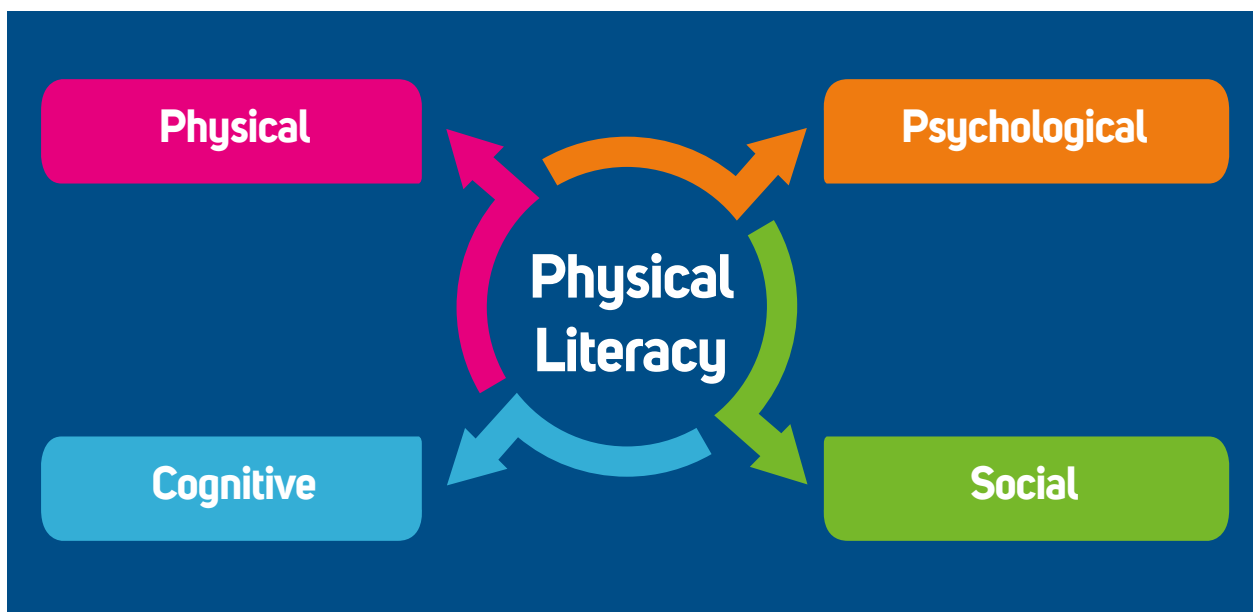
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CHAPTER

Quality Physical Education

At the heart of all quality physical education programmes is the development of physical literacy. Physical literacy contributes to the health and wellbeing of individuals as they journey through their life. Through movement and physical activity, learners develop holistically across physical, psychological, cognitive, emotional, and social dimensions.

Figure 1: The four dimensions of physical literacy



“Physically literate individuals possess assurance and self-confidence in-tune with their movement capabilities. They demonstrate sound coordination and control and can respond to the demands of a changing environment. They will relate well to others, demonstrating sensitivity in their verbal and non-verbal communication and have empathetic relationships. The physically literate individual will enjoy discovering new activities, a welcome advice and guidance, confident in the knowledge that they will experience some success. The individual will appreciate the intrinsic value of physical education, as well as its contribution to health and well-being, and will be able to look ahead through the life course with the expectation that participation in physical activity will continue to be a part of life.”

Source: Whitehead (2010).

Developing the physical literacy of learners results in developing:

- physical skills and fitness
- the attitudes and emotions that motivate them to be active
- the knowledge and understanding of how, why, and when they move
- the social skills to be active with others



- The **physical dimension** - the body improvement of:

- Flexibility
- Strength
- Endurance
- Coordination
- Orientation
- Reaction
- Balance



- The **cognitive dimension** - the mind improves ability to:

- Concentrate
- Reflect
- Anticipate
- Think logically
- Take quick decisions
- Develop strategies
- Problem solve
- Be creative



- The **psychological dimension** - emotions and experiences to learn how to:

- Deal with fear and frustration
- Deal with aggression
- Experience joy, fun and motivation
- Learn how to win and lose
- Deal with pressure



- The **social dimension** - people interact with each other to:

- Build friendships
- Develop trust, empathy, respect & tolerance
- Reduce prejudice and build social cohesion
- Learn to collaborate, resolve conflicts, respect rules
- Interact in a team
- Learn about gender differences
- Develop leadership skills

SEVEN CORE COMPETENCES

The Kenyan Competence Based Curriculum¹ aims to equip every learner with the following seven core competences:

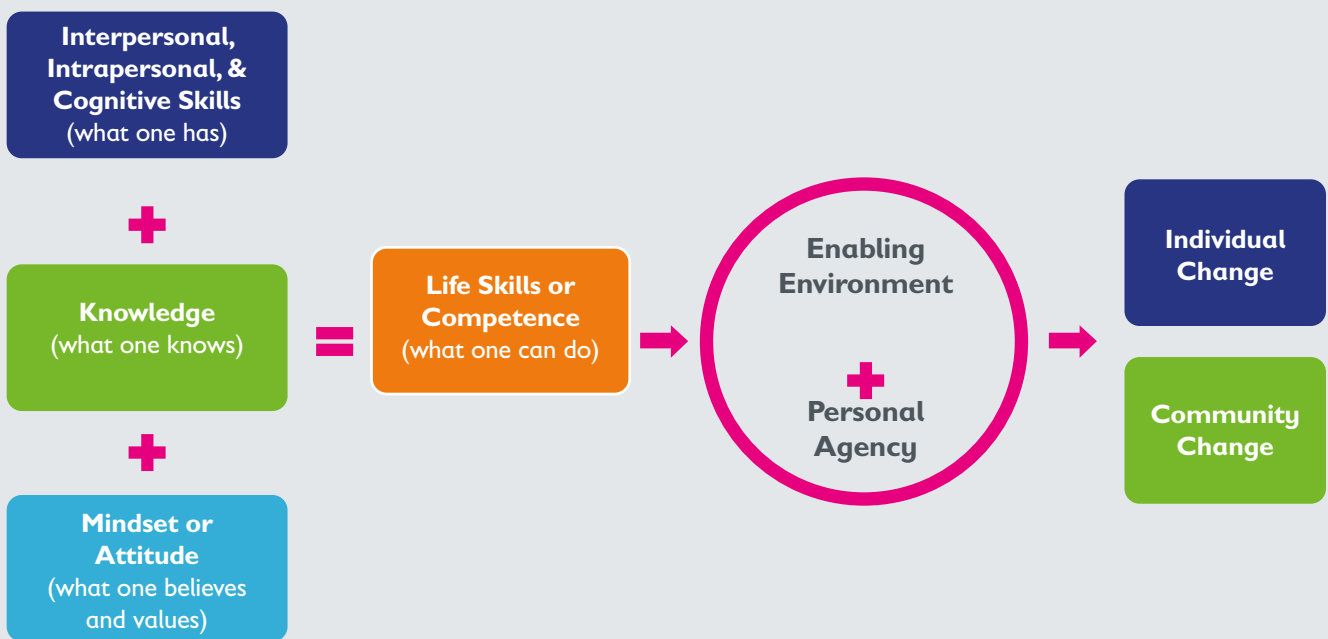
- Communication and Collaboration
- Self-efficacy
- Critical Thinking and Problem Solving
- Creativity and Imagination
- Citizenship
- Digital Literacy
- Learning to Learn

Physical Education in schools can make a strong contribution to the development of the seven core competences especially where an **intentional connection** is made between competences practiced during physical education activities and the application of these competences in other aspect of a learner's life.

The model presented in figure 2 illustrates how life-skills or core competences translate into action that results in positive change at an individual or community level. Key in this process is not just developing life skills or competences but creating an environment and personal agency that enables learners to act.

1. Basic Education Curriculum Framework, (2017), Kenya Institute of Curriculum Development

Figure 2: Life Skills translating into social change



The core competences of the Kenya Competence Based Curriculum match different aspects of the model shown below as illustrated in figure 3.

Figure 3: Linking life skills to KCBC core competences

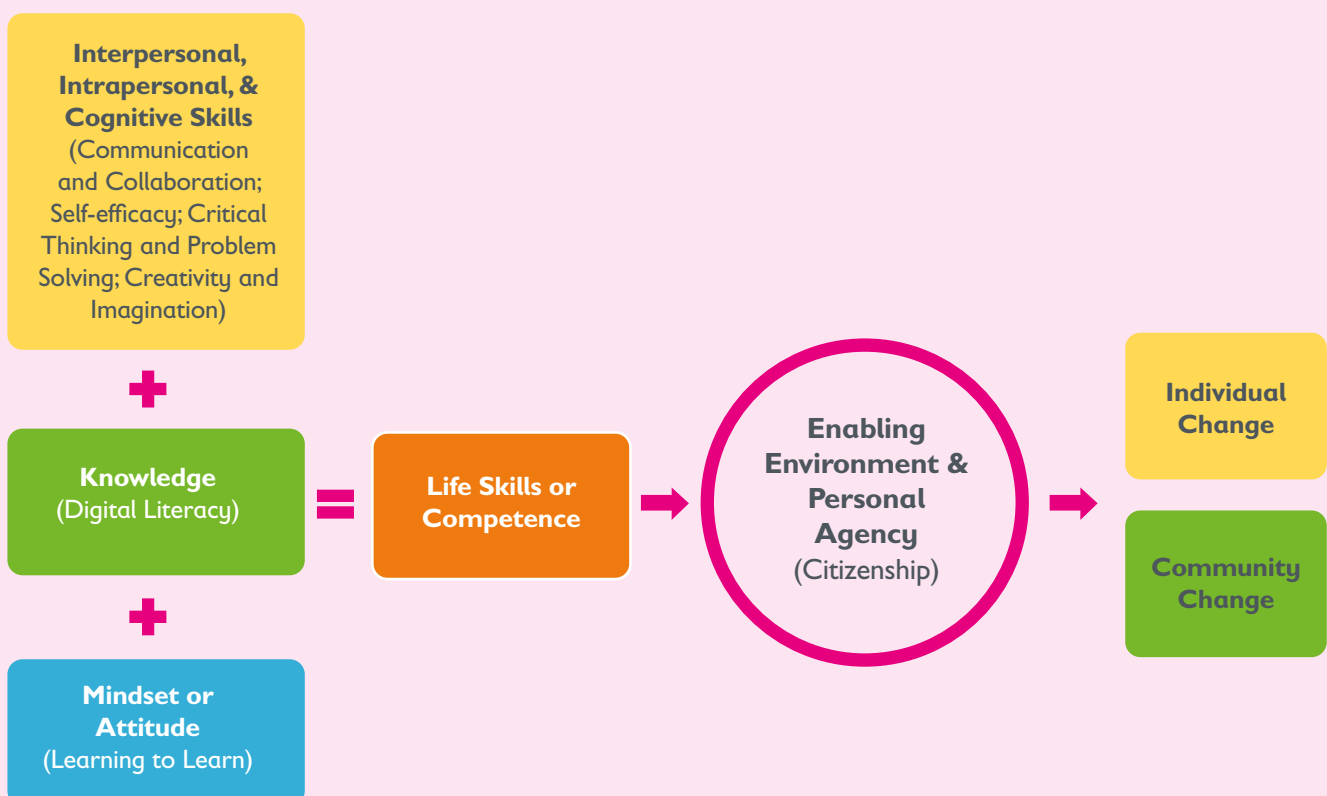


Table 1 takes a closer look at how physical education can contribute to development of the seven core competences.

Table 1: Contribution of physical education to development of core competences

CORE COMPETENCY	PHYSICAL EDUCATION
Communication & Collaboration	Creates opportunities for learners to develop inter-personal skills, to work together in groups and teams, to pursue shared success. Promotes peace and social cohesion.
Self-Efficacy	Develops self-confidence, self-esteem, and a growth mindset. Provides positive experiences, vicarious learning, verbal encouragement, and physiological feedback that develops self-efficacy.
Critical Thinking & Problem Solving	Provides opportunity to analyse and evaluate different situations and challenges and to find solutions and achieve success.
Creativity & Imagination	Encourages learners to explore and be creative. Provides the opportunity to vision and adopt creative future approaches.
Citizenship	Develops concepts of team, community, national and global citizenship. Encourages learners to contribute as active citizens at a community, national and global level and to contribute to sustainable development.
Digital Literacy	Develops an interest in using digital technology to learn more about physical activity and sport. Develops digital literacy through learning to use digital applications that support participation in physical activity and sport.
Learning to Learn	Encourages ongoing learning by developing a life-long commitment in learners to participation in physical activity and sport with health, recreational or career benefits.

INTENTIONAL CONNECTION

Developing physical literacy through physical education in schools, is hoped to encourage life-long participation in physical activity and enable learners to develop skills that transfer to other contexts in their life.

The relocation of life skills or competences might occur when a facilitator intentionally emphasises the importance of transferring skills developed or enhanced through physical education to other life situations. Chapter 6 presents a discussion on how physical education lessons can be planned to deliver an **intentional connection** between what happens on the sports field and other aspects of a learners current and future life.

Ensuring that physical education programmes develop physical literacy and not just the physical dimension requires facilitators to think about the holistic development of the learner making specific efforts to develop life competences. Simply taking part in physical activities does not necessarily lead to learning life skills hence the need for facilitators to help learners make a connection between the sports field and other aspects of their life.

By setting the right conditions when delivering physical activity, life skills can be taught through physical education. This happens when lessons have intended learning outcomes for both the sports and life skills.

The role of the facilitator in teaching life skills through physical education is to:

- Ensure life-skill outcomes are set for each lesson alongside sporting outcomes
- Deliver physical activities in a safe environment
- Be supportive of learners
- Establish rules and responsibilities for learners
- Ensure an intentional connection to the life-skills is made
- Model positive behaviour
- Use participatory teaching methods (rather than didactic approaches)
- Ensure a meaningful involvement of learners in decision-making processes
- Use a strengths-based approach

Traditionally physical education programmes were focused on physical or sporting outcomes, rather than the development of life skills or competences. Today there is the need to encourage schools and facilitators to equally value and focus on the sports and life skills thereby contributing to holistic development of the learner and their physical literacy.

Successful facilitators of physical education in schools:

- See it as their role to promote life skills and prioritize the personal development of their learners before competitive success
- Use specific strategies to foster life skills that will be useful **within and beyond** the context of sport
- Support the autonomy of young athletes (e.g. allow learners to make choices and share in decision making)
- Provide technical feedback/praise on performance and engage in few correction-oriented behaviours

SUSTAINABLE DEVELOPMENT

Teaching physical education in schools that focuses on the development of physical literacy will contribute to sustainable development goals. In addition to developing Good Health and Well-being by promoting life-long participation in physical activity, physical education programmes are most likely to make a contribution to other sustainable development objectives such as those outlined in the African Union Agenda 2063 and the United Nation's Sustainable Development Goals.

Figure 4: 10 Sustainable development goals that link with physical education, school sport and physical activity



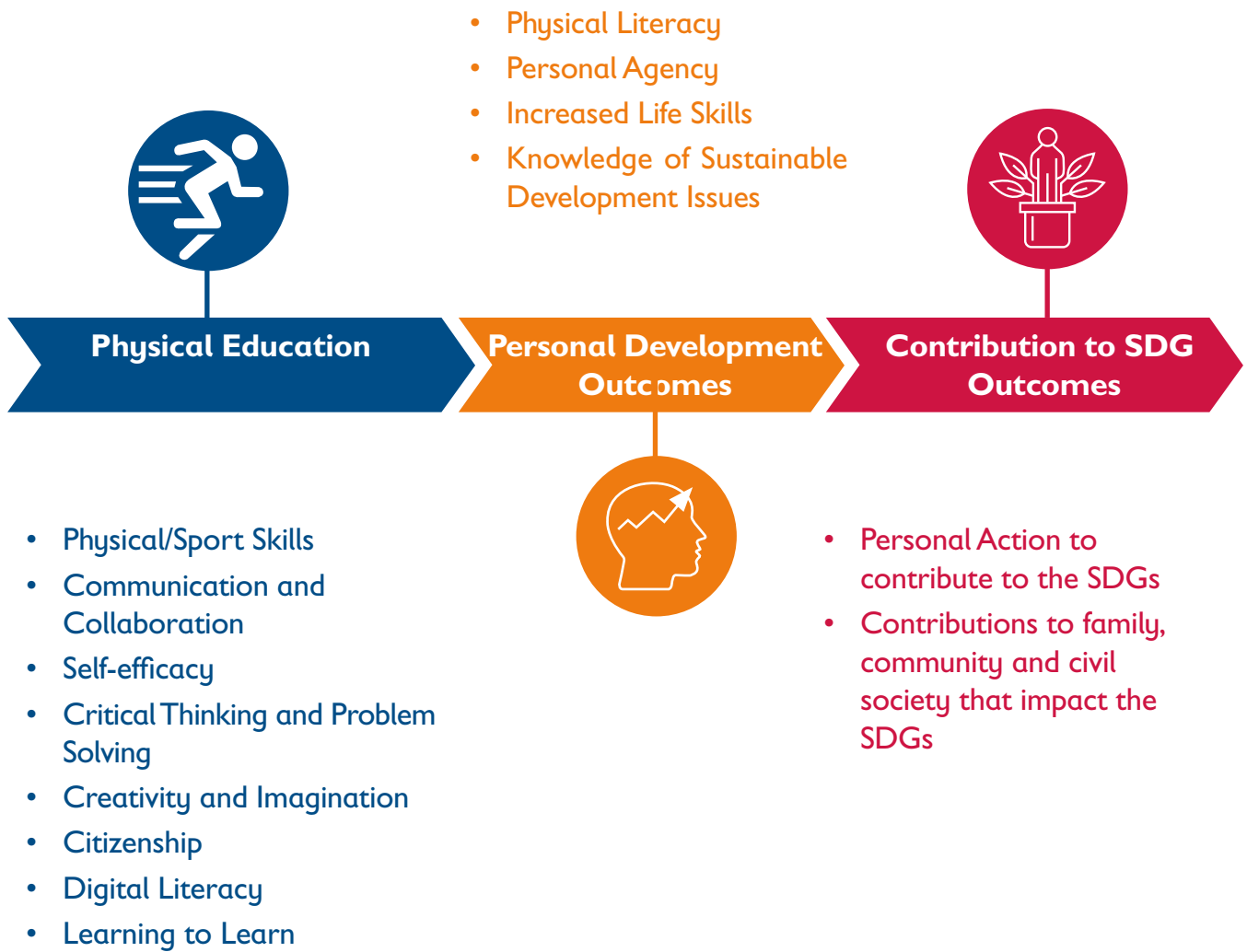
Figure 4 presents the ten sustainable development goals that have been identified to have a connection with Physical Education and sports.

Everyone (individuals, communities, national and international organisations) has a part to play in taking action to achieve these goals. Personal adoption of the SDGs moves the society closer to achieving them. Small changes can make big differences. Living sustainably leads to better personal health, greater prosperity in our communities and a healthier environment.

Research has evidenced that life-skill building activities are an important element of positive youth development by empowering them to contribute to sustainable development at individual, family, community, and civil society levels.

Developing physical literacy, and specifically the seven core competences, through physical education can result in learners taking personal and collective action that contributes towards attainment of the Sustainable Development Goals.

Figure 5: Physical education results in personal outcomes that contribute to SDG outcomes



2

CHAPTER

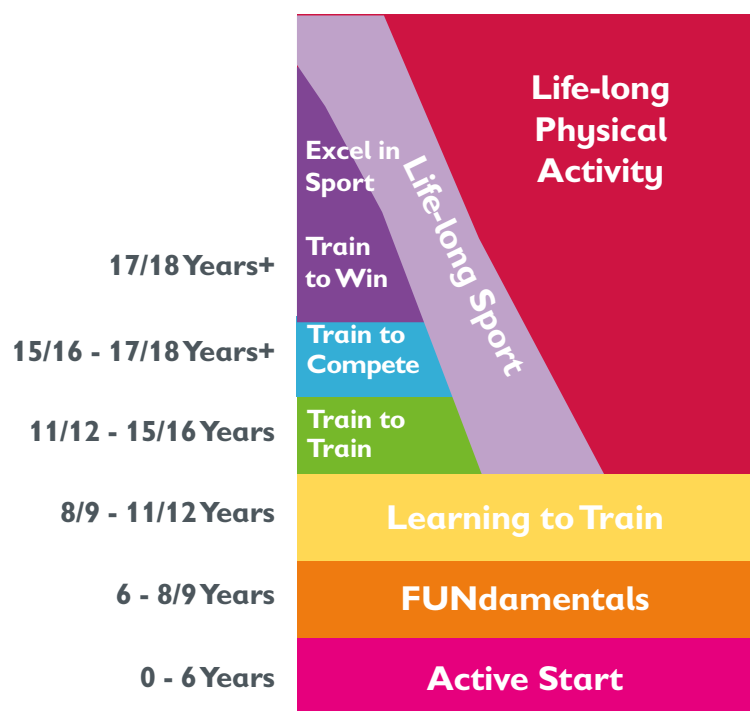
Fundamental Movement Skills



The main aim of physical education programmes for lower primary school learners is to develop their fundamental movement skills. These skills are the building blocks for more complex skills that children will learn throughout their lives to competently participate in sport and other physical activities.

Figure 6: Stages of development in sports

This stage of development in the Long-Term Athlete Development Model is known as the FUNdamentals stage. Learners develop fundamental movement skills in structured and unstructured environments for play. The focus is on providing fun, inclusive, multisport, and developmentally appropriate sports and physical activities. These experiences result in the learners developing a wide range of movement skills along with the confidence and desire to participate.



Developing fundamental movement skills is a precursor to developing basic sports skills. These in turn allow learners to follow a pathway to elite sport, or life-long participation in recreational sport, or even life-long participation in health promoting physical activity. The different stages of development in sports for learners is illustrated in figure 6 above.

At this stage learners should be participating in 3 hours per day of physical activity. This includes a mixture of structured and unstructured play, with some instruction. Physical Education lessons lasting 30-45 minutes should form part of the structured play. This means that such lessons must involve learners in physical exercise.

Activities during this stage should include significant time for repetition, require minimal correction allowing learners to safely test their own limits, and improve their abilities through experience. Activities should be helping learners to build confidence and competence as they engage in physical exercise.

Physical education lessons should emphasize the all-round development of the learner's physical capacities, fundamental movement skills, and the ABCs of athleticism: agility, balance, coordination, and speed.

The term "FUNdamentals" emphasizes the importance of learners having fun and enjoying physical activities. Facilitators need to engage learners with fun activities and teach physical education in a way that makes it an enjoyable experience for all learners. This is important to the concept of long-term participation in sport and physical activity which is only likely to happen if learners enjoy their experience of being physically active. It also contributes to the core competency of learning to learn as enjoyment of physical activity will encourage learners to develop skills and seek a greater understanding of sport, physical activity and factors that contribute to their long-term health.

Fundamental movement skills are a specific set of skills that involve different body parts such as feet, legs, trunk, head, arms, and hands. These skills are the "building blocks" for more complex and specialised skills that learners will need throughout their lives to competently participate in different sports and recreational activities.

Developing basic movement skills is important for a learner's health, ability to perform everyday tasks and physical performance in sports, both currently and in future as they get older.

Fundamental movement skills can be categorised as:

- **Locomotor** or Movement Skills (L)
- **Body Control** or Stability Skills (B)
- **Object Control** or Manipulative Skills (M/O)

Figure 7 identifies the range of fundamental skills under these categorisations.

The Kenyan Competency Based Curriculum covers all these fundamental skills as a component of Movement Studies at grades 1 - 3 in the form of Fundamental Movement and Gymnastics Skills.

Development of the skills through physical education lessons is spread over the three years of the lower primary school as illustrated in the Table 2 below:

Figure 7: Range of fundamental movement skills

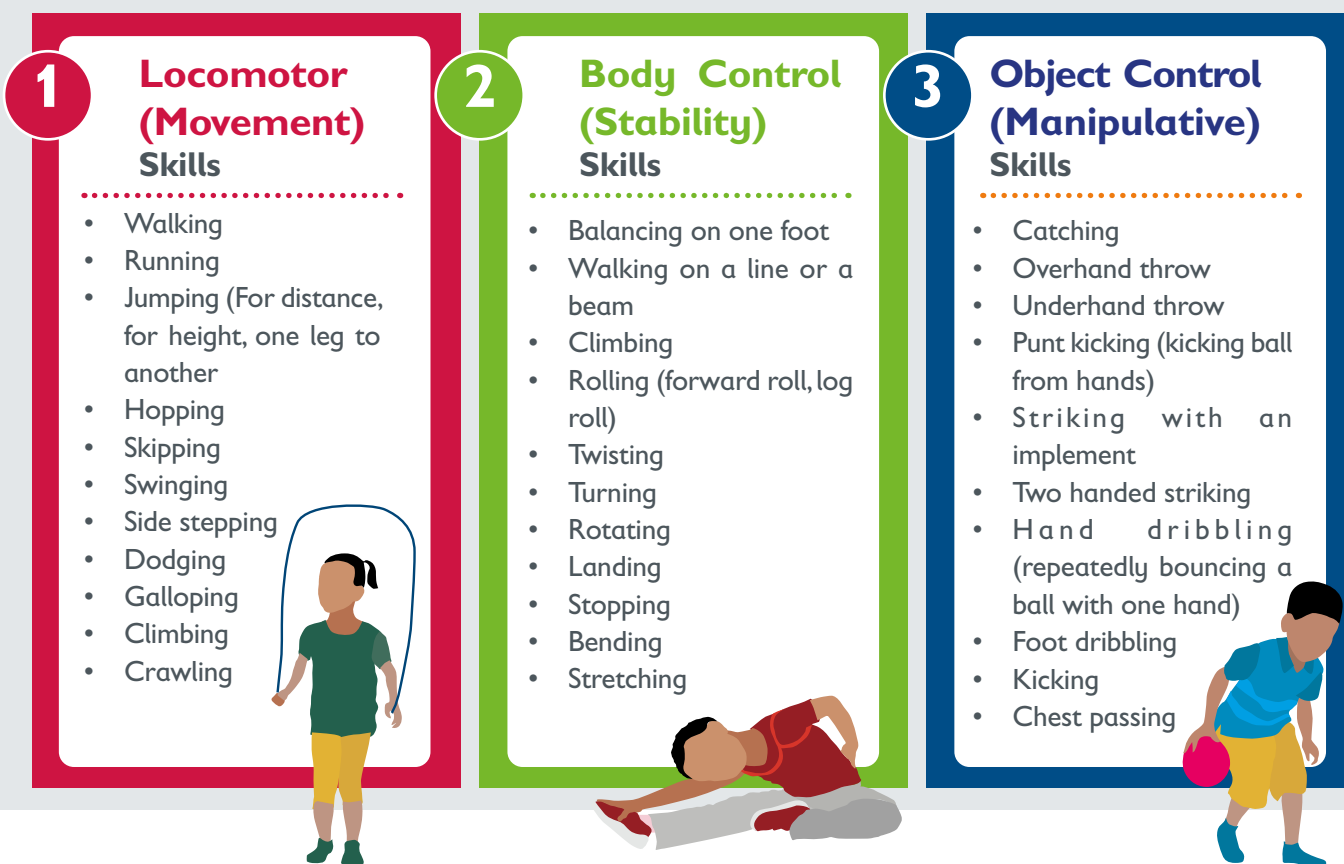


Table 2: Range of fundamental movement skills at grades 1 - 3

GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> • Walking (L) • Running (L) • Jumping for Height (L) • Stretching (B) • Overarm Throw (M) • Catching (M) 	<ul style="list-style-type: none"> • Hopping (L) • Leaping (L) • Jumping for Distance (L) • Pulling & Pushing (B) • Turning (B) • Kicking (M) • Stopping (B) 	<ul style="list-style-type: none"> • Skipping (L) • Galloping (L) • Dodging (L) • Sliding (L) • Twisting (B) • Striking (M) • Punting (M) • Dribbling (M)
GYMNASTICS SKILLS		
<ul style="list-style-type: none"> • T-Balance (B) • Star Balance (B) • Egg Roll (B) • Bear Roll (B) 	<ul style="list-style-type: none"> • Back to Back Balance (B) • Wheelbarrow Balance (B) • Forward Roll (B) • Wheelbarrow Walk (B) 	<ul style="list-style-type: none"> • V Balance (B) • Crab Stand Balance (B) • Beam Balance (B) • Backward Roll (B) • Crab Walk (B)

The learning of these Fundamental Movement Skills can only take place if the facilitators transfer their good instructional practice from the classroom to an appropriate place for physical education activity that provides the space for learners to move freely.

Facilitators should use play-based, learner-centred activities in movement contexts, with the learner acquiring fundamental movement skills in holistic ways that seek to develop their creative, cognitive, and social skills. An example would be where learners take part in a lesson using the locomotor skill of running. The facilitator can ask the learners to run to different markers, to run slowly and quickly, to run with others, to choose who they run with, to run as a relay team, to run in different directions. So rather than just giving instructions the facilitator encourages the learner to make decisions and to think creatively.

A play-based, learner-centred approach will help address the core competences envisioned in the Kenya Competence Based Curriculum.

Fundamental movement skills consist of goal directed movements such as throwing a ball, which can be described according to the outcome or movement patterns used. For example: *Throw your ball and see how many times you can hit the target using an under-arm throw.*

Learners increase their skills, agility, balance, coordination, and confidence both individually and through working with others. Activities should be both competitive (both against self and against others) and co-operative in a range of increasingly challenging situations.

Learners are encouraged to communicate, make decisions, listen to, and help others, share ideas, roles and equipment, understand skill development processes, and participate at their own level, all whilst immersing themselves in the physical activity.

Activities can be modified to enhance the successful learning of Fundamental Movement Skills in learners by:

- Modifying the **task demands** i.e. performing the skill slower or faster; decreasing or increasing the amount of space used, adding or subtracting arm actions, changing the way of moving, developing actions into a sequence, or making an activity become competitive.
- Modifying the **teaching cues** for learners i.e. in the catch, a beginner might focus on keeping their eyes on the ball or catching in the hands only, whereas a more advanced catcher might work on adjusting their hands to the path and size of the ball.
- Modifying **relationship** groupings i.e. learner works with a partner, playing follow the leader, playing a game in smaller or larger group, or working as a half or whole class.
- Adapting **equipment** i.e. using different types, sizes, heights, numbers, or arrangement of resources and/or apparatus.

When teaching fundamental movement skills, the facilitator should carefully structure physical education lessons to ensure the learner can:

- Participate at their level of ability
- Experience success and make progress
- Recognise their level of skill and have a goal that marks progress
- Collaborate with other learners when practicing the skill
- Make decisions and think creatively

It is important that lessons provide the opportunity for all learners to take part and develop their movement skills and core competences.



3

CHAPTER

Inclusive Physical Education

Inclusive Physical Education programmes recognise diversity amongst learners and seek to deliver a physical education curriculum and non-formal sport and physical activity in schools that match the abilities of all learners. For the purposes of this chapter physical education means both the physical education curriculum and co-curricular school sport and physical activity in schools.

Learners enrolled in lower primary schools in Kenya come from diverse social, cultural, geographic, and family backgrounds, are of many identities, and of all abilities. Inclusive approaches to teaching physical education, sport and physical activity recognise this diversity and that learners have different learning needs and abilities that should to be respected and valued within an inclusive learning environment.

Inclusion entails ensuring that schools accommodate all learners regardless of their physical, emotional, intellectual, or any other need. This requires facilitators to be flexible, responsive, and supportive when planning and delivering PE lessons or Sport and Physical Activity sessions to cater for the diverse needs of all learners.

Inclusive Physical Education recognises that not all learners are academically gifted but considers every learner's social and cognitive capabilities, their needs, and desires, and respects the differences in the way children learn. The aim being to guarantee a basic education for every learner according to their abilities and needs in order that no child is left behind.

Learners can be excluded from experiencing success in physical education, sport, or physical activity for a variety of reasons as can be seen from the following list of children who are often educationally marginalised:

Table 3: .Categories of educationally marginalized children

Often Educationally Marginalised

- Street children and children living in squatter and refugee camps
- Children living in remote areas
- Children with disabilities and impairments
- Children living in extreme poverty
- Children who head households
- Child labourers
- Children with learning difficulties
- Orphans and vulnerable children
- The girl-child
- Children with extreme health conditions or chronic illnesses
- Children with emotional and behavioural challenges
- Children who are gifted/talented
- Children from nomadic communities

The Kenyan Competency Based Curriculum recognises diversity amongst learners encouraging curriculum content and instructional approaches and resources that are appropriate for each learner. The curriculum provides space for facilitators to adapt the it to suit each learner's needs. It does not demand that every learner learn the same content in the same way, in the same number of hours and at the same time.

Physical education is compulsory for both boys and girls including learners with disabilities. Equality of provision should exist both in curricular and non-formal activities in terms of amount, quality, and content. Curricula should be flexible and adaptable to enable the inclusion of educationally marginalized children.

Practices should be developed to support and encourage all learners to engage in physical education addressing barriers such as dress options, religious-cultural dispositions, parental discouragement, inadequate changing facilities, cost of kit, body image, and physical /sport image.

Facilitators should be role models for learners as well as representatives of the society. This means that more women, people with disabilities and people from different ethnic or minority groups should teach physical education or lead school sport and physical activities.

The term used to describe how physical education lessons, school sport and physical activity sessions can be adapted to meet the needs of different learners is differentiation.

Differentiated instruction seeks to modify learning activities to meet the needs of diverse groups of learners. This term is different from adapted physical education which is focused on adapting physical activities for learners with disabilities. Differentiated instruction considers the needs of all learners who have differing abilities and may be educationally marginalised including learners with disabilities.

This chapter presents three models that can assist facilitators to foster inclusive physical education.

1. **Universal Design for Learning (UDL) Framework¹** – provides a framework that enables facilitators to design lessons/sessions that set suitable learning outcomes and assessment criteria, anticipate learner's diverse needs, and remove potential barriers to learning.
2. **Inclusion Spectrum²** – sets out different ways in which lessons/sessions can be delivered considering the abilities of learners.
3. **Tree Framework** – provides a structure that allows the facilitator to consider how teaching styles, rules, equipment, and the teaching environment can be changed to meet the needs of all learners.

UNIVERSAL DESIGN FOR LEARNING (UDL) FRAMEWORK

Universal design comprises of elements such as sub-titles and wheelchair ramps. These design elements help people with disabilities, but people without disabilities may also want to use and benefit from them. Sub-titles on a television allow people with hearing impairments to see what is being said, but can also be used by people without a hearing impairment such as when they are trying to follow a football match in a noisy restaurant. Wheelchair ramps enable wheelchair users to access buildings without having to deal with steps, but can also be used by non-wheelchair users such as older people or people with children that find the ramp easier to negotiate than a flight of stairs.

Universal Design when applied to education including physical education, sport and physical activity can offer the same kind of flexibility in lessons/sessions. By applying the principles of universal design, a facilitator can effectively instruct a group of learners with different backgrounds and abilities. This is done by building flexibility into lessons/sessions in the way that learners access information and are enabled to demonstrate their skills and knowledge.

Most general physical education classes are composed of learners with diverse skill and ability levels. However, instructional practices are not always conducive to attracting and engaging school-age populations. Universal Design Learning is a model that all facilitators should consider adopting in their classes so that they can meet the needs of all learners and motivate them to become lifelong participants in sport and physical activity.

1 Universal Design for Learning in Physical Education (2020). Human Kinetics. Access at: <https://us.humankinetics.com/products/Universal-Design-for-Learning-in-Physical-Education-epub-With-Web-Resource>.

2 Black, K., and D. Williamson. 2011. "Designing Inclusive Physical Activities and Games." In *Design for Sport*, edited by A. Cereijo-Roibas, E. Stamatakis and K. Black, 195–224. Farnham: Gower

Each learner learns and is motivated by different things depending on their background, experiences, successes and interests. Universal Design Learning supports the various ways learners receive, process and express information. This approach allows facilitators to deliver lessons/sessions that children find challenging and fun.

Main Principles of Universal Design for Physical Education

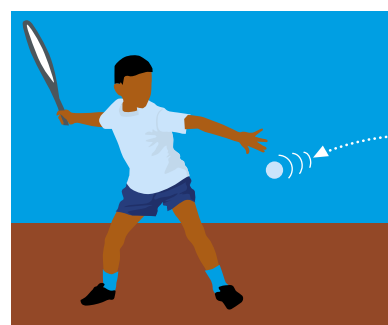
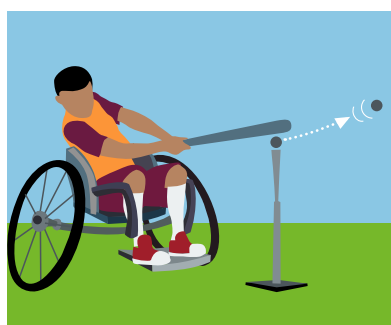
Universal Design for Learning is a framework that guides on how to develop lesson plans and assessments based on three main principles:

1 Multiple Means of Representation – This means that the facilitator should deliver what the learners must do during the lesson or session using a range of different approaches. The facilitator might ask some learners to demonstrate the activity/task to the other learners, or might show a video of activity/task, or the educator might demonstrate or describe the activity/task, or provide written instructions. Different learners will best receive instructions in different ways. Figure 8 illustrates different approaches a facilitator can use to deliver instructions to learners.

Figure 8: Different approaches a facilitator can use to deliver instructions to learners



2 Multiple Means of Engagement – This involves enabling the learners to undertake the activity/task in different ways that recognise their level of development. The activity/task can be made easier or harder depending on each learner's level. An example might be striking a ball one of the fundamental movement skills. Some learners might strike a ball which is on a tee, others might toss the ball and strike it, others might strike a ball that is pitched to them. Making changes to how activity/task is performed based on the level of skill reduces learners' discomfort and distraction, encourages them to take risks without being forced out of their comfort zone, gets learners excited about learning and helps sustain their interest in learning tasks and to know and regulate themselves.

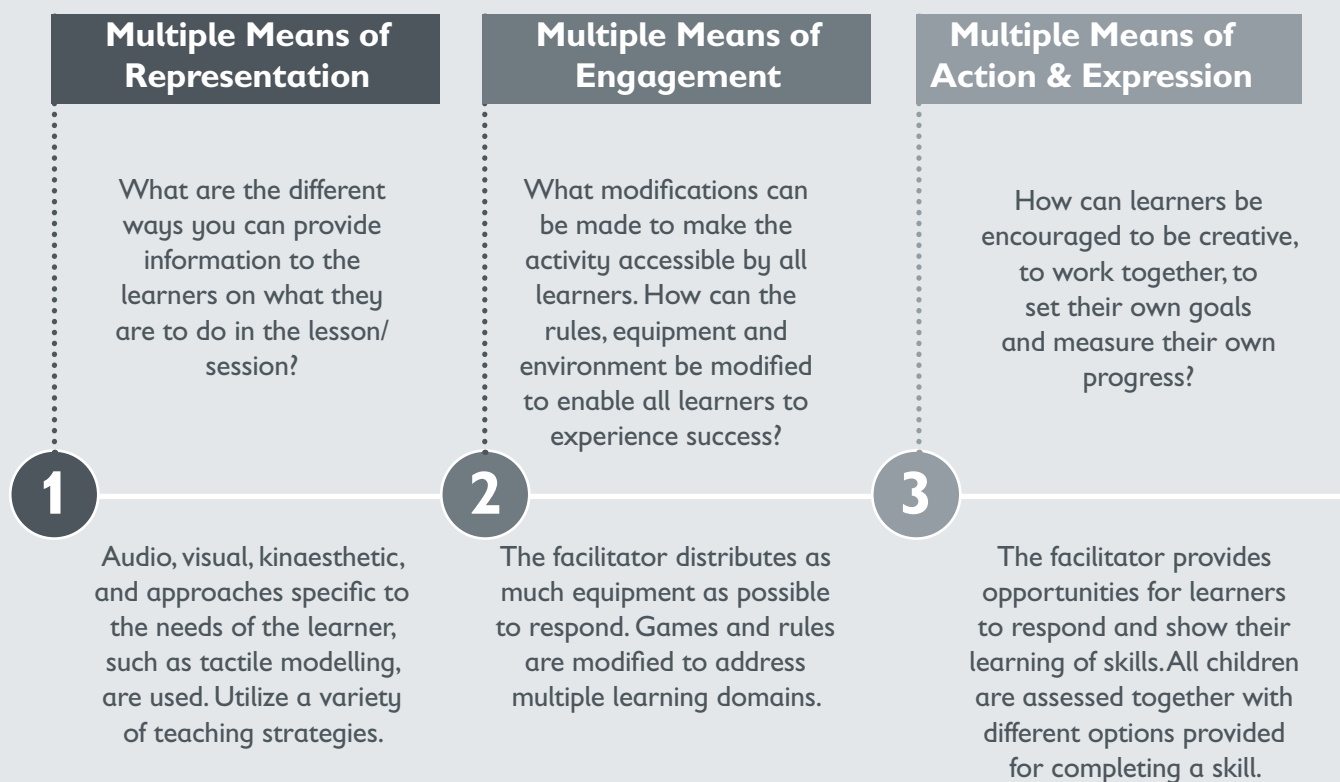


3 Multiple Means of Action and Expression – This involves the facilitator finding different ways of involving learners in their own learning, encouraging creativity, helping them to set goals, manage information, and monitor their progress towards learning goals. An example would be asking learners to jump from A to B. The facilitator can ask the learners to choose the distance, select the type of jump to use, who they want to jump with and the goals they want to set for the task.



Universal Design for Learning provides a framework for facilitators to plan lessons/sessions that are fully inclusive and addresses the ability levels of all learners. Figure 9 summarizes the variations for representation, engagement, action, and expression that are embedded in lesson/session plans. The UDL framework is not just for those teaching learners with a disability but also an important approach of delivering the physical education curriculum for all learners with their different levels of ability.

Figure 9: Universal design framework



THE INCLUSION SPECTRUM

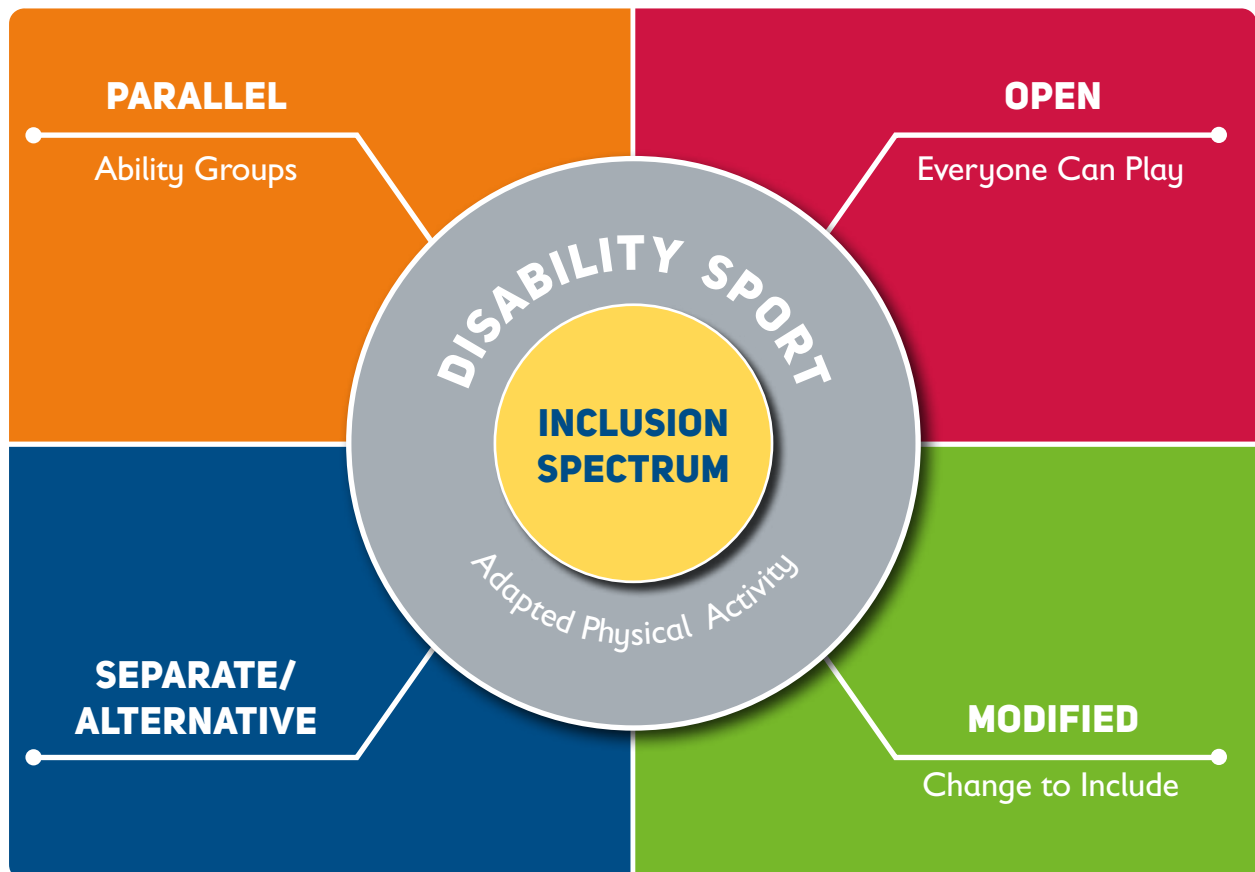
The inclusion spectrum is a useful tool for facilitators of physical education, sport and physical activity to consider when they are looking at how to organise activities for learners with different abilities and backgrounds. It is an activity centred approach that can be used to identify ways in which facilitators can include learners of different abilities or with a range of impairments in lessons/sessions.

The inclusion spectrum is associated with the Social Model of disability which identifies barriers to participation as related to attitudes, economic or environmental factors and not to a person's medical state.

The inclusion spectrum consists of four approaches to the delivery of physical education lessons or school sport sessions.

Each part of the spectrum provides the facilitator with a different way of teaching a class or facilitate a sports group to ensure everyone is included in the activity in one way or the other.

Figure 10: The inclusion spectrum approaches



Note: The facilitator can mix the instructional approach and is not limited to using one part of the spectrum.

- **Open:** the needs and abilities of all learners are considered but no modifications are required to the activity as all learners regardless of their abilities can successfully participate.
- **Modified:** all learners take part in the lesson/session with modifications made to the activity to support all needs and abilities in the group to ensure that all of them get the same amount of time and attention in the activity.
- **Parallel:** all learners do the activity at an appropriate level which considers their needs and is suitable to them.
- **Separate/Alternative:** Some learners with different abilities and needs take part in completely different activities away from the main group of learners taking part in the normal lesson/session.

Some examples of activities that can take place using the inclusion spectrum are shown in Table 4:

Table 4: Examples of activities in the inclusion spectrum

Part of inclusion spectrum:	Physical education example:
Open	Locomotor movement skills such as walking and running where learners using wheelchairs can push, learners using crutches, prosthetics, shoe calipers etc and guided learners.
Modified	Object control skills such as throwing and catching where distances can be modified and where learners with a visual impairment can use a bell ball/sound balls, time, modification equipment and implement.
Parallel	Object control skills such as dribbling where different courses are set up for learners of different abilities. If not able to kick, they can roll using any functional part of their body.
Separate/Alternative	Grass based sport where wheelchair access is not available. Learners in wheelchairs may go to a hardcourt area and take part in another activity.

Open (Everyone Can Play)

Open activities are where everyone in the group can participate with minimal or no adaptation or modification. Some examples of open activities are:

- Warm up or cool down activities
- Integrated games, i.e. everybody's contribution counts
- Individual skill development
- Continuous activity: individual differences less obvious
- Importance of using inclusive language

Modified Activities (Change to Include)

Modified physical activities occur when changes are made to the game or activity to promote inclusion. Everyone does the same activity using adaptations to provide both support and challenge across a range of different abilities. Some ways the facilitator can modify games are:

- Alter the Space
- Adapt the Rules
- Vary/adapt/modify the equipment/implement
- Adjust time
- Modify tasks

Parallel Activities (Ability Groups)

Parallel Games are when everyone plays the same game or game theme, but they are organised in ability groups and the activity is set at a level appropriate to each group.

This allows learners of varying abilities to practice their skills according to their level of ability. Each group of learners does a version of the same activity, but at a level which suits the individuals in each group. Variations include:

- versions of the same activity or game (e.g. standing or seated)
- a range of small-sided activities
- ability-matched zones within a larger activity

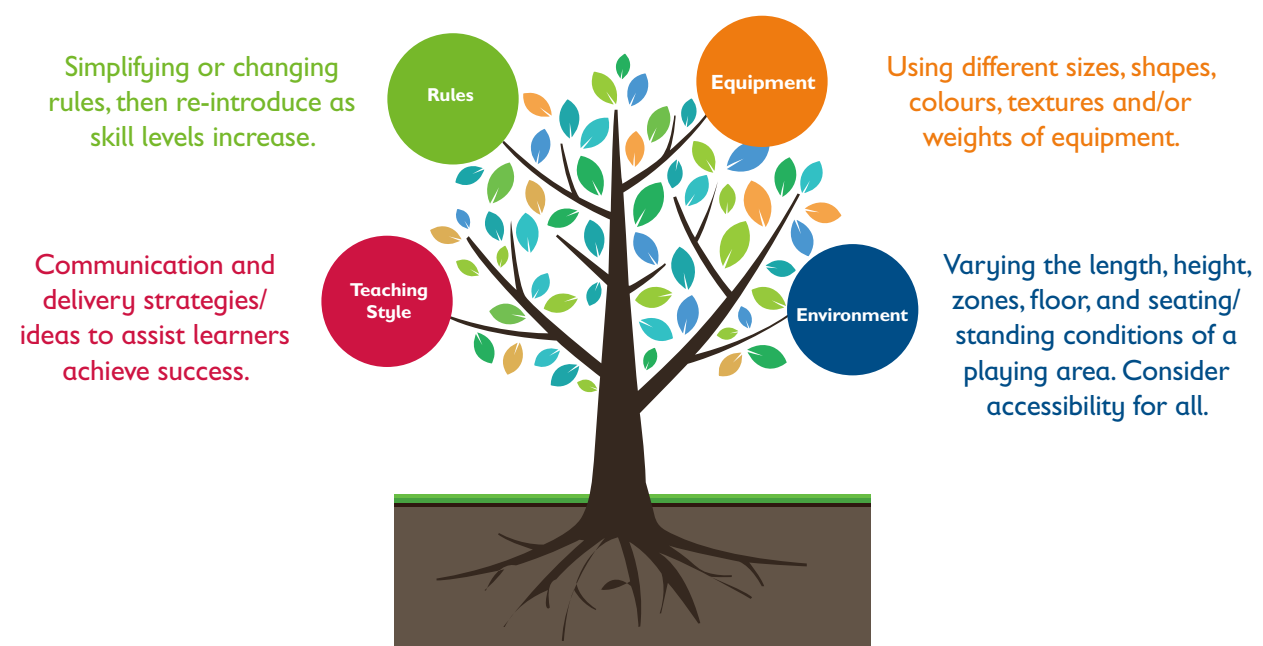
Separate/Alternate Activities

Learners play in impairment specific groups either for safety reasons, such as with learner with visual impairments, or as part of a school sport competitive structure. The conditions and rules under which learners with a disability play sport may be adapted to meet the needs of the specific disability groups.

TREE FRAMEWORK

The TREE framework is a practical tool designed to support educators to adapt and modify activities to be more inclusive for learners with a range of abilities. Each activity session in section 2 of this resource uses the TREE framework to suggest modifications that can assist in the implementation of inclusive physical education. The TREE framework supports the development new ideas for inclusion made by the facilitator.

The **TREE** acronym stands for:



Teaching Style



Teaching style refers to the way the activity is communicated to the learners. The delivery to the class or group can have a significant impact on how inclusive it is. Using different strategies will help ensure communication is effective and appropriate. Examples include:

- Keeping instructions simple and concise
- Using visual aids, demonstrations, and whistles
- Encouraging participation, teamwork, and problem solving
- Using questioning to check learner's understanding.

Rules



Some learners may have difficulty understanding and following the rules of a game. Rules can be simplified or changed as needed, and then re-introduced as their skill levels increase. To support learners, the facilitator can:

- Begin activities with only few of the rules (easy to remember)
- Gradually introduce the rules (one at a time) once the learners understand the pattern or flow of the activity
- Try to minimise the time between giving instructions and starting the activity
- Begin facilitating the activities in slow-motion e.g. using a slower moving ball or restricting learner movements.

Presently, it is common to see the sports rules and regulations originally created for an adult; usually men being adapted so that the sport can be more inclusive and reach more participants. Rules are often adapted to make a physical activity more suitable for participation by different ages, gender, and individuals with disabilities.

Some facilitators obsess about the rules of a sport forgetting that the rules are there to create a level field for everyone playing the game. When the rules fail to do that, there is need to make adaptations to them. If the rules require a learner to make an overhead throw in from the side-lines, it might be more appropriate in the case of some forms of disability or even when working with children, to have an under arm throw in or even a roll in.

Equipment



Equipment can be used to make physical education, sport and physical activities more aligned with the age and ability levels of the learners. Each of the activity sessions contained in section 2 of this resource provides descriptions of modified equipment.

Equipment can be modified/adapted to make physical education, sport and physical activities more inclusive. Examples include playing with a smaller lighter ball so that the learner can master the movement and sport skills and using larger goals with young learners to increase their chances of scoring.

With activities involving the use of a ball, the facilitator can use balls of varying sizes, colours, materials or balls with bells in them that make a noise during play.

A variety of equipment for physical education can help learners access equipment that best suits their individual needs. In schools with limited resources equipment can be improvised and designed to meet the needs of learners of different abilities.

Adapting/modifying Equipment

One of the concerns often expressed by facilitators is a lack of sports equipment. Some ideas of how everyday items can be repurposed and used as basic sports equipment are shown in Table 5.

Table 5: Examples of everyday items that can be repurposed and used as basic sports equipment

Equipment	Repurposed Items	Fundamental Movement Skills
Balls	Stockings with the toe stuffed with sand and tied off – leaving a tail. Trash balls – newspaper held together with masking tape. Firmly stuff old socks or stockings with other old socks or stockings until the desired size ball is made. Tuck in the ends and sew the opening shut	Throwing Catching Striking Kicking Punting
Scoops	2 litre plastic milk cartons with bottom cut off	Catching
Frisbees	Use large round plastic ice cream container lids	Throwing Catching
Flags	Scrap cloth	Running
Drums	Cans hit with wooden spoons	Walking Walking Running Skipping Jumping Gallop
Skittles/Cones	Half fill plastic containers (for example, 2 litre cool drink bottles) with sand. Tape lid.	Use for targets or markers
Jump ropes	Loop rubber bands together in chain fashion until the desired length is reached.	Jumping Balance (walking a line)

Hoops	10–20mm PVC piping or garden hose. Cut the ends so that they will meet smoothly. Heat both ends of the pipe by dipping them in hot water. Insert a coupler or insert a piece of dowel and secure with a staple gun.	As stepping stones for jumping, hopping, balancing. To mark areas for ball bouncing. As targets for throwing.
Bats	Newspapers rolled into cylinder and taped. Cardboard tubes filled with newspaper. Stretch pantyhose over a coat hanger frame to make a paddle bat and tape the handle.	Striking
Steppingstones	Carpet Squares. Cardboard Squares.	Balancing. Use for bases or foot placement markers for throwing or striking.
Tees	Marking cone on top of a box.	Striking

Environment



When planning activities, the facilitator should consider whether the playing area is suitable for the mobility levels of all learners. It is important to ensure that:

- The floor surface allows smooth running of wheelchairs or other mobility aids
- Benches or chairs are located at specific areas and can be used by learners who have difficulty standing for extended periods
- Learners that have trouble standing, or walking can participate in activities from the floor e.g. from a sitting, kneeling, or side-lying position
- Playing areas that have more space to negotiate tasks and make them achievable e.g. increase the size of the goals to improve the chances of scoring.
- Display critical information such as directions, instructions/ procedures and safety guidelines on posters and screens.

Facilitators can make changes to the environment to promote involvement of all learners in physical education. Playing areas can be decreased for learners so that they can spend more time developing their movement and sports skills and less time running up and down a full-sized sports field or court.

When seeking to encourage inclusive activities the facilitator can consider how they can change the practice environment to make participation of learners of all abilities possible and to ensure a safe space for all learners. They can consider the following:

- **Surface** – is it better to practice on grass or on a hard surface? Are the walls cushioned?
- **Lighting** – is artificial or natural lighting best?
- **Temperature** – how would hot or cold conditions affect the learners?
- **Noise** – is there foreground or background noisy, loud or quiet, that could impact the activity or the learners?
- **Ventilation if the activity is indoor.**
- **Organisation** – is the venue cluttered or tidy, are there any hazards?
- **Number of learners** – how many learners should the lesson/session have to enable activity, but also to ensure safety?
- **What is the recommended facilitator-learner ratio?** The facilitator can further regroup the learners depending on the level of inclusivity?
- **Is the learning environment private or shared?**

Adapting the environment can be a relatively easy way of making physical education more inclusive. Simply changing the playing surface from grass to a hard surface is an example of the big difference the facilitator can make in including learners using a wheelchair.



It is important for the facilitator when adapting any elements of the TREE framework in a class or group situation to think about how the changes affect the integrity of the activity for the class or group.

A useful resource of inclusive activity cards for all levels of ability designed to develop children's skills, confidence and motivation for sports-based activities applying the TREE framework has been published by the Australian Sports Commission.³

Difference in Learner Abilities

Physical education lessons could also be used to identify learning deficits and enable making referrals to appropriate support facilities/institutions.

Within a class of learners there will always be differences in physical abilities and motor skills, regardless of whether a learner has a disability or not. This difference can impact on how well learners engage within a movement-based session, for example:

- how well learners move
- how well they can see or hear
- how they process and absorb information

³ Australian Sports Commission Inclusive Activity Cards. Access at https://www.sportaus.gov.au/sports_ability.

When planning lessons or sessions, it is important for the facilitator to understand each learner's movement capabilities. Depending on the level of difference, adjustments or modifications should be made to ensure all learners can be included.

If the activity requires learners to throw or kick a ball, and one or more learners are unable to perform these skills, the facilitator may need to think about different ways of passing the ball. These could include:

- Carrying the ball between two points and releasing it at a set marker
- Rolling the ball along the floor
- Sending the ball down a ramp
- Sending the ball along a table-top
- Using an object to roll the ball along the floor

If learners are unable to catch or stop a moving ball some adaptations might include:

- Blocking the ball using their body
- Intercepting the ball using a bat or racquet
- Blocking the ball using netting held between them and a partner

Learners with mobility limitations will require broader thinking when planning locomotor activities that require moving around a space. Locomotion could include:

- Crawling
- Rolling
- Using a wheelchair or assistive device
- Walking or running with the aid of a partner

Disability Inclusion

The Kenyan Sector Policy for Learners and Trainees with Disabilities⁴ recognises the right of every learner with disability to be enrolled in regular classroom together with his or her peers without disabilities. The policy sets out the following categories of learners with disabilities.

Disability Category

- Hearing impairment (from hard of hearing to deafness)
- Visual impairment (from low vision to blindness)
- Deaf blindness
- Physical impairment
- Intellectual and developmental disabilities
- Specific learning disabilities (dyslexia, dyscalculia, dysgraphia)
- Cerebral palsy
- Speech and language difficulties
- Multiple disabilities
- Autism
- Albinism

⁴ Sector Policy for Learners and Trainees with Disabilities, Ministry of Education, Kenya, 2018.

Facilitators should be careful with the language used to describe people with different categories of disability. Putting the person first, as in “people with disability,” is called people-first language. When working with learners, there is not need to refer to their disability but instead the facilitator should treat them as they would any other learner.

The following are ideas of how facilitators can make adaptations when teaching and communicating with learners with different impairments.

Learners with visual Impairments

Learners with visual impairments may be blind or may have low vision. Learners with low vision can usually be taught in a similar way to sighted learners.

Low vision

Here are some factors to consider when facilitating learning for learners with low vision:

- Ask the learner what they can see, do not make assumptions.
- Make sure that verbal instructions are clear, concise, and accurate. Check for understanding. If the learner does not understand instructions, they may not be able to copy sighted learners/guides.
- Be aware of the environmental factors that can influence communication with a learner who is partially sighted, e.g.
 - the amount of available light,
 - changes in light (cloud cover),
 - type of light (sun, fluorescent lights, floodlights),
 - positioning of learners and / or facilitator in relation to light source
 - level of background noise (echo or reverberation, ventilation fans)

The facilitator should consult the learners to know how these factors can affect them during lessons, practice sessions and competition.

Blindness

It is more challenging to integrate learners with visual impairment in physical education with sighted learners both for safety reasons and to retain the integrity of the activity as played by learners who are blind.

Learners who are blind respond to sound, echo and verbal instructions during physical education lessons, sport and physical exercise sessions. Guidelines for communicating with learners who are blind are:

- Always address the learner by name
- Do not walk away without telling the learner
- You may need to use touch but always ask first
- Use key words and avoid long complicated sentences. Focus on a few words that convey what you are trying to say
- Be logical and sequential when presenting information.

If a learner who is blind needs guidance, it may be useful initially to enlist the help of family and friends to assist in physical education, physical exercise or sports sessions, as they will be more familiar with guiding the learner. Eventually, it may be that facilitators or sighted learners in the group will be able to assist.

Learners with Hearing Impairments

Communicating with learners with hearing impairments may be challenging but if the facilitator is innovative and open minded they will find it rewarding. Usually, learners who are deaf or have hearing impairment use alternative means of communication such as lip-reading and signing.

As with all learners, it is beneficial to take time and establish the most appropriate means of communication. If a learner has residual hearing and uses a hearing aid, it is possible to communicate orally. However, the learner will also need to see the mouth of the facilitator for lip-reading. This will reinforce what the facilitator is saying. Other factors to be aware of include the following:

- If out of doors, face the sun, as this will assist the learner who may be lip-reading or reading signs.
- Face the learner when speaking. If you turn your head, they will no longer be able to read your lips.
- Do not chew, shout, or cover your mouth with your hand when talking – this will prevent effective lip-reading.
- Remember lip-reading is not a precise way of communicating. Do not presume if an individual can lip-read, they will understand every word. Much of lip-reading is intelligent guesswork.
- Ensure the environment has no background noise to interfere with communication.
- You may need to be near to attract the attention of the learner e.g. by eye contact or waving.
- Keep sentences simple and avoid unnecessary jargon. It is always useful to establish the meaning of any sport-specific or technical language before you start a session.
- Provide written information if relevant but do not hand out the written information to read and then continue to speak – the learner will be unable to lip-read or even be aware that you are speaking. Allow the learner time to read the information before the practice.
- Be aware that a learner may be able to read your lips even if you are standing at a distance and not talking to them.

The facilitator will subsequently be able to plan an individual programme with the learner. If it is necessary to remove the hearing aid, for example during sport or physical activity, it is useful to establish mutually identifiable signs or gestures.

The facilitator may be approached by a learner who is deaf and unable to communicate orally. This will require an establishment of the most appropriate means of communication. This may mean:

- Using an interpreter who might be a parent, friend, facilitator, or a fully qualified interpreter

- Learning to sign or finger spell
- Establishing mutually identifiable signs or gestures
- Identifying whether the learner can lip-read
- Using written instructions if appropriate

Although learners with a hearing impairment can participate in physical education together with hearing learners, they often prefer to be taught with other learners with hearing impairments.

Learners with Physical and Health Impairment (CP, Asthma, SC anaemia etc)

Some individuals with cerebral palsy may have a speech impairment. It is useful to spend time getting to know learners with Cerebral Palsy as they may have devised their own means of communication.

For learners with Intellectual Disabilities

- Establish the extent to which instructions and directions are understood
- Use simple, brief, clear and concise language, without being patronising
- Refer to the learners according to their chronological age and encourage others to use appropriate age and sport-specific terminologies (e.g. 'you paced yourself well' rather than using patronising language such as 'good boy' or 'good girl')
- Some learners with intellectual disability may use a signing system to support speech. The individuals are not necessarily deaf or have no speech but may be unable to communicate effectively by oral methods alone.



4

CHAPTER

Safeguarding Children

Along with the development of physical literacy and inclusion, child protection and safeguarding are a core component of physical education programming. All learners should be able to participate in physical education, school sport and physical activity in a safe and inclusive environment.

Child Protection is a term used to describe the actions that are undertaken to protect specific children who are suffering or likely to suffer significant harm.

Safeguarding is a term used to describe the measures taken to protect the health, well-being, and human rights of individuals, which allow people, especially children and vulnerable persons, to live free from harassment, abuse, neglect and exploitation. Safeguarding is a proactive approach and is much more than child protection which is a reactive measure.

Physical Education, School Sport and Physical Activity can create environments that facilitate incidents of abuse against children in schools¹.

¹ In research presented to a South African Parliamentary Committee on Education, the South African Council of Teachers cited sports, coaching, physical education, cultural activities, and outings as environments that “facilitate” incidents of abuse against children in schools.

All schools should have child protection or safeguarding children measures or systems in place and all facilitators not just schoolteachers delivering Physical Education, Sport or Physical Activity programmes in the schools should be vetted as being suitable to work with children.

Facilitators should always act in the best interests of learners, ensuring the right safeguarding measures are in place to prevent children from experiencing harm and should respond appropriately should any issues arise.

RIGHTS OF THE CHILD

The rights of the child are set out in the UN Convention on the Rights of the Child, an international treaty signed by 196 countries. These rights include the right to participate, the right to play, the right to protection from violence and the right to protection from sexual and economic exploitation.

Children’s rights and protections are recognised in Kenya’s Constitution and legislation. Children have the right to be protected from abuse, neglect, harmful cultural practices, all forms of violence, inhuman treatment, and punishment, and hazardous or exploitative labour. The constitution affirms that a child’s best interests are of paramount importance in every matter concerning the child.

Figure 11: UN Convention on the Rights of the Child.
Source: Unicef



Keeping children safe is everyone’s responsibility.

TYPES OF ABUSE

Physical abuse is deliberately physically hurting a child and includes any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. It mainly involves hitting (“smacking”, “slapping”) children with the hand or with an implement – a whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, punching, kicking, shaking, throwing, scratching, pinching, biting, or burning them or breaking their bones.

Examples of Physical Abuse in Physical Education

- Slapping a learner because they are provocative, not listening or disturbing the lesson
- Forcing a learner with an injury to play
- Encouraging learners to deliberately play aggressively, without regard to the risk of injury to themselves or others
- Administering performance enhancing substances to learners

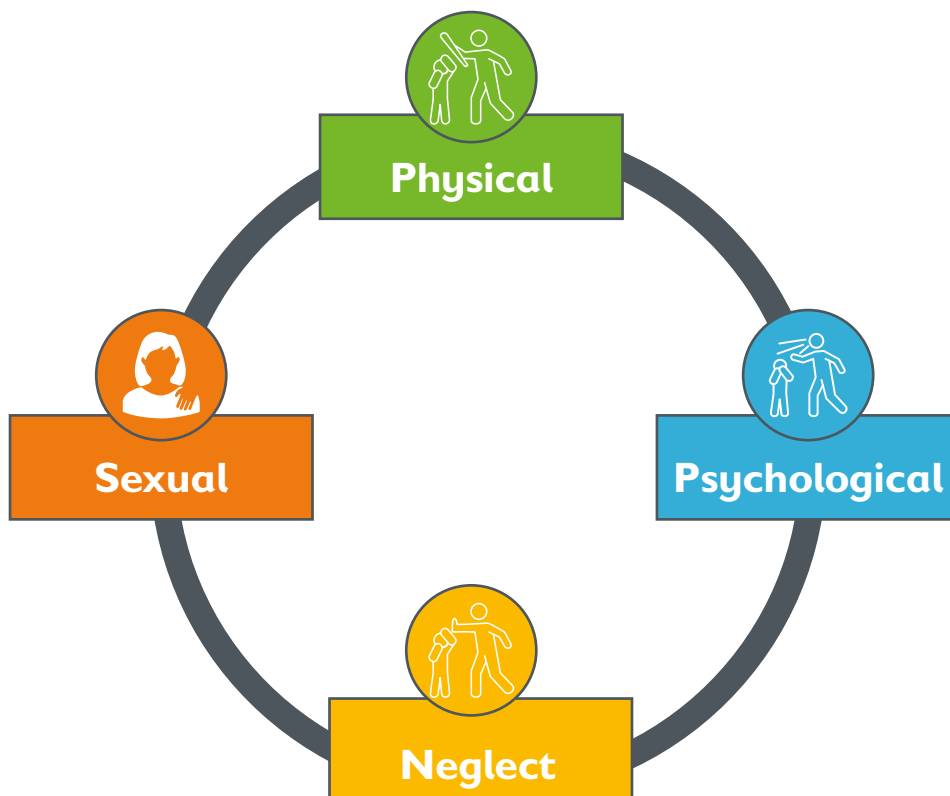
Psychological abuse is the persistent emotional maltreatment of a child. It is also sometimes called mental or emotional abuse and it can have severe and persistent adverse effects on a child’s emotional development. Psychological abuse may involve deliberately telling a child that he/she is worthless, or unloved and inadequate. It may include not giving a child the opportunity to express his/her views, deliberately silencing him/her, or “making fun” of what he/she says or how he/she communicates. Psychological abuse often occurs as a pattern of deliberate, prolonged, repeated non-physical behaviour within a power-differentiated relationship. Psychological abuse may involve bullying – including online bullying through social networks, online games, or mobile phones – by a child’s peers.

Examples of Psychological Abuse in Physical Education include the following:

- Shouting at a learner and constantly calling them a ‘loser’ for not performing well during a lesson
- Constantly laughing at a learner, and encouraging other learners to laugh, if a learner has different ability level
- Showing favouritism in class so that some learners feel excluded

Neglect is the failure to provide for a child’s basic needs when those responsible for their care have the means, knowledge and access to services to do so, whether it be adequate food, clothing, hygiene, supervision or shelter; that is likely to result in the serious impairment of a child’s health or development. It also includes failure to protect a child from exposure to danger. See Figure 12.

Figure 12: The four main categories of abuse



Examples of Neglect in Physical Education include the following:

- Not being aware of where children are during a camp or away trip
- Not providing water, or allowing children to break for water, in hot weather during physical activities
- Using transport that is not safe and roadworthy to take learners to matches

Sexual abuse is the inducement or coercion of a child to engage in any unlawful sexual activity. It occurs when adults exploit children sexually for their own gratification. It may involve physical contact, such as assault by penetration (for example, rape) or nonpenetrative acts, such as kissing, rubbing, and touching children’s private body parts.

Sexual abuse does not necessarily involve contact; examples include involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse by gaining their trust (including via social media). In most cases, the perpetrator is a person the child knows and trusts with sexual abuse often perpetrated in isolated, one-on-one situations.

Sexual harassment encompasses a continuum of unacceptable and unwelcome behaviour and practices of a sexual nature that may include, but are not limited to, sexual suggestions or demands, requests for sexual favours and sexual, verbal or physical conduct or gestures, that are or might reasonably be perceived as offensive or humiliating.

Examples of Sexual Abuse in Physical Education include the following:

- Taking photos of learners naked while they are showering
- Starting a sexual relationship with a child
- Commenting on how 'well developed' a girl or boy learner is physically
- Requiring abnormal physical contact claiming it is for the well-being of the learner

SPECIFIC TYPES OF ABUSE

In addition to these four main categories of abuse, there are other specific forms of abuse of which facilitators of physical education, school sport and physical activities in schools should be aware.

Bullying (or cyberbullying if conducted online) is unwanted, repeated, and intentional, aggressive behaviour usually among peers, and can involve a real or perceived power imbalance. It can include actions such as making threats, spreading rumours or falsehoods, attacking someone physically or verbally and deliberately excluding someone.

Grooming is the short name for using children for sexual purposes. It refers to the process of establishing/building a relationship of trust with a child, either in person or using the internet or other digital technologies, to facilitate either online or offline sexual contact.

Trafficking is the process of trapping children using violence, deception or coercion and exploiting them for financial or personal gain. It can involve moving children within a country or trans-nationally and can include sporting opportunities being used as the lure.

RECOGNISING ABUSE

Given that teaching physical education, school sport and physical activity is about developing the learner holistically not just the physical, the facilitator may be told something or come to suspect something which causes them to worry about the welfare or safety of a learner. If concerned about someone's safety, the facilitator should follow the advice in their school's child safeguarding and referral systems and code of conduct. In the immediate moment, some possible actions include:

- Tell the person that you are worried for them. Ask if they share that worry.
- Ask who they can seek help from and suggest some help-seeking sources.
- Encourage the learner to seek help (e.g. from family, friends, a doctor, a social worker, or the police).
- Ask for advice about what to do from the school's child safeguarding 'focal point' or a senior staff member.

Use your best judgement. Consider the need for the learner's safety and which adults need to be involved to help to keep the child safe. Do this in a way that respects childrens' need for privacy whilst also seeking support.

As a facilitator you may have suspicions a learner is at risk of harm as a result of your own observations, as a result of someone raising concerns with you, or as a result of a learner making a disclosure.

Some possible indicators that a learner is being abused might be:

- Unexplained burns, bruises, or cuts
- Inconsistent explanation of injuries
- Inappropriate sexual awareness or sexually explicit behaviour
- Unexplained change in normal behaviour
- Fear or a lack of trust in an adult
- Excessive fear of making mistakes
- Difficulty socialising
- A sudden weight loss or gain, or possible eating disorder

These signs may have innocent explanations, but might also, especially if there is a pattern to them, be signs that a learner is being harmed. If your heart is telling you there is something wrong, you should exercise your duty of care. Your duty of care is not to investigate possible harm to a child (doing so could jeopardise the child or a legal investigation) but is to report your concerns to an appropriate person. That person might be the school's safeguarding focal point, a police officer, a social worker, or childcare worker.

If a child is in immediate risk of serious harm, always report the matter to the police and/or child protection officer.

Any person who has reasonable cause to believe that a child needs care and protection may report the matter to the nearest authorised officer. An authorised officer would be a police officer or a social worker/child protection officer.

Facilitators should be aware that when learners are abused it is most often by someone they know. Someone who is in a position of trust or has some power over the learner. The abuser may be an adult or another learner in the case of bullying.

Figure 13: Who abuses children?

FAMILY MEMBER OR PERSONS IN A POSITION OF TRUST/POWER

STRANGERS



When children are abused its most often by someone they know

If abuse is taking place it may be happening in the learner’s home, at school, during physical education, school sport or physical activity, somewhere else in the community or may be happening online.

Figure 14: Child discloses to a trusted adult



When dealing with a disclosure from a learner:

1. Stay calm, ensure that the learner feels safe
2. Listen carefully - allow the learner to continue at their own pace
3. Explain that it is likely that the information will have to be shared with others who are best placed to help – do not promise to keep secrets
4. Keep questions to a minimum, ensure you have clear and accurate understanding
5. Reassure the learner that they have done the right thing in speaking to you
6. Show and tell them that they are being taken seriously
7. Recognize any difficulties in interpreting what they said
8. Tell them what will be done next and with whom the information will be shared
9. Record afterwards in writing what was said

CONDUCT OF FACILITATORS

Given that learners taking part in physical education, school sport and physical activities can be vulnerable to non-accidental harm, schools should require the highest standards of conduct from facilitators. Teachers are required to adhere to The Teachers Service Commission Code of Conduct and Ethics. Others facilitating physical education, school sport and physical activities should comply with similar standards of conduct. Schools may wish to have a separate code of conduct for those persons facilitating physical education, school sport and physical activities who are not teachers registered with the Teachers Services Commission.

Schools should ensure that teachers and non-teaching staff facilitating physical education, sport and physical activities are suitably qualified and that these qualifications are current. Schools should also ensure that activities delivered by non-teaching staff are covered for liability by the school or other liability cover and that parental/guardian consent forms have been signed to allow learners to take part in such activities.

Unacceptable conduct includes criminal conduct, unprofessional conduct, or poor practice. Criminal conduct should always be reported to the appropriate authorities and may lead to criminal proceedings. Criminal or unprofessional conduct should be reported to the school authorities and the Teachers Service Commission and may lead to disciplinary action. Poor practice should be reported to the school authorities and would be addressed through a performance review.

Poor practice may not be immediately dangerous or intentionally harmful, but can sometimes lead to and/ or create an environment conducive to harassment and abuse.

Figure 15: Types of conduct that need to be addressed



RESPONSIBILITIES OF FACILITATORS

Those persons in schools who deliver physical education, school sport or physical activity to learners have a responsibility to create a safe, inclusive, and enjoyable environment for learners.

Facilitators should:

- Keep learners safe from harm
- Prove that they are suitable to work with children (vetting requirements)
- Keep updated on child safeguarding measures and referral systems
- Know how to report concerns that arise
- Adhere to the Teachers Code of Conduct & Ethics
- Follow of the rule of TWO (Explained in figure 16)
- Obtain consent to participate from parents/guardians

There are vetting requirements for teachers including registration with the Teachers Services Commission which requires a certificate of good conduct and professional teaching qualifications. Schools should conduct similar vetting procedures for all non-teaching staff, volunteers and service providers that have regular contact with children in the school i.e. those conducting physical education, school sport or physical activities more than once a month. In addition to good conduct certificates, schools should check what teaching or coaching qualifications non-teaching staff or volunteers possess. Where a facilitator visits a school to deliver a one-off physical education or sport activity, they should be required to confirm they have read the school's safeguarding policy and will abide by the code of conduct.

Facilitators should be familiar with the school's safeguarding measures and referral systems and all relevant codes of conduct.

Facilitators should also familiarise themselves with the Physical Activity Readiness-Questionnaires (PAR-Q) for the learners in their lesson/session. This will allow the facilitator to plan and differentiate activities specific to the learner's needs.

It is also recommended that all facilitators follow the Rule of Two.

RULE OF TWO

Figure 16: The Rule of Two



Following the **“Rule of Two”** a facilitator would never be alone and out of sight with a learner without another vetted facilitator or vetted adult (parent or volunteer) being present and the teaching or coaching environment should be open to observation.

Facilitators should ensure that all PE, School Sport and Physical Activity should be supervised. Failure to supervise may constitute neglect which could have serious consequences for the facilitator and the school. Learners should not be left to play unattended.

Facilitators should be aware of the maximum number of learners. They can supervise for different physical activities or sports. Guidelines issued by education or sporting authorities should be followed. Space available and the number of learners will influence decisions on facilitator/learner ratios and may require additional supervision to be provided by the school.

Facilitators will ensure learners never ride in their vehicle without another adult being present.

Consideration should be given to the gender of the learner(s) when selecting the vetted facilitators and volunteers who are present.

There should be no one-to-one electronic messaging between facilitators and learners. All online communications should be sent to groups and/or include parents.

INFORMATION FOR LEARNERS

Age-appropriate information should be given to learners to empower them so that they know who to speak to if they have any concerns. It is important they understand that they have the right to:

- have fun and develop their physical literacy
- feel safe and happy
- be protected from bad behaviour, from adults or other children
- learn protective behaviours
- talk and be listened to, especially if they have concerns or do not feel safe
- know where to go for help or who to talk to if they are scared or worried about something
- be looked after if there is an accident or injury



KEY MESSAGES FOR LEARNERS

- My body is my body, I can say NO if I do not want to kiss or hug someone.
- If I feel unsafe or uncomfortable with someone, I can share my feelings with a trusted adult.
- I should never keep secrets that make me feel bad or uncomfortable, I should tell a trusted adult.
- My private parts are the parts of my body covered by my underwear/ innerwear. I always call my private parts by their correct names. No one can touch my private parts, and no one can ask me to touch their private parts. No one should show me pictures of private parts. If any of these things happen, I must tell a trusted adult.
- I am aware that I should not wait in sport grounds, playing fields or open spaces alone. I always take a friend with me when I go to such places to play.
- I wait in well-lit areas and never use shortcuts or go to isolated places.
- When someone is abusive towards a friend of mine or another child, I should tell my parents or a trusted adult.
- I am aware that I should not go to other places such as training camps with a stranger or even coach if my parents are not informed.
- I am aware that I should not take any performance enhancing drugs.



5

CHAPTER

Health, Hygiene, Nutrition & Safety

Physical Education, school sport and physical activity promote the physical and mental health and well-being of learners and young people. Many aspects of the health education curriculum can be taught as part of a physical education lesson or alongside sport and physical activities using a sport for development approach.

Lifelong engagement in sport and physical activity taught through the physical education curriculum can have long term positive impacts on a person's physical and mental well-being.

Physical education ...

“acts as the foundation for a lifelong engagement in physical activity and sport. The learning experience offered to children and young people through physical education lessons should be developmentally appropriate to help them acquire the psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life.”

(Source: adapted from Association for Physical Education (afPE) Health Position Paper, 2008) ¹

¹ Quality Physical Education (QPE) Guidelines for Policy-Makers, (2015), UNESCO

The World Health Organisation defines physical activity, “*as any bodily movement produced by skeletal muscles that requires energy expenditure.*” Through physical education learners are encouraged to participate in physical activity on a regular basis throughout their lives, meaning:

- They are likely to live longer
- They can reduce the risk of non-communicable diseases such as heart disease, high blood pressure and diabetes
- They feel better about themselves
- If they are physically fit, they can concentrate better when studying
- They will meet more friends with a positive lifestyle like themselves
- They will have fun and gain more enjoyment from life
and
- They will be less likely to suffer depression, be more able to cope with stress and deal with challenges in life.

There is also a strong link between physical education, sport and physical activity and hygiene and nutrition. Aspects of hygiene and nutrition as set out in the Kenya Competency Based Curriculum under **Hygiene and Nutrition Activities** can be linked to physical education, sport and physical activities in the lower primary school. These subjects can be taught outside the classroom using a sport for development approach as outlined in chapter 6.



UN Sustainable Development Goal 3 aims to ensure healthy lives and promote well-being for all at all ages. The following three targets within SDG 3 link closely to the physical education, hygiene and nutrition curricula for the lower primary school:

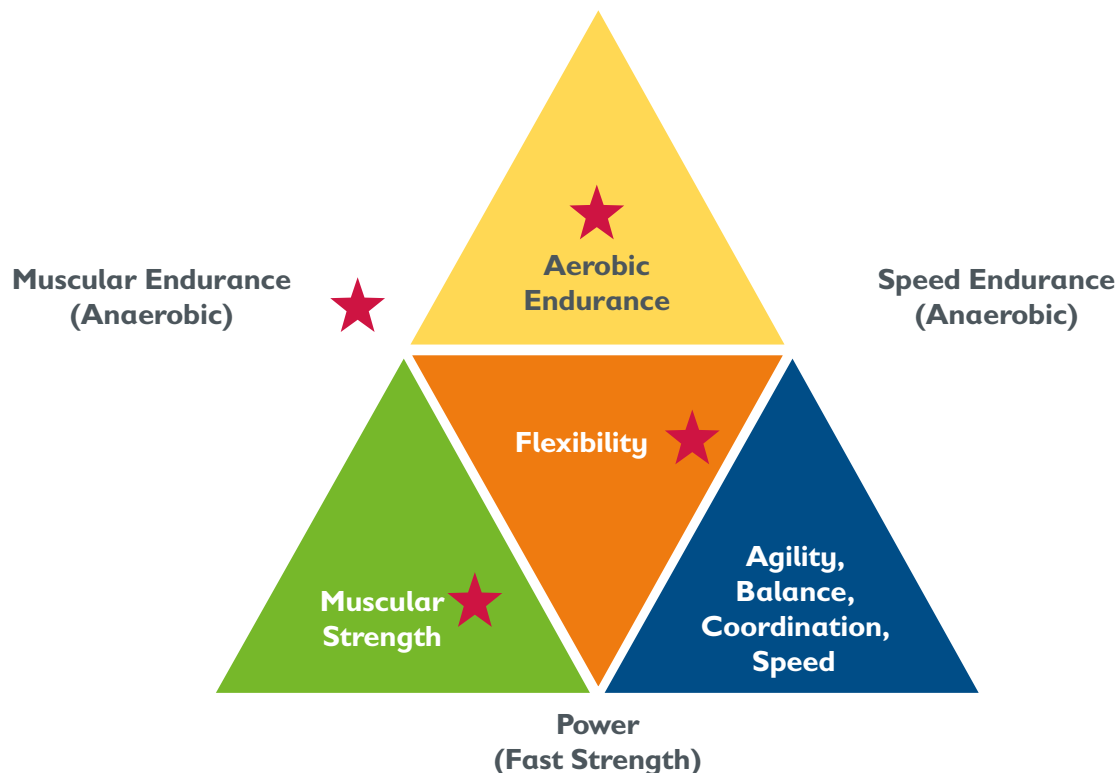
- 3.3** By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases.
- 3.4** By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.
- 3.6** By 2020, halve the number of global deaths and injuries from road traffic accidents.

This chapter covers physical physical fitness, mental wellbeing, hygiene, nutrition and road safety as five aspects of health, hygiene and nutrition that can be taught through physical education, sport and physical activities in the lower primary school.

PHYSICAL FITNESS

Physical fitness is an important contributor to performance on the sports field but for the majority of the population it's importance rests in the prevention of non-communicable diseases and enabling individuals to enjoy a level of fitness that allows them to fully enjoy life. Figure 17 below outlines the different components of physical fitness. Depending on the sport, the importance of each component to performance will differ according to specific demands of the sport. Those components marked with a red star are important for general fitness and health.

Figure 17: Components of physical fitness



In terms of developing physical fitness of lower primary school learners (aged 6-9 years) the main objectives are to:

- Teach agility, balance, coordination and speed
- Instil the importance of daily physical activity or play

The development of agility, balance, coordination and speed will result from the physical education curriculum which at this stage of the learner's physical development is focused on teaching the fundamental movement skills.

Flexibility in children starts to decline from about 8 years of age. It is therefore important to encourage learners to undertake exercise during the lower primary years that develop and/or maintain an optimal range of motion. Figure 17 shows sample exercises that learners can undertake to increase flexibility.

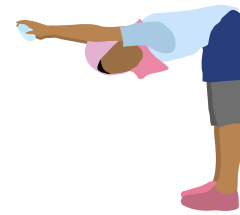
Figure 18: Examples of flexibility exercises



**Swing arms up and down
Hold newspaper roll**



**Upside down
Shoulder stretch**



**Table top position
Twist trunk left-right
Hold paper roll**



**Pike sit
Place newspaper
behind ball of feet**



**Straddle stretch
“Pen-cake”
Roll newspaper fro and pro**



**Adductor stretch, turn trunk
towards straight leg
Place newspaper on foot.
Repeat both sides**

This first window of trainability for speed development is thought to be 6-8 years for girls and 7-9 years for boys. Exercise that develops agility, quickness and segmental speed in a multidirectional manner with movements lasting less than 5 seconds are recommended for this age group.

Activities that promote strength using the learner's body weight can be introduced at this stage of their development whereas other forms of resistance exercise are discouraged.

Informal play and other forms of physical activity will be good for a child's cardiovascular or aerobic fitness, but formal structured endurance training should be avoided.



KEY MESSAGES FOR LEARNERS

- Make sure you take part in at least an hour a day of moderate or vigorous physical activity
- Ask your parents, teachers or peers, what games you can play at school or at home
- Vigorous physical activity should be included at least three days a week
- Vigorous activity will make you breathe hard, raise your heartrate and maybe break sweat
- Do some stretching exercise as part of your cool down from physical activity

Physical Education Activity Example

Learners play the traditional game “Kati” that develops agility, quickness and segmental speed in a multidirectional manner with movements lasting less than 5 seconds.

The only equipment used to play Kati is a ball. Two teams of at least 4 learners are needed to play the game. All members of one team move to the middle of the playing field. The members of the other team divide themselves into two groups and stand on either side of the team standing in the middle of the field.

The purpose of the game is for learners on the team in the middle of the field to evade the ball being thrown by the team on the outsides of the playing field. Learners on the inside must strategize to ensure that the ball does not touch them. Once the ball touches a player, the player is eliminated.

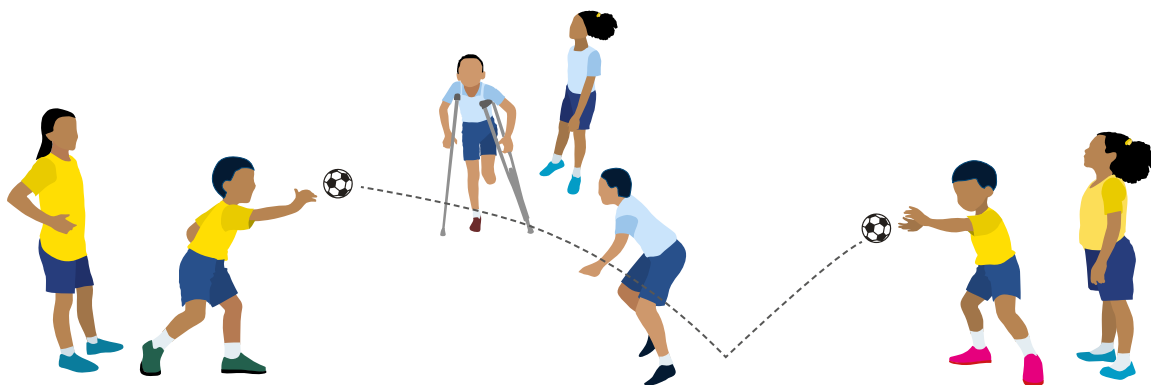
The game ends when all the learners in the middle of the field are eliminated.

When a learner in the middle catches the ball, they must say a word, which will give them the right to ‘save’ someone who has already been eliminated from the game – i.e. the eliminated player is brought back into the game.

There is also another word a player says at the beginning of the game which signifies that the first round is not a dangerous round. Thus, when the ball touches a player in the middle of the field, he/she is not eliminated from the game.

Make the game more challenging by using more than one ball.

Figure 19: Examples of exercises that develops agility, quickness and segmental speed in a multidirectional manner



MENTAL WELLBEING

The World Health Organization (WHO) reports that mental health problems affect 10-20% of children and adolescents worldwide. They also estimate that half of all mental illness begins by age 14, though most cases go undetected and untreated. Mental health is defined by the WHO as **“a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”**

Mental wellbeing is an important part of a person’s overall health helping them to function well, have meaningful social connections, positive self-esteem and the ability to cope with change. Learners with a good mental wellbeing will be able to:

- develop psychologically, emotionally, creatively, intellectually and spiritually
- initiate, develop and sustain mutually satisfying inter-personal relationships
- use and enjoy solitude
- become aware of others and empathise with them
- play and learn
- develop a sense of right and wrong
- resolve problems and setbacks and learn from them

Lower primary school learners develop mentally as well as physically. They become better at controlling their own behaviour and emotions, cope better with games that involve rules and with winning, losing and playing fairly. They enjoy making friends and being a friend. Friendship provides learners with a sense of belonging and helps them learn and practise basic social skills such as communicating, sharing and collaborating.

Friendships can also be challenging because friends can sometimes be bossy or moody. Through friendships most learners will enjoy positive relationship, but sometimes these friendships can lead to learners being bullied.

Learners in this age group want to please the important adults in their lives, such as their parents and teachers. Doing things, the ‘right way’ becomes important to the learners although sometimes learners will come across as being over-confident.

Learners can be easily embarrassed and sensitive to other people’s views and beliefs. They may have empathy when family and friends are distressed. But at times learners can be very self-critical and might need help to focus on the things they do well.

At this age learners become more aware of disasters or distressing news and stories. This growing awareness can cause anxiety and fear, so talking about difficult topics can help learners make sense of things.

Learners develop a much better understanding of the relationship between cause and effect. They begin to see how their actions affect other people, although they can sometimes seem self-centred.

Learners' morals and values are developing during the lower primary years, and they might share strong opinions about whether things are right or wrong. Learners will also be more aware of what others are doing which might lead to negative comparisons such as 'others are better at football than me' or complaints about peers getting more of something. Sometimes learners' self-esteem goes down in the primary school years as they become more self-critical and compare themselves with others. Facilitators should build the self-esteem and self-confidence of learners of this age by recognising their strengths and positive qualities.

Promoting mental wellbeing

Physical and mental wellbeing are connected so it is important to follow education guidelines of having one lesson a day of movement activities to ensure that learners are physical active every day. Good nutrition is also important to mental wellbeing. Schools should ensure learners have access to regular meals and are taught to make good food choices.

Facilitators should create opportunities during the school day for learners to take part in some fun activities as positive emotions can build buffers against negative emotions improving mental wellbeing.

Facilitators should encourage learners to share their feelings and to feel that they can approach them as a "trusted adult" if they have a problem. Schools should be bully free zones and teachers should never condone bullying and if they suspect that someone is being bullied, they should take action to stop it.

Teach learners to develop mindfulness, to take some time out for themselves to quietly reflect. This should be taught during physical education, sport or physical activity using a sport for development approach with a period for reflection prior to and post physical activity.

While schools will want to encourage learners to develop digital literacy, facilitators should also encourage learners to spend time away from screens every day – cell phone, tablet, computers and television to reduce sedentary behaviour.



KEY MESSAGES FOR LEARNERS

- Make sure you set aside some time each day for physical exercise or to play
- Meet other children and make friends
- If you are being bullied in person or online tell a trusted adult
- Do not spend all day on a screen - cell phone, tablet, computers and television
- Have regular meals, make good food choices, avoid junk foods. drink plenty of water and stay hydrated
- If something is worrying you or making you feel down, talk to a trusted adult about it – your parents or a facilitator

PE Activity Example

1

“JUST ONE BREATH” BREATHING ACTIVITY

- Find relaxing place, sit comfortably, and set a timer for one minute.
- Breathe deeply in and out while paying attention to any sensations you notice or sounds you hear.
- Take another slow deep breath, imagine the air moving down into the lungs and back up.
- Take one more deep breath and hold for a moment, then release it.



3

HEARTBEAT EXERCISE

- Ask your learners to stand up and either jump up and down or do jumping jacks for one minute.
- At the end of that minute, have them place their hand on their heart and pay attention to how their heartbeat and their breathing feels.



5

TENSE AND RELEASE MUSCLES RELAXATION

- Starting at the feet, gently squeeze the muscles in the feet by tightening them, then slowly releasing.
- Next, squeeze the large muscles in the calves for 5 seconds, then gently release. Working your way up the body, squeeze the thigh muscles for 5 seconds then gently release.
- Continue moving up the body for more relaxation.



HYGIENE

Water and Sanitation

Physical education, sport and physical activities in the lower primary school can be used to promote good hygiene and health practice by learners. They can always be taught practices such as to drink safe water, dispose of waste in proper places, wash hands with soap at all critical times, do away with open defecation and start using decent toilets or latrines.

Access to clean drinking water, water for cleaning, clean latrines or sanitation are essential for good health. Contaminated water and poor sanitation have strong links to the transmission of life-threatening illnesses like cholera, diarrhoea, dysentery, hepatitis A, and typhoid.

Learners are often pulled out of school because they are sick with a waterborne disease that can cause illnesses like diarrhoea. Missing school because there is no clean water or proper sanitation available means that learners are missing out on education that expands their perspectives and gives them tools to succeed in life.



KEY MESSAGES FOR LEARNERS

- Wash your hands with soap and water after playing sport, before eating, after using the latrine or toilet
- Wash uncooked foods (vegetables or fruits) before eating them
- Avoid going to the toilet in the bush, use a latrine or toilet
- Keep latrines and toilets clean
- Drink water from a clean source

Physical Education Activity Example

Teach good hygiene on the sports field by playing a game of “Hygiene Charades”.

Form a circle of learners. One learner gets the motions right by playing hygiene charades. One learner picks an action for hygiene, such as brushing teeth, coughing into their elbow, washing their hands, putting on a mask, taking a shower, cleaning sports equipment. Then the learner acts out the hygiene habit without using any words. The other learners guess what action is being portrayed and then the facilitator talks about the proper way to do each hygiene habit.

Figure 20: Examples of exercises that teach hygiene



Germs - Bacteria and Viruses

There are two main types of germs which can cause disease in humans and animals - bacteria and viruses. Diseases caused by bacteria can be treated with antibiotics although some bacteria are becoming increasingly resistant to antibiotics. Viruses cannot be treated with antibiotics and require the body’s immune system to fight them. Vaccines are used to build up immunity to specific viruses and help prevent infections.

Most germs are spread through the air through sneezes, coughs, or even breaths. Germs can also spread in sweat, saliva, and blood. Some pass from person to person by touching something that is contaminated, like shaking hands with someone who has a cold and then touching your own nose.

It is best to avoid contact with germs by washing your hands well and often. Wash your hands every time you cough or sneeze, before you eat or prepare foods, after you use the toilet, after you touch animals and pets, after you play outside, and after you visit a sick relative or friend. Use water and soap and rub your hands together for at least 20 seconds.

Cover your nose and mouth when you sneeze and cover your mouth when you cough to keep germs from spreading. Sneeze or cough into a tissue or piece of cloth not your hands. Dispose of tissues carefully in the trash and wash your piece of cloth after use. Remember to wash your hands after sneezing or coughing. If you must cough, it is best to do it in your elbow, so you are not contaminating your hands.

If you are feeling unwell with a bacterial or viral infection stay at home. Try to avoid other people who might have an infection. In times of an epidemic or a pandemic, extra steps should be taken to stop these germs spreading such wearing masks, social distancing and sanitising surfaces.

KEY MESSAGES FOR LEARNERS

✓ Dos



Keep distance while playing



Wash your hands and sports equipment with soap and water



Always wear a mask when outside. However, do not wear a mask when exercising to breathe comfortably



Sneeze or cough into your arm or elbow



Eat healthy and stay hydrated to keep fit

✗ Don'ts



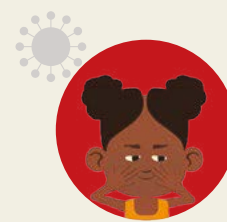
Do not hug or high five during games



Do not come to play if you feel sick



Do not share food or water bottles on the field.



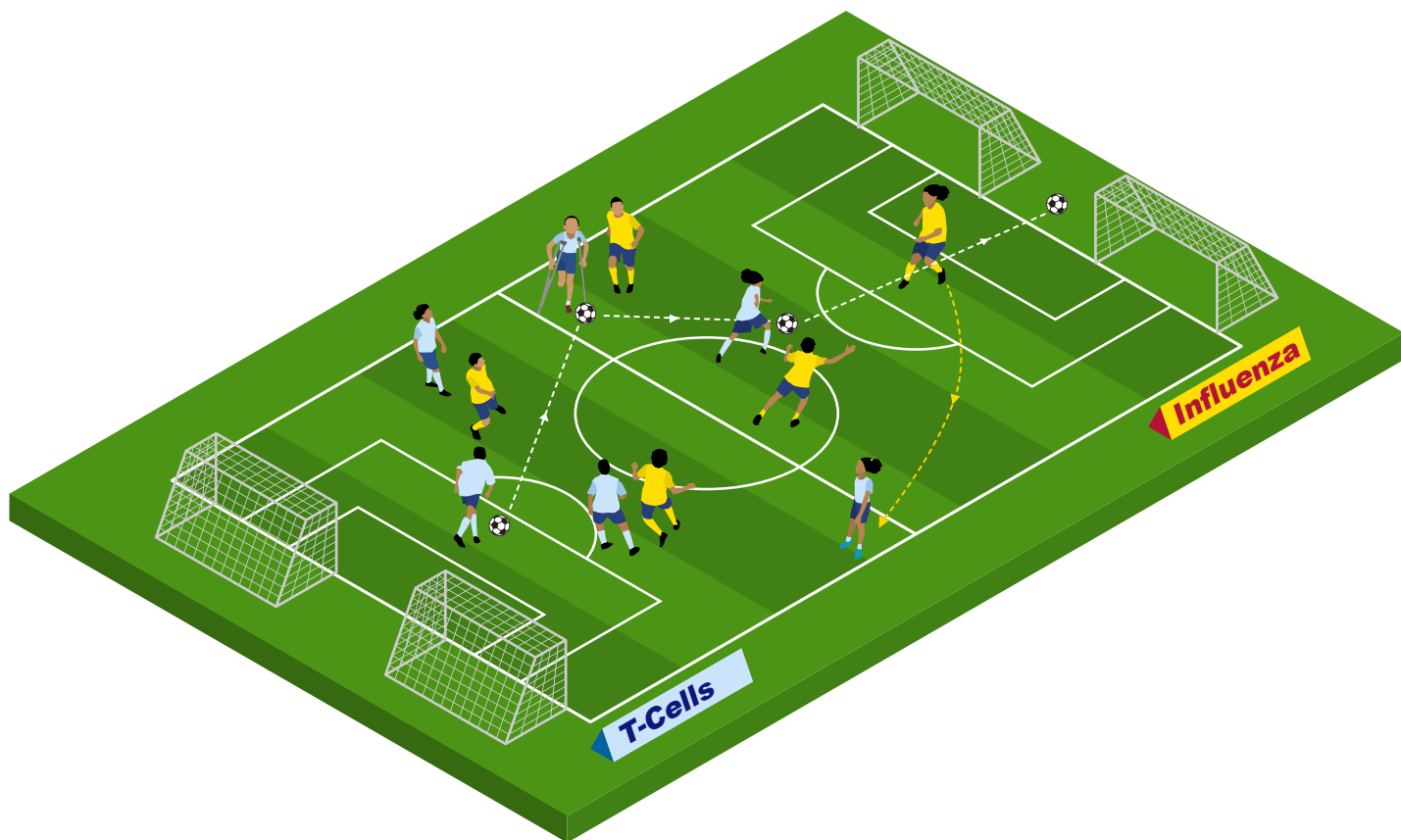
Do not touch your face

Physical Education Activity Example

Create two teams of learners to take part in a small-sided game of football. Teams should consist of no more than 5 learners. One team is called the T-Cells and the other team is called the influenza virus. Have four goals one on each side of the playing area. Teams can score by passing the ball through any goal. When a team scores a goal, they gain a player from the other side. When one team is down to 1 learner you can stop the game. Facilitator asks the learners which team won. Was it the T-Cells or the Influenza Virus? Facilitator explains that the T-Cells are part of our immune system that fights infection from viruses or bacteria. If the T-Cells won that means we have a strong immune system that can fight and beat infections. If the Influenza Virus won, it means the virus was too strong for the body and we got sick. Facilitator explains that when we get sick from a virus the body eventually builds up its immune system to fight the virus. With bacterial infections we can take anti-bacterial medicine that helps fight infection. With viruses we just treat the symptoms of the infection while the body builds its immune system.

As an alternative to football the learners can play a game that involves passing a ball and trying to hit objects placed on the side-lines.

Figure 21: Examples of exercises that create awareness on infections and body immune system



Parasites

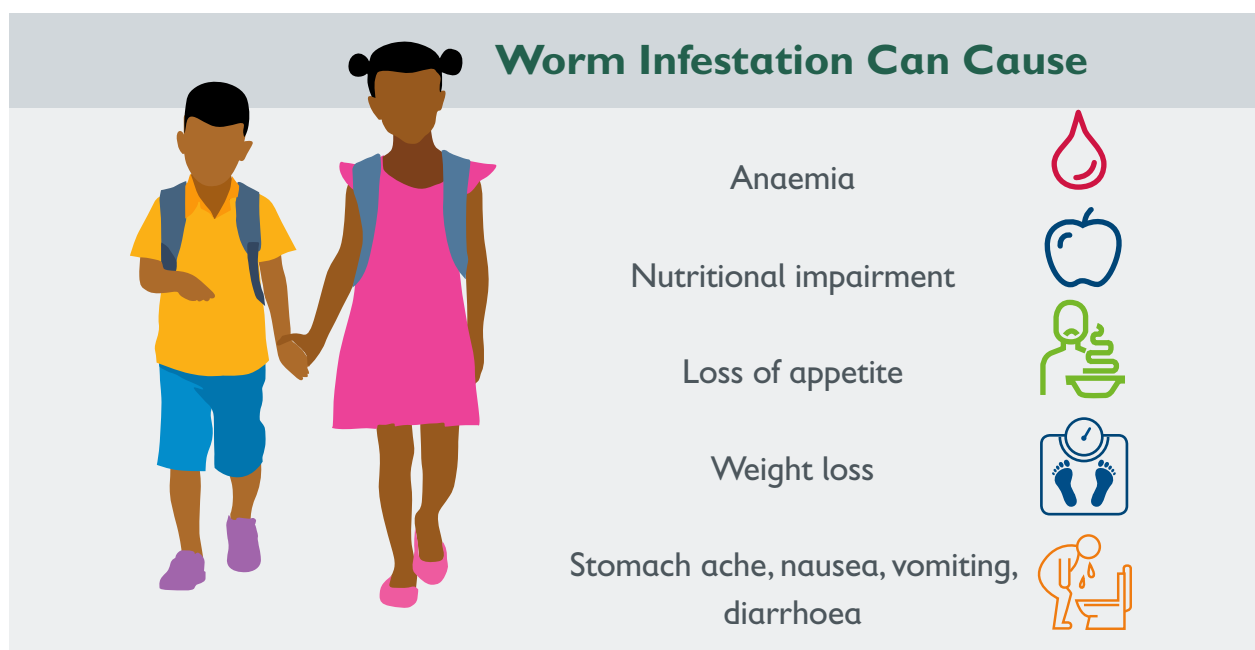
A parasite is an organism that lives on or in a host body and gets its food from or at the expense of its host. There are three main types of parasites that can cause disease in humans:

- **Protozoa** of which malaria is the most common spread to humans through the bites of infected mosquitoes. Malaria is the second highest cause of death in Kenya
- **Parasitic worms**, also known as helminths, many of which are intestinal worms that are soil-transmitted and infect the gastrointestinal tract.
- **Ectoparasites** that live on the skin of a host, from which they derive their sustenance, including scabies, the common bed bug, fleas, and lice.

Malaria is the second highest cause of death in Kenya. Early symptoms of malaria can include irritability and drowsiness, with poor appetite and trouble sleeping. These symptoms are usually followed by chills, and then a fever with fast breathing. The fever may either gradually rise over 1 to 2 days or spike very suddenly. Learners with these symptoms should visit a community health practitioner. To prevent malarial infections you need to make it difficult for mosquitoes to bite you by sleeping under a bed net treated with an insecticide, keeping window and doors closed at night or using a mesh covering to stop the mosquitoes getting in. It is also important to make it difficult for the mosquitoes to breed by getting rid of puddles and other sources of open water where the female mosquito can lay her eggs. Clothing, insecticides and repellents can also be used to prevent mosquitoes biting you.

Parasitic worms interfere with nutrient uptake and can lead to anaemia, malnourishment, and impaired mental and physical development. They pose a serious threat to learners' long-term health, education, and productivity. Infected children are often too sick or tired to concentrate at school, or to attend at all. Parasitic worms are easily transmitted in areas with poor sanitation and open defecation. Children are particularly susceptible to infection and experience the greatest morbidity.

Figure 22: Impact of worm infestation in children



Parasitic worms can be ingested through:

- Eating raw, unwashed, or improperly handled fruits and vegetables.
- Drinking contaminated water or beverages.
- Touching the mouth with dirty hands or through improper hand washing.
- Practising poor body hygiene.

Parasitic worms can also enter the body through cuts and it is important not to walk barefoot on ground or to bathe in water that could be contaminated. Water spreads germs and is a part of the life cycle of some parasites.

One of the most important ways to help prevent these parasitic diseases is to teach children the importance of washing hands correctly with soap and running water, particularly after using the toilet and before eating. It is also important to ensure faeces are disposed of properly, to avoid walking barefoot outdoors, and to avoid exposure to water that may be infected with the parasite that causes schistosomiasis.

Ectoparasites such as scabies, the common bed bug, fleas, and lice can be passed from learner to learner or from one family member to another. All can easily be treated with medication but to avoid re-infestation clothing and bedding needs to be washed in hot water and soap and hung out in the sun to dry.



KEY MESSAGES TO LEARNERS

- Pick up all rubbish and put it in the bin
- Keep yourself, your family and your house clean
- Wash hands after going to the toilet and before preparing food
- Wear shoes including wearing sports shoes when playing sport
- Wash your hands after touching animals
- Make sure all pests are controlled properly by washing your dog and keeping it off the bed
- Make sure that taps, toilets and bathrooms are kept in clean and good working order
- Store cooked and uncooked food correctly
- Use latrines and toilets. If you must defecate in the bush, make sure that you bury it.
- Do not defecate near waterways or in puddles
- Do not walk in dirty puddles or bath in water that might be contaminated
- Keep away from areas in which animal faeces may be present or near taps which can contain young parasites which can enter through your skin
- Sleep under an insecticide treated bed net., tuck it in and check for holes.
- Seek medical help if you have symptoms

Physical Education Activity Example

Ask learners to move in ways that are like different animals. How does an elephant move? Can you move like a giraffe? How about a monkey? Now move like a rabbit.

Let us now move like small animals. How does a cricket move? What about a spider? How does a mosquito move? What about a worm?

After the learners have demonstrated moving like animals, gather them around in a circle to talk about parasites. Parasites are small organisms or bugs that need a host animal or human to survive. Some parasites live on the body and others inside the body. Mosquitos are a common parasite that feeds of animal or human blood. Worms are another common parasite that lives in an animal or human's body. Bugs such as bed bugs, fleas and lice live on the bodies of animals or humans.

Ask learners if they know how to prevent or treat parasites. See key messages for learners above.

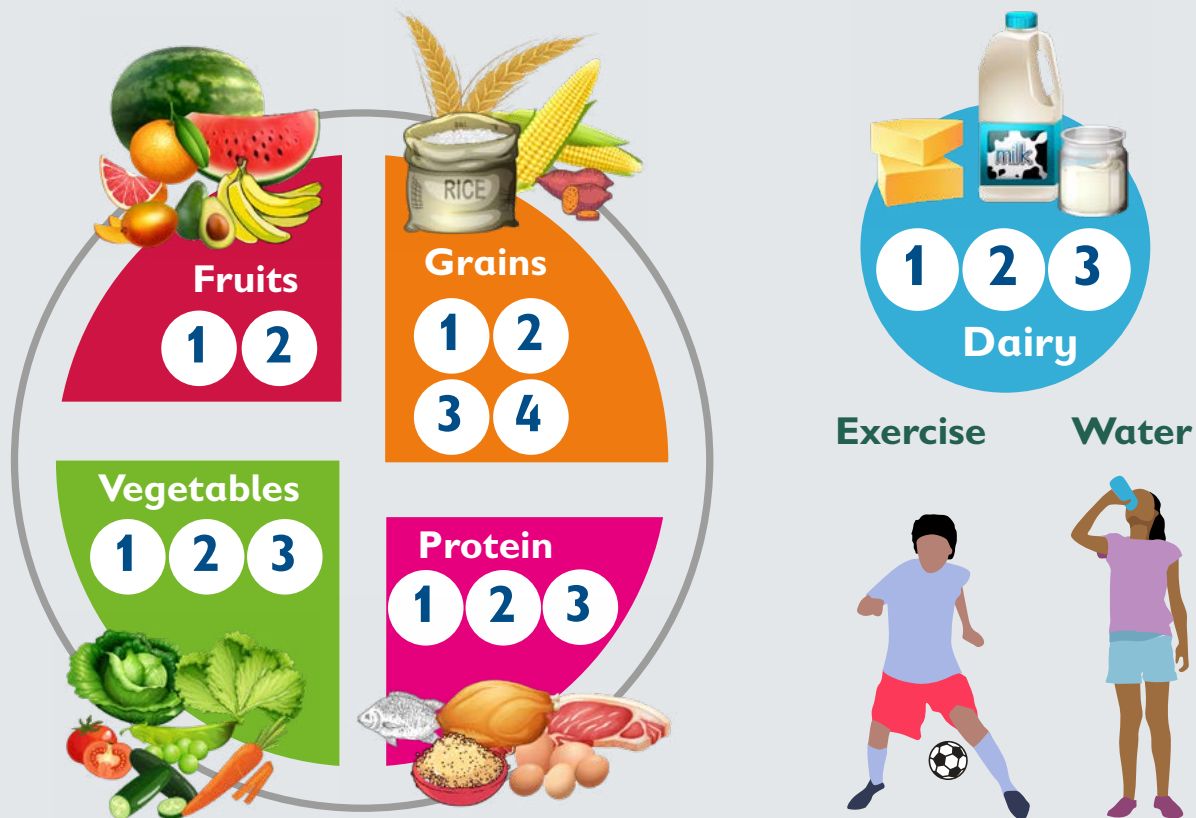
Figure 23: Examples of animal walks exercises



Nutrition

Figure 24: Examples of healthy foods groups

My Healthy Checklist

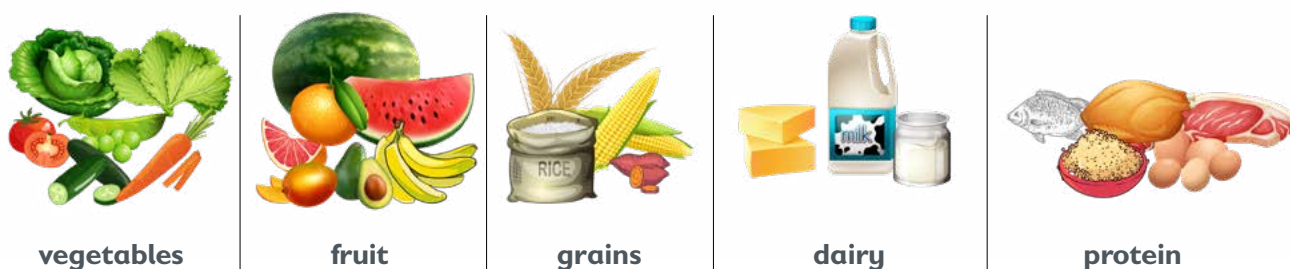


Based on 1,800 calories per day

KEY: Numbers refer to servings per day (Fruits 2x per day, Vegetables 3x per day, Protein 3x per day, Grains 4x per day and Dairy 3x per day).

Learners should also have access to water and exercise 2x per day for 30 mins (total of 60 mins exercise per day).

Learners need to eat foods from all five healthy food groups as shown in Figure 24:



These foods have nutrients which are essential for growth, development and learning. A healthy diet also provides the energy needed for physical activity and nutrients that aid recovery.

Accessing healthy foods can often be challenging as many affordable food choices are high in salt, saturated fat and sugar, and are low in fibre and nutrients. Many soft drinks contain caffeine or a lot of sugar.

The healthy food groups have different nutrients, which learner's bodies need to grow and work properly. Therefore, they need to eat a range of foods from across all five food groups.

Fruit and vegetables

Fruit and vegetables provide carbohydrate (energy), vitamins, minerals, fibre and water. They help protect the learners against diseases later in life, including diseases like heart disease, stroke and some cancers.

Learners should be encouraged to choose fruit and vegetables at every meal and for snacks. This includes fruit and vegetables of different colours, textures and tastes, both fresh and cooked. Fruit and vegetables should be washed and their skins which contain nutrients should be left on.

Grains

Grain foods include bread, pasta, noodles, breakfast cereals, rice, corn, maize meal and oats. These foods give learners the energy they need to grow, develop and learn. Grain foods with a slow blood sugar release, like wholegrain pasta and breads, will give the learners longer-lasting energy and keep them feeling fuller for longer.

Dairy

Dairy foods such as milk, cheese and yoghurt are high in protein and calcium, which helps to build strong bones and teeth.

Protein

Protein-rich foods include meat, fish, chicken, eggs, beans, lentils, chickpeas and nuts. These foods are important for the learner's growth and muscle development. These foods also contain other useful vitamins and minerals like iron, zinc, vitamin B12 and omega-3 fatty acids. Iron and omega-3 fatty acids from red meat and oily fish are particularly important for the learner's brain development and learning.

Water

Clean water is the healthiest drink for learners.

Less Healthy Foods

The following are examples of less healthy food types, but learner's choices may be limited due to costs and availability.

Fast food and junk food like potato chips, pies, burgers and pizza. They also include cakes, chocolate, biscuits, doughnuts, mandazi, chapati and pastries. These foods are high in salt, saturated fat and sugar, and low in fibre and nutrients.

Sweet drinks like fruit juice, cordials, sports drinks, flavoured waters, soft drinks and flavoured milks. Sweet drinks are high in sugar and low in nutrients.

Foods and drinks with **caffeine** are not recommended for children, because caffeine stops the body from absorbing calcium well. Caffeine is also a stimulant, which means it gives children artificial energy. These foods and drinks include coffee, tea, energy drinks and chocolate.

Nutritional guidelines for primary school-age learners in Kenya set out in the National Guidelines for Healthy Diets and Physical Activity recommend that learners should consume a balanced diet that includes a variety of foods from all healthy food groups.²



KEY MESSAGES TO LEARNERS

- Remember to eat breakfast, you need food for energy for the day
- Drink lots of water, stay hydrated when exercising
- Eat from the five food groups – vegetables, fruit, grains, dairy, protein
- Vegetables, fruit, grains release energy slowly and help you keep going
- Sugary foods like sweet drinks, sweets and cakes release energy quickly and lead to a slump

Physical Education Activity Example

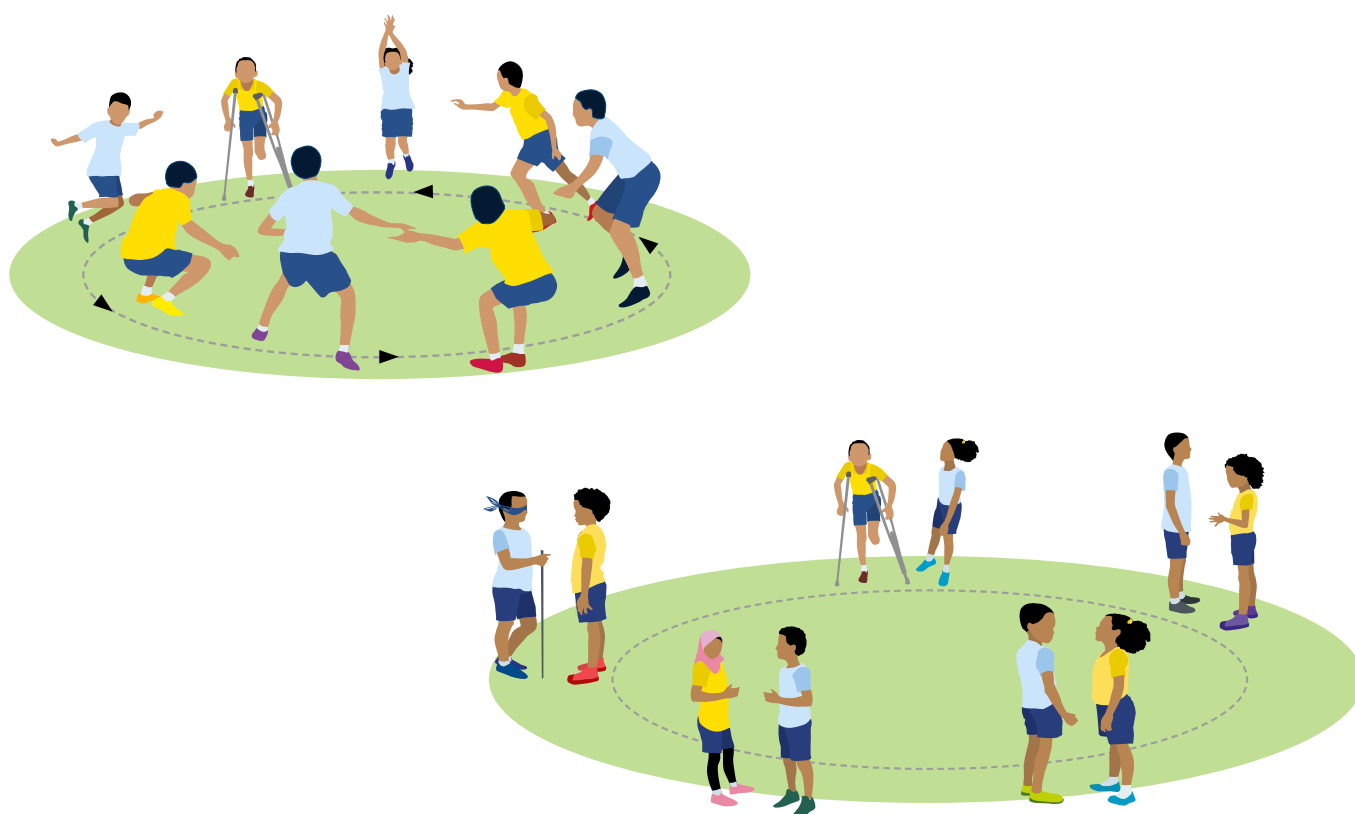
Ask learners to move around the sports field in the same direction using walking, jogging, skipping, or galloping. They can move around to music and stop when the music stops or can move around without music and stop when the facilitator shouts or blows a whistle.

When the learners stop, they should pair up. The facilitator then shouts out a food group. In turn each learner names a food that is in that food group. Learners use their hand, closed to open fist, to count the food named by their partner. When both pairs have an open fist, it is time to start moving around the sports field again but this time in the opposite direction. If there is an uneven number of learners one pair can become a threesome.

Repeat activity until all five food groups have been covered.

² National Guidelines for Healthy Diets and Physical Activity, Ministry of Health, Kenya, 2017. Access at: <http://nak.or.ke/wp-content/uploads/2017/12/NATIONAL-GUIDELINES-FOR-HEALTHY-DIETS-AND-PHYSICAL-ACTIVITY-2017-NEW-EDIT.pdf>

Figure 25: Examples of games that teach nutrition



Road Safety

Every four minutes a learner is prematurely lost on the roads of this world. Kenya has one of the highest road fatality rates in the world. Many more learners are injured, often severely.

Table 6: Rank and cause of death among children under 18 years of age, worldwide, 2012

Rank #	<5 Years	5 - 9 Years	10 - 14 Years	15 - 17 Years
1	Preterm birth complications	Diarrhoeal diseases	HIV/AIDS	Road traffic injury
2	Lower respiratory infections	Lower respiratory infections	Diarrhoeal diseases	Self-harm
3	Birth asphyxia/trauma	Meningitis	Road traffic injury	Interpersonal violence
4	Diarrhoeal diseases	Road traffic injury	Lower respiratory infections	HIV/AIDS

Source: World Health Organization, Global Health Estimates, 2014

90% of all motor traffic accidents are caused by poor decisions and could be avoided by proper driver behaviour. Causes of accidents include:

- Over-Speeding
- Use of cell phones while driving
- Driving under the influence of alcohol
- Overloading
- Arrogant driving behaviour
- Impatience
- Ignoring traffic signs and traffic laws

Learners should be taught road safety at schools and physical education lessons are a good place for this to take place. Learners should be taught how to:

- Behave as pedestrians including crossing roads safely
- Recognise when drivers drive recklessly or overload their vehicles?
- Cycle safely on the road.



KEY MESSAGES TO LEARNERS

- Stop! Look! Listen! Think! Every time you cross the road
- Use a safe place to cross the road
- Always buckle up in your seatbelt
- Get in and out of the car on the footpath side
- Wait till the bus has gone, then use a safe place to cross the road
- Always wear your helmet when you ride, scooter or skate
- Ride your bike away from busy roads

Physical Education Activity Example

Warm-Up:

Ask learners to demonstrate different hand movements that a traffic officer at an intersection might make for proceed, stop, turn left, turn right. Ask learners to start walking around the set course and when they approach the traffic officer to obey his/her hand signals – stop, proceed straight ahead, turn to right, or turn to left. If the command is stop, the learners must march on the spot. Once the learners are competently walking the course and following the traffic officer's commands ask the learners to start jogging instead of walking.

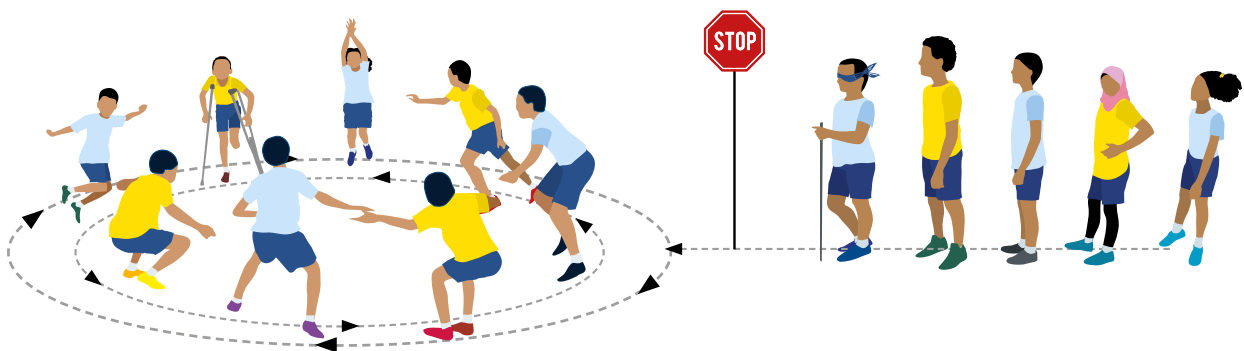
Figure 26: Physical education activities demonstrating traffic rules



Skill Development:

Divide the class into two groups. One group will be the cars and will walk, run, skip, gallop around a circular course. The second group will be the pedestrians and must cross the road safely. The first group must stop, turn and go the other way, change their form of movement on the command of the facilitator. The second group must stop, look and listen before crossing the road safely. They must not cross if the other group is coming. If the first group is spread out and not allowing for a safe opportunity to cross the road the facilitator can call for the first group to stop. Once they have crossed one way they turn and cross the opposite way. Allow the groups to swap over.

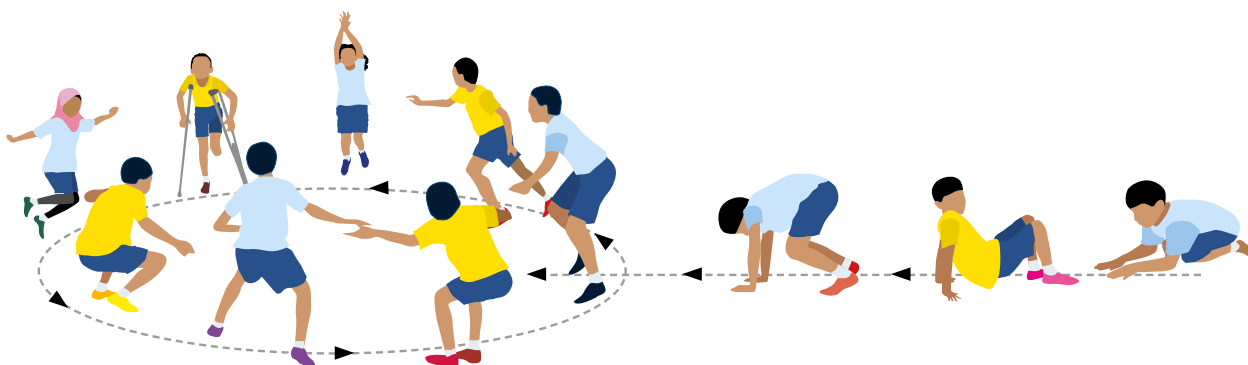
Figure 27: Example of games teaching traffic rules



Fun Challenge/Game:

Divide the class into two groups. One group will be the cars and will walk, run, skip, gallop around a circular course. The second group will be animals and must cross the road walking like an animal. (Lion Walk, Tortoise Walk, Bunny Hop, etc) The first group must avoid colliding with the animals and stop to let the animals cross the road before proceeding on their way. The facilitator controls the movements of the animals and the cars so that the exercise can proceed. Allow the groups to swap over.

Figure 28: Example of games teaching traffic rules



Basic First Aid

Children can learn the basics of first-aid from age four upwards. Facilitators should ensure that their own first-aid training is up to date to ensure they are teaching up-to-date recommended protocols.

Use “serious play” to engage learners and enable them to practice basic first aid such as::

- Applying pressure to a bleeding wound
- Icing a swollen injury
- Applying cold running water or a wet towel to a burn
- Pinching the nostrils for 10 minutes for a nosebleed
- Draping a blanket over a person in shock
- Gently rolling a person into the recovery position

These activities can be taught well in a physical education class setting.

Complex skills such as Cardiopulmonary Resuscitation (CPR) and responding to choking incidents need to wait until the upper primary school years.

Focus on accidents that learners are most likely to encounter on the sports field, at school or at home and teach them how to get help and the basic first aid steps to take.

- Cuts and grazes
- Burns
- Broken arm
- Twisted ankles



KEY MESSAGES FOR LEARNERS



- If someone has a burn, keep the burn under cold water for at least 10 minutes. Tell an adult or call the emergency number 999 if serious.



- If someone has a nosebleed, help the person to lean their head forward and pinch the soft part of the nose for at least 10 minutes. Tell an adult or call the emergency number 999 if serious.



- If someone has a bad bleed, press on the bleed and keep pressing. Tell an adult or call the emergency number 999 if serious.



- If someone is unconscious and breathing, turn them on their side and tilt their head back to keep their airway open. Tell an adult or call the emergency number 999 if serious.



- If someone is choking, hit them firmly on the back up to five times. Tell an adult or call the emergency number 999 if serious.



- If someone has a broken bone, keep the injury still and support it. Tell an adult or call the emergency number 999 if serious.

Physical Education Activity Example

Fundamental Movement and Gymnastics Skills

Warm up:

Three taggers try to tag other players. Once tagged, a player must hold the toes of their left foot with their right hand. To become free, they must pass their left arm under their left knee and touch their nose.

Figure 29: Examples of games teaching first aid



Skill Development:

Learners are asked to work in pairs, one performs a balance using different body parts as the other stands by. They must hold the balance for 5 seconds. If they collapse or after 5 seconds they must feign an injury. Their partner then comes forward and assesses the injury and takes appropriate first aid action. It's a burn – pretends to pour water over the burn. It's a wound that is bleeding – applies pressure to the bleeding. It's a fracture – gets patient to stay still and supports the broken limb. The person is unconscious – places the person in the recovery position. Get the learners to swap roles.

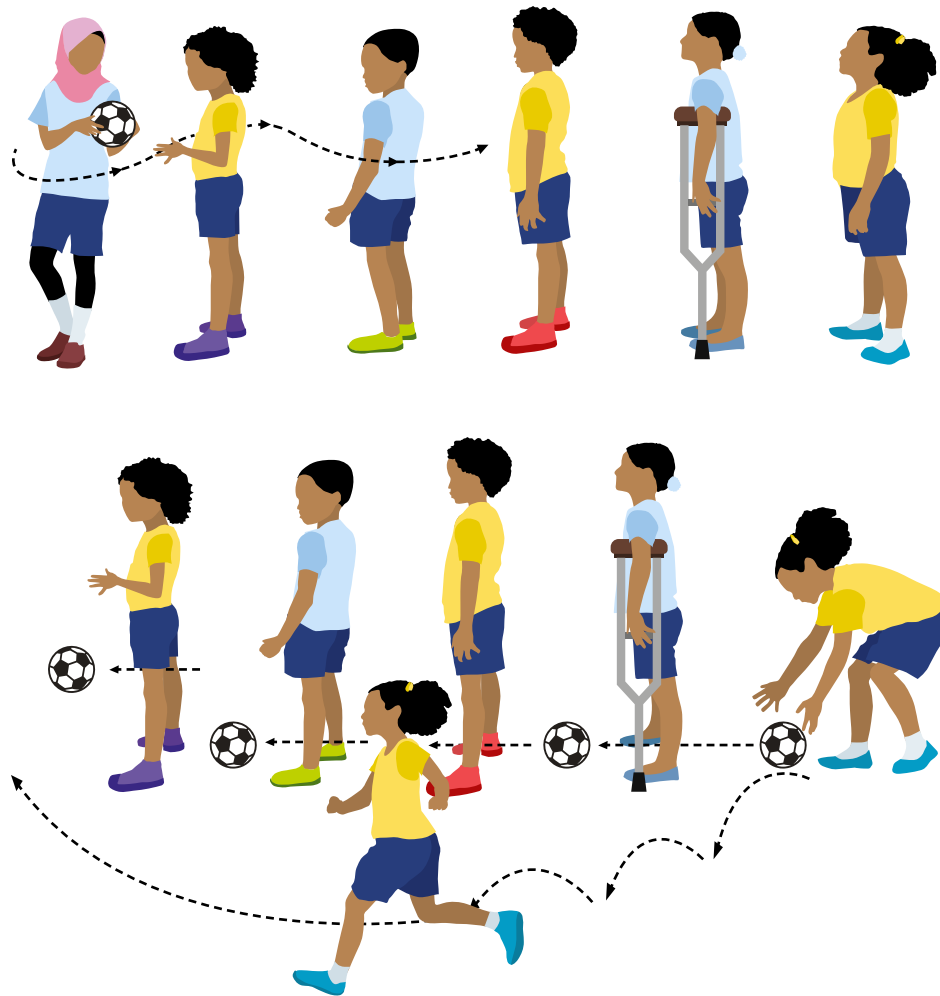
Figure 30: Examples of games teaching first aid

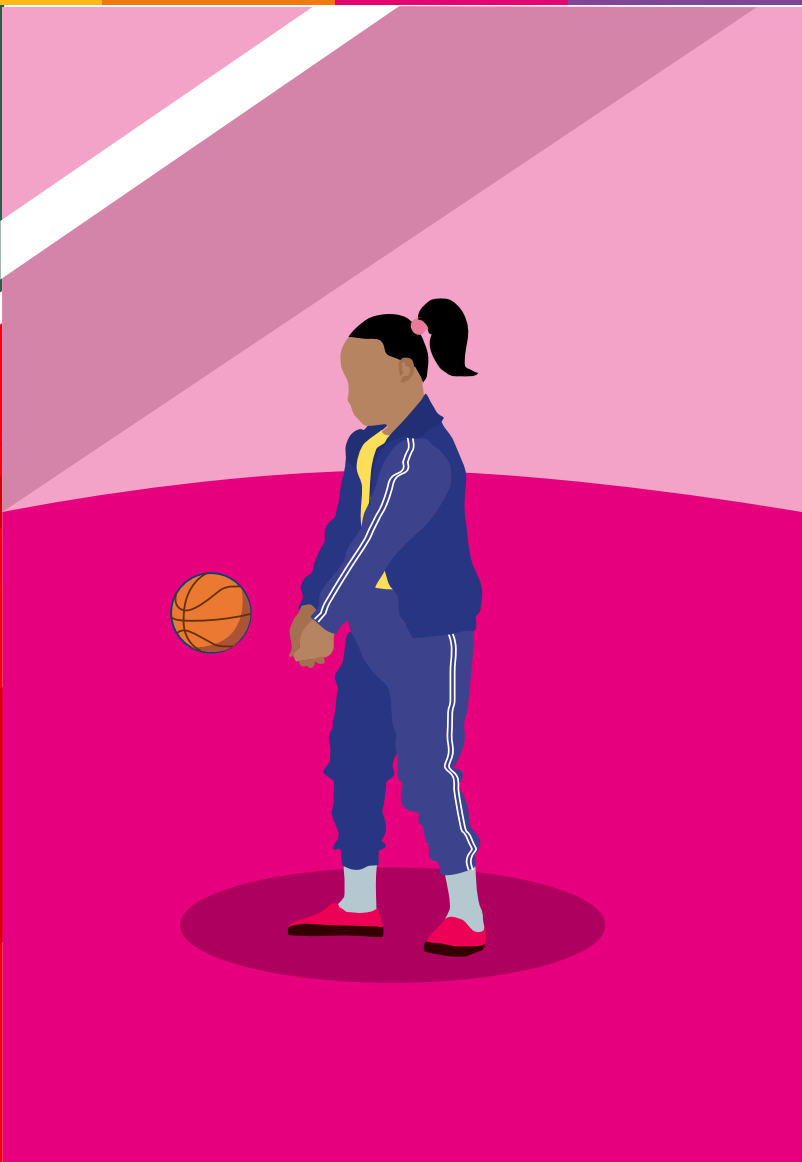


Fun Challenge/Game: Balance relay (Groups of 6)

In a line, everyone standing on one leg, person at the front with a large ball. Can you pass the ball to the person behind you, alternating turning right or left? Once the ball gets to the back, jump onto two legs, make a tunnel, person at the back rolls the ball through and then hops to the front. Same again but standing on the other leg.

Figure 31: Examples of games teaching first aid





6

CHAPTER

Plan, Do, Review

Physical education lessons need to be carefully planned, delivered, and reviewed to ensure they meet the needs of learners and requirements of the Kenya Competency Based Curriculum.



PLANNING

The principle of planning applies equally when delivering a lesson as part of the curriculum or informal school sports or physical activity. The curriculum as published by the Kenya Institute of Curriculum Development provides guidance to the facilitator on the content and intended learning outcomes for the physical education curriculum. This mainly focuses on fundamental movement skills through the Movement and Creative Activities component of the lower primary school's curriculum but may also involve some cross-curricular aspects such as elements of the Hygiene and Nutrition.

The curriculum for Movement and Creative Activities organises fundamental movement skills as basic movement skills or gymnastics skills. Guidance is offered on:

- Suggested Learning Outcomes
- Suggested learning experiences
- Suggested enquiry questions
- Cross-curricular links
- Links to pertinent and contemporary issues, values, and core competences
- Suggested community service and non-formal learning opportunities
- Suggested equipment
- Assessment guidelines

Section 2 of this resource provides 22 activity cards that build on this guidance and can be used to plan physical education lessons that develop basic movement and gymnastics skills for lower primary school learners.

When planning physical education lessons facilitators should start by identifying two intended learning outcomes, one for the basic movement or gymnastic skill, and the second for a life skill or core competence. These two intended learning outcomes are referred to as the physical outcome and the life-skills outcome.

Having decided on the outcomes for the physical education lesson, facilitators should consider what to deliver as the learning experience, where they will deliver the lesson and what equipment they will need.

They should also consider the needs of their learners ensuring that the activities are suitable for their age and stage of development, ensuring all learners can be included in the learning experience and achieve success. Facilitators should consider how the activities can be made easier or harder and use the TREE framework to adapt their teaching style, rules, equipment, and environment to ensure diverse learners are catered for.

DOING

Each physical education lesson is usually structured to include five elements which can be delivered at once or spread over two different sessions depending on the time available.

Lessons comprise the following five elements:

1. **Opening Circle** – facilitator gathers learners in a circle (standing), introduces the session, explains the intended physical education and life-skill outcomes, ask learners to reflect briefly on the life-skill.
2. **Warm-Up** – facilitator facilitates an activity to mobilise the learners.
3. **Skill Development** – facilitator conducts exercises that enable each learner to work on the basic movement or gymnastic skill.
4. **Game Application** – facilitator sets up a game or activity that provides opportunities for learners to respond and show their learning of skills. All learners are assessed and different options are provided for completing a skill.
5. **Closing circle** – facilitator gathers learners around in a circle (sitting), asks them to give feedback on the lesson, then to reflect on the lesson's life-skill and make an intentional connection between the life skill learned on the sports field and its application to other contexts as shown in figure 32.

Figure 32: Overview of physical education lesson structure



The following are key points for the facilitator to remember during the PE lessons:

- Ensure the lesson starts with an opening circle which includes an introduction that sets out the session's intended learning outcomes.
- The facilitator should occupy a central but sideline position during the lesson, which allows a clear, general vision of activities and simultaneously permits the observation of small details.
- The facilitator should demonstrate flexibility adapting the lesson to the time available, characteristics of the learners and time required for learners to learn a given task.
- The facilitator should cover necessary teaching-points in their lesson plan depending on the learners' performance and adaptation.
- During the lesson, the facilitator should avoid stopping activity too often. Learners must learn to find solutions without constantly relying on the facilitator. Give clear and accurate teaching points and quickly restart the activity thereafter.
- The facilitator should facilitate the lesson; encouraging learners to make decisions and reflect on their experiences. They should adopt a participatory approach rather than being too didactic.

MANAGING PHYSICAL SAFETY

The health and safety of learners should be a priority for facilitators. Conduct risk assessments to ensure that the sports field, equipment, learners' attire, weather conditions, etc, do not pose any risk to learners taking part.

Risk assessments seek to identify the risk, the likelihood of the learner's health and safety being impacted, the severity of the risk should an accident or incident occur, and the measures required to be taken to mitigate the risk. The more likely an accident may occur and the more severe its impact, the more important it is to mitigate the risk.

Table 8: Example of risk assessment

Risk Identified	Likelihood	Impact	Mitigation
Broken glass on the sports field	High	Severe	Facilitator to ensure field is inspected before use and any broken glass is removed before session commences

Risk assessment is an ongoing process which should be conducted before every session and a record kept of each risk and steps taken to mitigate the risk. As risks may arise during a physical activity it may be necessary to stop sessions to mitigate a newly identified risk.

TEACHING LIFE SKILLS

Each lesson should have a clear intended learning outcome for a life skill or competence i.e. an interpersonal, intra-personal or cognitive skill, knowledge around a pertinent and contemporary issue, a value, or a competence such as citizenship or digital literacy. This should be in addition to an outcome aimed at developing a fundamental movement skill.

Learners are introduced to the learning outcome during the opening circle. They are asked questions around the life skill during the practice of movement skills, and take part in participatory exercises during the closing circle to encourage discussion and critical thinking around the life skill topic.

Facilitators deliver life-skills education through the PE, sports and physical activity sessions by:

- Introducing the life skill topic and outcome during the opening circle
- Asking open questions during the opening circle to assess the learners understanding of the life skill
- Asking questions during the lesson that might raise learners' awareness of the life-skill whilst they are practicing fundamental movement skills
- Converting what happens on the sports field where appropriate as a teachable moment, by taking a short time out from the activity to reflect on what happened and encourage learners to discuss and think critically about the moment
- Using the closing circle as an opportunity to reflect on the fundamental movement and life skills, using participatory methods to encourage discussion and critical thinking.

Opening circles are best conducted by bringing the learners together in a standing circle as they are about to become physically active. The facilitator should stand in the circle with the learners so that they can be easily seen and heard by the learners.

Closing circles are best conducted with the learners seated and can take place at the sports' field or even in a classroom. Depending on the participatory method chosen to facilitate discussion and critical thinking, the learners can be arranged in a circle or in small groups. In the closing circle, the facilitator should preferably sit while making sure they can be seen and heard by all learners. Open questions should be used to encourage the learners to think about and discuss the life skills topic.

MANAGING THE CLOSING CIRCLE

The closing circle is the time to bring learners together to reflect on the fundamental movement skills and make a link to life-skills. A range of participatory methods are used in the closing circle to maximise participation, encourage discussion and critical thinking. These participatory methods are central to ensuring learners engage with the topic. It is not the facilitator's role to lecture the learners, rather to foster a healthy discussion and moderate the group. A successful closing circle will see the learners talking and discussing more than the facilitator!

The facilitator should use the following tips to help moderate a successful closing circle.

- Ensure you have enough space to sit in a large circle and/or spread into small groups. Use the space you have available. For example, you could gather in a quiet shady place next to the sports field or return to the classroom.
- Use the participatory methods in Table 6 to involve all learners in the follow up discussion. Make sure no learner is left out.
- Use simple and open questions to encourage discussion.
- Allow learners adequate time to think and discuss.
- Listen and facilitate feedback and discussion from the learners, provide some coaching but try to avoid delivering a lecture-style session.
- Encourage learners to share their thoughts and experiences.
- Create a safe and comfortable environment for discussion, reflection, and critical thinking.
- Foster a non-judgemental atmosphere in the group, asking learners to value and respect each other's contributions.
- Use reflective statements that demonstrate that you are listening and to summarise what has been said.
- Keep an eye on the time and keep conversations concise.

FINDING TEACHABLE MOMENTS

During a lesson something might happen that becomes a **teachable moment**. If for example there is an occasion where the learners experience success as a result of working together, the facilitator may wish to stop the activity to get the learners around in a circle to discuss the core competences of Communication and Collaboration. This becomes a lesson in inter-personal skills. Later during the closing circle, the discussion might look at how learners might best work together at school, at home or in their community. Throughout lessons, enquiry questions can be asked to help learners make a link between their experiences on the sports field and life skills.

PARTICIPATORY METHODS

The following participatory methods are examples of activities that facilitators can use with learners to enable reflection and discussion on life skills.

Table 8: Examples of participatory methods to use when facilitating reflection and discussion on life skills

Method	How to Organise	Benefit of Method
Think, pair, share	Post the question, give everyone 1 minute to think about their response in their head, ask them to share their response with a partner; ask some pairs to share with the group	Think, pair, and share is a collaborative learning strategy where learners work together to answer a question. It requires learners to (1) think individually about their answer (2) share ideas with one classmate in a pair (3) share their ideas back to the bigger group. This strategy maximizes participation, ensuring all learners have an opportunity to think through and share a response, even if it is just with one other person!
Every Third Person	Arrange learners in a circle, ask a question and seek an answer from every third person in the circle.	Encourages those who may not volunteer to speak to contribute to the discussion and ensures a range of voices are represented. Mix up the rule (e.g. every second learner, every fourth learners to ensure everyone gets a turn to respond)

Method	How to Organise	Benefit of Method
Small group discussions (3-4 per group)	Arrange learners in discussion groups of 3 or 4. Give a few minutes for the group to discuss each question. Nominate a team captain to report back. Ask one group to report back on each of the question.	Arranging learners in small groups gives everyone a chance to discuss the question. Asking each team to report back on one question means that all groups are represented but also saves time.
Mix and match pairs	Encourage girl-boy pairs; find someone who has the same birth month/same favourite football team/same favourite colour as you to be your partner, etc.	It is important to encourage learners to mix so they can talk to a range of partners and understand diverse perspectives. When left to choose their own partners/groups, learners will often go to the same people and some learners may be excluded.
Pass the ball	Arrange learners in a circle, throw/kick the ball between you, whoever catches the ball gives an answer, they can pass if they do not have an answer.	This technique ensures that a range of learners contribute to the discussion and makes the activity more fun. Try to ensure that everyone gets a turn to respond to a question.
Spin the pen/bottle	Arrange learners in a circle, place a pen or drink bottle in the middle, ask a volunteer to spin the pen, the person it is pointing to gives an answer, they then take a turn to spin the pen/ bottle.	This technique ensures that a range of learners contribute to the discussion and makes the activity more fun.
Think, draw, share	Give each learner paper and a pencil, explain that you will ask a question, give them time to write or draw a simple response, then share with the group.	This strategy relies on having paper and pencils but is useful to encourage individual learners to critically reflect before sharing their thoughts and ideas with peers.
Vote with your body	Pose a question/statement - those who agree stand, those who disagree sit, collect reasons from a few learners.	This enables all learners to consider and respond to the question. The discussion helps learners understand their peer's reasoning and appreciate diverse points of view.
Role play	Your friend comes to you with a problem, what do you say to help them (give three pieces of advice about where they could find help).	Role play provides an important rehearsal for real-life situations. Encourage all learners to role play simultaneously and then ask some volunteer pairs to present to the group. Provide encouragement and feedback.

Method	How to Organise	Benefit of Method
Concentric circles	Arrange learners sitting or standing in concentric circles (equal numbers) so that the inner circle is facing out and the outer circle facing in. Learners discuss the question with the person opposite them. For the next question, the outer circle moves one step to their left and joins a new partner.	This technique enables learners to work with a range of partners and helps them get diverse perspectives. To encourage mixing of girls and boys (and if you have equal numbers), consider putting girls on the outside and boys on the inside. Learners sometimes appreciate it when the facilitator joins in the circle.

REVIEWING

Following delivery, the facilitator will wish to review what happened during the lesson in order that what they learned can inform the planning of the next lesson. This will include assessing whether the intended learning outcomes for the lesson were achieved.

As the aim of physical education is to develop physical literacy, assessment should include more than just movement skills, it should assess additional domains, psychological, cognitive, and social. The KICD curriculum provides guidance for assessment of learners using an assessment rubric which considers the learner's performance during the lesson against motor skills, cognitive skills, and affective behaviour.

Each fundamental movement skill can be assessed through observation by the facilitator against different skill criteria for each movement.^{1 2} These criteria are formed at the following four levels:

- **Developing level** - a learner at this level will still be developing correct fundamental movement skills.
- **Consolidating level** – a learner at this level usually demonstrates correct fundamental movement skills.
- **Achieving level** - a learner at this level consistently demonstrates correct fundamental movement skills.
- **Exceeding level** – a learner at this level consistently demonstrates fundamental movement skills in a range of different contexts.

¹ Fundamental movement skills: Book 1; Learning, teaching and assessment, Department of Education Western Australia, 2013

² Fundamental movement skills: Book 2; The tools for learning, teaching and assessment. Department of Education Western Australia, 2013

HOW TO USE THE ACTIVITY CARDS

This handbook is accompanied by 22 activity cards for lower primary school physical education that provide guidance on activities to deliver aspects of the Kenyan Competency Based Curriculum in Movement and Creative Studies. There are 8 cards for Grade 1, 7 cards for Grade 2 and 7 cards for Grade 3.



Each card has a learning outcome:

“Perform, practice and appreciate the fundamental movement skill for strength, coordination, endurance, balance, space awareness, excellence and self-esteem.”

Different colours are used to indicate the grade for which the card is intended, and all fundamental movement skills identified in the Kenyan Competency Based Curriculum in Movement and Creative Studies are covered.

Each card includes:

- Grade and Fundamental Movement Skill.
- Learning outcome that is aligned to the curriculum.
- Activity diagrams and explanations.
- Learning points.
- Ways of progressing activities and challenging learner’s thinking and understanding:
 - How you perform the skill – force, time, flow.
 - Where you can perform the skill – level, direction, range.
 - Who or what you perform the skill with – objects, people, combined.
- Safety tips.
- Space and equipment required.
- Links to the core competences of the Kenya Competency Based Curriculum.
- TREE Framework - making the activities harder, easier, or more inclusive.
- A game-based activity that uses the fundamental movement skill.
- A life skill learning outcome to be achieved using the Sport4Development approach.



Sport4Development Approach

Life skills can be taught using the cards by:

- Introducing the life skill during class session so that the learners can think about this during the lesson.
- Conducting a 15-minute participatory session as part of the closing circle to allow learners time for reflection and critical thinking and discussion on the life skill.
- Allowing learners reflect on experience of the life skill on the sports field and thinking about how the life skills can be transferred and used in other aspects of their current or future life.

