

GRADE 9 CREATIVE ARTS AND SPORTS LESSON PLANS- TERM 3

WEEK 1: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Basketball and Logo Design

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Identify the passing and dribbling skills in basketball.
- Watch a video clip of a basketball game and identify the passing and dribbling skills used.
- Appreciate each other's skills in basketball.

Key Inquiry Question:

- Why is it important to combine passing and dribbling skills in basketball?

Learning Resources:

- Humming Bird Creative Arts and Sports, Grade 9, Pages 95-105
- Video Clip of a Basketball Game

Organization of Learning

Introduction (5 minutes)

- Briefly review the previous lesson on basketball fundamentals.
- Guide learners to read and discuss relevant content from the learning resource, focusing on passing and dribbling skills, to establish a foundational understanding of these key concepts.

Lesson Development (30 minutes)

Step 1: Introduction to Skills (10 minutes)

- Discuss what passing and dribbling skills are in basketball.
- Engage students in a discussion about the benefits of each skill and their roles in a game.
- Ask students to share any experiences they have with these skills.

Step 2: Video Analysis (10 minutes)

- Show a selected video clip of a basketball game.
- Ask students to take notes on specific instances of passing and dribbling during the game.

- After the video, facilitate a discussion on what they observed, focusing on key moments where these skills were effectively integrated.

Step 3: Skill Identification (5 minutes)

- Divide students into small groups and provide them with key terms or scenarios related to passing and dribbling.
- Have each group identify examples from the video and create a brief presentation on what they noticed.

Step 4: Peer Appreciation (5 minutes)

- Conduct a peer discussion where students can appreciate the skills they've seen in their classmates and in the video.
- Encourage students to provide constructive feedback and support for one another in developing their own skills.

Conclusion (5 minutes)

- Summarize the key points of the lesson, reinforcing the importance of passing and dribbling skills and how they complement each other in gameplay.
- Engage students in a brief interactive activity such as a quick passing drill or a mini-dribble challenge to reinforce the skills learned.
- Preview topics for the next session, such as the role of teamwork in basketball or exploring how to design a basketball team logo.

Extended Activities:

- Create a personal basketball skills development plan where students outline their goals for improving their passing and dribbling skills over the next month.
- Have students design a logo for their imagined basketball team, incorporating elements that represent their skills or ideas about teamwork in basketball.
- Organize a mini-tournament where students can apply the skills in practice, allowing for both competition and further appreciation for each other's talents.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Basketball and Logo Design

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

1. Identify the passing and dribbling skills in basketball.
2. Demonstrate passing and dribbling in basketball for skill acquisition.
3. Appreciate each other's skills in basketball.

Key Inquiry Question(s):

- How do you dribble a ball in basketball?

Learning Resources:

- Hummingbird Creative Arts and Sports, Grade 9, Pages 95-105

Organisation of Learning:

Introduction (5 minutes)

- Begin with a quick review of the previous lesson, focusing on basketball basics.
- Encourage students to read and discuss relevant sections from the learning resource, highlighting key concepts related to dribbling and passing.

Lesson Development (30 minutes)

Step 1: Understanding Dribbling (7 minutes)

- Introduce the concept of dribbling in basketball. Discuss its importance in game play.
- Show a short video clip or demonstration of proper dribbling techniques.

Step 2: Identifying Passing Techniques (7 minutes)

- Discuss various passing techniques such as bounce pass, chest pass, and overhead pass.
- Explain when each type of pass is most effective during a game.

Step 3: Skill Demonstration (8 minutes)

- Break students into small groups and assign each group a specific passing or dribbling drill from the resource.
- Allow 4 minutes for each group to practice demonstrating the skill while observing form and technique.

Step 4: Skill Acquisition and Team Play (8 minutes)

- Have each group showcase their skills in a mini-game scenario emphasizing teamwork.
- Allow peers to offer constructive feedback and appreciation for each other's efforts.

Conclusion (5 minutes)

- Summarize the key points discussed regarding dribbling and passing.
- Conduct a brief interactive activity such as a quick-fire question round about skills learned or a "skills appreciation" circle where each student shares what they learned from a peer.
- Preview the next session: "Developing Shooting Skills in Basketball".

Extended Activities:

- Organize a mini basketball tournament where students can apply their dribbling and passing skills in game situations.
- Encourage students to create a poster or digital presentation showcasing the different passes and dribbling techniques studied, along with illustrations or video demonstrations.
- Challenge students to practice dribbling at home using different objects to enhance their control and coordination, then report back on their experience.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub-Strand: Basketball

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:
- Outline the skills used in basketball.
- Demonstrate high and low dribbling techniques in basketball.
- Appreciate each other's skills during the basketball game.

Key Inquiry Question(s):

- What are the skills used in basketball?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9, Pages 95-105

Organisation of Learning:

Introduction (5 minutes)

- Begin the lesson with a quick review of the previous session, discussing any basketball techniques or strategies previously covered.
- Guide learners to read the specified pages from the learning resources, emphasizing an active discussion on the key skills involved in basketball—such as passing, dribbling, shooting, and defense.

Lesson Development (30 minutes)

Step 1: Basketball Skills Overview (10 minutes)

- Introduce and outline the fundamental skills used in basketball.
- Discuss techniques such as dribbling (high and low), passing (chest and bounce), shooting techniques (lay-ups, jump shots), and defensive stances.

Step 2: Demonstration of Dribbling Techniques (10 minutes)

- Conduct a demonstration showing high and low dribbling techniques.
- Explain the importance of each technique and how they are used during gameplay to maintain control and evade defenders.

Step 3: Individual Practice (5 minutes)

- Allow students to practice both high and low dribbling on their own.
- Encourage them to focus on their form and control while dribbling up and down the court.

Step 4: Peer Feedback and Appreciation (5 minutes)

- Organize learners into pairs or small groups to observe each other practicing their dribbling.
- Encourage students to provide constructive feedback and appreciate each other's efforts, fostering a respectful learning environment.

Conclusion (5 minutes)

- Summarize the key points covered in the lesson, highlighting the importance of dribbling techniques and the collaboration in learning.
- Conduct a quick class interactive activity, such as a “dribble-off” challenge, where students must showcase their highest or lowest dribble while navigating around cones.
- Provide a preview of the next session, which will cover shooting techniques and strategies for improving shooting accuracy.

Extended Activities:

- Have students watch a professional basketball game and take notes on the various skills demonstrated by the players. They should focus on how players transition from one skill to another during the game.
- Organize a mini basketball tournament where students can apply what they've learned in a friendly competition, encouraging teamwork and skill application.
- Create a poster or infographic outlining basketball drills that focus on improving dribbling skills, which could be displayed in the classroom.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Basketball and Logo Design

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Outline the skills used in basketball.
- Demonstrate high and low dribbling in basketball.
- Appreciate each other's skills in basketball.

Key Inquiry Question(s):

- How is high dribbling in basketball done?

Learning Resources:

- Humming Bird Creative Arts and Sports Grade 9, Pages 95-105

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson focusing on the importance of basketball skills.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of dribbling and essential basketball skills.

Lesson Development (30 minutes)

Step 1: Introduction to Basketball Skills (10 minutes)

- Discuss essential skills in basketball, such as dribbling, shooting, passing, and defending.
- Highlight the importance of agility, coordination, and teamwork.
- Encourage students to share their experiences with these skills in informal settings.

Step 2: High Dribbling Technique Demonstration (10 minutes)

- Demonstrate the correct technique for high dribbling, stressing hand position (using fingertips), body posture, and maintaining control.
- Divide learners into pairs to practice high dribbling while providing feedback to each other.

Step 3: Low Dribbling Technique Demonstration (5 minutes)

- Show the technique for low dribbling, emphasizing when it is useful during a game (e.g., evading defenders).
- Allow learners to practice low dribbling individually, followed by a peer observation session where they give constructive feedback.

Step 4: Appreciating Skills in Games (5 minutes)

- Set up a small scrimmage game or dribbling relay where students can showcase their dribbling skills.
- To foster appreciation, have students verbally acknowledge a skill or move they admired from their peers.

Conclusion (5 minutes)

- Summarize the key points learned about basketball skills, especially high and low dribbling techniques.
- Conduct a brief interactive activity, such as a quick quiz or discussion, reinforcing high and low dribbling techniques.
- Prepare students for the next session discussing advanced techniques in basketball or the importance of strategy in gameplay.

Extended Activities:

- Dribbling Challenges: Create a series of dribbling challenges that students can practice on their own outside of class. Challenges may include dribbling around cones, performing tricks, or maintaining control over obstacles.
- Research Assignment: Have students research famous basketball players and their unique dribbling techniques. Each student could present one player's style and contribute to a class discussion.
- Logo Design Project: Task students with designing their own basketball team logo that reflects their personality or values, incorporating elements of basketball skills they find most important.

Teacher Self-Evaluation:

WEEK 1: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Basketball and Logo Design

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Identify the types of passes used in basketball.
- Observe pictures of overhead, bounce, and chest passes in basketball.
- Appreciate each other's skills in the basketball game.

Key Inquiry Question:

- Which passes are used in basketball?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9 Pages 95-105

Organisation of Learning

Introduction (5 minutes):

- Review the previous lesson briefly, focusing on the concepts of teamwork and game strategies in basketball.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding of basketball passes.

Lesson Development (30 minutes):

Step 1: Introduction to Basketball Passes (10 minutes)

- Present the three main types of basketball passes: overhead, bounce, and chest.
- Explain the purpose and situations in which each type of pass is most effective.

Step 2: Visual Observation (10 minutes)

- Display pictures or videos of basketball players executing overhead, bounce, and chest passes.
- Ask students to volunteer to identify which pass is being shown in each picture and discuss the mechanics of the passes.

Step 3: Practical Demonstration (10 minutes)

- Divide the class into small groups and assign each group a type of pass to practice.
- Allow students to practice each pass, providing feedback and tips on technique.

Step 4: Skill Appreciation and Reflection (5 minutes)

- Have groups present their understanding of the pass they practiced, explaining when to use it and demonstrating it.
- Encourage students to provide constructive feedback and appreciation for each other's skills shown during the demonstrations.

Conclusion (5 minutes):

- Summarize the key points about the three types of passes and their importance in basketball.
- Conduct a brief interactive activity, such as a “pass challenge,” where students must identify the type of pass when a classmate demonstrates.
- Prepare learners for the next session by previewing upcoming topics, such as offensive and defensive strategies in basketball.

Extended Activities:

- Research Assignment: Have students research a famous basketball player known for their passing skills. They can present their findings on what makes that player’s passing techniques effective.
- Practical Game Play: Organize a mini-game where students can apply the different types of passes learned in a controlled setting, encouraging team strategies and collaboration.
- Skill Log: Encourage students to keep a log of their practice sessions outside of school, noting the types of passes they practiced and their progress in executing them.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Basketball and Logo Design

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

1. Name types of passes used in basketball.
2. Demonstrate overhead, bounce, and chest passes in basketball.
3. Appreciate each other's skills during a basketball game.

Key Inquiry Question:

- How do we perform a chest pass?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9, pages 95-105

Organisation of Learning

Introduction (5 minutes)

- Review: Start with a quick recap of the previous lesson on basketball fundamentals. Engage learners by asking what they remember about passing techniques and their importance in the game.
- Discussion: Guide learners to read relevant sections in the learning resource. Encourage them to discuss the key concepts related to basketball passes within small groups.
- Objective Setting: Explain the day's goals, focusing on the types of passes they will learn and their relevance in a game.

Lesson Development (30 minutes)

Step 1: Naming the Types of Passes (10 minutes)

- Activity: Introduce the three main types of passes in basketball: overhead pass, bounce pass, and chest pass. Use visual aids (e.g., diagrams or videos) to illustrate each type.
- Discussion: Ask learners to share when they might use each type of pass during a game, promoting engagement and collaboration.

Step 2: Demonstrating the Chest Pass (10 minutes)

- Instruction: Explain the chest pass technique step-by-step, focusing on body positioning, hand placement, and follow-through.
- Practice: Allow students to pair up and practice the chest pass with each other. Walk around and offer support, correcting techniques as needed.

Step 3: Practicing Overhead and Bounce Passes (5 minutes)

- Demonstration: Show the overhead and bounce passes, explaining their usage and techniques.
- Practice Time: Encourage learners to practice these two types of passes with a partner, emphasizing communication and teamwork.

Step 4: Skill Appreciation (5 minutes)

- Group Activity: Set up a mini-basketball game or drill where students can demonstrate the passes practiced. Encourage them to cheer for their peers and highlight good technique observed during the sessions.

Conclusion (5 minutes)

- Summarization: Recap the types of passes learned and their significance in basketball.
- Interactive Activity: Conduct a quick quiz using an interactive method (e.g., thumbs up/down for answers) to reinforce what they learned.
- Preview Next Session: Introduce the upcoming topics, such as volleyball skills or team strategies, and invite students to think about what they might want to learn about teamwork.

Extended Activities:

1. Basketball Skills Journal: Instruct students to keep a journal of their basketball practices throughout the week. They should note any improvements and challenges faced while practicing their passing skills.
2. Community Engagement: Organize a small community basketball tournament where students can showcase their skills and apply the techniques learned in class.
3. Creative Design Assignment: Have students design a logo for a fictional basketball team, incorporating elements that reflect teamwork and sportsmanship.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Basketball and Logo Design

Specific Learning Outcomes:

By the end of the lesson, students should be able to:

1. Outline safety measures to observe while executing passing and dribbling skills.
2. Design a logo for a basketball team.
3. Appreciate each other's skills in the basketball game.

Key Inquiry Questions:

- Which safety measures should you observe while executing passing and dribbling skills?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9 Page

Organisation of Learning

Introduction (5 minutes)

- Begin by briefly reviewing the previous lesson's concepts about basketball fundamentals.
- Guide learners to read relevant content from the learning resources, ensuring they highlight safety measures and the importance of teamwork in basketball.

Lesson Development (30 minutes)

Step 1: Discussing Safety Measures (10 minutes)

- Ask students to brainstorm and list possible safety measures to observe while passing and dribbling.
- Facilitate a class discussion encouraging students to share their ideas, emphasizing the importance of these measures in preventing injuries.

Step 2: Practical Demonstration (10 minutes)

- Conduct a mini-drill where students practice passing and dribbling while adhering to the identified safety measures.
- Encourage students to observe their peers and offer feedback on each other's technique and adherence to safety.

Step 3: Introduction to Logo Design (5 minutes)

- Discuss the significance of a logo in representing a basketball team.
- Showcase a few examples of famous basketball team logos and analyze their elements (colors, shapes, symbols).

Step 4: Logo Design Activity (5 minutes)

- Have students sketch an original logo design for a fictitious basketball team.
- Encourage creativity while asking them to incorporate elements they discussed in the previous step.

Conclusion (5 minutes)

- Summarize key points from the lesson regarding safety measures in basketball and the process of designing a logo.
- Conduct a quick interactive activity where students can share their logo designs and explain their thought processes.
- Prepare learners for the next session by revealing that they will explore teamwork strategies in basketball.

Extended Activities:

1. Group Project: Form small groups and assign each group to create a full team concept, including team name, logo, colors, and a safety guide.
2. Research Assignment: Ask students to research the history of basketball team logos and present how they have evolved over time.
3. Physical Education Integration: Organize a friendly basketball match where students practice the skills and safety measures discussed.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: Creating and Performing

Sub Strand: Basketball and Logo Design

Specific Learning Outcomes:

By the end of the lesson, learners will be able to:

- Outline safety measures to observe while executing passing and dribbling skills.
- Design a logo for a basketball team.
- Appreciate each other's skills in the basketball game.

Key Inquiry Question:

What is the importance of observing safety while playing basketball?

Learning Resources:

- Hummingbird Creative Arts and Sports, Grade 9, Pages 95-105

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson focused on fundamental basketball skills, including passing and dribbling.
- Ask learners to share any previous experiences related to safety while playing sports.
- Introduce today's focus on safety in basketball and the design aspect of creating a team logo.

Lesson Development (30 minutes):

Step 1: Discuss Safety Measures (10 minutes)

- Activity: Engage students in a discussion about safety while playing basketball. Use guiding questions such as:
 - Why is it important to stay aware of our surroundings?
 - What could happen if we do not follow safety rules while dribbling or passing?
- Output: Students will brainstorm and list down key safety measures, such as wearing proper gear (e.g., shoes), understanding the playing area, and communicating with teammates.

Step 2: Practical Application of Passing and Dribbling Skills (10 minutes)

- Activity: Divide the class into small groups. Have each group practice passing and dribbling while applying the discussed safety measures.
- Output: Students will demonstrate their skills and discuss how safety applications improved their performance.

Step 3: Introduction to Logo Design (5 minutes)

- Activity: Explain the elements of a good logo (e.g., simplicity, relevance, and memorability) using examples of popular basketball team logos.
- Output: Provide students with materials (paper, markers) to start sketching ideas for a basketball team logo.

Step 4: Logo Design and Presentation (5 minutes)

- Activity: Allow students adequate time to finalize their logo designs. Once complete, have them present their designs in pairs, explaining their choices and how it represents the values of teamwork and sportsmanship in basketball.
- Output: Peer feedback on each logo design, highlighting positives and potential improvements.

Conclusion (5 minutes):

- Summarize the lesson by reiterating the importance of safety in sports and the creative aspect of logo design.
- Conduct a brief interactive vote on favorite logo designs to reinforce appreciation of each other's work.
- Preview the next session: Introduce the theme of teamwork strategies in basketball and how they can enhance game performance.

Extended Activities:

- Activity 1: Create a safety poster that incorporates all the safety measures discussed and illustrate it with drawings related to basketball. Display these posters in the classroom.
- Activity 2: Organize a mini basketball tournament where students can put their skills into practice, ensuring adherence to the learned safety measures during the game.
- Activity 3: Research and present on a famous basketball team and its logo, discussing the history and significance behind the design and branding.

Teacher Self-Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Basketball and Logo Design

Specific Learning Outcomes:

By the end of the lesson, learners will be able to:

- Create a logo for a basketball team.
- Outline the rules of a basketball game.
- Appreciate each other's skills in the basketball game.

Key Inquiry Question(s):

- What are the rules for the basketball game?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9, Pages 95-105

Organisation of Learning:

Introduction (5 minutes)

- Begin by briefly reviewing the previous lesson, focusing on any skills or concepts that relate to teamwork or visual design.
- Engage learners in a discussion to elicit what they remember about basketball and logos, guiding them to read and summarize key concepts from the provided learning resources.

Lesson Development (30 minutes)

- **Step 1:** Discussion of Basketball Rules (10 minutes)
 - Introduce the basic rules of basketball using a few engaging questions to stimulate thought (e.g., "What is a foul?" or "How does scoring work?").
 - As a class, outline the main rules, ensuring everyone has a clear understanding. Write these rules on the board for visual reinforcement.
- **Step 2:** Introduction to Logo Design (10 minutes)
 - Discuss the importance of branding in sports, focusing on what makes a great logo.
 - Show examples of famous basketball team logos and discuss the elements that make them effective (color, symbolism, etc.).

- **Step 3: Logo Creation Activity (5 minutes)**

- Instruct students to sketch a logo for their own basketball team. Encourage creativity while reminding them to use elements they've discussed.
- Provide a template if necessary to help guide their designs.

- **Step 4: Present and Appreciate (5 minutes)**

- Allow students to share their logos in small groups, encouraging them to discuss the meaning behind their designs and the skills they feel they bring to a basketball game.
- Facilitate class feedback, emphasizing positive reinforcement and appreciation of each other's work.

Conclusion (5 minutes)

- Summarize the key points learned during the lesson, revisiting the outlined rules of basketball and the importance of a strong team identity through a logo.
- Engage in a brief interactive activity where students can quiz each other on the rules to reinforce their knowledge.
- Preview the next session, hinting at potential topics such as basketball strategies or further exploration into sports branding.

Extended Activities:

- Encourage students to research one famous basketball logo and prepare a short presentation on its history and design elements.
- Suggest a school-wide competition where students can submit their logos for a chance to become the official logo for an intramural basketball team at school.
- Propose that students practice a basketball drill that highlights one skill they've identified as important during the logo design and team discussions.

Teacher Self-Evaluation:

WEEK 2: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Indigenous Kenyan Crafts

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:
- Identify pottery items from actual and virtual sources.
- Describe the coil technique in pottery.
- Appreciate own and others' pottery work.

Key Inquiry Question:

- What is pottery?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9, Pages 106-114

Organisation of Learning:

Introduction (5 minutes)

- Begin by reviewing the previous lesson on indigenous crafts and ask students to share what they remember.
- Guide learners to read and discuss pages 106-114 in pairs, focusing particularly on the definition and significance of pottery in Kenyan culture.

Lesson Development (30 minutes)

Step 1: Introduction to Pottery (10 minutes)

- Ask students to brainstorm and respond to the key inquiry question: "What is pottery?"
- Lead a discussion on the various types of pottery items (e.g., pots, bowls, and decorative pieces) and their uses.
- Show images of pottery from both actual sources (local artisans) and virtual sources (online galleries).

Step 2: Identifying Pottery Items (7 minutes)

- Have students work in small groups to create a visual chart identifying different pottery items they found in the reading and from the images shared.

- Each group will present one type of pottery item and discuss its use and significance in their culture or daily life.

Step 3: The Coil Technique in Pottery (7 minutes)

- Explain the coil technique, a common method in pottery-making.
- Demonstrate the technique using clay or provide a video showing the process of creating pottery using coils.
- Allow students to practice the coil technique with play dough or clay in pairs for a few minutes.

Step 4: Appreciation of Pottery (6 minutes)

- Invite students to share their thoughts on the pottery items they discussed and created.
- Facilitate a discussion to encourage students to appreciate both their work and the pottery made by their peers.
- Discuss the cultural significance of sharing and valuing others' crafts.

Conclusion (5 minutes)

- Summarize the key points covered: the definition of pottery, identifying different pottery items, the coil technique, and the importance of appreciation.
- Conduct a quick interactive activity (e.g., a fun quiz) related to the topics covered to reinforce learning.
- Preview the next topic: "Exploring other indigenous crafts in Kenya" and prompt students to think about what they would like to learn next.

Extended Activities:

- Pottery Field Trip: Organize a visit to a local pottery studio or craft fair to observe pottery in practice.
- Create and Present: Each student creates their own pottery item using the coil technique and presents it to the class, explaining the significance and any personal meaning behind their design.
- Research Assignment: Students can research a specific type of traditional pottery from another culture and create a presentation, highlighting similarities and differences with Kenyan pottery.

Teacher Self-Evaluation:

WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Indigenous Kenyan Crafts

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Prepare clay by removing impurities, drying, kneading, and wedging.
- Watch a demonstration of the coiling technique using clay.
- Appreciate their own and others' pottery work.

Key Inquiry Question(s):

- How is the coiling technique executed?

Learning Resources:

- Humming Bird Creative Arts and Sports Grade 9 Pages 106-114

Organisation of Learning

Introduction (5 minutes)

- Briefly review key points from the previous lesson on Indigenous crafts.
- Encourage learners to read suggested pages from the textbook to recap the importance of preparing clay and to understand the coiling technique.

Lesson Development (30 minutes)

Step 1: Preparing Clay (10 minutes)

- Instruct learners on how to collect clay and remove impurities.
- Demonstrate the process of drying the clay, then kneading it to achieve a smooth texture.
- Engage learners in an activity where they practice removing impurities from their clay.

Step 2: Wedging the Clay (5 minutes)

- Explain the concept of wedging and its significance in eliminating air bubbles and ensuring uniform consistency.
- Have students practice wedging their clay in pairs, giving them feedback on their technique.

Step 3: Coiling Technique Demonstration (10 minutes)

- Conduct a live demonstration of the coiling technique.

- Show learners how to roll coils of clay and stack them to form a pot shape, ensuring the coils are joined properly.
- Allow learners to ask questions to clarify their understanding of the technique.

Step 4: Practice Session (5 minutes)

- Provide each learner with clay to practice creating their own coils.
- Walk around the classroom to assist and give tips to students as they work.

Conclusion (5 minutes)

- Summarize the key points from the lesson, emphasizing the steps in preparing clay and demonstrating the coiling technique.
- Conduct a quick interactive activity: Ask learners to share their experiences from the practice session and what they appreciated in their own and their peers' work.
- Preview the next session: Introduce the concept of glazing and decorating pottery.

Extended Activities:

1. Research Project: Ask students to research a specific type of pottery from another culture and present their findings to the class, comparing it with Indigenous Kenyan pottery.
2. Craft Day: Encourage students to create a small pottery piece at home using the coiling technique and bring it to the next class for a showcase.
3. Field Trip: Organize a visit to a local artisan's workshop to see pottery being made in-person, providing real-world application of learned techniques.

Teacher Self-Evaluation:

WEEK 3: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Indigenous Kenyan Crafts

Specific Learning Outcomes:

By the end of the lesson, learners will be able to:

- Prepare clay by removing impurities, drying, kneading, and wedging.
- Watch a demonstration of the coiling technique using clay.
- Appreciate their own and others' pottery work.

Key Inquiry Question:

- Why do we remove impurities from clay?

Learning Resources:

- Humming Bird Creative Arts and Sports Grade 9, Pages 106-114

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson's key points and objectives.
- Engage learners in a discussion about the importance of understanding clay preparation for pottery making, prompting them to read relevant sections of the resource material.

Lesson Development (30 minutes)

Step 1: Removing Impurities from Clay (10 minutes)

- Activity:

Discuss with learners why it is essential to remove impurities from clay and how it affects the final product. Show examples of clean vs. impure clay.

- Instructions: Have students orally identify methods for removing impurities (e.g., hand-picking debris, using water to wash out stones).

Step 2: Preparing the Clay (10 minutes)

- Activity:

Demonstrate the processes of drying, kneading, and wedging clay. Explain the significance of each process in ensuring the clay is workable.

- Instructions: Have students split into small groups to practice kneading and wedging clay, ensuring that they discuss and assist each other.

Step 3: Coiling Technique Demonstration (5 minutes)

- Activity:

Show a demonstration of the coiling technique using prepared clay.

- Instructions: Highlight the importance of creating strong joints to prevent cracking in the final pottery piece. Engage students to observe key techniques.

Step 4: Peer Review of Pottery Work (5 minutes)

- Activity:

Allow students to appreciate their own and each other's pottery work by sharing their experiences and feedback.

- Instructions: Use a structured form for feedback that includes aspects like creativity, technique, and areas of improvement.

Conclusion (5 minutes)

- Summarize key points discussed, reinforcing the importance of clay preparation and the coiling technique.

- Conduct a brief interactive activity such as a quick quiz or a group discussion to reinforce the main topics.

- Preview upcoming lessons that will involve creating pottery projects and exploring more about indigenous art forms.

Extended Activities:

- Explore & Create: Encourage learners to research different pottery styles from various Kenyan indigenous communities. They can prepare a presentation or a poster showing their chosen style, its history, and its technique.

- Clay Art Exhibit: Suggest that learners create a small pottery piece at home using the techniques learned and prepare for an informal exhibition in class where they can showcase their work and receive constructive feedback.

Teacher Self-Evaluation:

WEEK 3: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: Creating and Performing

Sub Strand: Indigenous Kenyan Crafts

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Name items that can be modeled using clay.
- Practise the coiling technique in pottery.
- Appreciate their own and others' pottery work.

Key Inquiry Question(s):

- Why is clay the preferred material for pottery?

Learning Resources:

- Humming Bird Creative Arts and Sports Grade 9, Pages 106-114

Organisation of Learning

Introduction (5 minutes)

- Review the previous lesson by briefly discussing what students learned about traditional crafts.
- Guide students to read and discuss the relevant content from their textbooks, focusing on the properties of clay and why it is commonly used in pottery.

Lesson Development (30 minutes)

Step 1: Item Identification (10 minutes)

- Facilitate a discussion where students brainstorm and name various items that can be modeled using clay (e.g., pots, figurines, tiles).
- Write their responses on the board and encourage comparisons with modern materials.

Step 2: Introduction to the Coiling Technique (10 minutes)

- Demonstrate the coiling technique by showing how to create a simple pot. Use visual aids or a video to illustrate the process.
- Have students practice making coils of clay in small groups, helping them to troubleshoot and refine their techniques as needed.

Step 3: Creation of Pottery (10 minutes)

- Instruct students to use the coiling technique to start creating their own simple pottery item (e.g., a small bowl).
- Circulate the room, offering feedback and encouragement, and listening to students' discussions regarding their processes and choices.

Step 4: Reflection and Appreciation (Optional 5 minutes)

- Allow time for students to share their creations with classmates, reflecting on what they enjoyed about the process and what they learned.
- Guide a brief discussion on how individual and cultural backgrounds can influence creative expression in pottery.

Conclusion (5 minutes)

- Summarize key points discussed during the lesson, highlighting the importance of clay and the coiling technique in pottery-making.
- Conduct a brief interactive activity (e.g., a quick quiz or Q&A) to reinforce the main topics.
- Preview upcoming topics related to pottery styles in different cultures, posing questions for students to think about for the next session (e.g., "What are some traditional pottery styles from other cultures?").

Extended Activities

- Home Project: Invite students to create a clay item at home using the coiling technique and bring it to class for an exhibition.
- Research Assignment: Assign students to research a specific indigenous pottery style from another culture and present their findings in the next class.
- Field Trip: Organize a visit to a local pottery studio or craft market to observe professional potters at work and learn about different pottery techniques and materials.

Teacher Self-Evaluation:

WEEK 3: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Indigenous Kenyan Crafts

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Model a vessel using the coil method.
- Decorate the vessel by incising and dry it under shade.
- Appreciate their own and others' pottery work.

Key Inquiry Question(s):

- Why are pottery items dried under shade?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9, Pages 106-114

Organisation of Learning:

Introduction (5 minutes)

- Begin with a quick review of the previous lesson on pottery and its significance in various cultures, particularly within Kenya.
- Ask students to share what they remember about the techniques we discussed, and how these relate to contemporary craft practices.
- Transition into today's lesson by guiding learners to read the relevant sections in the provided resource, paying attention to the coil method of pottery.

Lesson Development (30 minutes)

Step 1: Introduction to the Coil Method (10 minutes)

- Explain the coil method of pottery, demonstrating how to form coils of clay.
- Have students practice making their own coils using classroom materials: clay/air-dry clay if available.
- Encourage them to observe the thickness and texture of their coils.

Step 2: Modeling the Vessel (10 minutes)

- Guide students to stack their coils to form the shape of a simple vessel.

- Discuss the importance of joining the coils and smoothing out the seams to ensure the vessel is sturdy.
- Allow time for students to model their vessels and provide support as needed.

Step 3: Decorating the Vessel (5 minutes)

- Introduce the technique of incising for decoration.
- Show examples of simple patterns that they can use.
- Encourage students to decorate their vessels with incised designs, emphasizing creativity.

Step 4: Drying the Vessel (5 minutes)

- Discuss why it is crucial for pottery to be dried under shade rather than in direct sunlight.
- Prompt the students to answer the key inquiry question.
- Have students carefully place their vessels in a shaded area of the classroom/schoolyard to dry.

Conclusion (5 minutes)

- Summarize the steps taken in today's lesson.
- Highlight the significance of the coil method and the importance of drying pottery properly.
- Conduct a brief interactive activity where students share the designs of their vessels and discuss what they like about their own and each other's work.
- Prepare learners for the next session by previewing topics on glazing and firing pottery.

Extended Activities:

- Encourage students to research the history and cultural significance of pottery in their communities or other cultures and present their findings in the next class.
- Suggest a creative project where students can create a mini-exhibition of their pottery work alongside written descriptions of their designs and techniques used.

Teacher Self-Evaluation:

WEEK 3: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Indigenous Kenyan Crafts

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Define the term weaving as used in creative arts.
- Make a frame loom for weaving.
- Appreciate their own and others' woven articles.

Key Inquiry Question:

- What is weaving?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9, Pages 106-114

Organisation of Learning:

Introduction (5 minutes)

- Begin with a brief review of the previous lesson focused on Kenyan crafts.
- Pose the key inquiry question: "What is weaving?"
- Ask students for their initial thoughts on weaving and encourage a short discussion.
- Guide learners to read selected excerpts from the provided learning resources, highlighting important ideas related to the art of weaving.

Lesson Development (30 minutes)

Step 1: Define Weaving (10 minutes)

- Explain the term "weaving" within the context of creative arts.
- Discuss its historical significance in Kenyan culture and its various forms.
- Use examples of different woven articles (baskets, mats, etc.) found in Kenyan communities to illustrate the diversity of weaving.

Step 2: Materials Needed for Weaving (5 minutes)

- Introduce the materials required for weaving, focusing on both natural and synthetic options.

- Initiate a discussion about the significance of choosing local materials and their impact on the environment.
- Ask students to brainstorm possible materials they can find around their homes or school.

Step 3: Making a Frame Loom (10 minutes)

- Provide a step-by-step guide on how to create a simple frame loom.
- Demonstrate the process using visual aids or by constructing one in front of the class.
- Allow students to work in pairs or small groups to begin constructing their own frame looms using readily available materials (such as cardboard, wood pieces, or strong paper).

Step 4: Weaving Techniques (5 minutes)

- Introduce basic weaving techniques, such as over-under patterns.
- Encourage students to experiment with their looms, using yarn or other materials to practice weaving.
- Invite students to share their designs and ideas with their peers, fostering an appreciation for each other's creativity.

Conclusion (5 minutes)

- Summarize the key points discussed: the definition of weaving, the materials, and the loom-making process.
- Conduct a brief interactive activity where students can share their thoughts on what they appreciate most about their woven articles and those of their peers.
- Preview the next session: explore different patterns and designs in weaving and their cultural meanings in Kenyan traditions.

Extended Activities:

- Create a Woven Piece: Encourage students to complete a small woven project at home or in school, experimenting with colors and patterns.
- Research Assignment: Assign students to research a particular type of indigenous weaving within Kenya or another culture, then present their findings to the class.
- Art Display: Organize a mini-exhibition where students showcase their woven pieces and explain the techniques and materials used.

Teacher Self-Evaluation:

WEEK 4: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Indigenous Kenyan Crafts

Specific Learning Outcomes:

By the end of the lesson, the learner should be able to:

- Make a fabric using the 2/1 weaving technique.
- Watch a video clip of making a fabric using the 2/1 weaving technique.
- Appreciate their own and others' woven articles.

Key Inquiry Question:

- How is a fabric woven?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9, Pages 106-114

Organisation of Learning

Introduction (5 minutes)

- Begin with a brief review of the previous lesson on weaving and its cultural significance in Kenyan communities.
- Engage learners in a discussion about their prior knowledge of weaving techniques and crafts. Encourage them to share any personal experiences related to weaving.

Lesson Development (30 minutes)

Step 1: Introduction to the 2/1 Weaving Technique

- Explain what the 2/1 weaving technique is and how it differs from other weaving techniques.
- Discuss the materials needed for the weaving process: warp and weft threads.
- Demonstrate a simple example of the 2/1 technique using diagrams or sample threads.

Step 2: Watching the Video Clip

- Show a video clip demonstrating the 2/1 weaving technique.
- Pause at key moments to point out important steps and techniques used in the process.
- Facilitate a discussion immediately after the video to ensure comprehension. Ask students what they found interesting or challenging.

Step 3: Hands-On Activity - Making Fabric

- Divide students into small groups and provide them with weaving materials.
- Guide them through the process of setting up their looms and starting to weave using the 2/1 technique.
- Circulate among groups, offering assistance and encouragement as they create their fabric.

Step 4: Sharing and Appreciating Work

- Once the weaving is complete, have each group present their woven piece to the class.
- Facilitate a peer feedback session where students can appreciate and critique each other's work positively. Encourage them to discuss techniques, colors, and patterns used.

Conclusion (5 minutes)

- Summarize the key points covered in the lesson, reinforcing the learning outcomes.
- Conduct a brief interactive activity, such as a quick quiz or a "think-pair-share" discussion on what they learned about the weaving process and its cultural significance.
- Preview the next session, hinting at further exploration of textile arts or related crafts.

Extended Activities:

- Assign students to research and create a presentation on a specific type of indigenous Kenyan fabric or traditional weaving pattern.
- Encourage students to try weaving at home with alternative materials, such as paper or recycled materials, and bring their creations for sharing in the next class.
- Organize a field trip or invite a local artisan to demonstrate weaving techniques in person.

Teacher Self-Evaluation:

WEEK 4: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Indigenous Kenyan Crafts

Specific Learning Outcomes:

By the end of the lesson, the learner should be able to:

- Identify the warps on the loom and interlace the wefts using 2/1 techniques to weave a fabric.
- Display and critique own and others' woven articles.
- Appreciate own and others' woven articles.

Key Inquiry Question(s):

- What is the difference between warps and wefts?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9, Pages 106-114

Organisation of Learning

Introduction (5 minutes)

- Review: Begin by revisiting the previous lesson on weaving and its cultural significance in Indigenous Kenyan Crafts.
- Discussion: Have students read relevant sections from the textbook to set the context of the lesson, focusing on the definitions of warps and wefts.

Lesson Development (30 minutes)

Step 1: Identifying Warps and Wefts (10 minutes)

- Explain the definitions and functions of warps (the vertical threads) and wefts (the horizontal threads) using images or a loom model.
- Have learners visually identify the warps on example looms or fabrics.

Step 2: Demonstration of Weaving Technique (10 minutes)

- Demonstrate the 2/1 weaving technique (over two warps, under one).
- Show how to interlace wefts with warps on a sample loom, explaining key movements and patterns.

Step 3: Hands-On Practice (5 minutes)

- Allow students to practice the 2/1 technique on their own looms or weaving boards.

- Walk around to provide guidance and answer any questions.

Step 4: Critique and Appreciate (5 minutes)

- After weaving, learners display their woven articles.
- Facilitate a group discussion where students critique their own work and that of their peers, focusing on technique, creativity, and cultural significance.

Conclusion (5 minutes)

- Summary: Recap the differences between warps and wefts, the 2/1 weaving technique, and insights gained from critiques.
- Interactive Activity: Conduct a quick quiz or a group discussion where students can share what they learned from others' articles.
- Preview: Briefly outline what will be covered in the next lesson, such as the historical significance of certain weaving patterns in Kenyan culture.

Extended Activities

- Research Project: Assign students to research a specific region in Kenya known for its weaving techniques and present how the local culture influences the designs and materials used.
- Weaving Challenge: Encourage students to create a themed woven article using techniques discussed in class, focusing on personal expression and cultural representation.

Teacher Self-Evaluation:

WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Swimming

Specific Learning Outcomes:

By the end of the lesson, the learner should be able to:

- Describe the body position in both the standing dive and butterfly stroke.
- Appreciate swimming as a life skill by watching and analyzing a video clip of the standing dive and butterfly.

Key Inquiry Question(s):

- How do you perform the butterfly stroke?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9, Pages 115-123

Organisation of Learning

Introduction (5 minutes)

- Begin with a quick review of the last lesson, reinforcing the importance of swimming techniques.
- Guide students to read specific sections of the Hummingbird Creative Arts and Sports textbook, focusing on key concepts related to the standing dive and butterfly stroke. Facilitate a discussion to check understanding and encourage engagement.

Lesson Development (30 minutes)

Step 1: Understanding Body Position for the Standing Dive (10 minutes)

- Discuss the key components of an effective standing dive, including posture, foot placement, and arm positioning.
- Conduct a brief demonstration or invite a student to demonstrate the correct body position for the standing dive.

Step 2: Video Analysis of the Standing Dive (10 minutes)

- Watch a selected video clip demonstrating the standing dive.

- Pause the video at key moments to discuss what the students observe regarding body position, balance, and technique. Ask questions to guide the discussion, such as "What did you notice about the diver's entry into the water?"

Step 3: Understanding Body Position for the Butterfly Stroke (5 minutes)

- Shift focus to the butterfly stroke. Discuss the critical components such as body posture, arm movement, and the importance of the kick.
- Use illustrations from the textbook if available to help visualize the techniques.

Step 4: Video Analysis of the Butterfly Stroke (5 minutes)

- Play a video clip of the butterfly stroke in action.
- Similar to the standing dive, pause to highlight various techniques and positions. Engage the students with guided questions like "What makes the butterfly stroke unique compared to other strokes?"

Conclusion (5 minutes)

- Summarize the key points discussed during the lesson, particularly the importance of body position in both the standing dive and butterfly stroke.
- Conduct a brief interactive activity, such as a quick quiz with questions covering key positions and techniques learned.
- Provide a preview of the next session, possibly introducing the concept of water safety or competitive swimming techniques to spark curiosity.

Extended Activities:

- Have students practice swimming techniques at a local pool and keep a reflection journal about their progress and any challenges faced.
- Organize a mini swimming competition where they can apply what they've learned about diving and strokes.
- Create a poster or presentation on the benefits of swimming as a life skill, emphasizing safety and fitness.

Teacher Self-Evaluation:

WEEK 4: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Swimming

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Describe the body position in a standing dive and the butterfly stroke.
- Use digital devices to observe pictures of the standing dive and butterfly stroke in swimming.
- Appreciate swimming as a vital life skill.

Key Inquiry Question(s):

- How can swimming skills be performed safely?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9, Pages 115-123

Organisation of Learning

Introduction (5 minutes)

- Begin by reviewing key concepts from the previous lesson on swimming techniques.
- Introduce the day's lesson by guiding learners to read selected passages from Pages 115-123 and discuss the importance of body positions in swimming.

Lesson Development (30 minutes)

Step 1: Understand the Standing Dive

- Explain the significance of body alignment and posture for a successful standing dive.
- Show pictures from the learning resource and discuss the ideal body position: feet placement, arm position, and head alignment.
- Engage students in a brief discussion on why body position matters in diving.

Step 2: Analyze the Butterfly Stroke

- Describe the body position required for the butterfly stroke, focusing on body undulation, arm movement, and breathing techniques.
- Use digital devices to display images/video clips of swimmers performing the butterfly stroke and ask students to identify key body positions from the visuals.

Step 3: Practical Application

- In pairs, have students practice the standing dive posture on land and describe their positions to each other.
- Use a mirror or partner feedback for self-correction, focusing on maintaining the correct body lines as discussed.

Step 4: Discussion on Safety and Life Skills

- Facilitate a conversation on the importance of swimming as a life skill, including safety precautions while swimming, such as understanding water conditions and life-saving techniques.
- Encourage learners to reflect on what they've learned about performing swimming skills safely.

Conclusion (5 minutes)

- Summarize the key points discussed in the lesson: the body positions for the standing dive and the butterfly stroke, and the importance of swimming safety.
- Conduct an interactive quiz where students can identify correct positions based on given images and main concepts discussed in the lesson.
- Prepare students for the next session by informing them about upcoming techniques they will learn and ask them to think about how they can improve their swimming skills at home.

Extended Activities

1. Swimming Safety Posters: Create informative posters about swimming safety tips and techniques that could be displayed in the school or community pool.
2. Video Assignment: Students could film themselves practicing their standing dive or butterfly stroke and share their videos for peer feedback, focusing on body positions.
3. Reflection Journals: Keep a journal where learners record their personal experiences, skills learned, and goals for improving their swimming techniques over time.

Teacher Self-Evaluation:

WEEK 4: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Swimming

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Describe the body position in a standing dive and the butterfly stroke.
- Use digital devices to observe pictures of the standing dive and butterfly stroke in swimming.
- Appreciate swimming as a vital life skill.

Key Inquiry Question(s):

- How can swimming skills be performed safely?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9, Pages 115-123

Organisation of Learning

Introduction (5 minutes)

- Begin by reviewing key concepts from the previous lesson on swimming techniques.
- Introduce the day's lesson by guiding learners to read selected passages from Pages 115-123 and discuss the importance of body positions in swimming.

Lesson Development (30 minutes)

Step 1: Understand the Standing Dive

- Explain the significance of body alignment and posture for a successful standing dive.
- Show pictures from the learning resource and discuss the ideal body position: feet placement, arm position, and head alignment.
- Engage students in a brief discussion on why body position matters in diving.

Step 2: Analyze the Butterfly Stroke

- Describe the body position required for the butterfly stroke, focusing on body undulation, arm movement, and breathing techniques.
- Use digital devices to display images/video clips of swimmers performing the butterfly stroke and ask students to identify key body positions from the visuals.

Step 3: Practical Application

- In pairs, have students practice the standing dive posture on land and describe their positions to each other.
- Use a mirror or partner feedback for self-correction, focusing on maintaining the correct body lines as discussed.

Step 4: Discussion on Safety and Life Skills

- Facilitate a conversation on the importance of swimming as a life skill, including safety precautions while swimming, such as understanding water conditions and life-saving techniques.
- Encourage learners to reflect on what they've learned about performing swimming skills safely.

Conclusion (5 minutes)

- Summarize the key points discussed in the lesson: the body positions for the standing dive and the butterfly stroke, and the importance of swimming safety.
- Conduct an interactive quiz where students can identify correct positions based on given images and main concepts discussed in the lesson.
- Prepare students for the next session by informing them about upcoming techniques they will learn and ask them to think about how they can improve their swimming skills at home.

Extended Activities

1. Swimming Safety Posters: Create informative posters about swimming safety tips and techniques that could be displayed in the school or community pool.
2. Video Assignment: Students could film themselves practicing their standing dive or butterfly stroke and share their videos for peer feedback, focusing on body positions.
3. Reflection Journals: Keep a journal where learners record their personal experiences, skills learned, and goals for improving their swimming techniques over time.

Teacher Self-Evaluation:

WEEK 5: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Swimming

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:
- Outline the procedure for performing a standing dive.
- Perform a standing dive in swimming.
- Appreciate swimming as a life skill.

Key Inquiry Question(s):

- How do we perform a standing dive?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9, Pages 115-123

Organisation of Learning:

Introduction (5 minutes)

- Activity: Begin with a brief review of the previous lesson on diving techniques.
- Discussion: Ask students what they remember about the importance of diving and its application in swimming. Encourage students to read sections from the learning resources that relate to standing dives and dive safety.

Lesson Development (30 minutes)

Step 1: Understanding the Basics of a Standing Dive

- Explain the key components of a standing dive, including body position, balance, and focus.
- Activity: Have students practice their stance on dry land, ensuring they understand how to distribute their weight correctly.

Step 2: Outlining the Procedure

- Guide students through the step-by-step procedure for performing a standing dive.
 1. Positioning: Stand at the edge of the pool with feet shoulder-width apart.
 2. Arm Placement: Raise your arms above your head, keeping them straight, and look forward.
 3. Bend Knees: Slightly bend your knees to prepare for the jump.

4. Launch: Push off the platform with your legs, extending your body into a streamlined position as you enter the water.

- Activity: Have students write down the steps and discuss in pairs.

Step 3: Practicing the Dive

- Activity: Gather students at the poolside and demonstrate the standing dive. Allow each student to practice the dive under supervision. Encourage them to focus on technique and safety.

Step 4: Reflecting on the Skill

- After practice, gather students to discuss their experience. Ask questions such as:

- What did they find easy or challenging about the dive?

- How can mastering swimming techniques like the standing dive be useful in everyday life?

Conclusion (5 minutes)

- Summary: Reiterate the key points covered in the lesson, including the steps for performing a standing dive and the importance of swimming as a life skill.

- Interactive Activity: Facilitate a Q&A session where students can ask questions about the dive technique or share thoughts on swimming safety.

- Preview for Next Session: Inform students that in the next lesson, they will learn about different types of dives and their applications in competitive swimming.

Extended Activities:

- Research Assignment: Have students research the history of diving in sports and present their findings in the next class.

- Field Trip Planning: Plan a visit to a local swimming competition to observe various diving techniques and analyze the skills of competitive divers.

Teacher Self-Evaluation:

WEEK 5: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Swimming

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:
- Outline the procedure for performing the butterfly stroke.
- Perform the butterfly stroke in swimming.
- Appreciate swimming as a life skill.

Key Inquiry Question:

- How do we perform the butterfly stroke?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9, Pages 115-123

Organisation of Learning

Introduction (5 minutes):

- Begin with a quick review of the previous lesson, discussing the importance of different swimming strokes.
- Encourage learners to share their experiences with swimming and their prior knowledge of strokes.
- Introduce the butterfly stroke and guide learners to read and discuss the relevant content from the specified pages in the learning resource, focusing on the key concepts associated with the butterfly stroke.

Lesson Development (30 minutes)

Step 1: Introduce the Butterfly Stroke (10 minutes)

- Explain the importance of the butterfly stroke in competitive swimming.
- Discuss the body position: starting with the body flat on the water and facing down.

Step 2: Arm Movement (10 minutes)

- Demonstrate the arm movement:
- Both arms move simultaneously in a circular action.

- Emphasize how the arms enter the water shoulder-width apart and then pull back through the water.
- Allow students to practice the arm movements on land, breaking it down into slow motions.

Step 3: Leg Movement (5 minutes)

- Introduce the dolphin kick:
- Explain that legs stay together and kick in an undulating motion.
- Demonstrate the kick in the water and have students practice while floating or holding onto the pool edge.

Step 4: Combining Movements (5 minutes)

- Guide students to combine the arm and leg movements:
- Encourage them to perform the butterfly stroke in the water while coordinating their arms and legs.
- Provide feedback on their technique, and suggest adjustments for improvement.

Conclusion (5 minutes)

- Recap the key points discussed during the lesson, focusing on the steps of the butterfly stroke.
- Engage students in a brief interactive activity: Ask them to pair up and review each other's understanding of the steps for performing the stroke, encouraging collaboration and discussion.
- Preview next session's topics, such as diving techniques or other strokes, and encourage students to think about how these skills are applicable in daily life for fitness and safety.

Extended Activities:

- Swimming Journals: Have students maintain a swimming journal where they reflect on their practice sessions, noting improvements, challenges, and personal goals for mastering the butterfly stroke.
- Research Assignment: Ask students to research famous swimmers known for their butterfly stroke and present their findings, focusing on technique, training routines, and competitions.

Teacher Self-Evaluation:

WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Swimming

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Identify safety measures to observe while swimming.
- Watch a video clip of a combination of standing dive and butterfly stroke.
- Appreciate swimming as a life skill.

Key Inquiry Question:

- Which safety measures should you observe while swimming?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9, Pages 115-123

Organisation of Learning

Introduction (5 minutes)

- Review the previous lesson's key concepts about swimming.
- Guide learners in small discussion groups to read and share thoughts from the Hummingbird Creative Arts and Sports resource, focusing on safety measures in swimming.

Lesson Development (30 minutes)

Step 1: Identify Safety Measures (10 minutes)

- Engage learners in a discussion about safety measures they should practice while swimming (e.g., knowing the pool's depth, swimming with a buddy, observing lifeguard instructions).
- Write key safety measures on the board as learners contribute.

Step 2: Watch and Analyze Video Clip (10 minutes)

- Show a video clip that features a combination of a standing dive and the butterfly stroke.
- After viewing, ask learners to identify key elements of both techniques and discuss what they noticed regarding safety measures during both activities.

Step 3: Discuss Swimming as a Life Skill (5 minutes)

- Lead a discussion on the benefits of swimming as a life skill, focusing on both recreational and safety aspects.
- Encourage learners to share personal experiences or thoughts on how swimming can serve as a useful life skill.

Step 4: Reflection and Questions (5 minutes)

- Pose the key inquiry question: “Which safety measures should you observe while swimming?”
- Invite learners to reflect on what they’ve learned and share their thoughts with the class.

Conclusion (5 minutes)

- Summarize the key points regarding safety measures, the standing dive, and the butterfly stroke.
- Conduct a brief interactive activity where learners work in pairs to role-play a safety scenario in swimming.
- Preview the next session by introducing upcoming topics, such as competitive swimming techniques and training.

Extended Activities:

1. Swimming Safety Poster: Create a poster illustrating essential swimming safety rules. Display these around the school or in the swimming area.
2. Research Project: Conduct research on swimming strokes and their historical significance or how they have evolved over time. Present findings to the class.
3. Community Engagement: Organize a swim safety workshop for younger students, where learners demonstrate swimming safety measures and basic techniques.

Teacher Self-Evaluation:

WEEK 5: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Swimming

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

1. Identify swimming equipment.
2. Outline the importance of synchrony in the butterfly stroke.
3. Appreciate swimming as a life skill.

Key Inquiry Question(s):

- Why is synchrony important in the butterfly stroke?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9, Pages 115-123

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson on basic swimming techniques.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the importance of knowing swimming equipment and the butterfly stroke.

Lesson Development (30 minutes)

Step 1: Identifying Swimming Equipment (10 minutes)

- Activity: Begin a discussion on different types of swimming equipment such as goggles, swim caps, and flotation devices.
- Group Work: In small groups, have learners list equipment used for various swimming strokes.
- Discussion: Share findings and compile a master list on the board.

Step 2: Introducing the Butterfly Stroke (10 minutes)

- Demonstration: Show a video or hold a live demonstration of the butterfly stroke.
- Discussion: Ask learners to observe the movements and timing used in the stroke.

Step 3: Importance of Synchrony in the Butterfly Stroke (5 minutes)

- Explanation: Discuss why synchrony (timing and coordination of arm and leg movements) is crucial for efficiency and speed in the butterfly stroke.
- Student Explanation: Encourage learners to share their thoughts on synchrony and its impact on performance.

Step 4: Lifesaving Skills of Swimming (5 minutes)

- Interactive Discussion: Lead a conversation about swimming as a life skill, discussing why it's important for safety and physical fitness.
- Sharing: Invite students to share personal experiences or reasons they believe swimming skills are valuable.

Conclusion (5 minutes)

- Summarize the key points discussed: identifying swimming equipment, the importance of synchrony in the butterfly stroke, and appreciation of swimming as a life skill.
- Interactive Activity: Conduct a quick quiz or game (e.g., a bingo format with swimming terms) to reinforce the main topics.
- Preview: Brief the learners on what they will explore in the next session, which will cover additional swimming techniques.

Extended Activities:

1. Research Assignment: Have students research the history of swimming and its evolution as a sport, including famous swimmers and their contributions.
2. Swimming Workshop: Arrange for a practical session at a local pool to practice the butterfly stroke and other techniques learned, focusing on synchrony and form.
3. Create a Poster: Invite learners to create a poster that highlights swimming safety tips, including gear required and basic techniques.

Teacher Self-Evaluation:

WEEK 5: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: Creating and Performing

Sub Strand: Kenyan Indigenous Games - Board Games

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

1. Identify different types of indigenous board games played in Kenya.
2. Watch and engage with a virtual or live demonstration of indigenous board games.
3. Appreciate the role indigenous board games play for mental health.

Key Inquiry Question(s):

- How do indigenous board games enhance mental relaxation?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9, Pages 124-128

Organisation of Learning:

Introduction (5 minutes):

- Review the Previous Lesson: Start with a quick recap of the last lesson's key points related to indigenous games.
- Interactive Discussion: Ask students what they know about board games and their importance in different cultures. Have them share any experiences they have had with board games.

Lesson Development (30 minutes):

- **Step 1:** Identification of Board Games (10 minutes)
 - Discuss various indigenous board games popular in Kenya (e.g., Ludo, Bao, and Damii).
 - Ask students to brainstorm other games they may be aware of, and list them on the board.
- **Step 2:** Virtual or Live Demonstration (10 minutes)
 - Present a video demonstrating how to play one or two of the identified games or conduct a live demonstration with willing student volunteers.
 - Encourage students to ask questions and engage with the demonstration.
- **Step 3:** Group Discussion on Mental Health (5 minutes)

- Facilitate a discussion about how playing these games can contribute to mental health and relaxation.
- Prompt students with questions like: "How do games help you unwind?" or "Have you ever used a game to relieve stress?"
- **Step 4: Game Play (5 minutes)**
- If time permits, allow students to form small groups and try playing one of the indigenous games together.
- Circulate the room to provide support and observe how they interact with one another during gameplay.

Conclusion (5 minutes):

- Summarize Key Points: Highlight the types of games covered and their mental health benefits.
- Interactive Activity: Play a quick round of "Game Charades" where students act out a game without speaking, while classmates guess the game.
- Preview Next Session: Introduce the idea of "The importance of traditional games in the modern world" and encourage students to think about what makes games timeless.

Extended Activities:

1. Research Project: In pairs, learners can choose an indigenous board game and research its history, rules, and relevance in contemporary society. Present findings to the class in the next lesson.
2. Game Design: Students can create their own indigenous game by combining elements from board games discussed in class. This can include making rules, designing a game board, and creating pieces.
3. Reflection Journal: Encourage students to keep a journal for one week where they reflect on their experiences with board games and their effects on their relaxation and mental health.

Teacher Self-Evaluation:

WEEK 6: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: Creating and Performing

Sub Strand: Kenyan Indigenous Games - Board Games

Specific Learning Outcomes

By the end of the lesson, the learner should be able to:

- Name types of indigenous board games played in Kenya.
- Perform different indigenous board games.
- Appreciate the role played by indigenous board games for mental health.

Key Inquiry Question

- Which indigenous board games are played in Kenya?

Learning Resources

- Humming Bird Creative Arts and Sports Grade 9, Pages 124-128

Organisation of Learning

Introduction (5 minutes)

- Begin with a brief review of the previous lesson on Kenyan traditions and games.
- Ask students about any indigenous games they know or have played.
- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding key concepts of indigenous board games.

Lesson Development (30 minutes)

Step 1: Introduction to Indigenous Board Games (10 minutes)

- Present a brief overview of indigenous board games in Kenya.
- Discuss the cultural significance of these games.
- Have students read from the learning resources and identify key features of the games mentioned in the text.

Step 2: Naming Indigenous Board Games (5 minutes)

- Facilitate a class discussion where students take turns naming indigenous board games.
- List the games on the board (e.g., Ludu, Shisima, Ajua).

- Encourage students to share any personal experiences or stories related to these games.

Step 3: Performing Indigenous Board Games (10 minutes)

- Organize students into small groups.
- Assign each group a specific indigenous board game to learn about and perform.
- Provide necessary materials (if available) or simulate the game through discussion and gestures.

Step 4: Discussing Mental Health Benefits (5 minutes)

- Lead a discussion about how playing indigenous board games can benefit mental health (e.g., improving focus, providing entertainment, building social bonds).
- Allow students to share their thoughts on how these games might help them personally.

Conclusion (5 minutes)

- Summarize the key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity, such as a trivia quiz, to reinforce the main topics discussed about the board games.
- Prepare learners for the next session by previewing upcoming topics or posing questions to think about, such as the importance of preserving cultural games.

Extended Activities

- Research Project: Assign students to research one indigenous game in-depth and present its history and rules to the class.
- Game Design: Students can design their own indigenous board game, incorporating traditional elements and rules, and present their creations in a future lesson.
- Community Engagement: Organize a community game day where students can invite family members to play selected indigenous games, fostering intergenerational connections.

Teacher Self-Evaluation:

WEEK 6: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Kenyan Indigenous Games - Board Games

Specific Learning Outcomes:

By the end of the lesson, the learners should be able to:

- Outline skills required in indigenous board games.
- Describe safety measures to observe while playing indigenous board games.
- Appreciate the role played by indigenous board games for mental health.

Key Inquiry Question:

- Why are board games considered an indigenous game?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9 (Pages 124-128)

Organisation of Learning:

Introduction (5 minutes)

- Begin the class by reviewing the key points from the previous lesson on Kenyan Indigenous Games.
- Have learners read and discuss the specified sections from the learning resources. Encourage them to share their thoughts on the importance of indigenous games, focusing on the key inquiry question.

Lesson Development (30 minutes)

Step 1: Understanding Board Games as Indigenous Games (10 minutes)

- Introduce the concept of indigenous board games - discuss what they are and why they're significant in Kenyan culture.
- Learners will brainstorm different indigenous board games they know (e.g., Mweso, Adi).

Step 2: Skills Required for Playing Indigenous Board Games (10 minutes)

- In small groups, learners will identify and outline the key skills involved in playing indigenous board games, such as strategy, critical thinking, and teamwork.

- Each group will present their findings, facilitating a discussion about the different skills highlighted.

Step 3: Safety Measures While Playing (5 minutes)

- As a class, create a list of safety measures to consider when playing indigenous board games.
- Discuss the importance of a safe playing environment and how to handle disagreements or conflicts that may arise during play.

Step 4: Mental Health and Indigenous Board Games (5 minutes)

- Lead a discussion on the role of indigenous board games in promoting mental health, such as providing a form of social connection, enhancing cognitive skills, and reducing stress.
- Encourage learners to reflect on how games can be a positive outlet for emotions.

Conclusion (5 minutes)

- Summarize the key points discussed in the lesson, reinforcing the learning objectives achieved.
- Conduct a brief interactive activity such as a quick quiz or a group discussion to reinforce the main topics.
- Provide a preview of the next session, which may include exploring specific indigenous board games in detail and discussing their rules and history.

Extended Activities:

- Research Project: Have students choose an indigenous board game, research its history and significance, and create a presentation or poster.
- Game Design: Encourage students to design their own indigenous game incorporating key skills and elements learned in this lesson, including safety measures and mental health considerations.
- Reflection Journal: Students can maintain a reflection journal to document their experiences and insights gained while playing indigenous board games and how they relate to mental health.

Teacher Self-Evaluation:

WEEK 6: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Kenyan Indigenous Games - Board Games

Specific Learning Outcomes:

By the end of the lesson, students should be able to:

- Outline skills required in indigenous board games.
- Describe safety measures to observe while playing indigenous board games.
- Appreciate the role played by indigenous board games for mental health.

Key Inquiry Question:

- Which skills are required when playing indigenous board games?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9, Pages 124-128

Organisation of Learning:

Introduction (5 minutes)

1. Start the lesson by quickly reviewing the previous topic to activate prior knowledge.
2. Introduce the day's topic: Kenyan indigenous board games.
3. Guide learners to read relevant content from the textbook, focusing on understanding the skills needed for playing.

Lesson Development (30 minutes)

Step 1: Identifying Skills (10 minutes)

- Activity: Facilitate a class discussion to brainstorm the skills required in indigenous board games, such as strategic thinking, problem-solving, and teamwork.
- Discussion Questions: What skills do you think are necessary to succeed in these games?

Step 2: Discussing Safety Measures (10 minutes)

- Activity: Present safety measures that should be observed while playing. Use the textbook to highlight the importance of physical space, appropriate materials, and sportsmanship.
- Group Task: In small groups, have students generate a list of safety rules for playing board games.

Step 3: Mental Health Benefits (5 minutes)

- Activity: Briefly discuss the role of indigenous board games in promoting mental health. Emphasize aspects like stress relief, social interaction, and cognitive development.
- Reflection Question: How do you think playing these games can help with mental well-being?

Step 4: Synthesizing Information (5 minutes)

- Activity: Ask students to share what they learned about the skills and safety measures regarding board games. Create a class chart on the board that summarizes their points.

Conclusion (5 minutes)

1. Summarize the key points covered in the lesson, such as important skills, safety measures, and mental health benefits.
2. Engage students in a brief interactive activity, such as a quick quiz or a game scenario, to reinforce learning.
3. Preview upcoming topics related to indigenous games or the importance of play in culture.

Extended Activities:

- Research Project: Have students research different indigenous board games from other cultures and present their findings in the next class.
- Create a Game: In groups, students can design their own indigenous board game, including rules, objectives, and safety measures. They can present their creations to the class.
- Community Engagement: Encourage students to organize a game day where they can teach their peers or family members about the indigenous board games discussed.

Teacher Self-Evaluation:

WEEK 6: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Kenyan Indigenous Games - Board Games

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- State the role played by indigenous board games for mental health.
- Perform an indigenous board game while background music is played for enjoyment.
- Appreciate the importance of indigenous board games for mental health.

Key Inquiry Question:

- What is the importance of indigenous board games?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9, Pages 124-128

Organisation of Learning

Introduction (5 minutes)

1. Review the previous lesson on Kenyan indigenous games.
2. Guide learners to read and discuss relevant content from the assigned learning resources, focusing on the role of indigenous board games in mental health and social interaction.

Lesson Development (30 minutes)

Step 1: Introduction to Indigenous Board Games (10 minutes)

- Explain what indigenous board games are and their cultural significance in Kenyan society.
- Discuss how these games can impact mental health positively, such as through social interaction, stress relief, and cognitive engagement.

Step 2: Discussion on the Role of Games for Mental Health (5 minutes)

- Facilitate a discussion focused on how playing board games can enhance mental well-being.
- Prompt students with questions like:
- How do board games help you relax?
 - In what ways do they encourage friendships and community building?

Step 3: Performance of an Indigenous Board Game (10 minutes)

- Divide students into small groups and select a simple indigenous board game relevant to the curriculum.
- Have each group perform their game while background music plays, encouraging enjoyment and involvement.

Step 4: Reflection on Experience (5 minutes)

- After performing the games, guide students to reflect on their experiences of playing. Ask questions such as:
 - What did you enjoy most about the game?
 - Do you think this game can improve your mood or help in social situations?

Conclusion (5 minutes)

1. Summarize the key points discussed during the lesson:
 - The cultural significance of indigenous board games.
 - How they contribute to mental health and social well-being.
2. Conduct an interactive activity like a quick quiz or a game to reinforce the main topics covered.
3. Prepare students for the next session, providing a preview of upcoming topics or questions to consider regarding cultural games and their impact.

Extended Activities:

1. Research Project: Have learners research a specific indigenous board game from another culture. They should prepare a short presentation on how it relates to that culture's mental health practices or social interactions.
2. Game Creation: Encourage students to create their own board game inspired by indigenous games, focusing on mental well-being themes. They should write a brief explanation of the game's rules and its intended benefits.

Teacher Self-Evaluation:

WEEK 6: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: CREATING AND PERFORMING

Sub Strand: Kenyan Indigenous Games (Board games)

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- State the importance of indigenous board games to mental health.
- Watch a video clip of indigenous board games.
- Appreciate the role played by indigenous board games for mental health.

Key Inquiry Question:

- What is the importance of indigenous board games to mental health?

Learning Resources:

- Humming Bird Creative Arts and Sports Grade 9, Pages 124-128
- Video Clip of Indigenous Board Games

Organisation of Learning

Introduction (5 minutes)

- Briefly review the previous lesson on Kenyan culture and traditional games.
- Introduce the focus of today's lesson on indigenous board games and their importance to mental health.
- Ask students to share any prior knowledge they may have about these games.

Lesson Development (30 minutes)

Step 1: Discussion on Importance

- Lead a discussion on what students think makes board games important. Guide them to relate this to mental health by asking questions such as:
 - How do games affect our mood?
 - How can playing games with others improve our relationships?
 - Highlight key points such as communication, teamwork, and emotional relaxation.

Step 2: Video Viewing

- Show a video clip that illustrates various Kenyan indigenous board games. (Choose a clip that shows gameplay, strategies involved, and cultural significance.)
- Before viewing, instruct students to note any games they recognize and take note of how these games are played.

Step 3: Group Activity

- Divide the class into small groups and assign each group a different indigenous board game featured in the video.
- Ask each group to discuss and list the benefits of their assigned game in relation to mental health. They should think about aspects such as social interaction, strategic thinking, and stress relief.

Step 4: Presenting Findings

- Each group will present their findings to the class, focusing on the mental health benefits discussed.
- Encourage other students to ask questions or add to their classmates' points to foster a collaborative learning environment.

Conclusion (5 minutes)

- Summarize the key points discussed during the lesson, focusing on the link between indigenous board games and mental health.
- Conduct a brief interactive activity, such as a quick quiz or a reflection prompt, asking students to write down one new thing they learned about board games and mental health.
- Preview the next session by introducing topics related to the cultural significance of different games in Kenya.

Extended Activities:

- Game Day: Organize a session where students can play indigenous board games in class. This will help them experience firsthand the benefits discussed.
- Research Project: Assign students to research other indigenous games from different cultures and prepare a presentation on their mental health benefits.
- Creative Expression: Have students create a poster that illustrates their favorite indigenous board game and its mental health benefits. This can be displayed in the classroom to promote awareness.

Teacher Self-Evaluation:

WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: APPRECIATION IN CREATIVE ARTS AND SPORTS

Sub Strand: Analysis of Creative Arts and Sports

Specific Learning Outcomes:

By the end of the lesson, students should be able to:

- Identify the criteria for evaluating a play.
- Analyze a given play performance to evaluate theme, setting, conflict, resolution, use of voice, body movement, props, costumes, and overall impression.
- Appreciate the role of analysis in adding value to Creative Arts and Sports.

Key Inquiry Question(s):

- Why is analysis an important skill in Creative Arts and Sports?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9, Pages 129-142.

Organisation of Learning:

Introduction (5 minutes)

- Review the Previous Lesson: Begin with a short recap of the last discussion to activate prior knowledge.
- Discussion: Ask students what they remember about evaluating performances in Creative Arts and Sports. Share and highlight any conflicting or expanding ideas while introducing today's focus.

Lesson Development (30 minutes)

Step 1: Understanding Evaluation Criteria (10 minutes)

- Definition: Introduce what evaluation criteria are and their importance in analyzing a play.
- Foundational Aspects: Discuss the key elements to consider: theme, setting, conflict, resolution, use of voice, body movement, props, costume, and overall impression.
- Group Activity: In small groups, have students list additional criteria they believe are important when evaluating a performance.

Step 2: Analyzing a Play Performance (10 minutes)

- Play Selection: Choose a simple, well-known play excerpt or performance clip for analysis.

- Guided Analysis: As a class, watch the clip and pause at intervals to discuss each evaluation criterion, guiding students to notice elements such as the use of voice and body language.
- Record Observations: Students take notes on each element while discussing with their peers.

Step 3: Group Presentations (5 minutes)

- Sharing Insights: Each group presents their analysis of one criterion from the play. For example, one group might focus on theme, while another on costume.
- Class Discussion: Engage the rest of the class to share their insights and agree or disagree based on their observations.

Step 4: Reflection on Analysis (5 minutes)

- Role of Analysis: Discuss how analyzing a performance can deepen understanding and appreciation of the arts. Ask students to consider how different audiences may interpret performances differently based on their analyses.
- Wrap-up: Summarize the main learning points and why evaluation is essential in Creative Arts and Sports.

Conclusion (5 minutes)

- Summary of Key Points: Reinforce what was learned about evaluating a play.
- Interactive Activity: Have students participate in a quick "thumbs up/thumbs down" activity on whether they found the selected clip effective based on the evaluation criteria discussed.
- Preview Next Session: Introduce the upcoming topic on the impact of culture in Creative Arts and Sports, encouraging students to think of cultural influences they see in performances.

Extended Activities:

- Creative Project: Have students choose a short play or a scene from a longer play and create an evaluation rubric based on today's lesson. They can present this rubric in the next class.
- Peer Review: In groups, students can perform a short skit and have their peers evaluate based on the criteria discussed.
- Comparison Study: Students write a short report comparing two different performances of the same play, applying the analysis criteria learned in class.

Teacher Self-Evaluation:

WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: APPRECIATION IN CREATIVE ARTS AND SPORTS

Sub Strand: Analysis of Creative Arts and Sports

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Outline ethical practices in sports.
- Use digital devices to search for ethical practices in sports.
- Appreciate the role of analysis in adding value to Creative Arts and Sports.

Key Inquiry Question(s):

- What are 3 ethical practices in sports?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9, Pages 129-142.

Organisation of Learning

Introduction (5 minutes)

- Begin with a quick review of the previous lesson's content, discussing key takeaways.
- Introduce today's focus: ethical practices in sports.
- Read relevant excerpts from the learning resources, encouraging discussion among learners.

Lesson Development (30 minutes)

Step 1: Introduction to Ethical Practices in Sports (10 minutes)

- Discuss what ethical practices in sports mean and why they are important.
- Highlight 3 key ethical practices, such as:
 - Fair play
 - Respect for opponents
 - Anti-doping regulations

Step 2: Group Search Activity (10 minutes)

- Assign learners to small groups and provide them with tablets/laptops.
- Each group will search online for additional ethical practices in sports, focusing on anti-doping initiatives.

- Encourage them to find examples from various sports disciplines.

Step 3: Group Presentation (5 minutes)

- Each group shares their findings with the class. Allow for a brief discussion about the differences and similarities they found.
- Highlight the importance of these practices in maintaining integrity in sports.

Step 4: Analysis Discussion (5 minutes)

- Discuss how analysis in sports enhances the appreciation of both athletes and events.
- Encourage learners to think critically about the role of ethics in sports performance and public perception.

Conclusion (5 minutes)

- Summarize the key points: ethical practices, the importance of anti-doping, and the role of sports analysis.
- Conduct an interactive activity, like a quick quiz or a "think-pair-share," asking learners to reflect on what they learned about ethics in sports.
- Prepare them for the next session by providing a brief overview of upcoming topics, such as the impact of technology on sports.

Extended Activities:

1. Research Assignment: Learners write a short report on a specific sport and its governing body's ethical guidelines and practices.
2. Discussion Forum: Create a class forum (online or in-person) where students can post and discuss current events related to sports ethics.
3. Role-Playing Activity: Organize a mock debate where students take sides on controversial issues in sports ethics, such as performance-enhancing drugs.

Teacher Self-Evaluation:

WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: APPRECIATION IN CREATIVE ARTS AND SPORTS

Sub Strand: Analysis of Creative Arts and Sports

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- Outline ethical practices in sports.
- Use digital devices to search for ethical practices in sports.
- Appreciate the role of analysis in adding value to Creative Arts and Sports.

Key Inquiry Question:

- What is anti-doping?

Learning Resources:

- Humming Bird Creative Arts and Sports Grade 9, Pages 129-142.

Organisation of Learning:

Introduction (5 minutes)

- Begin with a brief review of the previous lesson, focusing on the importance of ethics in sports.
- Distribute the Humming Bird text. Guide students to read through pages 129-142, specifically highlighting concepts related to ethical practices in sports, including anti-doping initiatives.

Lesson Development (30 minutes)

Step 1: Defining Ethical Practices in Sports (10 minutes)

- Discuss what ethical practices mean in the context of sports.
- Prompt students to share examples (e.g., fair play, respect for opponents).
- Introduce anti-doping as a critical ethical issue in sports.

Step 2: Exploring Anti-Doping (10 minutes)

- Use digital devices (laptops/tablets/smartphones) for students to research anti-doping regulations and organizations like WADA (World Anti-Doping Agency).
- In pairs, students summarize their findings and share with the class, highlighting key points.

Step 3: Analysis Activities (5 minutes)

- Share a scenario or case study involving a doping violation in sports.
- Have students discuss in small groups the consequences of doping on athletes, teams, and the sports community.

Step 4: Reflection and Discussion (5 minutes)

- Encourage a class discussion on how analysis of ethical practices (like anti-doping) can influence the integrity of sports.
- Ask students how they can be advocates for ethical practices in their own sports involvement.

Conclusion (5 minutes)

- Summarize the key points discussed, emphasizing the importance of ethical practices in sports and the role of anti-doping.
- Conduct a quick interactive activity where each student can share one thing they learned about ethics in sports.
- Briefly preview the next lesson topic, encouraging students to think about the role of art in sports.

Extended Activities:

- Research Project: Assign students to select a sport and prepare a short report on its ethical practices, including any anti-doping measures in place.
- Ethical Sports Campaign: In groups, have students create a campaign (poster, presentation, or video) promoting awareness about the importance of ethics and anti-doping in sports within their school or community.

Teacher Self-Evaluation:

WEEK 7: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: Appreciation in Creative Arts and Sports

Sub Strand: Analysis of Creative Arts and Sports

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:
- Research on how to analyze a solo vocal piece of music.
- Analyze a solo vocal piece of music.
- Appreciate the role of analysis in adding value to Creative Arts and Sports.

Key Inquiry Question(s):

- How can analysis in creative arts and sports enhance creativity?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9, Pages 129-142

Organisation of Learning:

Introduction (5 minutes)

- Begin with a brief review of the previous lesson, linking it to the current topic on analyzing creative works.
- Ask students to share their thoughts or experiences related to solo vocal music if applicable.
- Introduce the key concepts highlighted in the reading material and how they relate to the inquiry question.

Lesson Development (30 minutes)

Step 1: Research (10 minutes)

- In groups, learners will research how to analyze a solo vocal piece of music, using the provided resources.
- Students should focus on the elements of music (like melody, harmony, rhythm, dynamics) and performance aspects (emotional expression, technique).

Step 2: Class Discussion (5 minutes)

- Groups will share key findings with the class.

- Encourage open discussion on different approaches to music analysis and why each element is important.

Step 3: Individual Analysis Activity (10 minutes)

- Each student will select a solo vocal piece of music (recommend listing known artists).
- Using a provided template, learners will analyze their chosen piece focusing on elements identified in their research.
- Encourage them to think critically about how these elements contribute to the overall impact of the piece.

Step 4: Appreciating the Role of Analysis (5 minutes)

- Conclude with a discussion on how analysis can enhance creativity in both music and other forms of creative arts.
- Ask students to reflect on how their understanding of a piece improves when they are able to break it down analytically.

Conclusion (5 minutes)

- Summarize the key points discussed during the lesson, including what elements are critical in the analysis of music.
- Conduct an interactive activity: each student will share one new thing they learned about music analysis and how it could help other creative endeavors.
- Preview upcoming topics that will deepen their understanding of creativity in arts and sports.

Extended Activities:

- Creative Project: Students can create a presentation or a visual art piece inspired by a solo vocal piece analyzed in class. They should explain their artistic choices based on their analysis.
- Guest Speaker: Arrange for a local musician or music teacher to speak about their experience with music analysis and how it shapes their creative process.
- Comparative Analysis: Have students choose a vocal piece and analyze it alongside a different genre or medium (e.g., poetry, painting), commenting on similarities and differences in creative expression.

Teacher Self-Evaluation:

WEEK 7: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 9	CREATIVE ARTS AND SPORTS			

Strand: APPRECIATION IN CREATIVE ARTS AND SPORTS

Sub Strand: Analysis of Creative Arts and Sports

Specific Learning Outcomes:

By the end of the lesson, the learner should be able to:

- Create a catalogue of the exhibited artworks.
- Critique exhibited artworks for inspiration.
- Appreciate the role of analysis in adding value to Creative Arts and Sports.

Key Inquiry Question:

- How do we create a catalogue?

Learning Resources:

- Hummingbird Creative Arts and Sports Grade 9, Pages 129-142

Organisation of Learning:

Introduction (5 minutes)

- Review the previous lesson to connect it to today's topic.
- Guide learners to read and discuss relevant content from the learning resources, highlighting the importance of cataloguing and critiquing in the appreciation of creative arts and sports.

Lesson Development (30 minutes)

Step 1: Introduction to Catalogue Creation (10 minutes)

- Discuss what a catalogue is and its purpose in the context of exhibits.
- Display a simple example of an artwork catalogue (e.g., title, artist, medium, year, description) to illustrate the basic components.

Step 2: Catalogue Creation Activity (10 minutes)

- Hand out a template for a simple catalogue.
- In groups of 3-4, have students select a piece of artwork (can be from the textbook or printed images) and fill out the catalogue template with the required details.

Step 3: Critiquing the Artworks (5 minutes)

- Introduce the elements of effective critique: description, analysis, interpretation, and judgment.
- Provide guidelines on how to critique an artwork constructively, emphasizing the importance of personal interpretation and inspiration derived from the art.

Step 4: Group Sharing and Discussion (5 minutes)

- Have each group present their catalogue and present their critique of the chosen artwork.
- Encourage constructive feedback from peers and engage in a brief discussion about the differing perspectives.

Conclusion (5 minutes)

- Summarize the key points learned in creating and critiquing an artwork catalogue.
- Conduct a brief interactive quiz or question session to reinforce the main topics addressed during the lesson.
- Preview upcoming topics related to the importance of art and sports analysis, encouraging students to think about how they will use analysis in their future studies.

Extended Activities:

- Assign students to research an artist or sportsperson, create a detailed catalogue of their work or achievements, and present it to the class.
- Encourage students to visit a local art gallery or sports event and create their own catalogue of the exhibits they see, completing critiques for a selected piece or performance.
- Host a class discussion or debate on the value of art and sports analysis in society, allowing students to express their thoughts and build critical thinking skills.

Teacher Self-Evaluation: